

Prospectus 2019



Mt Hobson Middle School



For Boys and Girls in 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.

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 simply to teach.



**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.

“Through effective teaching, a supportive learning environment, an optimal day structure and an integrated curriculum, young people develop and learn and have a base for excellence in all spheres of life.”

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.



Key Features of MHMS:

- High quality classroom teaching in core subjects
- Expert teachers and a maximum student/teacher ratio of no more than 15:1.
- Students grouped into villas of 60 students overseen by an experienced Academic Manager.
- Excellent preparation for Year 11 entry and a strong academic base upon which to achieve qualifications and beyond
- An academic morning and an activity based afternoon encompassing music, art, community learning, community service and sport.
- Integrated Project Based Curriculum.
- Time and assistance for growth in co-curricular areas.
- Fully supported individualised learning and personal guidance.

About MHMS

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 an 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."

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 an 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. Please see our separate *International Student Prospectus*.

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 many 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 Integrated 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 Math, 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 programmes. 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 of their choice or at the Villa NCEA Academy 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 Mt Hobson 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.

Learning Coach



Learning Coach Amanda Smith, who has over 30 years teaching experience, provides support and guidance to all students during their independent learning time. For students who already possess highly developed ability, Amanda ensures the project tasks they are set are challenging to keep them engaged, excited about learning, and moving forward. For those with a learning difficulty or requiring development in specific areas, Amanda works to ensure progress is made and a sound understanding is grasped, using Feuerstein and other recognized specialized learning programs and interventions. Amanda works with both groups and individuals.

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 and their own school e-mail address. 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 for international correspondence. 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 helps assist their moral development by placing them in situations where they must 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



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.

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 the Learning Areas are included and the students can 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 Arts 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, 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 and Technology:

For Art and Technology, students are given the opportunity to present their material in varied and creative ways. The syllabus includes the study of artists and their work in both historical and social context and 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 Technology, overseen by a qualified Art and Technology teacher.



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 can 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 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 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 can 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.



Amanda Smith – Learning Coach

B.Ed, Dip.Tchg.

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.



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 Middle School team at the start of 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.



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 has a background in engineering, having studied this at Auckland University, prior to moving to the USA. As a mother of five children, she is an extremely experienced 'multi tasker'. Rachel recently retrained as a teacher and commenced her new career at Point England School before moving to MHMS two years later, in 2016.



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 International school network, but always teaching Mathematics. Bruce has also worked as an independent consultant, across all New Zealand Education Sectors, and in numerous countries overseas.



Sarah Tahere: Office Manager

Sarah has worked in the Education and Social Sector for many years, focusing primarily on Pastoral care and Student achievement. Sarah and her husband Mark who teaches at South Auckland Middle school have been a pivotal part of pioneering some of the most ambitious Educational projects in recent years and Sarah loves the fulfilment of seeing young people recognize their potential. Sarah has spent the past 2 years working as an Accommodation and Pastoral care coordinator at a prominent Auckland University and looks forward to investing her time and skills into supporting the Mt Hobson Middle School staff and families to ensure our students achieve with outstanding results.



Yanina Luppino BA: English and Social Studies Teacher

Yanina is an enthusiastic and creative overseas teacher. Born and raised in Argentina she has more thirteen years of experience in teaching English to secondary School students. She specializes in English Literature and creative writing and also teaches Spanish as a Foreign Language.



Erica Poole BA: English

Erica completed a Bachelor of Education in 2013 & began working for the VET in 2014. Last year she took a year off to study visual art and develop her own artistic practice. She will be teaching year 7 & 8 English, Social Studies and Visual Art.

She wants to inspire students to want to learn, challenge their thinking and build a desire for knowledge. Erica loves working with young people and wants students to know how valued and important they truly are and know they are enough.

Villa Education Trust Board Members

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

Karen Poole (B.B.S)

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

Cameron Astill (Board Chair)

Josefina Me Fuimaono-Sapolu BCom/LLB, LLM Honours

Our First Patrons

The Villa Education Trust is delighted and honoured to announce our first patrons – Brigadier Chris and Hayley Parsons.

Brigadier Parsons is a highly decorated soldier with a distinguished career in New Zealand and in active service overseas. His full title is: Brigadier C.J. Parsons, MNZM, DSD, MMDS, MSS, PGDIP Arts, CMinstD.

Brigadier Parsons is currently Aide de Camp to the Queen and Her Household.

Hayley Parsons (Bed, Dip Tchg) has previously worked for the Villa Education Trust, been on the VET Board and has provided extensive support to the NZ Army acknowledged by the receiving of the Chief of Army Commendation.

Both Hayley and Chris are remarkable New Zealanders who are passionate about their family, their careers and contributing to humanity in New Zealand and overseas. The Villa Education Trust is both delighted and extremely honoured that they have accepted the joint role of Trust Patrons.





Term Dates 2019

Term 1: Thursday 31 January to Friday 12 April

Statutory Holidays: Tuesday 6 February (Waitangi Day),

Term 2: Monday 29 April to Friday 28 June

Statutory Holidays: Monday 3 June (Queen's Birthday)

Term 3: Monday 22 July to Friday 27 September

No Statutory Holidays in Term 3

Term 4: Monday 14 October to Wednesday 4 December

Statutory Holidays: Monday 28 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 – Domestic Student

(All amounts inclusive of GST)

Application Fee (applies to all students)	\$200.00 (non-refundable)
Entrance Fees (NZ citizens and permanent residents)	\$500.00 (non-refundable)
Tuition Fees (NZ citizens and permanent residents)	<p>- \$3,750 (per term) - \$15,000 (per year)</p> <p>Fees are charged four times per year and are payable at the end of the first week of every term:</p> <p>Discount is set at 5% where there are two students from the same family. The discount increases to 10% where three or more attends from the same family. Discount applies to the tuition fee only.</p>
Activity Fee	\$500.00 per term (This covers the cost of transport, event and facility entry. Please note , this excludes the cost of Camp and Prize Giving)
Technology Fee	\$500.00 (This is for items including CD's and disks which students will keep).
Payment Options	<p>- A monthly payment option is available.</p> <p>- If a full year's fees are paid at the beginning of Term 1 a \$400 discount per family will be applied.</p>

Notes:

- No refunds will be made except at the discretion of the Trust Board.
- Early notice of withdrawal of application should be given.
- One full term's notice in writing must be submitted to the Academic Manager prior to withdrawal of a student from MHMS. Failure to do so will result in a full terms fees being charged.
- All students are to wear the uniform as set down by the Trust Board. Details will be provided prior to the student's entry into the school.
- In cases where the parent or guardian has nominated another person as the 'person responsible for the payment of fees', then that *other* person will be responsible in addition to and not in substitution for the parent or guardian.
- Where fees become outstanding the student's place will be withdrawn with reasonable notice. Any debt recovery costs will be added to debt.
- Fee Protection Insurance – the school operates a fee protection scheme in the case of death by natural causes or accident of fee paying parents. Upon payment of the first term's fees, new parents qualify for this scheme.
- In the event of suspension or expulsion of a student, a refund of fees will not be made.

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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