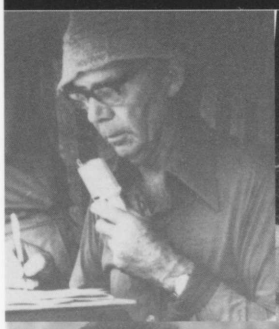
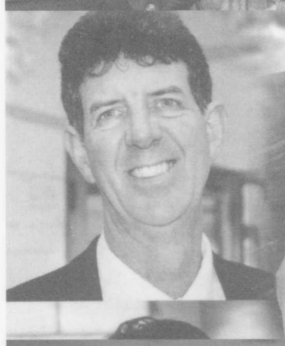
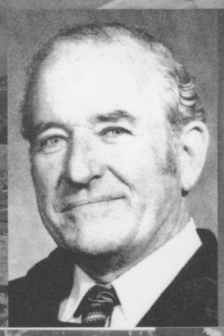
ONEHUNGA HIGH SCHOOL

1959 -2009 A CELEBRATION OF 50 YEARS







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Onehunga High School
The First 50 Years
1959 - 2009

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Introduction:

This compilation of events and achievements shows the evolution of Onehunga High School under the leadership of its four principals.

Acknowledgements:

Thankyou to Michele Nickolls for compiling this book, to Julie Benjamin for editing and to Rosalie McGowan (née McCarthy), Ken Prebble, Chris Saunders and Deidre Shea for their interest in and contributions to this book.

From the Jubilee Committee Chair:

2009 has proven to be a great year in our school's short history as we celebrate its first 50 years.

Onehunga High is a vital and vibrant part of the local community and also has been a pathway for teachers, students and the public alike to better their lives through education.

In late 2007 a small group under the guidance of the previously formed Past Pupils' Association set about starting preliminary discussions for the 2009 celebrations. As a group with little previous experience, we took up the challenge to organise the 50th birthday celebration. Our strengths and weaknesses were tested over the following months. As the Chairman of this newly founded committee, I am certainly proud of our team as we secured a successful jubilee on March 13th and 14th. This consisted of a 'Mix and Mingle' evening which was followed by an Open Day at the school, culminating in a formal dinner.

Special thanks to the whole school for their assistance and to the team of volunteers, from the researchers to the envelope sealers.

Well done.
Grant Fernandez

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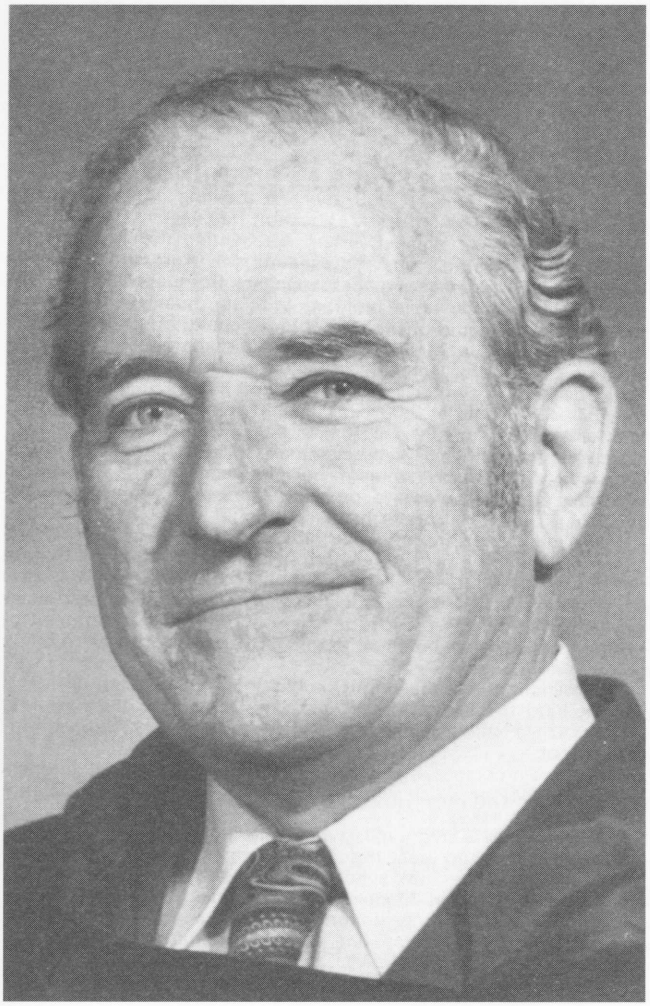
Contents:

Con McCarthy

Foundation Principal 1959 - 1977 by Rosalie McGowan, (née McCarthy)



Scene: The dining room of an ex-state house in Narrow Neck at six at night. Mum is in the kitchen preparing dinner and we two children are at the table finishing our homework. The radio is on in the corner and there is a black telephone on the wall.

Dad had left for work at Takapuna Grammar School that morning wearing a suit because he was going to a job interview that afternoon.

The phone rings, Mum answers it…great exclamations of astonishment and joy. Dad had been offered the job!

This is how I remember the beginning of the Onehunga High School story. Dad was 43 years old, the youngest secondary school principal at the time. He was also one of the first Catholic principals of a state secondary school. As he sat outside the interview room, he was told by the other interviewees that he did not have a show of getting the job because he was too young, he had not been a deputy principal, he was a Catholic and he wore a blue tie, while "Onehunga was a safe Labour seat".

He went into the interview with nothing to lose and told the panel his philosophy of education. He believed in education for all, and that life's circumstances should not get in the way of all people achieving their potential. Everyone had strengths and weaknesses, and it was a teacher's responsibility to bring out those strengths. He believed in discipline and moral standards but also compassion and support for those less fortunate than others.

Conway Joseph McCarthy was born in Wanganui. His father worked in the Post Office and his mother was often called to act as a midwife. They were not wealthy. He had an older brother Ged and a sister Betty. Each family member had different talents. Dad had a mathematical brain and high intelligence.

Dad attended Sacred Heart College and at 16 he went to Auckland University College to study Pure and Applied Mathematics, and was one of the youngest students. He graduated with a Bachelor of Science degree after three years and was awarded the Sir George Grey Scholarship. He went on to gain a Master of Science degree before he was 21. Dad was awarded a scholarship to Cambridge University in England. However, because it was after the

Depression, and the scholarship did not cover the boat fare, he could not go.

Dad's first job was in the Statistics Department in Wellington, copying ledgers. Six months later, he commenced study at Auckland Teachers' Training College.

After teaching posts in Kawakawa, Mount Maunganui and Saint Stephen's School, teaching anything from Shorthand Typing to Horticulture and Agriculture, Dad got his first position teaching Mathematics at Ngatea District High School.

While at Takapuna Grammar School Dad was involved in writing the Mathematics Curriculum Scheme and was the chief examiner for Mathematics in New Zealand.

He was also chairman of the Auckland Secondary Schools' Rugby Union. He kept a board in the back shed; its different coloured tickets were used to plan the weekly rugby draw for all the teams in the Auckland area.

But all this was to change with the advent of Onehunga High School.

Straight after the interviews, the Board of Governors held a meeting. They were keen to carry on the traditions of Onehunga District High School. The Department of Education envisaged the new high school as being a "Seddon Tech of the south", with Onehunga being seen as a suburb of uneducated, non-academic blue-collar workers and union stirrers.

The day after Dad's appointment, the family went to view the school. Imagine our reaction to a few sticks in a sea of yellow clay. Since the curriculum was going to include technical subjects, building had started on the technical block first, but as yet there were no offices or general classrooms and the school was supposed to start the following February!

There were no policies in place, no school rules, no enrolment forms, no staff, no uniform, and no badge or motto.

The school's Board of Governors were proud to belong to Onehunga and were very excited to have a High School in the area. They worked with Dad to establish the identity of the new school. Three courses were offered: academic, general including commercial and homecraft, and technical. All pupils would take Mathematics.

Because students were zoned for their local schools, Dad visited every primary and intermediate school in the zone to try to convince parents to send their children to Onehunga High School, rather than to the more established schools like Auckland Boys' Grammar, Auckland Girls' Grammar and Mt Roskill Grammar. He had to battle the principals of neighbouring schools who tried to poach academic

students and students who were good at sports.

Once the curriculum was set, advertisments were placed in the Education Gazette for teaching staff. One of the first to be appointed was Eddie van Sambeek who taught languages. I can remember Eddie and Dad trying to draw the school crest.

One of Dad's favourite sayings was "when my ship comes in". The motto "Fide et virtute" – by Loyalty and Courage - depicted not only worthy goals to aim for in life but also the belief of the man who wrote it. Loyalty was important to Dad and true courage he believed was not often seen.

After many difficulties, the school opened with a full staff on the first day. Dad was proud of the school and celebrated every success, whether it was the soccer team winning the interschool competition or one of the school's ex-pupils being awarded the Sir George Grey Scholarship at Auckland University. He loved to hear the success stories, and later was often invited to weddings and christenings.

Dad's day started at half past six. He left home at seven o'clock to catch the car ferry to Auckland in his Wolseley. At six in the evening he would be home for dinner and leave again at seven to return to school. He would get home at eleven o'clock. This was the pattern from Monday to Friday. On Saturday, he would visit as many of the school sports teams as possible and end up at the First Fifteen games. He would often go back to work in the evening. On Sunday, he went to church in the morning and mowed the lawn in the afternoon.

Dad was a disciplinarian and many a pupil was terrified to be summoned to sit outside his office. The sight of this large black-gowned man striding down the covered way would put fear into many third formers. The school was taken to the Supreme Court twice and once to the Court of Appeal. The first case was about girls having to wear gloves and hats and for boys socks and caps; the second was about haircuts for boys. Both cases came down to the right of a school to govern and set rules that could be enforced. I remember that when one judgement was due to be handed down, Dad had most of the secondary schools in New Zealand poised to close their doors if he lost the case as they would have been unable to enforce school rules. Luckily, the flights to Wellington (to consult the government) were not needed but the judgement could have gone either way. These court cases established that a school had the right to set rules and that students were obliged to obey them. A school's enrolment form was a legal document; if a parent signed that form it signified they would abide by the school's rules. It created a precedent in law at the time.

Dad went to the community on two occasions only for funds, as he always believed that families needed their wages for their own needs and that education should be free. The first time was for the construction of a gymnasium. Every class had its own raffle with prizes donated from local businesses. The second time was for the cafeteria; Dad was concerned that the students did not have a covered space for lunch during winter or wet days. Again the community got behind the school, and the funds were raised.

Dad had enormous pride in "His School", its reputation, and the District of Onehunga.

Dad retired in 1977 at the age of 63. He was humbled by the amazing farewells he was given and always treasured the gifts he received - even the Lazy Boy. He had previously stated that because only lazy people sat in them he would never own one. However, after two students presented him with a brown velvet Lazy Boy, it became his favourite chair.

In retirement, Dad used to keep tabs on the school through contacts with some of the staff or pupils. He had an amazing memory for names and numbers and could often not only recognize a past pupil but could also tell them their School Certificate marks. Sometimes he would visit the site outside school hours to see what improvements had been made. He would write letters to the current principal to congratulate the school on any achievements mentioned in the newspapers.

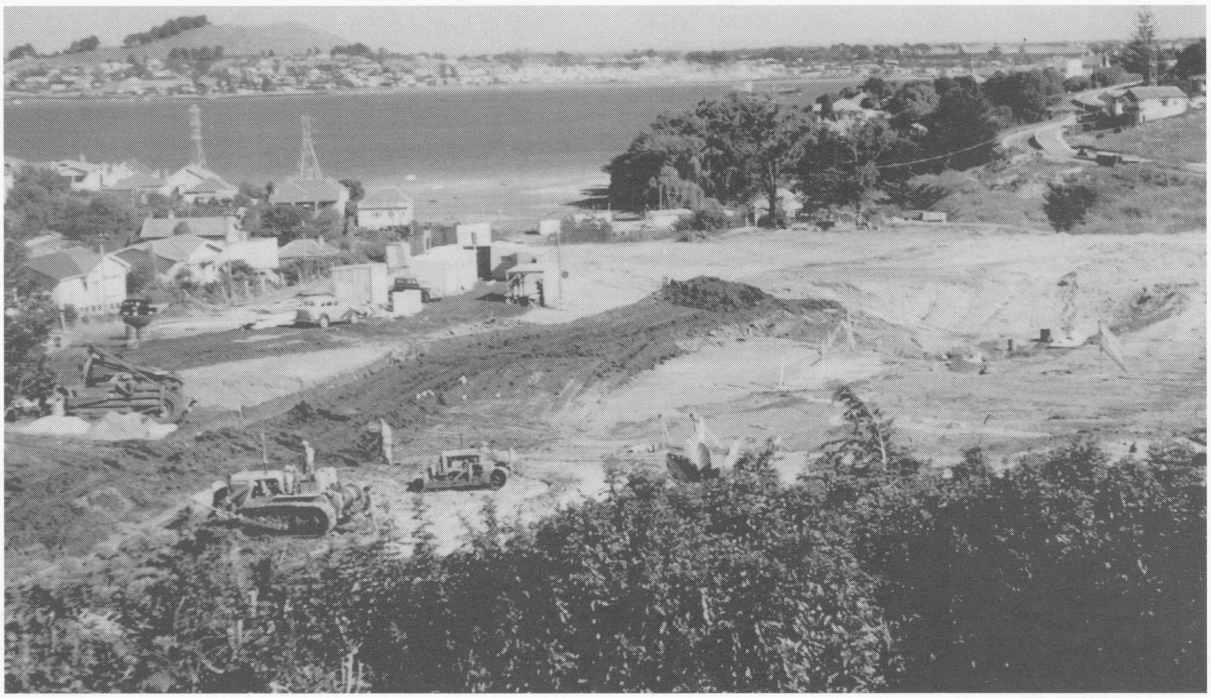
Conway McCarthy passed away on 18 February 1999. It was fitting that at the end of the funeral service he was carried out of the church by Onehunga High School prefects in full uniform, to the hymn "Lord Dismiss us with Thy Blessing", the hymn which was sung at the end of each term. Dad rests in the Newstead Cemetery in Hamilton. You will recognize his headstone by the Onehunga High School hat badge attached to it and by the school motto inscribed on it – By Loyalty and Courage.

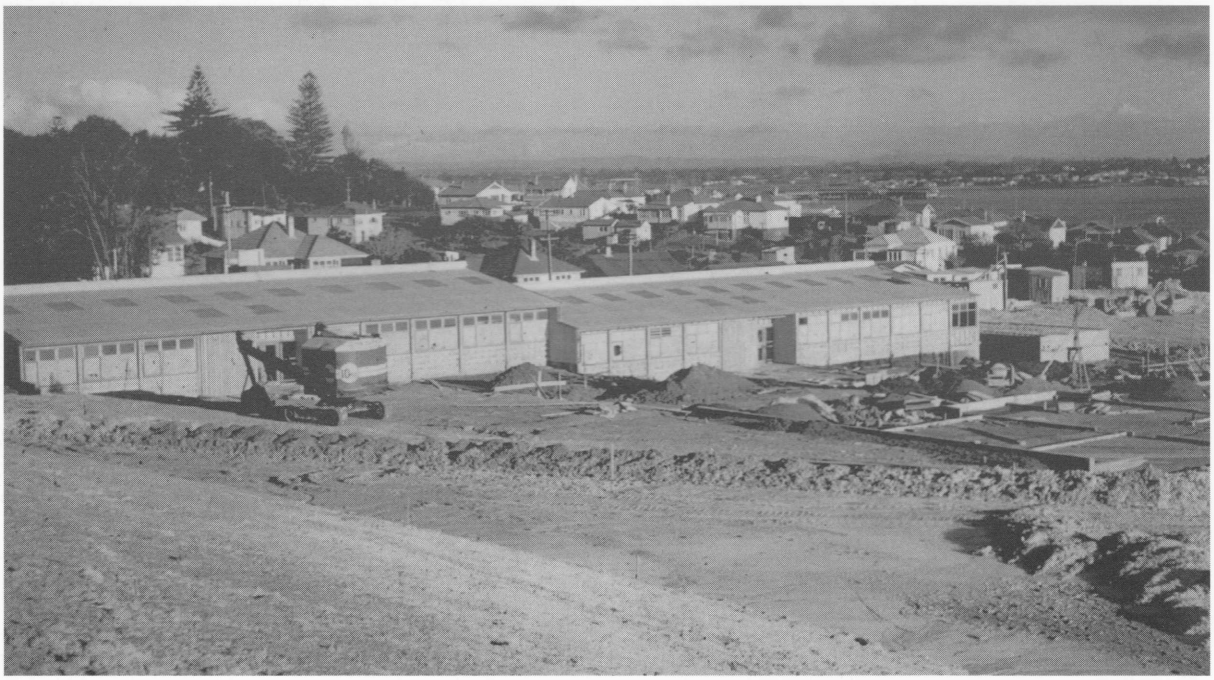
The Building of Onehunga High School

In 1957 the Education Department realised that another secondary school was needed to serve the Onehunga and Royal Oak areas, and took an option on land in Pah Road; however, while they were making up their minds, the land was bought by Korma Industries.

The Department then considered a steep site in Pleasant Street, which had a chicken farm and a house on it. Its owner Mr Stanton offered a large area of land on the northern boundary to the Department of Education as part of the initial purchase, but because of a lack of funds, it was turned down. So on 3 July 1957 Cabinet authorized expenditure of £22,000 for the purchase of approximately 14 acres (5.6ha) in Pleasant Street as the site for a new co-educational post-primary school.

A further grant of £38,010 was later authorized for site development. Work commenced on development of this land, which was under the required minimum for adequate accommodation of buildings and recreational areas for a modern secondary school complex.





By mid-1958 the site work was roughly completed, and some of the main buildings constructed.

At this stage the Education Department took the necessary steps to set up a caretaker Board of Governors whose responsibility it would be to oversee further grounds and building development and to interview and appoint a Principal who would work with them to ensure that the school would be up and running by the beginning of the 1959 school year.

It was however far from complete by the beginning of the 1959 school year.

The first school assembly was held at Manukau Intermediate School on 3rd February where the Principal announced school would start in the unfinished building the next day. Paths had not yet been laid and duckboards and arrows pointed the way to the school office. There were no fields or grassed areas. Teaching started in the technical block and continued until classrooms were finished. Pleasant Street remained an unsealed road for some months.

Initially seven classrooms and two prefabs were built.

When the first stages of construction were completed, 20 percent of the area still comprised of steep banks that were difficult to maintain. Because of the site's

limitations, the Education Department restricted the roll to 750 pupils. It was nine years before more land was purchased by the Education Department.

1965 Gymnasium and Physical Education Block subsidy	£14,868
1969 Aquisition of land (approx two acres)	$23,225
1969 Library	$52,400
1974 Senior Studies Block	$420,140
1975 Development of Cafeteria	
1979 Bus turning bay and new car park	$44,000
1979 Arts and Craft room	$109,000

The Board of Governors

In June 1958 an election was held to appoint three members from the elected committees of the five contributing schools – Onehunga, Royal Oak, Oranga and Te Papapa Primaries and Manukau Intermediate. The three members elected were:
Mrs E E Barrett
Mr I G Hodder
Mr J L Henderson.
Also on the Board of Governers were:
Mr F N Goodall - the Onehunga Borough Council appointee
Mrs D M George - the Auckland Education Department appointee
Mr E F Sellars - the Governor-General's appointee.

The Board first met six months before the school was due to open, and subsequently frequently worked long into the night. Mrs Barrett was elected chairman.

Mr Hookway from the Education Department was elected interim secretary to help guide the members in their various decisions and Mr Thom, the District Senior Inspector of Secondary Schools, was seconded to the board to lend his expertise until the school opened. As the most important task was to appoint the school's principal, the position was promptly advertised.

A short list of seven was prepared from 46 applicants and a Saturday afternoon was set aside for interviews and for making the final appointment. After considerable discussion, a unanimous decision was made in favour of Mr C J McCarthy, Head of the Mathematics Department at Takapuna Grammar School. The Board also took the unusual step in suggesting to Mr McCarthy that Mr MacLean, with whom they were also impressed, be appointed his Deputy.

On 14 November 1958 the Board set school fees. A fee of £1.12.06 per annum was agreed upon, which was reduced to £1.10.00 if paid by the end of the first term. No family paid more than £2.10.00. The remitting of fees in cases of need was to be a matter for the chairman and principal to decide jointly.

Onehunga High School Board of Governors 1959
Standing left to right: Mr F N Goodall, Mr I G Hodder, Mr E F Sellars, Mr R G Smith, Mr C H McCurran, Mr J L Henderson.
Seated left to right: Mrs G K White, Mr C J McCarthy (Secretary), Mrs E E Barrett (Chairman), Mr R C Winn, Mrs D M George

Onehunga High School Staff 1959
Standing left to right: Mr A L Van Sambeek, Miss L H Trowern, Mr J E Allen, Mrs S A Cunningham, Mr A J Thornton, Miss M H Robinson, Mr R K Grigg
Seated left to right: Mrs W M Robinson, Mr B H MacLean, Mr C J McCarthy (Principal), Miss P C Gee, Mr R W Riddolls

THE EARLY DAYS

On 1 October 1958, just six days after being appointed as Principal, Mr McCarthy addressed a meeting of parents who had been informed they were in the Onehunga High School zone and must enrol their child for the school later the same week.

Mr McCarthy told the gathering to think of it as their school; it was an asset the district could be proud of. Standards would be high, and the school would have a good tone and spirit. Tradition would come with the years, but he wanted the school to be one of the best in country.

Courses would be Academic (one or two languages); Technical for boys, and Commercial and Homecraft for Girls. Bruce MacLean had been appointed Deputy Principal, a Senior Assistant Mistress would soon be appointed while the rest of the staff would be appointed when applications closed and the roll numbers were known.

The uniform would be practical, as economical as possible and above all attractive.

Onehunga High School had a five-day timetable, 35 periods a week, seven periods a day.

The rules were not written down. If a pupil was sent to Mr McCarthy he would ask what rule they thought they had broken. Punishments included after-school detentions, caning (for boys only) and standing in the middle of the field with hands on head singing the national anthem.

School started at 8.45am. Assembly was at 9.00am and at 3.30pm school was dismissed. The last two periods on Tuesdays were for sports including rugby (boys only), hockey (girls only), soccer and outdoor basketball (now called netball).

The Badge

Mr McCarthy was asked by the Board to suggest a badge and uniform. He wanted a symbol by which the school would be known and a motto to guide the pupils. "Fide et Virtute", "By Loyalty and Courage" was considered ideal.

For the badge, a ship was chosen, as is shown on the New Zealand Coat of Arms together with the stars of the Southern Cross.

After drawings, watercolour paintings and many designs, the final form emerged: a white sail on a scarlet background, the sea green and white.

The Uniform

There are two possible explanations as to why the colour green was chosen for our school uniforms. Existing schools were using most of the variations of blue, red and maroon. On the night the Board sat to discuss the school uniform Mr Henderson was wearing a dark green pullover under his suit jacket and after some discussion unbuttoned his jacket and said, partly in humour "what about a nice green?" Discussion followed and the Board decided on it as the main uniform colour. Red was used because it went well with the green, and white was added because it made the other colours stand out.

The second unauthorized version is that, at the last minute and, with time running out, Mr McCarthy decided upon a green that matched the colour of the cover of the telephone directory.

The Board decided upon summer and winter uniforms for both boys and girls. Material patterns or ready made uniforms were available exclusively from Nowell's of Queen Street, Onehunga.

A complete summer uniform for girls comprised panama hat and badge, short-sleeved blouse, tunic, white ankle socks, brown uniform shoes, cardigan and green rompers for Physical Education.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6 MT ROSKILL & ONEHUNGA NEWS, TUESDAY, JANUARY 25, 1966.

The winter uniform for girls consisted of a red beret and badge, a winter tunic of a heavier fabric, long-sleeved white blouse, a tie, gloves, a blazer, cardigan, brown stockings, brown uniform shoes, a grey raincoat and green rompers.

A complete uniform for boys comprised of a grey shirt, grey short pants, green wool jersey, a green cap and badge, grey socks, black shoes, sandals in summer and a school blazer.

Ready-made uniforms could be purchased for approximately £20.00 in 1966. Nowell's also offered its customers a charge account, so that the uniform could be paid off at a pound a week over 20 weeks.

Official Opening of Onehunga High School 11 July 1960

The Honourable Hugh Watt, MP for Onehunga, and Mrs Barrett, the chair of the Board of Governors, together welcomed the Prime Minister, the Right Honourable Walter Nash C.H. to the school's official opening.

The opening was performed by Mr Nash before a large crowd of pupils, parents, teachers and special guests. He explained that Onehunga High School was built to a specific design and it was one of two schools that were intended to be prototypes for schools in the future.

During the construction of Onehunga High School many difficulties had been encountered. The result was, he felt, a high school of which the Onehunga community could be proud. Mr Nash paid tribute to Mr McCarthy and his staff for coping with running a school on undeveloped grounds in the earlier stages.

Addressing the students, Mr Nash told the gathering "In this age of the expert and the specialist it is dangerously easy to try to cast on schools the total responsibility for education. Education is the job of the schools but this does not absolve the community from its share of the work".

Mr Nash said that a child was moulded by his total

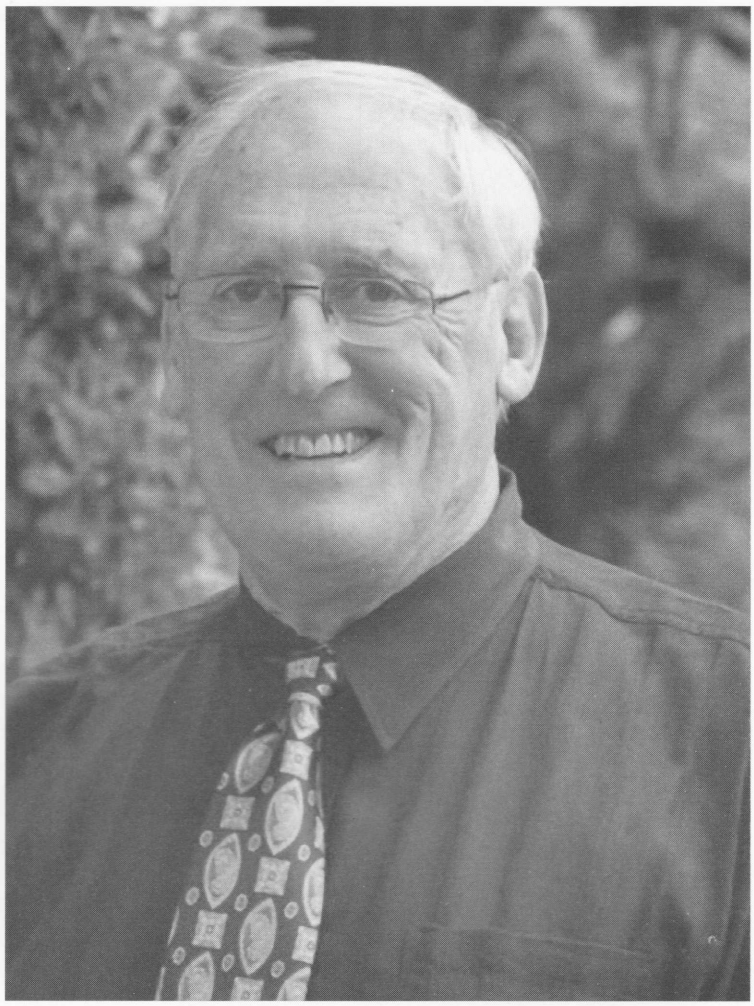
environment. He was influenced by his family and friends and the community he lived in quite as much as by his school. It was important that there should not be any opposition of these two spheres of influence he said. Standards that were held to be good in the school should not be held cheaply at home, or appear to be ignored by the community at large.

"To achieve a unity of purpose and a uniformity of influence is difficult, but it must be attempted," he said.

Mr McCarthy told the large crowd that the school motto "By Loyalty and Courage" had been chosen because it was felt these two qualities had become somewhat "diluted" in the modern world. At school the pupils were in effect serving their apprenticeship for citizenship. "We train them academically to regular habits of work and in reliability and respect for, and consideration of others, which is just as important.

Ken Prebble

Principal
1978 – 1989



On arrival at Onehunga at the start of 1978, my first impressions were of a school which was tightly run, and which had a strongly supportive community behind it, both from within the zone and beyond. The school roll was approximately 1000 and it hovered around that number through to my last year, 1989.

The diverse racial and socio-economic mix of the school "family" made for a unique and rich character. For example, we had a larger Chinese component than that of any other New Zealand secondary school at the time, a reflection of the market gardening community of Mangere Bridge. There were families from virtually every profession, trade and occupation in the community at large. It was a stimulating place to be - a place where a thousand young New Zealanders got along pretty well together. Morale was generally high and there were understandable expectations of the new principal.

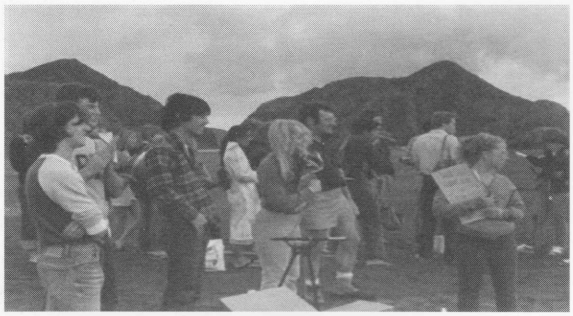
But where to begin? Many staff had indicated to me that they were looking for change and, after spending some time here, I also saw the desirability of heading the school off in different directions. At the end of the 1970s, schools were far more conservative places than is the case today, so change was frequently met with some skepticism, even resistance.

As I looked at the record, it struck me that Onehunga High School, from its inception, had not been well served by the State. The development of the school culture, strong as it was, had been handicapped by the following shortcomings in the site and buildings:

- The site was limited in area, was steep, and south facing. Playing fields were undersized and poorly drained.
- The layout and design of the buildings were far from optimal. For example, the courtyards between the main classrooms and the classrooms by the roadside could not be accessed by tractor and trailer, and what could well have been a pleasant outdoor space was punctuated by six toilet blocks. As one wag on the staff pointed out, they were about the sole school buildings with north - facing windows. Onehunga was one of only three schools built throughout the country to this design. Classrooms were not well ventilated, and key access corridors such as stairwells and the covered way were uncomfortably jammed at changeover times.

- As was the case with most schools hurriedly built to accommodate the surge in population following the Second World War, the standard of materials used meant that maintenance bills were high, and endless.

Despite these shortcomings, the mood of the staff was optimistic. I was buoyed by their support as I



looked forward to steer the school to face the challenges of the future. So began a series of changes where everyone was encouraged to contribute ideas and get involved. On the extensive menu of change came such things as a new course structure and broadbanding of classes, a five-period day, a programme of outdoor education, modernisation of the uniform, and reorganisation of assemblies which separated the junior and senior schools.

Heads of Departments were delegated budgets for which they were held responsible, and a huge effort (which took some some years in the end) was made to improve the gardens and grounds. Onehunga was a leader in replacing ageing manual typewriters, first with electric ones, and then with computers. Large sums were spent on library books and workshop machinery. Much of the money required was raised locally, reflecting the generous community support for the school.

This was the period before the Tomorrow's Schools legislation. The Department of Education was responsible in those days for the construction and maintenance of school buildings according to a restrictive and religiously followed 'code' which allowed little or no input from the local community, the staff or the Board of Governors. The frequent representations made by the Board to the Department were, discouragingly, seldom met,

so that physical improvements were made at glacial pace. To add to our disappointments, the arson attack on the school in 1983 came as a great shock as the whole Administration Block was destroyed and some classroom blocks damaged. Magnificent work by the Fire Service prevented the fire from spreading, but the serious disruption to our routines lasted for a very long time. The subsequent good news was that the financial autonomy given to Boards of Trustees in 1990 saw the physical plant in the school substantially improved. This reflects well on the successive boards who have not been shackled to the extent the Board of Governors was up to 1989.

For me, those early years at the school were challenging yet positive. It was invigorating to work with staff who had highly developed classroom skills as well as a deep sense of commitment to the well - being of students. This particular strength within New Zealand schools was well represented at Onehunga. In addition year after year, the school benefited from a seemingly neverending succession of top young people in the ranks of the prefects, some of whom have kept in touch with me and many of whom have succeeded in their subsequent fields – often quite spectacularly.

The principal's job can be an isolated one but I enjoyed a close working relationship with the respective Boards of Governors. To identify individuals is always fraught with danger, but four people contributed disproportionately. Don Tee chaired the Board for a number of years and his commitment to the school was far greater than most people ever knew. I was also fortunate to have the loyalty and expertise of an outstanding trio of deputy principals whose work meant so much to the school at large. The late Fran Compton, appointed in 1983, was a remarkable role model for our girls, demonstrating an unmatched measure of professionalism and wisdom. Marilyn Brady, also a tireless and inspirational leader, succeeded Fran in 1987. Earl Irving, appointed in 1986, possessed a rare organisational genius and was the perfect Deputy Principal.

Those of us who have been part of Onehunga High School are privileged to have had the opportunity of belonging. I believe, that as you celebrate these 50 years, you will have the same sense of pride in the school as I do.

The Change in Technology

The early 1980s proved to be a challenging time in the school as computers emerged and demand rapidly grew. Computers were part of the remarkable technological change that the school had to cope with over this ten-year period. As in so many aspects

of the management of schools, the Department of Education gave its approval, but declined to make any worthwhile financial contribution. Schools were left to solve problems as best they could, not only without additional and badly needed state funding, but also without any teacher training provisions or purchase recommendations on equipment which was developing almost daily. Different models of computers were available in that early market but, without expert advice, schools could not be sufficiently informed to make the best choice. Computers themselves, however, did not start the new information technology age at Onehunga High School.

In 1980 we had typewriters in two classrooms – for use by girls only of course. In the school's first 20 years, typewriting and its close companion, shorthand, had played an important role in course selection for girls but there had been little development of typewriter design in that time. The school's machines were out of date and in poor repair. While it was clear that they had to be replaced, it was also apparent that the era of the manual typewriter was coming to an end. So we bought a small number of Olympia manual typewriters to see us through this transitional stage.

The school's decision not to buy more was determined by the timely emergence of the IBM 'Golfball', the first of the electric typewriter generation. We purchased only one; for although it was useful for a limited amount of practice for staff and senior girls, its cost precluded our buying more. Just in time, the first of the electronic typewriters came on the market – the Xerox.

Today the Xerox would be considered cumbersome and basic, but back then it was an exciting machine, having both memory and electronic correction capability. It had a small screen which could display one line of text. The school purchased a class set in a special deal with Xerox, who were keen to showcase

their model to Onehunga High School and to other schools seeking to replace their manual and electric typewriters.

While the issue of upgrading the typewriters was being dealt with, we bought our first computer, an Apple 2E, the first of the colour-capable machines. Despite this excitement, it was still impossible to foresee the way ahead: making a mistake could be costly, and progress was frustratingly slow.

Our first financial break came when we decided to buy cheaper, smaller, Canon electronic machines and sell off the Xerox typewriters. Selling them enabled us to buy more computers. By then we owned six Apple computers, but it was becoming clear that we needed a minimum of 15 in a classroom for everyone to gain practice in the new skills. So the Apples were sold at sufficient profit to buy 15 Apple look-alike Asian imports, which we on-sold to buy more Apples. Fortunately all this happened just before the imports were declared illegal, following a lawsuit by Apple.

At one stage, we had a room full of computers and another full of electronic typewriters. Classes were rotated to ensure that everyone got to use both. The Technical Department retained their six Apples and worked separately from the main complement. Eventually a separate computing department needed to be set up, whose aims differed from those of the typewriting department, with its emphasis on word processing. The concept of Internet Technology had yet to emerge. Strange as it may seem now, back then,

computers were not viewed as teaching aids, but rather as a subject to study.

During this heady but fraught period, the lack of Department of Education support became evident. To educate themselves, staff would take a computer home for the weekend or the holidays. The Department was also slow to re-wire rooms, so that 30 electronic or electric typewriters and computers could be installed. The school inadvertently became a victim of its own entrepreneurship when it became the first Auckland state secondary school to convert completely from typewriters to computers. Although two rooms were now dedicated to computers for the teaching of typewriting and IT, the School Certificate typewriting examination had not been amended. In fact, it took two years for urgently needed changes to be made.

The rapid growth of computing caught Onehunga High School, and other schools, off guard. We introduced computing as a one-term option for third formers. Opinion was divided on this move, and on the curriculum for this subject. With hindsight, we saw it as a worthwhile interim step. Although computers gradually became cheaper, allowing us to buy more of them, peripheral costs escalated.

As new items of hardware, such as printers, scanners, servers, office furniture and smartboards became available, precious school funds had to be allocated. Experienced computer technicians were hard to find, but we were finally fortunate enough to appoint a teacher with the required skills - at a cost of course. His appointment in 1987 meant that we had to reduce the number of teaching staff by one. State money was not made available to pay the salary of a qualified technician, and back then, no income was generated by fee-paying students from overseas.

Schools were prohibited from making staff appointments beyond those authorised by the central bureaucracy. There was no doubt, however, that the expertise he brought to the school confirmed our belief that computers were a valuable educational tool for teachers.

Computing eventually constituted a discrete department. In the 1980's the school had progressed from the Remington typewriter to the ubiquitous desktop computer. Onehunga High School coped better than most schools, thanks to staff commitment and the Board of Governors' determination to keep the school in the vanguard of new technology. But this period had been a worrying one for those charged with the responsibility of balancing the imperative to move into a new phase of education against the search for adequate funds.

The Big Planting Campaign

At the start of the 1980s a major project was begun by the principal to improve the landscaping of the lawns and gardens around the buildings.

The Department of Education turned down a request for a grant towards the development so the school was left to its own resources. A two year plan was drawn up and the first task began - erecting strong wooden fences, all at seat level, to separate pedestrian traffic from the gardens and lawns.

At that time, one of the jobs required of the principal was management of all the 'non-educational' aspects of the school such as grounds, gardens and building maintenance. Fortunately, today, there is provision for schools to appoint an executive officer or general manager to take charge of these things. Oversight of the garden project in all its detail certainly created some administrative problems but they were

assessed to be manageable and not large enough to stop us from going ahead.

We had not had a permanent groundsman for some time but were fortunate to be allocated by the Department of Labour an unskilled, yet very keen young man who was on an employment training course common in those days. By a great stroke of luck a missionary family arrived in the district from overseas and the father was appointed groundsman.

His wife was a professional landscape gardener who, when she learned of our plans, became enthusiastic about the project, especially as she was subsequently given free rein in the selection and placement of the plants. The only way that the school could pay such an 'extra' staff member was by using money from what was called the 'Bookroom Account'.

It was never large, as it depended on the modest profit made from the sale of stationery or food from the canteen. As in all secondary schools of the day, the principal was the sole administrator of such an account, which was separate from the government funds that were the responsibility of the Board of Governors.

It was clear, however, that the school's resources would be insufficient, so in the best Kiwi DIY style the staff set about seeking help. The husband of one staff member who worked for New Zealand Rail arranged for a donation of a truckload of used railway sleepers. Some were used to build steps, where the present Business School classrooms now are, leading down to a new barbecue area for seniors.

Most of the 'voluntary' labour for that section of the project was provided by about 25 sixth formers who had just been accredited University Entrance but who, by regulation, were required to stay on at school for a further ten days or so – just long enough to do the job.

The new groundsman and his trainee came up with the idea to build a fenced-off, zigzag path from the northern end of the gymnasium up to the western end of the science block. Their expertise and hard work, together with a donation of cement and builders mix, made it possible.

We gratefully received a large number of used basalt kerbstones from the Newmarket Borough Council where another staff member's husband worked. These allowed us to alter garden levels over small areas.

The heavy clay soils of the school site were not conducive to healthy growth of shrubs and plants but the potential cost of fertiliser was beyond our means.

A large manufacturer of instant coffee came to our rescue by donating truckloads of spent coffee beans which were headed for the rubbish dump.

These were mulched up to 300mm deep over all the garden areas and the school emitted a wonderfully fresh barista smell for weeks. For a short time this aroma was counteracted by a stench as the

sludge-ridden fishpond at the entrance to the hall was emptied.

The pond was replaced with several reject concrete troughs, donated by a local concrete manufacturing firm, enabling that whole area to be softened with planting.

As word spread, a large number of plants were donated, both by individuals and by the Onehunga Borough Council and the Auckland Regional Authority, from their own nurseries.

There can be no doubt that the more attractive environment stimulated work and improved behaviour, as became evident as the new landscapes began to mature.

One aim was to have flowers every single day of the school year and, almost literally, we achieved this. Graffiti was less evident and there was a heartening enjoyment of the planting by everyone on site.

While most people do not usually associate the work of a school with the establishment of gardens, there can be no doubt that Onehunga High School became a more pleasant environment in which to work, both for staff and students.

A surprisingly large number of people contributed to the success of the venture. Perhaps the final pleasure obtained was when the Department of Education, quite probably out of an understandable sense of

Outdoor Education

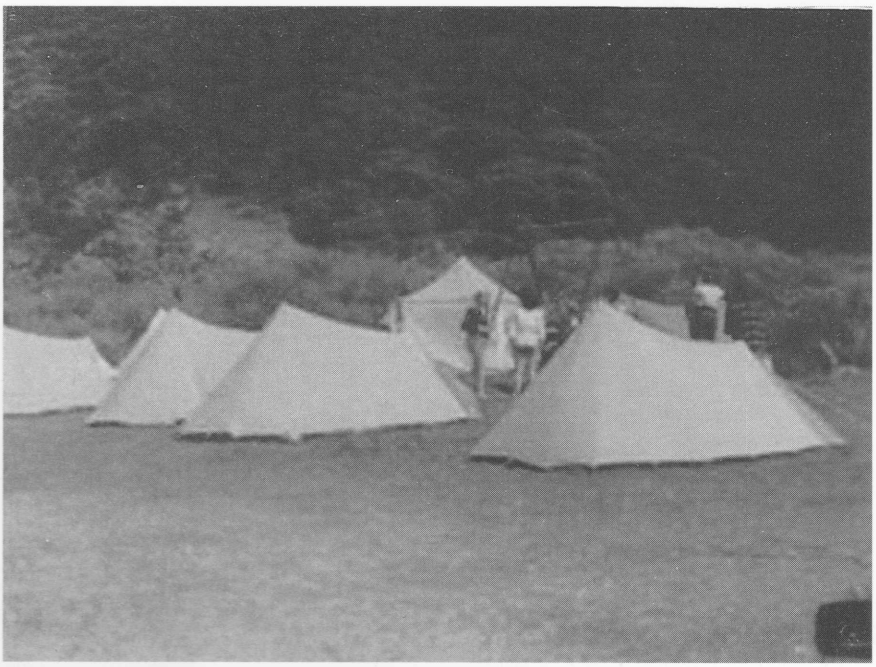
In 1982 I raised the possibility of establishing an outdoor camp which Onehunga High School would own. We had an indication from Parks and Reserves in what was then known as the Auckland Regional Authority (ARA) that a site could be made available for the building of the camp either in the Waitakeres or in the Eastern Hunua Ranges near Kaiaua.

With senior school staff, I visited both of these sites, eventually settling for the site near the Waitakere Golf course on Bethells Road. It had a modest contour, was alongside a creek, had relatively easy access for a large vehicle such as a bus and most importantly, was close to Onehunga so travel costs would be manageable.

The Chairman of the Board, Don Tee and I visited the sites together and by 1984 we had discussed the idea with the president of the Onehunga Rotary Club. A Rotary member who was an architect came up with some concept drawings, and Rotary committed itself to raising funds to get us started.

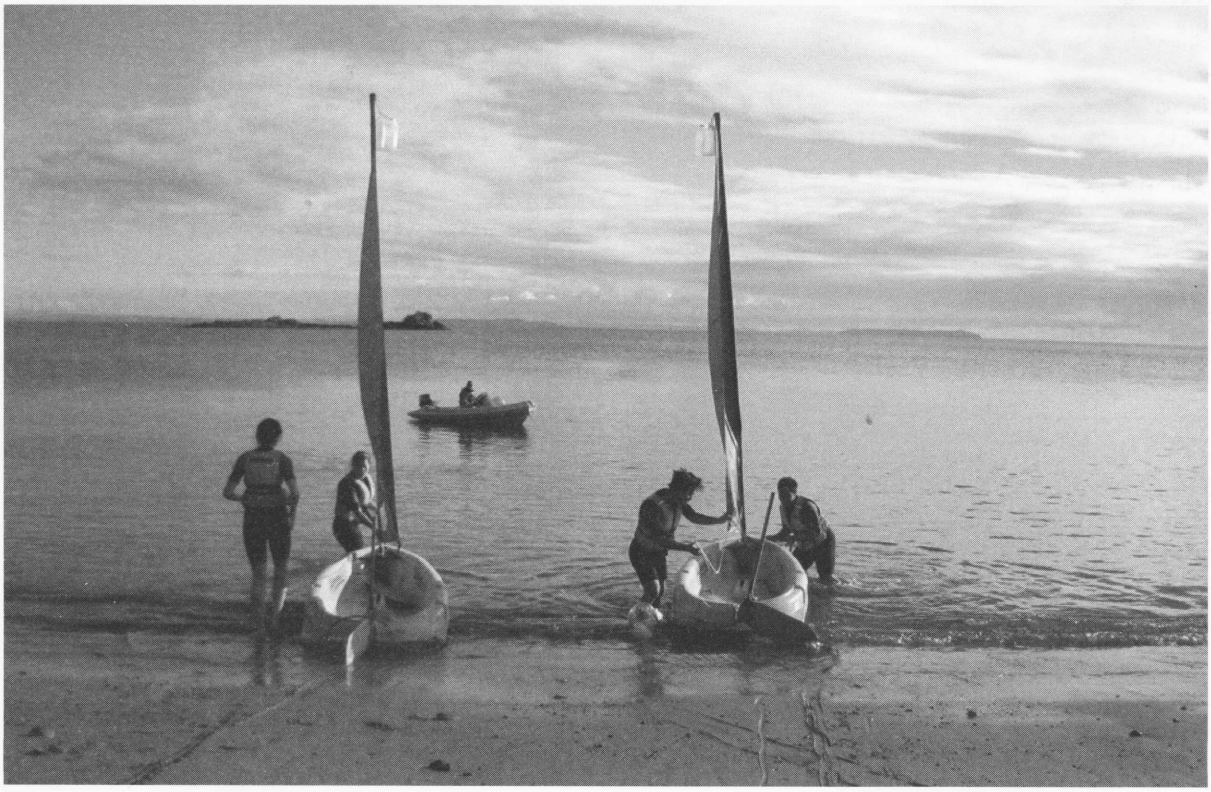
The ARA was prepared to lease us a site for a peppercorn rental, provided they approved the design of the buildings. With this encouragement, we sought to finalise our purchase of the Waitakere site.

Unfortunately the project was opposed by a Waitakere resident who lived in the vicinity of the site who argued that the pristine nature of the Waitakeres would be desecrated by the construction of a camp in which students could learn about the outdoors. In effect the dream was gone; we had neither the resources nor the will to go to court over the issue. By then two South Auckland high schools had joined forces to buy the land at Kaiaua, and had subsequently built a camp on the site.



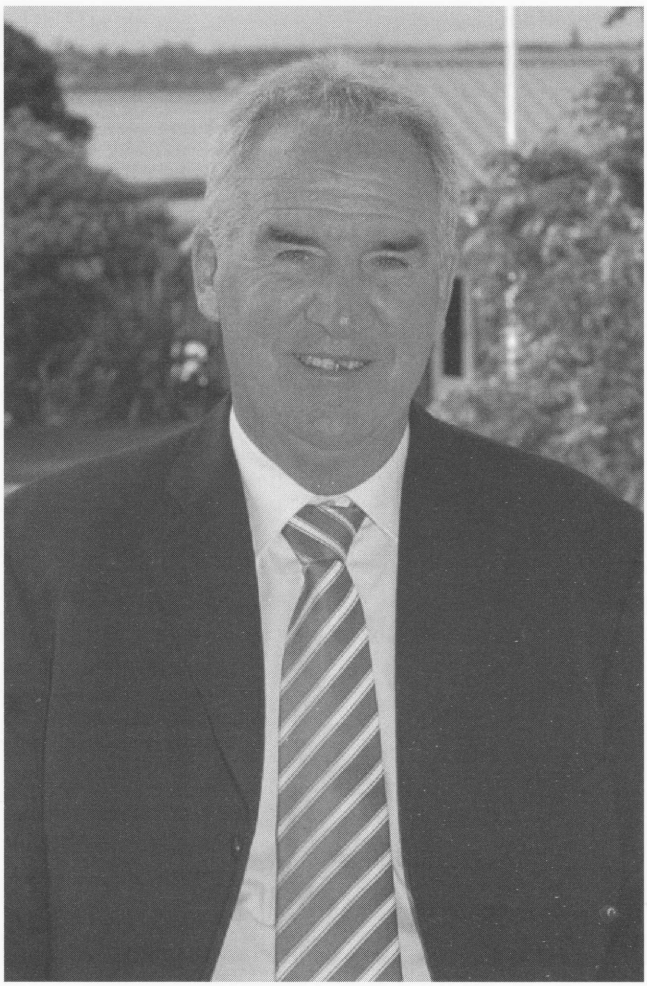
We decided to change direction and establish a programme of outdoor education for fourth formers instead, using camps owned by other organisations. We leased the Kaiaua camp for a week at a time, as well as other camps, including those at Hunua Falls, Clarks Beach and Little Huia. Each camp involved all of the fourth form, with form teachers in charge, with the assistance of two additional staff members and parents. These camps enabled many students to make contact with the bush and outdoors for the first time in their lives.

However, while these camps were popular with the students, some of the staff were reluctant to spend a week away from their families and from senior classes sitting external exams. By the time I left the school, I could see that the future did not look promising for outdoor education, despite my belief that it added an important dimension to student education. I had visited outdoor school camps in Scotland and felt that the best of them did not match up to many of those that I had seen in this country.



Chris Saunders

Principal
1990 – 2006
A New Beginning in Education



Chris Saunders commenced his term as principal at the beginning of 1990, the year Tomorrow's Schools was introduced. The reforms of Tomorrow's Schools were part of an initiative towards deregulation of Government authority in both the private and Government sectors. The school management and the Board of Trustees were quick to realize the opportunities this new era offered. This was an exciting and challenging time in an environment that suited the school.

Some of the programmes developed included one aimed at enhancing literacy and another for improving education outcomes for Pacific Island students.

In 2003 the Onehunga High Business School was launched. This was a New Zealand first and was to have ramifications nationally. In 2004, in response to the serious labour shortage in the skilled trades, the Onehunga High Construction School was opened. As with the Business School, this development opened doors for many senior students, and was seen as a nationally significant project.

Early in the era of self–management, outside involvement, guidance and support were established as being crucial to the success of planned schemes and projects. As a result, the school welcomed and promoted interaction and involvement with the community and private sector. The response was staggering. Many service groups began or increased their involvement with the school. Scholarships were offered by the Onehunga Workingmen's Club, the Onehunga Returned Services Association and the Onehunga Rotary Club. The latter was also committed to the construction of an Adult Literacy Complex, and the development of Information and Communication Technology in the school library.

Local charitable trusts were also supportive, including one in which a former student, Fatu Fuatavai, was involved. Large sums were donated to such school developments as the netball court and playing field floodlights. Fatu also underwrote projects aimed at improving the educational achievement of students.

The vision, talents and generosity of Tony Falkenstein, another former student, businessman and philanthropist, were responsible for the establishment of both the Business and Construction Schools. Tony, who also supported the school through

scholarships in the performing arts, is an example of what can be achieved via a partnership between a successful school and the private sector. Through his efforts, Onehunga High School students receive opportunities not normally found in schools, and not part of their daily lives.

The list of benefactors and supporters who stepped forward during this time is endless. The publicity associated with successful innovation coupled with the success of students, increased the school's popularity. Steady roll growth of more than 50 percent over 17 years resulted. Over half the students enrolled came from out of zone, evidence that we had become a school of choice. This situation in a relatively low decile school was a source of some satisfaction.

By 2007 the school roll was in excess of 1,500 students. This roll growth, along with diversification of the curriculum, led to the necessity for providing new and upgraded facilities.

The completion of the Daniel Keys lower playing fields gave us one of the best outdoor sporting facilities of any Auckland school. A new staffroom and administration complex was built, as were facilities for Community Education and Adult Literacy Education.

A complex was constructed for Business Education, and a major upgrade of the Science and Food Technology blocks was completed.

In 1996, Te Haerenga, the school Marae Kura, was officially opened. This facility represents an acknowledgement of the school's obligations and responsibilities to Maori families. It also provides opportunities for incorporation of Maori culture into the school's culture.

In summary, 1990 to 2006 was an era of significant change, development and achievement. Not all was undertaken without difficulty. The decision of the Board of Trustees in 1999 to adopt Direct Resourcing of Teacher Salaries caused anxiety and tension.

The Board saw significant opportunities but faced strong opposition from many staff and the Post Primary Teachers' Association. Despite this dispute, benefits for the school became apparent.

By 2006, the end of Chris Saunders' time as principal, Onehunga High School was positioned as a successful state co-educational secondary school with high-calibre staff and effective governance.

It had crafted strong ties with the local community and beyond. It was recognized as being an innovative, energetic institution. The previous 17 years had been a notable era.

Business School

In 2002 while Chris Saunders was in London on a Woolf Fisher Principal's Fellowship, he spent time with Tony Falkenstein, a prominent New Zealand businessman and former student of Onehunga High School.

For some time Tony had been interested in the promotion of business as a subject in the national school curriculum. His research convinced him that New Zealanders were entrepreneurial by nature and would benefit from the opportunity to study business at school.

These benefits would subsequently flow through into the national economy for the benefit of all. When Tony proposed the development of a secondary school Business School based at Onehunga High School, Chris Saunders took the idea on with enthusiasm.

On his return to New Zealand Tony made a presentation to the Board of Trustees of $200,000 and a nationally significant project was underway.

Planning began immediately and by January 2003 Onehunga High Business School offered two Business classes: one a combined Year 11/ Year 12 class; the second a Year 13 class. Traditional subjects such as Economics, Accounting and Legal Studies were also offered.

The main challenge was what to teach, as Business was not a recognised subject within the New Zealand Curriculum. Unitec, an Auckland tertiary institution, was approached and one of their courses, the Certificate of Management and Entrepreneurship, was modified to meet the needs of students at Onehunga High Business School during the first year of operation.

The Onehunga High Business School was officially opened by the Prime Minister, the Right Honourable Helen Clark, on 16 June 2003.

Memoranda of Understanding with the University of Auckland and AUT demonstrated the universities' support of and parnership with the Business School. These relationships have been critical to the success of the School.

By 2004 numbers had grown and there were nine Business classes running from Year 10 through to Year 13. While Accounting, Economics and Legal Studies were still being offered students were mainly opting for Business. Because the Unitec course was not ideal in terms of providing credits a mixture of NCEA Unit

Standards and Cambridge Business Studies courses were implemented to ensure students could receive credits and meet the entry criteria for University.

The school, with Tony Falkenstein at the forefront, began lobbying the Government to introduce NCEA Achievement Standards. Politicians and business leaders were invited to visit the school to see Business Education in action and to help 'fight the cause'.

If Business was to be seen as a *bona fide* subject choice and valid pathway to tertiary education or work, then Achievement Standards were seen to be the best way to deliver and assess the subject, as they would provide consistency and standardisation.

In the meantime Onehunga High Business School was attracting media attention for its unique programme. As well as business theory, students were exposed to experiential learning. The school implemented a Guest Speaker Series and an Alumni was formed.

The Biz, a regular newsletter, was sent to over 300 readers, including current and former students, visitors to the school and other stakeholders. In 2004 a Hall of Fame was introduced, with the first group of inductees receiving their awards at a dinner that was planned and executed by the Year 13 Entrepreneurship class. This event now takes place biennially.

In 2007 Onehunga High Business School offered 19 Business classes and had seen a resurgence in students undertaking Accounting and Economics. Each of the 13 Year 9 classes took "Introduction to Business" as a compulsory module for one term. Around 700 students pass through the Business School each year, with numbers continuing to grow. Another initiative is a business trip to New York. The first occurred in 2007, and the trip is now a biennial feature.

Political lobbying resulted in the Ministry of Education releasing Teaching and Learning Guidelines for Business. Onehunga High Business School was asked to be part of a group chosen to develop and write these guidelines, which were launched in 2008.

The writing group was also asked to make recommendations for Business Achievement Standards that will be available in 2010. These standards provide business credibility within the New Zealand assessment context. Tony's original idea has mushroomed into an educational success that will impact upon current and future students of Onehunga High and also upon education nationally.

Onehunga High Business School Hall of Fame Inductees

Name	Organisation	Years at OHS	Inducted
Tony Falkenstein	CEO, Just Water International Ltd Founder, OHBS	1962 – 66	2004
Geoff Vazey	CEO, Ports of Auckland	1962 – 66	2004
Bruce Aitken	CEO, Methanex International	1967 – 71	2004
Andrew Grant	Director, McKinsey and Company	1980 – 84	2004
Cliff Cook	Founder, Metlifecare Ltd	1961 – 64	2006
Ross Aitken	COO, Equitable group of companies	1961 – 63	2006
Sue Wood	Founder/Manager, Sue Wood and Associates	1962 – 66	2006
Fatu Fuatavai	Owner, Trident Tavern and other organisations	1974 – 78	2006
Jim Jackson	Managing Director, Jackson Electrical Industries	1963 – 66	2008
Judith Tabron	Restaurateur, Soul Bar and Bistro	1974 – 77	2008
William Henry	President, Retail Properties Inc	1961 – 65	2008

Te Haerenga - The Journey

The Onehunga High School marae was officially opened on 23 Febuary 1996. It was the culmination of four years of planning and work.

A Treaty of Waitangi sub-committee was formed in 1989 and one of their first actions was to propose the establishment of a marae at the school. The change brought about by Tomorrow's Schools in the early 1990s set the platform for the project.

On 24 June 1992 a formal proposal was made to the Board of Trustees by a group of parents. From the beginning, the marae was envisaged as a teaching resource and as a place for the promotion and protection of Maori language. It was to be a marae kura.

Additional functions were also approved such as cultural practices; a formal place of welcome for visitors; a venue for conferences, meetings and hui, including overnight stays; and a place for tangihanga and religious services.

Applications for funding were successful and the decision was made to place the marae in a place of prominence - at the main entrance to the school.

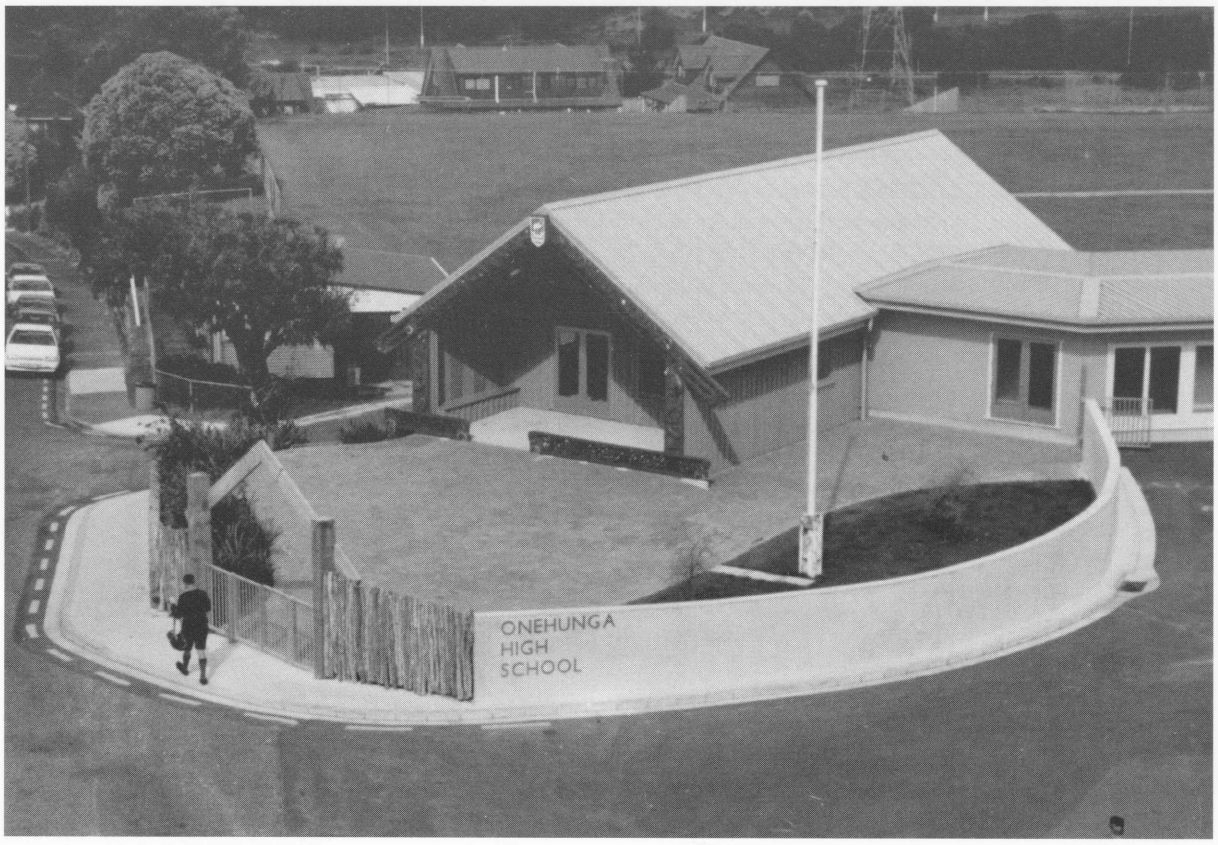
All was not smooth sailing; firstly opposition from some residents close to the school had to be overcome. Eight submissions of opposition and a 35 signatory petition had to be dealt with as part of the Resource Consent requirement. On 27 July 1994 conditional approval was given and resource consent was granted.

The marae was named Te Haerenga (The Journey) to embody the learning process in the lives of students, as well as the location of the school. These themes were incorporated in marae carvings, which were started in 1995.

Te Haerenga has become an integral part of the school, both as an impressive structure at the entrance to the school and as a facility that has a role in many aspects of school life. It is an outstanding asset for the school and community and a tribute to those involved.

Some of the many who played a key role in this achievement are:

Tim Wade, Kaumatua
Kay Hawk, Board of Trustees Chair
George Wheatley, Marae Committee Chair
Ana Pompey, Parent
Mane Tuaiti, Kaumatua
Judith Hunt, Head of Maori Studies
David Keys, Project Manager
Gordon Hatfield, Carver
Richard Hawk, Solicitor.



From the Jubilee Committee Chair:

2009 has proven to be a great year in our school's short history as we celebrate its first 50 years.

Onehunga High is a vital and vibrant part of the local community and also has been a pathway for teachers, students and the public alike to better their lives through education.

In late 2007 a small group under the guidance of the previously formed Past Pupils' Association set about starting preliminary discussions for the 2009 celebrations. As a group with little previous experience, we took up the challenge to organise the 50th birthday celebration. Our strengths and weaknesses were tested over the following months. As the Chairman of this newly founded committee, I am certainly proud of our team as we secured a successful jubilee on March 13th and 14th. This consisted of a 'Mix and Mingle' evening which was followed by an Open Day at the school, culminating in a formal dinner.

Special thanks to the whole school for their assistance and to the team of volunteers, from the researchers to the envelope sealers.

Well done.
Grant Fernandez

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www.turned-onaudio.co.nz

Daniel Keys - Playing fields

Each morning Chris Saunders would drive from his home in Titirangi through Hillsborough and down Queenstown Road towards Onehunga. Each morning as he approached the motorway overbridge he would gaze at the patch of bush to the western side of the school and dream of how it would look transformed into a sports field.

Three times, once in the early 1990s, once in the mid 1990s, and finally in the late 1990s the school commissioned upgrade plans. Each of these proposals contained plans for the procurement of this area of bush. The third plan, drawn by Chow-Hill Architects, was accepted by the Ministry of Education. The land was secured through a cashless swap between Onehunga High School and Transit New Zealand, with support from the Honourable Bill Birch and the Honourable Phil Goff.

It was decided to accomplish as much of the preliminary aspects of the purchase, change of designation and planning for the new sports field within the expertise of the school staff and Board of Trustees.

Chris Saunders, the principal;Vic Sietkiewicz, member of the Board of Trustees; and Ron Warbrick the property manager drew up a proposal of interest for the engagement of consulting engineers. Five companies were invited to tender, the contract being awarded to Synergine Consulting. Shortly afterwards, Synergine informed the school that an Auckland City Council department called Infrastructure Auckland was supporting community projects financially, especially those with a sewer or drainage content.

In the original plans, the sports field project was given an estimated budget of $400,000. When serious plans were drawn up, it became apparent that the budget would need to be closer to $2.4 million.

Soon after, the Ministry of Education announced a "Code of Deficiency" situation for the school, resulting in a backdated payment to the school's Board of $1.2 million. A further $889,436 resulted from an application to Infrastructure Auckland. These amounts allowed the school to finalise its plans and award a construction contract.

Of the five contactors who were involved in the tender process, Ross Reid contractors were successful.

The job, which took two years to complete, was project managed by Synergine Consulting from the start of the bulk earthworks to the finishing of the sand carpet playing surfaces. The field has a high specification, sand-based surface for all weather use, is floodlit, and comprises rugby and soccer fields and a Premier-standard cricket block, including a three lane cricket net.

These facilities were made possible by the generosity of local community trusts.

On 4 March 2005 the new sports field was officially opened and dedicated to the memory of Daniel Keys, Head Boy in 1991, who died tragically while working in London.

Construction School

In 2004 Onehunga High School took steps towards answering the country's shortage of tradespeople with the establishment of a Construction School, which was modelled on the successful Business School, and run on the principle that everything the students learn should be as real as possible.

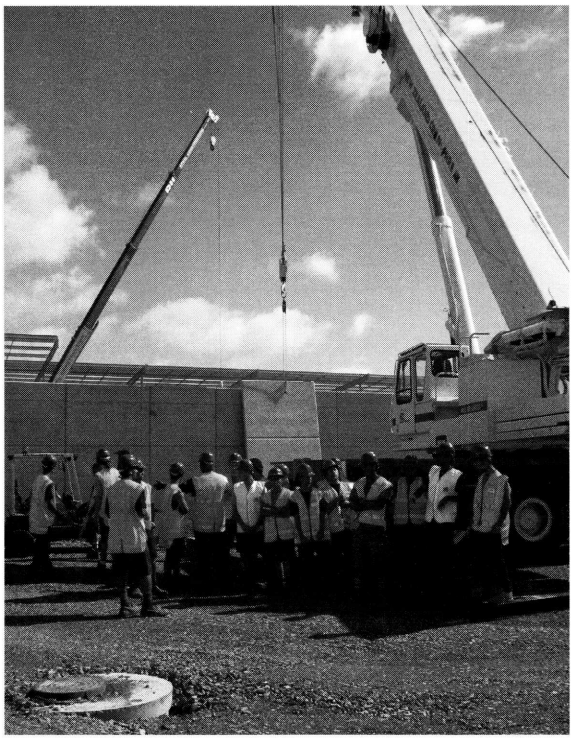
This is a classroom like no other: students have swapped their textbooks for tool belts, and the teacher's blackboard is the building site. Students order materials, hold site meetings every morning and take on the various roles of a construction team.

Classes are structured differently to the usual secondary timetable, with a mixture of double and triple periods. Although the focus is on construction, students also attend Physical Education classes and take a course on running a small business.

They also learn Mathematics; for example they use sine and cosine to work out roof pitches, and mathematical equations related to quantities of material and pricing jobs. English is also studied, with essays being written on leaky homes and putting cases to building inspectors.

The course was supported by a Fletcher Construction donation of over $200,000 to get the school up and running. Fletchers continue to provide significant support to the school.

Hitachi has donated $16,000 worth of power tools and continues to support the school. Former students and local businesses also provide support



through electrical, plumbing and roof contracting companies.

Students have built holiday cabins to the same standard as a house to gain practical work skills.

On completing the course, they are by then able to decide on which branch of the construction industry they want to pursue as a career. Proceeds from the sale of cabins are returned to the construction school for future projects. Over the last four years students have completed other projects – a 100 metre water slide

at Moirs Point Camp, Maungawhai Heads, a pergola for the Sunnydene Satellite School, a sandpit built as a pirate ship at Onehunga Primary School, decks at Motutapu Education Camp and a horticulture unit at Mt Roskill Grammar School. They have built retaining walls and made a new entrance into the school as well as constructing covered ways and laying pavers.

The programme prepares students for the skills they are likely to need on leaving school. For many years there has been a disproportionate emphasis on preparing all students for tertiary education after secondary school and not enough on trades preparation.

Reflecting on the first four years of the Construction School's existence, the first point of note is the support of parents, teachers and the community. The second is the look of satisfaction on the faces of the students as they progress through each construction stage.

Most students have either gained apprenticeships, continued study in pre-trade courses or have gained employment within the building and construction industry, after completing their course in the Construction School.

Thank you to the following businesses for their support:

Fletcher Construction Company Ltd
Hitachi New Zealand
Eco Insulation
Fahey Fence Hire
Pryda New Zealand
Jackson Electrical
GIP Electrician
Hardi Spraying Equipment Ltd
Shed Magazine
Tool Magazine
Certified Builders Association of NZ

Sunnydene

Early in 1992 Des Cook, principal of Sunnydene Special School, approached Chris Saunders to ask that a satellite unit be established within Onehunga High School, for intellectually disabled secondary school students.

An agreement was reached, but Ministry of Education rules meant that no building would be provided. However this did not deter both parties, who saw significant benefits for such a partnership.

Irrespective of ministry policies a unit for 12 students was set up in buildings provided by Onehunga High School. In return, help and support was given to those students at Onehunga High School who required it. A teacher, necessary support resources and funding came with the students from Sunnydene.

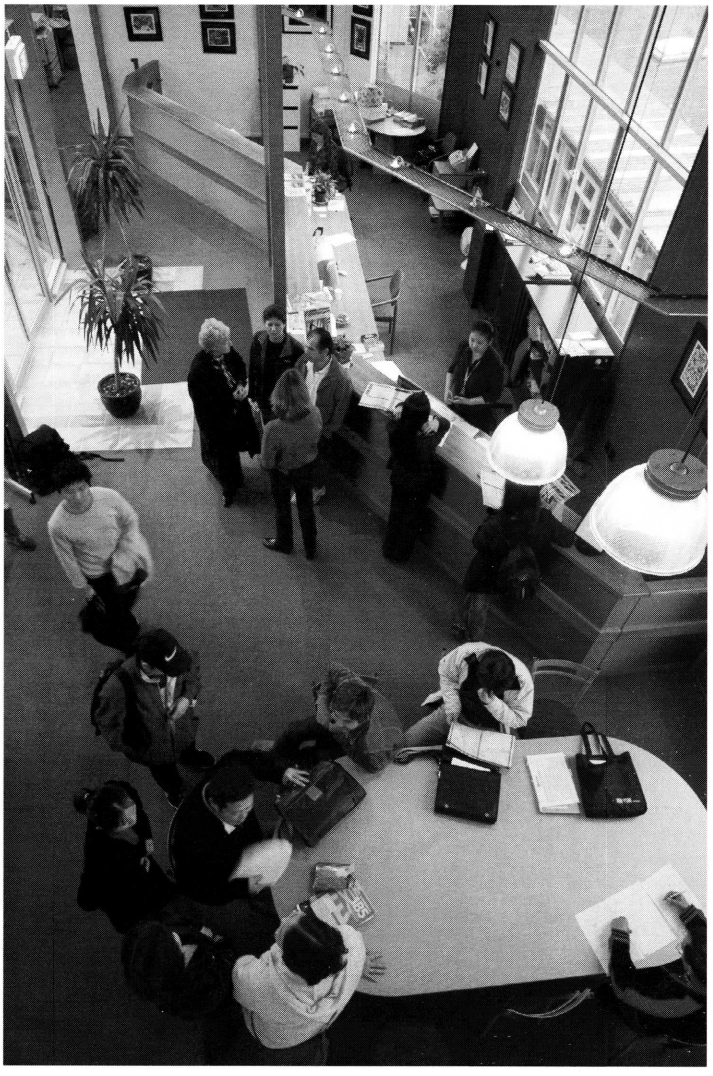
The programme is based on academic work, including classes in Science, Art, Physical Education, Music, English and Technology, as well as work experience in cafés and factories in the community.

Every effort has been made to integrate the Sunnydene students into the school, and local students benefited from interaction with their Sunnydene colleagues. In 2000 one Sunnydene student, Caroline Tangitau, along with her swimming coach Margaret Baker, was chosen from all the Special Olympians in New Zealand to spend a day at the XXVII Olympiad in Sydney.

The programme has developed with an emphasis on social, life and work skills. Older students gain work experience by attending weekly placements while the younger students practise their skills in the classroom, with outwork provided by companies in the Onehunga community.

A change in Ministry of Education policy meant that Onehunga High School is now able to host Sunnydene in a purpose built facility, built under the project management of Ron Warbrick on the railway land in Pleasant Street. The satellite unit of Sunnydene special school moved into its new home in Easter 2004.

New Staffroom and Administration Block



By the turn of the century both the staff room and administration block were inadequate for the size and complexity of the school and their locations were inconvenient.

The construction of the new building was part of the five year round of capital works.

During planning a decision was made to use the existing Adult Education Block as the basis of the new development because of its location at the front of the school. It was modified to cater for administration and staff requirements but at the same time to continue to meet adult education requirements.

The new facilities contain a staff room with seating capacity for over 100 people, and a small staff gymnasium. The central Resource Office, Accounts Receivable, Attendance and Property offices are also located there. A new boardroom was completed in the southern part of this complex.

All Deans and Senior Management Staff are located in the remodelled building as well as the Property Manager, Financial Manager and Head of Adult and Community Education.

As a result of this development, the old administration block and staff room became vacant, and new space was provided for classrooms, Guidance, Sport and Health.

Deidre Shea

Principal 2007

After beginning at Onehunga High School in 1993 as the Assistant Head of Mathematics, Deidre subsequently undertook the roles of Co-Head of Mathematics, Deputy Principal and Associate Principal before her appointment as Principal in 2007. Deidre says of her appointment that it is an honour to serve the Onehunga community as the fourth principal of its secondary school.

School Roll

Onehunga High School has steadily grown from a roll of 190 students in 1959, to a stable roll of 1,000 students throughout the 1970s, 1980s and 1990s. In the year 2,000 the roll was 1,110 students. The school allowed gradual roll growth each year from 1999 until 2006 when the roll reached its target of 1,550 students. The challenge for the school each year since has been to keep the roll stable; the Board is clear that 1,500 - 1,550 is optimal. Without major redevelopment, the school's site cannot reasonably accommodate more students than this, and the facilities and courses are designed for this number.

Onehunga High School celebrates its multicultural diversity. Each year we welcome students from a variety of cultures, educational and ethnic backgrounds. Students from an increasing range of countries choose to study here through our International Department. The school has built a reputation for excellence in New Zealand and internationally.

Curriculum

By allowing the school to grow to its current roll, Onehunga High School has been able to offer a wide range of learning opportunities. This means that students are able to choose from an extensive curriculum offered in a variety of styles. When people have choice about what they learn and are able to plan personally relevant pathways, they enjoy their learning more and experience greater levels of success. This is what is happening at Onehunga High School.

In 2009, its golden jubilee year, Onehunga High School offered the following courses:

ONEHUNGA HIGH SCHOOL

Year	English	Mathematics	Science	Social Sciences	Technology
9	• English • English (NESB)	• Mathematics	• Science	• Social Studies	• Food Technology • Information and Communication Technology • Multi Materials Technology • Product Design
10	• English • English (NESB)	• Mathematics	• Science	• Social Studies	• Food And Nutrition • Food For Life • Information and Communication Technology • Information Management • Multi Materials Technology • Product Design
NCEA **Level 1** (unless stated)	• English (NESB) • Foundation English • English	• Core Mathematics • Mathematics • Practical Mathematics	• Foundation Science • Science • Core Science	• History • Geography	• Electronics • Information and Communication Technology • Information Management • Multi Materials Technology • Mechanical Engineering Technology
NCEA **Level 2** (unless stated)	• English (NESB) • Foundation English • English • Core English (L2 and L1/2)	• Core Mathematics (L1/2) • Mathematics • Mathematics with Statistics	• Biology • Chemistry • Physics	• Classical Studies • Geography • History • Tourism and Travel	• Electronics • Information and Communication Technology • Information Management • Multi Materials Technology • Mechanical Engineering Technology
NCEA **Level 3** (unless stated)	• English Foundation (L2/3) • English (L2/3) • English	• Mathematics with Calculus • Statistics and Modelling	• Biology • Chemistry • Physics	• Classical Studies • Geography • History • Tourism and Travel (L2/3)	• Information and Communication Technology • Information Management (L2/3) • Multi Materials Technology

CURRICULUM 2009

The Arts	Physical Education And Health	Languages	Business	Other
• Art • Dance, Drama and Music	• Health • Physical Education	• Chinese • French • Te Reo Maori	• Introduction To Business	
• Art • Dance • Drama • Photography • Media Studies • Music	• Health • Physical Education	• Chinese • French • Te Reo Maori • Beginner's Chinese • Beginner's French	• Enterprise Studies	• Automotive Mechanics • Graphics • Electronic Design • Sports Specific
• Art (Visual) • Dance • Drama • Music	• Physical Education Foundation • Physical Education • Health	• Chinese • French • Te Reo Maori	• Accounting • Economics • Entrepreneurship – Introduction	• Automotive Technology • Curriculum Support (Not NCEA) • Elementary Woodwork (L1/2) • Careers and Personal Skills • Employment Skills • Food and Life Skills • Food and Hospitality • Graphics • Services Academy
• Dance • Design • Drama • Media Studies • Music • Painting • Photography	• Physical Education Foundation (L1/2) • Physical Education	• Chinese • French • Te Reo Maori	• Accounting • Economics • Enterprise and Marketing • Entrepreneurship	• Automotive Technology • Building and Construction • Food and Hospitality • Catering and Hospitality • Early Childhood and Life Skills • Curriculum Support (Not NCEA) • Elementary Woodwork • Graphics
• Dance • Design • Drama • Media Studies • Music • Practical Music • Painting • Photography • Printmaking	• Physical Education Foundation • Physical Education	• Chinese • French • Te Reo Maori	• Accounting • Economics • Entrepreneurship	• Early Childhood and Life Skills • Curriculum Support (Not NCEA) • Graphics • Catering and Hospitality (L2/3) • Food And Hospitality (L2/3) • Services Academy

NCEA: National Certificate Of Educational Achievement
NESB: Non English Speaking Background

In 2007 we built a commercial kitchen to provide industry-standard education and experience in Food, Catering and Hospitality. Students are involved, wherever possible, in catering for functions within the school. Students also run Café Suave, which involves business management as well as barista skills. As an example of the success of this enterprise, all Onehunga High School students who entered the 2008 Secondary Schools' Barista Competition were awarded medals.

From 2007 we have also provided those students who are interested in a career in the armed forces or related areas with the opportunity to apply for the Services Academy.

The Services Academy is a partnership between four Auckland secondary schools, the Ministry of Social Development and the armed forces. It is offered as a half-year Year 13 course. The Services Academy focuses on academic achievement and teaches young people about discipline, control and physical fitness. Many students have already benefited from this new opportunity at school. As with all our programmes, each student's course is tailored to his/her specific

skills and abilities, so that a student who wishes to complete Mathematics with Calculus for example, can do so as part of her/his Services Academy course.

Globalisation has impacted upon education in innumerable ways. When the school began in 1959 who would have thought that in fewer than 50 years, travel would be a significant part of the learning experience for many students? In the past year, many Onehunga High School students have travelled throughout New Zealand in a variety of educational endeavours. China, France and Samoa were also destinations for three groups of Onehunga High School students in 2008. Because the Business School's first trip to New York in 2007 was an outstanding success, this has now become a biennial highlight.

After six years of lobbying and work from our Business School, the draft New Zealand Business curriculum was released in 2008. This is significant on a local, national and international level and acknowledges the importance and relevance of Business within a 21st century educational environment. Previously Business had remained the exclusive realm of tertiary education in New Zealand. Achievement Standards

in Business, available in 2010, will mark a new era in New Zealand education.

Co-Curriculum

In 2009, the question, "Where does 'curriculum' begin and end?" is being debated the length and breadth of the country, as every school is immersed in the process of implementing the revised New Zealand Curriculum. There really are no boundaries, except that we have previously endeavoured to contain and define curricula in terms of what has been taught. In 2009, we are considering the reality of what is being taught and learned, and how students are learning.

As well as wide curriculum choice, and frequently within curriculum choices, students have many other activities from which to choose at Onehunga High School. These include:

Outdoor Education

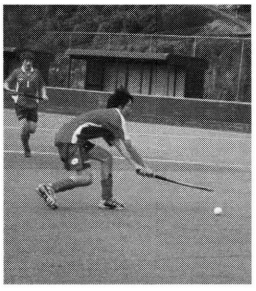
All Year 10 students are invited to participate in Active Lifestyles week at the end of the year. This involves an outdoor education camp where students participate in activities such as canoeing, tramping and team building exercises. Also included are day trips to such landmarks as Rangitoto Island.

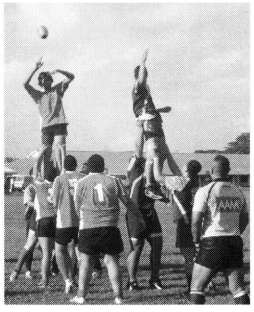
Year 12 and 13 Physical Education students attend outdoor activity camps with an emphasis on water based activities.

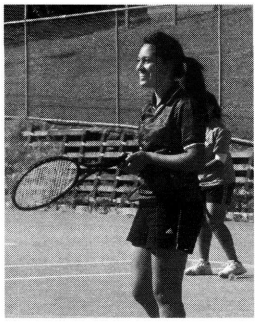
Year 13 students participate in a challenging outdoor camp which encourages leadership, self esteem and working together.

Co-Curricular Activities in 2008

Sport







Summer

- Athletics
- Cricket
- Golf
- Kilikiti
- Mountain Biking
- Softball
- Swimming
- Table Tennis
- Tennis
- Touch Rugby
- Volleyball
- Waka Ama
- Water Polo

Winter

- Basketball
- Badminton
- Golf
- Hockey
- Mountain Biking
- Netball
- Rugby
- Skiing/Snowboarding
- Soccer
- Squash
- Table Tennis
- Water Polo

Entrepreneurial Activities

Business School

- Three Day Business Experience
- Young Enterprise Scheme
- Ignite Competition
- Apprentice Competition
- Market Day
- Robotics

Construction School

School Magazine

Music, Performing And Visual Arts

- Barber Shop
- Debating
- Speech Competition
- Drama Productions
- Instrumental Tutors
- Lighting and Sound
- Rockband
- Jazz Band (Junior and Senior)
- Symphonic Band
- Shakespeare Competition
- Subway Stage Challenge
- Theatre Sports
- Wearable Art
- Choir
- Composition Group

- Dramatic Desserts

Cultural Groups

- Cook Island
- Indian
- Kapa Haka
- Niuean
- Samoan
- Tongan

Community Activities

- Amnesty International
- Christian Group
- Paper Recycling
- World Vision 40 Hour Famine
- E Recycling

Other examples of co-curricular activities in 2008 included being one of 20 New Zealand schools piloting Youth Apprenticeships and one of ten New Zealand schools to implement Personal Financial Education.

Student Achievement

Onehunga High School students achieve well in a diverse range of endeavours. Former students have been, and are, successful. Current students continue to achieve at the highest levels across a wide range of activities. The academic achievement of students at Onehunga High School exceeds comparable national norms, and each year's results have bettered preceding years.

There has been some concern nationally that boys' achievement has not been at the level it should be in recent years. When reviewing this in 2008, the Education Review Office found that Onehunga High School is one of five co-educational schools in New Zealand that stands out as having exceptional achievement levels for boys. Interestingly, our boys' and girls' achievement levels are not significantly different from each other, although our girls' achievement is generally higher than boys'.

Under the University Bursary system, Onehunga High School Scholarships were awarded to students who achieved at least 400 marks across five subjects. It took time to analyse and compare NCEA results to establish what the equivalent level of achievement would be under this new system.

In 2008, we celebrated the first Onehunga High School Scholarship awards under NCEA, with students who achieved at least a 95% grade point average over their top 80 credits being awarded Scholarships.

Connections

Don Tee is a former Chair of the Onehunga High School Board of Governors (before Tomorrow's Schools) and Glenn Taylor is a former Onehunga High School student. Don and Glenn, both of Artrite Screenprinting, have asked many New Zealand artists if they would donate prints to the school. Through the generosity of Don, Glenn and the artists themselves, from 2007 we have begun a collection of New Zealand art, including prints from Para Matchitt, Michael Smither, Michael Hight, Glenn Jones, Robyn Kahukiwa, Deny Watkins, Fane Flaws, Otis Frizzell, Dick Frizzell, Tony Ogle and Don Tee himself. These works are on display through the main administration building, with more to come around the school as we are able to frame and hang them.

In 2007, the Onehunga Rotary Club formalised its long standing alignment with and support of Onehunga High School by choosing the school as the venue for its weekly meeting. Onehunga Rotary Club members continue to support our students, our school and the wider community.

In 2008, we appointed our first school archivist, Mrs Dell Gee, a foundation pupil, a former parent and long serving staff member. Dell has begun collecting and preserving many archives, and has been working through practical issues to gather and restore damaged material. Dell's appointment ensures we are on track to preserve as much of our history as possible.

Associate Professor Graeme Aitken, who has formerly been a student, parent, Board member and Deputy Chair of the Onehunga High School Board of Trustees, as well as a teacher at Onehunga High School, was appointed Dean of the Faculty of Education at the University of Auckland in 2008. Our connection with the University continues to be strong, and in 2009 Onehunga High School is one of five Auckland secondary schools participating in a pilot with the University to change and improve the school-based component of the Postgraduate Diploma of Teaching.

Onehunga High School continues to build relationships and attract interest within the local community as well as nationally and internationally. Parents and whanau, the people with whom we work closely are our primary partners in education. Politicians, educators and business people are also regularly involved with the school, and we enjoy positive, mutually beneficial relationships with many people interested in young people and their education.

It has been a highlight to welcome Ken Prebble back to the school after many years and for him to see first hand the school's development. Chris Saunders, too, has continued his positive relationship with Onehunga High School, and in 2008 accepted a position on the Enterprise Board which steers the Business and Construction Schools. People and connections like these are invaluable, and Onehunga High School is the richer for them.

Jubilee Celebrations

The committee organising the Jubilee has been meeting regularly. Thank you to the following people for voluntarily contributing their time and expertise to ensure we celebrated Onehunga High School's 50 amazing years, in the innovative style which has become one of its hallmarks.

Grant Fernandez (Chair)
Stephen Banbury
Warren Bell
Julie Benjamin
Joy Eaton
Stephen Ewart
Arthur Loo
Clive Lowery
Dianne Lowery
Andrew Miller
Deirdre Molesworth
Michele Nickolls
Sarah Tang
Brent Wagner
Liz Wright

As Onehunga High School celebrates its first 50 years, it is timely to reflect on the opportunities that the school has provided, and will provide in the future, to ensure its young people become successful members of society, in whatever endeavour they choose. The excellent staff and strong partnerships with families and wider community ensure that the school is positioned to maximize learning opportunities for its students.

Onehunga High School begins its second half century well established as a successful school at the forefront of 21st century education.

Community and Adult Literacy Education

In 1959 Onehunga High School offered its first adult night school classes. A small programme was supported by the local community; these classes were 12 and 33 weeks; the emphasis being on arts and crafts and general interest classes.

By the 1970s many classes were focused on gaining qualifications. Adult learners who wished to pass individual School Certificate subjects often did so by completing a 33 week course. They sat exams with School Certificate candidates from the school.

In the early 1990s the night school programme went through significant changes. It was recognised that adult and community education classes could contribute to the wider school and local community. By supporting and encouraging ongoing learning, Onehunga developed a broader sense of adult education, offering a programme that would appeal across the generations and would increase participation.

In the late 1990s Onehunga High School approached other local school providers of adult and community education to develop a combined and co-ordinated programme. In the year Auckland Normal Intermediate School joined with Onehunga High School student enrolments increased by 20 percent. The two schools offered over 700 classes annually between them.

Around the same time it became clear that there was demand for English as a Second Language classes within the community. Onehunga became home to large numbers of migrants and young people for whom English was a second language. With the support and vision of the principal Chris Saunders, the English Language School was built. This facility enabled students and parents, who may have been marginalised by their lack of English language skills, to attend classes in which they were able to network, develop relationships and gain the confidence they lacked because of language barriers. As participation increased and the vision of the school changed, the English Language School needed to be financially viable to support local residents. With accreditation from the New Zealand Qualifications Authority, the school was able to welcome international students. Within a year the School was operating with a full-time director, two administration staff and 16 part time teachers.

The English language school and the adult community education programme deliver classes that complement each other. At the beginning of 2008 a new partnership was formed with One Tree Hill College, formerly Penrose High School. Both these large, co-educational, multicultural schools are working together to provide high-quality learning environments to enhance the nation's social and economic development.

HEAD GIRLS

1962 Linley Jones
1963 Koa Bruford
1964 Diane Grainger
1965 Michele Bradley
1966 Susanne Woonton
1967 Brenda Lipscombe
1968 Sandra Forbes
1969 Linda Rhodes
1970 Gay Matthews
1971 Winifred Lewis
1972 Pamela Wright
1973 Pamela Crompton
1974 Joy Eaton
1975 Gabrielle Faire
1976 Linda Fotherby
1977 Lynda Keane
1978 Wendy Steadman
1979 Jennifer Coldham
1980 Jan Dickinson
1981 Lani Steadman
1982 Anne Callinan
1983 Mareta Steadman
1984 Denny Kirkwood
1985 Jackie Tam
1986 Karen Ou Hong
1987 Marie Anderson
1988 Bridget Phillips
1989 Rajal Patel
1990 Kate Gedye
1991 Charlene Tilby
1992 Elizabeth Gedye
1993 Lisa Lale Faumuina
1994 Sarah Coleman
1995 Ceri Aldiss
1996 Jade Wikaira
1997 Madeleine Sami
1998 Nicci Shea
1999 Chelsea Mes
2000 Anji Sami
2001 Sela Corbett
2002 Petrina Siliva
2003 Safiyyah Khan
2004 Auvasa Wright
2005 Sarah Tang
2006 Elspeth Hocking
2007 Jasmine Wagner
2008 Siobhan Patia
2009 Zipporah Lagaluga

HEAD BOYS

1962 Bruce Travers
1963 David McCallum
1964 Graeme Campbell
1965 Derek McKay
1966 James Bruford
1967 David Osborne
1968 David Veart
1969 John Sims
1970 Rodney Heath
1971 John Black
1972 Morgan Tuimaleal'ifano
1973 Christopher Humphries
1974 Peter Fredricson
1975 Noel Crymble
1976 William Tonkin
1977 Phillip Coombe
1978 Brent Wagner
1979 Brent Waldron
1980 Ian Laban
1981 Gary Dickson
1982 Mark Schaumann
1983 Ian Jenkins
1984 Bryce Anderson
1985 Andrew Grant
1986 Chris Day
1987 Guy Barrow
1988 David Brumby
1989 Allen Ford
1990 Michael Logan
1991 Daniel Keys
1992 Tavita Timaloa
1993 Steven Foster
1994 Royden Chan
1995 Sililo Martens
1996 Murray Saunders
1997 Eugene Mulipola
1998 Fraser Alaalatoa-Dale
1999 Joshua Lautogo
2000 Jason Myers
2001 OJ Okotai
2002 Chris Flaherty
2003 Alby Yap
2004 Jonathan Opai
2005 Grant Tewhare
2006 Damien Rogers
2007 Matthew Whalen
2008 Halo Faiumu
2009 Jack Wheeler

UNIVERSITY SCHOLARSHIPS

1971 Warren North
1973 Linda Bryder
1975 Gabrielle Faire
1977 Raymond Fong
Shiu Lam
Richard Wong
1978 Anthony Hill
1979 Micael Frisby
1981 Peter Jenkins
1982 Robert Lum
1985 Andrew Grant
1987 Jonathon Forsey (Lizzie Rathbone Scholarship)
1988 Dorothy Dinesh
1989 Andrew Grant (Rhodes Scholar)

SCHOOL SCHOLARSHIPS

1993 Mary Hawk
1993 Bill Hsieh
1994 Sarah Coleman
1995 Anubhav Sathu
1996 Maree Weston
1996 Ken Kan
1996 Edward Sargisson
1996 Taras Papchenko
1997 Anukool Sathu
1997 Craig Prentice
1998 Nicci Shea
2003 Chien-Che Lin
Wendy Huang
2008 Ema Hao'uli
Tessa Hocking

DUX LITTERARUM

1963 David Jones
1964 Vivienne Forbes
1965 Derek McKay
1966 Keith Wong
1967 Kenneth Gallie
1968 Anne Williams
1969 David Wong
1970 Rodney Heath
1971 Warren North
1972 Kevin Lee
1973 Linda Jones

1974 Peter Norrie
1975 Michael Lay Yee
1976 Rona Webber
1977 Shiu Lam
1978 Darrell Wong
1979 Brent Waldron
1980 Janet Mills
1981 Peter Jenkins
1982 Robert Lum
1983 Catherine Small
1984 Richard Ackland
1985 Lorna Chee
1986 Anthony Tam
1987 Martin Chon
Jonathon Forsey
1988 Dorothy Dinesh
1989 Tony Wong
1990 Michael Coleman
1991 Kevin Wong
1992 Andrew Stitt
1993 Bill Hsieh
1994 Melanie Stitt
1995 Anubhav Sathu
1996 Ken Kan
1997 Anukool Sathu
1998 Nitasha Chand
1999 Emma Kay
2000 Wenxia Wen
2001 Ada Lin
2002 Olly Burton
2003 Chien-Che Lin
2004 Leron Postelnik
2005 Kimberley Eccles
2006 Manisha Kumar
2007 Meenal Chhotu
2008 Tessa Hocking

DUX LUDORUM

1991 Stephen Wong
1992 Lisa Dickson
1993 Esera Puleitu
1994 Ceri Aldiss
1995 Sililo Martens
1996 Michael Gedye
1997 Madeleine Sami
1998 Nicci Shea
1999 Margaretta Nena
2000 Gerard Long
2001 Caroline Manumu'a
2002 Shane Pascoe
2003 Euan Acket
2004 Ese Sao-Taliu
2005 Euan Acket
2006 Katerina Birkett
2007 Bailey Mes
2008 Jamie Osborne

ALAN HASKELL MEMORIAL SCHOLARSHIP

1993 Steven Foster
1994 Royden Chan
David Hawk
Kato'one Kaho
1995 Rhiannon Gibbons
Kelly Salmon
Andre Siliva
1996 Chandra Littlewood
Maree Weston
Jade Wikaira
Phillip Wong
1997 Hannah Davis
Rosalyn Ng
Haylyn Wong
1998 Laura Burgess
Luke Douglas
Aashish Patel
Kelly Stephenson
1999 Jared Blucher
Selina Moore
Rebecca Stitt
2000 Jessica Barter
Srijana Baisyet
Jason Myers
2001 Sela Corbett
Anthony Crawford
David Weston
2002 Linda Goon
Jessica Gregory
Tim McCready
Delaney Mes
2003 Susan Chu
Jodi Dillion
Lydia Willcocks
Kent Yap
2004 Sandie Chu
George Diep
Jocelyn Gounder
Auvasa Wright
2005 Darren Clark
Tania Cooper
Karen Dentener
Grant Tewhare
2006 Stephen Kofoed
Abigail Ng
Namrita Prasad
Danny Vaitohi
2007 Esther Hausia
Marie Holtom
James Milne
Latham Smith
2008 Anna Bish
Nicole Ngapare
Cameron Rodger
Kristen Wing

RSA Scholarships

2002 Holly Baxter
Boaz Gebbie
Gwen Phelps
2003 Tiana Eruera
Gurv Singh
Alby Yap
2004 Sara Fearon
William Inthoulay
Jonathan Opai
2005 Charlene Foote
Steven Gaston
Sarah Williams
2006 Emma Douglas
Rebekah Thorne
Ryan Tull
2007 Nick Coogan
Bailey Mes
Hannah Painter

Onehunga High School
Acknowledges support from the community including:

Donna and Bruce Aitken
Alan Haskell Memorial Trust
All Steel Services Ltd
G & S Amos
ASB
M F Astley Ltd
Auckland Temporary Fencing
AUT
T V G Beeson
Bromleywear Ltd
Bill Burrett and Associates
Caird Carpet Ltd
Cavit and Co Ltd
Certified Builders Association of NZ
Chenery Trust
Coll Electrical Ltd
Contour Aluminium Ltd
M C Cooper
V M Corrin
Cooke Plumbing Co Ltd
Coolcomfort Ltd
D & D Daniel
D & V Day
Denny Walls Trust
Eco Insulation
H Emmott
Fahey Fence Hire
Fernbrae Enterprises Ltd
Field Rubber
Fletcher Construction Company Ltd
GIP Electrician
J & N Goulding
Andrew Grant
F W Grayson
R & C Hall
Hardi Spraying Equipment Ltd
N Haskell
Hitachi New Zealand
L & N Haydon Contracting
Jackson Electrical
Jaycees
Just Water
Lighting Direct Ltd
Louis Daley Charitable Trust
McAlester Holdings
McKeever Trust
Mainstreet Pharmacy Ltd
O M Manning
Manukau Cruising Club
MIT
D Mudford
D & M Neutze
Nieukerke Trust
Nuplex Industries Ltd
E & D Okey
Oldfields Access
Onehunga ITM Ltd
Onehunga Jewellers Ltd
Onehunga Past Pupils and Supporters Assn
Onehunga Returned Services Association
Onehunga Rotary Club
Onehunga Workingmen's Club
One Tree Hill Rotary Club
P & J O'Regan
Panel Pressings Ltd
Peter Grace Pharmacy Ltd
Pryda New Zealand
Ready Mix Concrete
Red Eagle Corporation
Rocklabs Ltd
Reoco Ltd
Shed Magazine
Star Box Ltd
Tile Warehouse
Tool Magazine
Trident Tavern Trust
University of Auckland
UNITEC
A E Watts
Winstone Wallboards Ltd
J R Yates

Ms Monk saves on the hot water bath bill.