

International Prospectus



Mt Hobson Middle School Years 7-10



Pathway to Opportunity





THE VILLA STUDENT



VILLA STUDENTS CAN:

INTERPRET PROBLEMS
MANAGE SELF
SYNTHESISE INFORMATION
DEVELOP DETAILS
LISTEN ACTIVELY

RESEARCH DEEPLY
ANSWER ACCURATELY
CREATIVELY RESPOND
CO-OPERATE WIDELY

Villa Education: A Model for the 21st Century



Our Story

Mt Hobson Middle School opened in 2003 following years of academic research and teaching experience:

“For a long time, I have been passionate about providing the very best possible education for children by combining the positive aspects of current schooling with outstanding teaching techniques, an improved curriculum model, an innovative structure and personalized learning in a supportive environment.

Principal Alwyn Poole B.B.S, M.Ed.(Hons), Dip.Tchg, PG.Dip.Spt.Mgmt

Most schools are based on a 19th Century model and build innovations on old foundations. The Villa Education model for Years 7-10, was created to suit students learning in the 21st Century and brings an ideal means of teaching and learning to the information age. The school has a maximum roll of 48 students, with 12 to a class. The programme involves all students in fantastic learning experiences and caters for all intelligence traits and learning styles. Academic standards are high and expectations of the students are both demanding and fully supported. Teaching staff are given minimal administrative tasks, as their prime focus is to teach to the very best of their ability. In the last ERO report, issued June 2013 it stated: *‘Mt Hobson Middle School, in Auckland, is a small private school for girls and boys in Years 7 to 10 owned by the Villa Education Trust. The school continues to provide students with suitable premises, staffing, equipment and standards of tuition. Students learn through a suitable curriculum that is based on The New Zealand Curriculum. A sound framework of policies and procedures guides school operations.’*



**Mt Hobson Middle School (MHMS) opened in 2003.
It is a co-educational, boutique, private, middle school.**

The Aims of Mt Hobson Middle School are:

- To provide a window of opportunity for outstanding learning for Year 7 to 10 students.
- To play a significant part in preparing students for full and effective participation in their future academic, cultural, sporting, social and working lives.
- To provide a learning environment that is thorough, innovative and able to be applied to the best advantage to each student through individualized education.



The Core Values of MHMS are:

- Excellence in learning.
- Cooperation between students, families and the community.
- Building personal character through applied Christian values.
- A strong emphasis on students understanding how they think and learn.

Special Features of MHMS:

- A small school environment.
- A student teacher ratio of no more than 12:1.
- A project based, integrated, curriculum.
- Individualized education for each student.
- A modified day structure to allow excellent learning outside of the classroom and the use of community resources.
- Excellent learning resources including up to date and thoughtfully used ICT.

About MHMS

- ERO report <http://www.ero.govt.nz/review-reports/mt-hobson-middle-school-13-06-2013>

MHMS is a middle school with an integrated, project-based curriculum. Although it is run privately, the school reflects the Eight Essential Learning Areas as stated in the New Zealand curriculum - overlaid by a clear Christian philosophy and Christian values.

Parents have an integral part in school life and are regularly informed of their child's progress. They are welcome to take part in both morning and the afternoon teaching sessions. Staff know each child's educational needs and ensure that they are met. The child's interest areas are affirmed and they have the opportunity to significantly develop the capacity to direct their own learning.



Pathway to Opportunity

Because of our specially-designed curriculum, every MHMS graduate will have:

had the opportunity to develop their potential in a wide range of academic, physical, cultural and social areas.

been in a continuously stimulating learning environment.

experienced the very best teaching, learning and thinking techniques and the best use of ICT skills and opportunities.

studied in an environment permeated with Christian values and philosophy that genuinely facilitates the child's development.

followed an integrated, project based curriculum that has encompassed the New Zealand Curriculum guidelines and the Ministry of Education's essential skills framework.

Principal, Alwyn Poole:

"Students leaving MHMS will have developed outstanding learning and thinking skills to take into their final years of secondary school. They will be exceptionally prepared to excel at NCEA qualifications, while having a love of learning and holding values that will make them useful in their generation."

(Students that have left have gone on to a variety of local public, private and International schools.)

Location and Facilities

MHMS is situated at 131 Remuera Rd, in the heart of what has become known as the “medical mile”. The building is a 1900’s Villa that has been modified to be an ideal facility for this type of school.

Facilities at MHMS include a science room, an art room, ample teaching spaces, ICT (desktops, laptops, data projectors, printers, cameras), a kitchen and areas set aside for quiet, individual and small group learning. Transport systems available to Remuera make this location convenient for students.



In the afternoons, the local area becomes our school – including parks, sports facilities, libraries, art galleries and businesses. MHMS students have the opportunity to learn in an *environment without walls*.

For an overseas student, Auckland offers a great lifestyle in a city that has (consistently) been voted one of the ‘most livable in the world’ (by The Economist). Accommodation can be arranged through the school, with advice on issues such as insurance and permits.

Uniform

A uniform, which is practical for classroom and community based learning, must be worn and is available to order from the school throughout the year. A sports uniform is also required. The uniform is practical, smart and suitable for outdoor use.

Transport

The school is serviced by trains and buses. Students brought to school by car must be dropped off on Dilworth Avenue and walk around the corner and enter via the pedestrian entrance. This procedure should be repeated for collection. There is no on-site parking for parents.

Stationery

Purchases of stationery and personal art materials are the responsibility of the family. The ICT materials fee covers CD’s and printed material that students retain.

Lunch Facilities

There are both indoor and outdoor facilities for students to eat lunch and morning tea. There is a small kitchen that can be used for heating items.

Day and class structure

The timetable is designed to allow students to maximize their learning through a number of contexts and experiences. It also allows parents to be able to have effective input and be fully and actively involved in the education of their children.

Mornings:

The school day at the Villa is from 8.30am to 12.50pm, within classes and work groups to cover the New Zealand and Project Based curriculum. Children are able to work at their own level and with others of like ability. Expectations of their input is high and very little 'down-time' is timetabled.

A significant amount of the work is overtly taught by staff to ensure that the New Zealand Curriculum is fully covered. This includes classes for Maths, Science, English, Social Studies and Technology. This teaching is done within the context of the projects that the year groups are currently working through. The children also have a significant amount of time to direct their own work as individuals and in groups. Research, thinking, and presenting skills are developed in-depth.



During the morning sessions, the children primarily work in their year groups. Changes are sometimes made for individuals, to provide a better match to project, interest and need. Their year groupings are the basis for the organization of the afternoon programs. Year 10 students are taught in a manner that keeps in mind preparation for their transition into the final years of schooling. The children will be well prepared for entry into year 11 at a secondary school and have an excellent base upon which to excel in the new qualifications framework or overseas administered exams.

Afternoons:

In the afternoon programme (1.30 - 3.15pm), the year groups rotate through 5 activities per week:

- Art
- Sport
- Community Service+, Year 7 & 8
- Community Service, Year 9 & 10
- Community Based Learning
- Music

These activities are organized by the school. However, if a parent wants to arrange specialized tuition for their child in a designated activity, they will have the freedom to do so at their own cost (e.g. tennis coaching, music lessons taught by outside professionals).

Personal Development

The middle years, aged 10 – 15, are a crucial developmental period in the lives of young people. MHMS is a developmental window as well as a learning window. It provides an environment where the children can have their personal, emotional, academic, physical, social and spiritual needs met in a very supportive manner.

One aim of MHMS as a middle school is to give students an opportunity to be children for a little longer; to give them more time to explore their own interests

and dreams without the pressure for precocious social development that can occur at intermediates and large secondary schools at the junior level. As such, a large amount of energy and commitment is required from each student. They will develop personally and academically, improve their cooperative learning skills as well as love learning at MHMS and beyond.



Reporting and Assessment

Comprehensive formal reports are issued after the end of Term 2 and at the end of Term 4. Each project receives a full marking schedule aimed at improving the student's academic schooling and there is constant verbal and/or written feedback to parents and children. Parents are welcome to request feedback when they are in the school and to ask for more formal appointments when they see the need. Emails are welcome and will be responded to promptly. Parents are also welcome to call in and observe part of their child's class. The main form marked student work is their eight completed projects per year.

At the end of every second project (i.e. the end of each term), students are tested in assessments based on the traditional subject divisions. This is to allow them and their parents to be sure that they are being advantaged by the mode of learning we use and to give them a comparison against normal New Zealand school criteria. Some of the projects also require students to make clear subject divisions within the aspects they are studying.

We participate in the ICAS Mathematics, English and Science competitions and others that are relevant and worth the experience.

Schools are required to report twice a year in "plain language" on how – in our case – Year 7 & 8 students are performing in relation to National Standards in Mathematics, Reading and Writing. Schools have been left with a large range of options on how they report on these, with the basic requirements being that the reporting includes:

- The student's current learning goals
- The student's achievement progress in relation to the National Standards
- What the school will do to support the student's learning
- What parents, family, and whānau can do to support their child's learning.

For making judgements, the key tools recommended by the Ministry of Education are ones we use at MHMS - PATs, ongoing class tests, teacher observation of a student's work and discussion with the students as to their level of understanding. Based on this, teachers make an *Overall Teacher Judgement* as to where the student is working in relation to the standards (note – the Ministry of Education is aligning some assessment tools to the standards but are not proposing definitive tests, therefore a level of subjectivity will remain).

For this reason, MHMS will include National Standards reporting for Year 7 and 8, with the IBP document issued at the end of Term 1 and Term 3.

In addition, for International students, monthly checkpoint meetings are held to ensure good communication between all the parties involved in their cultural/academic education of the student.

ICT

The school is equipped with up-to-date computer technology and other ICT equipment. There is intensive ICT skill development and intelligent use of the Internet, including the development of personal filtering skills to help the students distinguish useful and credible information from the myriad of trivia. Through the Internet, the students learn without walls and visit all manner of fabulous learning resources with plenty of time to do it.

Each student has their own web page for the publication of their materials. They also have their own school e-mail address to help them communicate both within and outside of the school. ICT is used to – foster creativity, allow access to a vast range of information, develop problem solving skills, prepare students for 21st Century life, increase enthusiasm, improve research skills, develop communication skills, help students work cooperatively and internationally. In other words, it is used to broaden the scope and diversity of learning. When each student leaves the school, they will take with them an electronic portfolio of work.





Community Involvement

As community involvement is an essential part of the MHMS curriculum, all students will be involved in working with and for people in the community. This would help assist their moral development by placing them in situations where they have to consider the needs of others before themselves.

Some organizations we have worked with/supported include:

- Sir Peter Blake Trust which aims to help New Zealanders make a positive difference for the planet through activities that encourage environmental awareness and action
- Carlson School for Cerebral Palsy where our students work alongside children who all have some degree of motor impairment
- World Vision 40-Hour Famine
- Cité Soleil Community School in Haiti
- TEAR Fund NZ



Integrated Project Based Curriculum

Integrated Curriculum

An integrated curriculum treats knowledge as being seamless and interrelated. It is a means of breaking down the artificial barriers between subjects as they have been traditionally taught. It is also an effective way of broadening the possible topics that may be learned/investigated. Within the school's written curriculum, the staff will ensure that all areas of the Essential Learning Areas (ELA's) are covered at the appropriate levels.

ESOL is not taught as a separate subject, but small classes enable integration and development for all students.

Project-Based Curriculum

A project-based curriculum treats the investigation of a topic as the basis for learning. Students complete eight projects during each school year. Within each topic, the staff identify the areas of the national curriculum that need to be overtly taught within the ELA's. Each year, the topics will encompass the full ELA requirements for that level.

Within each set project, all of the Learning Areas are included and the students have the opportunity to direct their own learning and work to a depth and breadth that is difficult to achieve within a traditional structure. Their learning skills (e.g. goal setting, planning, investigative research, presentation, computing, etc) are enhanced, as are their thinking skills (e.g. metacognition, evaluation, synthesizing information, etc).

Basic academic skills (reading, writing, mathematics) are in no way ignored; instead, they are leveraged in and used as a building block for in depth work.

Year 7	Year 8	Year 9	Year 10	Notes
Architecture	The Human Circus	Flight and Space	Statistics	Individual
Great Books	Narrative Poetry	New Zealand Writing	Shakespeare	Individual
A Language & Culture	Language of Music or Movement	Maori or Pacific Island Language and Culture	Advanced Language & Culture	Individual – language tuition can continue.
Plants	Human Beings	War	Reactions	Individual
An Artist or An Era	An Ancient Culture	Archaeology	Film or Director or Genre	Pairs/Threes
Production & Inventions of the Past	Change through Technology	Production of the Present and Future	Business in Action	Mind-map based
New Zealand: Places and People	The Oceans	A People or Country or Time	Law and Culture	Individual
Animals	Great Scientists	Sport	Machines	Pairs/Threes

Individual Base Plans (IBP's)

As well as working through the school's curriculum, each child will have their own base document programme (IBP) which identifies interests, strengths, areas needing development, goals, and progress measurements. Developing the plans will be a negotiated process between the staff, child and parents.

Effectively, what will be achieved are the structures for the best kind of education that are offered to Gifted and Talented children in some schools – but in this case, it will be for each student. Their range of abilities will be recognized and developed using the best learning theory and applications available under the knowledge that intelligence is not a fixed entity, but able to be developed in each child. IBP's are issued electronically at the end of Term 1 and Term 3.

Essential Learning Areas and Key Competencies

MHMS curriculum is based on the 8 Essential Learning Areas identified in the New Zealand Curriculum. These are:

- Language and Languages,
- Mathematics,
- Science,
- Technology,
- Social Sciences,
- The Arts,
- Physical Health and Well-Being.



In addition, the New Zealand Curriculum specifies five groupings of key competencies which are to be developed by all students across the whole curriculum during their schooling.

These are:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing.



Music and Art Programme

As integral parts of the school culture, music and art have set afternoons dedicated to them respectively. Like all subject areas, students are able and encouraged to incorporate aspects of music and art into their project-based learning.

Music:

MHMS runs a practical in-class programme involving Guitar and Keyboard skills as well as a full music programme run in conjunction with Remuera Music Academy.

During the time set aside for music tuition, students can attend private lessons (at parent's expense) or use the time for speech and foreign language extension.



Art:

For art, students are given the opportunity to present their material in varied and creative ways. This includes the study of artists and their work in their historical and social context and always involves practical projects where students explore a variety of art techniques including painting, printing, sculpting, photography and ceramics. Students then create works that link back to the theme of their current project. For each year group, one afternoon a week is designated for Art and a specialist teacher is on site to oversee and give guidance.

Sports and the Great Outdoors

A key aim for the school is the development of sporting skills and positive attitudes towards sports and physical activity. One afternoon a week is programmed for sport. During this time, parents/guardians are able to withdraw their child/children for specialized coaching in an area of their choice. The school will compete in inter-school sports when numbers required allow it. MHMS has developed strong links to high quality coaches & sporting providers. On Monday and Friday mornings of most weeks, students also participate in a run for general fitness. Throughout the week, students will regularly go 'off campus' to utilize the amazing facilities in and around Auckland.



Where it is a stated interest for a child, sporting development will be included as a part of a student's I.B.P. and will be seen as an area to emphasize.

Principal Alwyn Poole holds a Post Graduate Diploma in Sports Management (endorsed in Athletics Coaching through Athletics New Zealand). Alwyn has been involved in coaching athletics, soccer and other sports at various schools and has coached rugby to premier level in the Auckland competition.

For sports, students require full sports uniform and training shoes. During the hotter months (Terms 1 and 4) students require a hat and sunscreen. A jacket is required all year round for cooler days.

School Camp

Once a year, in Term 3 or 4, all students take part in a full school camp – a fantastic 'education outside the classroom' experience. Possible destinations include Coromandel, Rotorua and the Bay of Islands.



Our Staff

At MHMS, not only are our teaching and support staff highly-qualified, they are dedicated, enthusiastic about sharing knowledge and always on hand to support students' development in every way. With international experience and expertise, staff are able to empathize with students of all cultures and backgrounds, as well as enhance intercultural and interracial understanding.



Alwyn Poole: Principal and Academic Manager

B.B.S., M.Ed.(Hons), Dip.Tchg., PG Dip Sport

Alwyn is a highly educated and motivated teacher with a desire to help all children reach their full potential in all areas. He has taught at Tauranga Boys College, Hamilton Boys High School and St Cuthbert's College. Throughout his teaching career and in his own study, he has sought the best ways to teach and learn.



Rebecca Archer: Art and Technology Teacher

MTchgLn (Secondary), BDVA(Interior)

Rebecca commenced her teaching career at Awatapu College in Palmerston North before joining the Mt Hobson team in 2017. Rebecca believes learning doesn't have to be easy to be fun and that art and technology can be the education that equips students with the tools to becoming forward thinking contributing members of society.



Tamzin Cook: Office Manager

Tamsin has a wealth of experience both in administration and in dealing with children and young adults. Her previous roles included Matron at In-Zone Education Foundation where she provided live in pastoral care and support to 60 teenage boys. As a mum of four she is also an expert at 'multi-tasking!'



Rachel Fleury: English and Social Studies Teacher

BE, Dip Tchg

Rachel is a very experienced school teacher who has taught a range of age groups at numerous schools in both New Zealand and Asia. She has returned to Auckland this year following a two-year post in Kuala Lumpur where she taught English, Humanities and Music. Rachel believes that all teachers have a responsibility to instill a love of learning in their students and to equip them with the necessary skills to meet life's challenges with confidence.



Sehan Jayetileke: English and Social Studies Teacher

BA Dip Tchg

Sehan is an enthusiastic teacher and believes that all students have the ability to reach their full potential and succeed. His background in drama influences his ability to teach English and Social Studies and believes this will help students grow in confidence.



Bruce Knox: VNA Teacher and International Manager

D Litt: ATEMF; Post Grad Dip (Ed Manag) BSC, BA

Bruce has more than 20 years' experience in a variety of roles primarily in the area of International school network but always teaching Mathematics. Bruce has also worked as an independent consultant, across all New Zealand Education Sectors.



Rachel O'Connor: Mathematics and Science Teacher

BE, Dip Tchg

Rachel understands that good learning begins by nurturing the child and developing the child's appreciation of their studies. Rachel studied engineering at Auckland University and is a mother of five. She recently re-trained as a teacher and has spent the last two years teaching at Point England School.



Amanda Smith: Learning Coach

Amanda has a special interest in helping all students meet their true potential. Amanda has worked with an Educational Psychologist and through this work and private tutoring has been able to help children fill in gaps in their learning and move forward. Amanda uses Feuerstein (a tool for teaching learning skills) when working with small groups and individuals.

Villa Education Trust Board Members



(From left to right):

Rebecca Dow (BA, Dip Tchg (Secondary), Med)

Michael Sapolu (LLB, BA)

Hayley Parsons (BEd)

Karen Poole (B.B.S)

Alwyn Poole (B.B.S, M.Ed (Hons), Dip Tchg, PG Dip Sport Mgmt)

Cameron Astill (Board)



Term Dates 2018:

Term 1: Wednesday 31st January to Friday 13th April

Statutory Holidays: Tuesday 6th February (Waitangi Day), Friday 30th March (Good Friday), Monday 2nd April (Easter Monday), Tuesday 3rd April (Easter Tuesday)

Term 2: Monday 30th April to Friday 29th June

Statutory Holidays: Monday 4th June (Queen's Birthday)

Term 3: Monday 23rd July to Friday 28th September

No Statutory Holidays in Term 3

Term 4: Monday 15th October to Wednesday 5th December

Statutory Holidays: Monday 22nd October - Labour Day

School Rules

The Trust Board sets rules to ensure that all students are treated fairly and respect each other and their property. Rules may be changed from time to time as the Board sees fit. Given the location of the school and frequency we are in the community; it is important that the rules are adhered too.

Attendance – students must attend each scheduled day. When there is sickness, or another good reason, the school must be notified as soon as possible on that day. When students return to school, a written note is required.

Inappropriate Items – Items including gum, drugs, alcohol, cigarettes and inappropriate literature or electronic material are not to be brought into MHMS or onto the grounds.

Internet Use – the Internet and e-mail facilities must not be misused in terms of sending or downloading inappropriate materials. All students/parents will be required to sign a standard Cybersafety agreement form.

Off-Site Behaviour – When off-site during school hours, MHMS students must wear full school uniform, treat all people with respect and obey all laws with regards to traffic.

School Fees – International Student

(All amounts inclusive of GST)

Overseas Student – less than 1 term (No agent fee)	\$500 per week (This includes the application, enrolment and activity fee. Second hand uniform will be provided but must be returned. If new uniform is required a nominal fee will be charged).
Overseas Student – less than 1 term (Agents fee of \$65 per week included)	\$565 per week (This includes the application, enrolment and activity fee. Second hand uniform will be provided but must be returned. If new uniform is required a nominal fee will be charged).
Overseas Student – Annual (These fees apply to students without permanent residence in New Zealand. They do not include the cost of private tuition in any area nor uniform items which must be paid for separately).	\$21,000 (Inclusive of application fee, technology fee and activity fee). The annual tuition fee for an overseas student must be paid in full by January 14 th to provide adequate time for a student visa to be issued by the New Zealand Immigration service.
Homestay Fees *	\$270 per week (please note this amount can vary between \$250-\$300 per week). Homestay Administration Fee: \$250 Homestay Placement Fee: \$250 (exempt for the first placement within a 12-month period).
Additional Costs	Additional costs throughout the year will include uniform, but are not limited to, stationery and prize giving. Invoices will be issued when necessary. Estimate: \$735.00 Short term students attending school camp will be charged the camp fee (approximately \$500).
Overseas student Tuition Fees (Information for agents)	\$17,000 base fee (Commission negotiable)

*MHMS will source each 12-month Homestay family, inspect the property, room and facilities, conduct an interview with the 'Homestay Parents' and arrange Police checks/references as required. The Homestay Placement Fee is not charged for the first placement within a 12-month period. Please note, for each and every additional placement, a \$250 fee will be charged.



Feedback and Comments

*"We have been delighted with the progress that ***** has made while he has been at Mt Hobson. He has become an independent learner, his social skills with his peers have improved and he seems more able to tackle subjects that he finds difficult. Mt Hobson has really done marvelous things for him."*

"MHMS class size is great. Children cannot 'hide' or 'slip through the cracks'. We like the work ethic being encouraged. Wholesome activities. Good culture. The small school size means that all children know each other, making it a more comfortable and less intimidating environment."

"You have all done such a good job in setting high expectations for behavior and reinforcing the importance of respect, whilst allowing them the freedom to have some fun. I can't thank you enough for playing a huge part in helping my son to grow from an impulsive kid who was disillusioned with the value of school into a lovely young man who actually enjoys learning and has increased his personal confidence level enormously."

"What you have at your school is extremely special and should be preserved at all costs. To provide a school environment that achieves educational goals, but most of all is done so in a nurturing environment, gives teenagers the confidence to try new things and overcome fears that most of my generation were taught to conceal in clever ways, but to our overall collective detriment. It is simplistic to tell children to be more risk adverse, but to provide them with the platform to do so allows this to happen of its own accord."

*"Just thought you would like to hear this, as it is not down to us, but the approach to learning he developed at Mt Hobson. He came to you troubled by his inability to show the education world what he knew and through your approach to learning he has come away with lots of skills and an approach to learning that will, I am sure, lead to success. It was not always easy to see that this would be the result and it did take a full 4 years but many people have said to ***** and I that we clearly did the right thing in sending him to Mt Hobson and they were right!"*

*"It was clear to both ***** and I that the time he had spent at Mt Hobson had had a huge impact on him. While this was not obvious in much of his uncompleted project work while with you, he has certainly learned the skills and is now reaping the rewards. NCEA is definitely suiting him; he is doing really well and came home on Friday with the news that he got an Excellent in his first History assessment (he was so happy about this) and a Merit in Maths."*

"Because of the small size of the school the students are well known by the teachers and cared for. We are confident that you and the teachers know what is going on in the playground. This along with the zero tolerance to bullying and swearing provides the students with a safe environment. It's great to have a happy child at the end of the day."



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