



Ōtāhuhu College Newsletter

Friday 29th May 2026

Important Dates

Monday 1 st June	Kings Birthday (School closed)
Monday 1 st June – Friday 5 th June	Samoa Language Week
June 22 nd – June 26 th	Assessment Week



From Our Principal

The Ministry of Education has confirmed further details regarding the replacement of NCEA and the development of a new national qualifications system for secondary schools. These changes represent some of the most significant shifts in curriculum and assessment in recent decades and are designed to create a more rigorous and internationally comparable system for New Zealand students.

The ministry emphasises that the new system will be knowledge-rich, nationally consistent, and focused on ensuring all students have access to high-quality learning experiences.

The new qualifications will be introduced progressively over several years.

Year	Change introduced
2028	Foundational Award introduced at Year 11
2029	NZCE (New Zealand Certificate of Education) introduced at Year 12
2030	NZACE (New Zealand Advanced Certificate of Education) introduced at Year 13

One of the most significant changes is the move away from the current NCEA credit-based system towards subject-based qualifications. Under the new model, students will be assessed on their understanding of an entire subject, with grades reflecting performance across all assessments within that subject.

The ministry also proposes a six-point grading scale of A+, A, B, C, D, and E. This scale aims to make results easier to understand and more meaningful for tertiary providers and employers. Records of Achievement will also show the number of subjects passed, while students achieving particularly strong results across all subjects may receive endorsement awards recognising outstanding academic achievement.

Assessment will continue to include both internal and external components, although the weighting of these assessments will vary according to the curriculum area and the nature of the subject itself.

These qualification changes are being developed alongside a significant curriculum refresh. The revised curriculum aims to provide greater clarity about what students should learn at each year level, with a stronger emphasis on knowledge-rich learning pathways.

What does this mean for Ōtāhuhu College?

For Ōtāhuhu College these proposed changes reinforce many of the educational directions we have already prioritised.

While there is still considerable detail to come from the ministry regarding curriculum design, assessment structures, grading systems, and implementation processes, we are broadly supportive of the overall intent to strengthen academic rigour, improve curriculum coherence, and place greater emphasis on deep subject learning.

Most importantly, Ōtāhuhu College is well positioned for whatever final model emerges. Our programme of learning at Years 9,10 and 11 has enabled us to establish a more coherent and academically challenging programme that emphasises strong foundational knowledge, breadth of learning, and high expectations for students before they enter senior qualifications.





Our Commitments

Our focus for next week is being engaged in lessons. On the basic level it is making sure that every student takes individual responsibility to have their books and pens. To make sure that as soon as they get into class that they have their books out, bags on the floor, and they are ready to learn.

From time to time students may not have finished all the expected work during class time, when this happens in the last period of the day, your child will likely be required to stay behind 5-10 minutes to complete the work to a standard expected at Otago College. If you have any concerns regarding this please contact the Principal

Attendance

When students miss school, it's vital for parents to provide a written note explaining the absence. This ensures the school can record the absence accurately and identify any ongoing issues that might affect your child's ability to attend regularly.

At Otago College, we encourage parents to notify the school as soon as possible, either by phone, email, or a handwritten note. Together, we can support students to overcome barriers to attendance and ensure they don't fall behind.

'Oku mahu'inga ke faka-fetu'utaki mai ki he 'apiakó 'a e 'uhinga 'oku 'ikai ma'u ako ai 'a e fānaú.
O le tusi o faamatalaga e fesoasoani i le aoga e fesoasoani ai i le fanau.

Cell Phones Not to be Used Between 8:30am and 3pm

Government regulations require that schools must ensure students do not use or access a phone while they are attending school, including during lunch time and breaks. This includes students who are on a school course or visit outside the school grounds.

Guidelines

Otago College is not responsible for the loss of cell phones if brought to school or on school based activities. Cell phones are to be kept in student's bag and turned off between the hours of 8:30am and 3pm. In case of emergency parents are to contact the school office on 963 4000.

Teachers may grant students the use of their phones for specific learning purposes. In which case phone use will be actively supervised.

Breach of this policy will result in the phone being confiscated for the rest of the day.

Dispensations can be granted for exceptional Health and Safety reasons.

Parents must apply in writing

Dispensation can be granted by the principal

A pass will be issued to the student

Study News

HELP CENTRE AND HOMEWORK CLUB



ENGLISH

HOMEWORK HELP

**ASSESSMENT
SUPPORT**

**LITERACY SKILLS
PRACTICE**

CAA PREP

This is a study space where you can get extra help, more practice, and additional time to work on skills, homework, and assessments.

This is an opportunity for students of all year levels to get extra guidance and support to help them achieve to the best of their ability.

DETAILS:

Day: Every Thursday

Time: 3pm-4pm

Location: OC Library



Otago College Makes Its Mark at MUNA 2026

Otago College participated in the 2026 Model United Nations Assembly, organised by Rotary Club, held at Rosmini College, Takapuna, on the 22nd and 23rd of May. Competing alongside 56 schools and 94 teams from across Auckland region, our students represented the countries of Ghana and Panama with confidence, professionalism, and pride.

Over the course of eight intensive weeks, including the Term 1 holidays, students dedicated countless hours to researching global issues, understanding international relations, and learning how the United Nations operates. Delegates were required to thoroughly research their assigned countries, including their economies, political alliances, social concerns, border issues, and international relationships. Students also learnt how to write and debate, prepare amendments, deliver speeches, and respond to challenging questions under pressure.

“I realised the significance of these skills, as they helped me develop confidence in public speaking within a diplomatic setting and pushed me out of my comfort zone.” – Markle Ossamang, Delegate of Ghana

The preparation process was rigorous. Speeches went through multiple drafts, edits, and rewrites as students worked towards improving their clarity, pronunciation, confidence, and public speaking skills. Lunch breaks, after-school sessions, evenings, and even holiday time were spent practising speeches, researching facts, preparing anticipated questions, and refining debate strategies.

In spite of the demanding preparation, the students continuously pushed themselves to improve. They learnt how to think critically, speak professionally, and truly “get into the skin” of delegates. Their growth throughout the journey was remarkable.

“I have become slightly open and extroverted by talking to new people, developing critical thinking skills, communication skills and the ability to stay professional when needed.” – Shreya Prasad, Delegate of Ghana





The MUNA event itself was both intense and rewarding. Through-out the two-day conference, delegates confidently debated international issues, defended their countries' stances, proposed amendments, and answered difficult questions with maturity and composure. Their ability to think on the spot and defend their remits demonstrated not only strong preparation, but also resilience and teamwork.

“Despite the many speeches Ms. Vaid denied, she constantly encouraged us to persevere, give our best, and never give up until we achieved our best.” – Tu’uaki Wolfgramm, Delegate of Ghana

Markle Ossamang, a year 12 student and delegate of Ghana, brought laurels to the school by winning the ‘Most Engaging Speaker’ award - an outstanding achievement that reflected his dedication, confidence, and growth throughout the MUNA journey.

“MUNA changed my outlook on life and politics while simultaneously helping me build closer friendships with people who I will now share lifelong memories with.” – Victoria Heffernan, Delegate of Panama

Otahuhu College is incredibly proud of all our participants, who represented the school with integrity, respect, and excellence throughout the two-day conference, leaving a lasting impression on delegates and teachers from schools across the region.





Careers – For Senior School – Come to Careers for more information.

SOUTH AUCKLAND

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24-25 June 2025 | DUE DROP EVENTS CENTRE

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Sports News

Otago College basketball has had a great start to the season, with six teams playing every Tuesday night. The school has four boys' teams and two girls' teams competing this year. All teams have shown strong effort, teamwork, and positive attitudes on the court. Players continue to improve each week as they build their skills and confidence. Coaches and supporters are proud of the progress made so far, and everyone is looking forward to an exciting and successful basketball season ahead.

