

# PROSPECTUS



## Middle School West Auckland

### For boys and girls in Years 7-10



*Pathway to Opportunity*

## Our Story

**“For a long time, I had the vision of providing the very best possible education for children by combining the positive aspects of current schooling with outstanding teaching/learning techniques, an improved curriculum model, an innovative day structure and a personal and supportive learning environment.”**

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



**Middle School West Auckland (MSWA)** opened in Term 1 of 2015. It is a co-educational, small scale, middle school, for students in Years 7 to 10. It is located across two sites in Henderson, West Auckland, the largest being Jack Ralston House, at 287-289 Lincoln Road, which accommodates up to 150 students in three villas and Pohutukawa Villa, on Waipareira Avenue, the school's bilingual unit which has a maximum roll of 60.

The Villa Education Trust model, used at Middle School West Auckland, was created to suit students learning in the 21st Century and brings an ideal means of teaching and learning to the information age. 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 best of their ability.

### **The Aims of Middle School West Auckland are:**

- To provide a window of opportunity for outstanding learning for students in Years 7 to 10.
- 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.

### **Our Vision Statement is:**

**To allow young people to develop and learn so as to give them a base for excellence in all spheres of life through effective teaching, quality facilities, an optimal day structure and an integrated curriculum.**

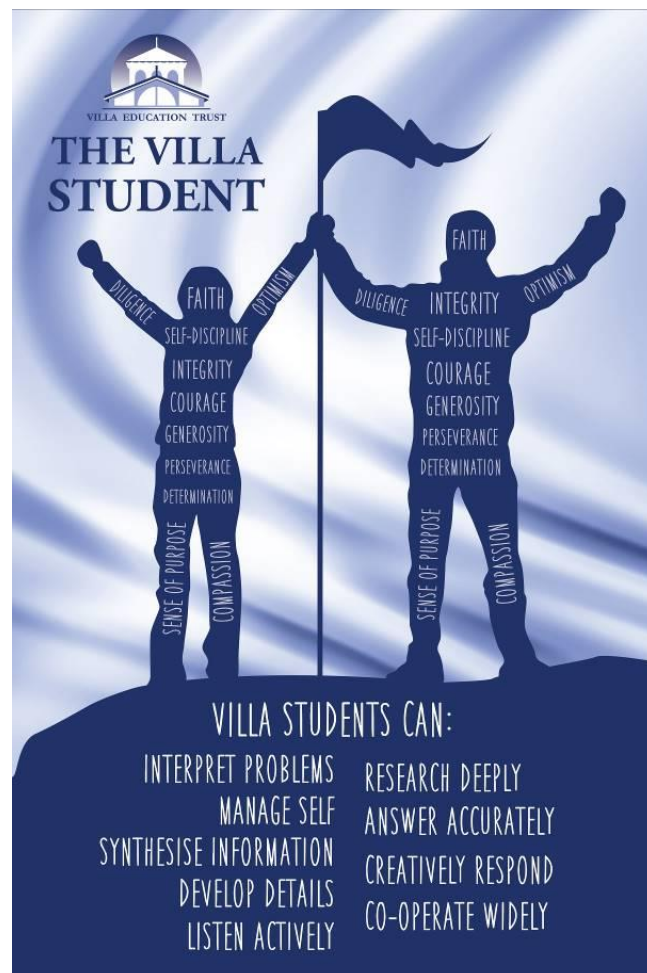
## Holistic Education and Support

### The Core Values of the school are:

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

### Special Features of Middle School West Auckland:

- A small school environment.
- A student:teacher ratio of no more than 15:1.
- A project based, integrated, curriculum.
- Individualised 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.
- Tikanga and kaupapa Māori integrated into daily practice with whanau interactions (Henderson Villa).



## About Middle School West Auckland:

Middle School West Auckland is based on a middle school age group with an integrated, project-based curriculum. The school reflects the 8 Essential Learning Areas as stated in the NZ curriculum - overlaid by a clear Christian philosophy and Christian values.

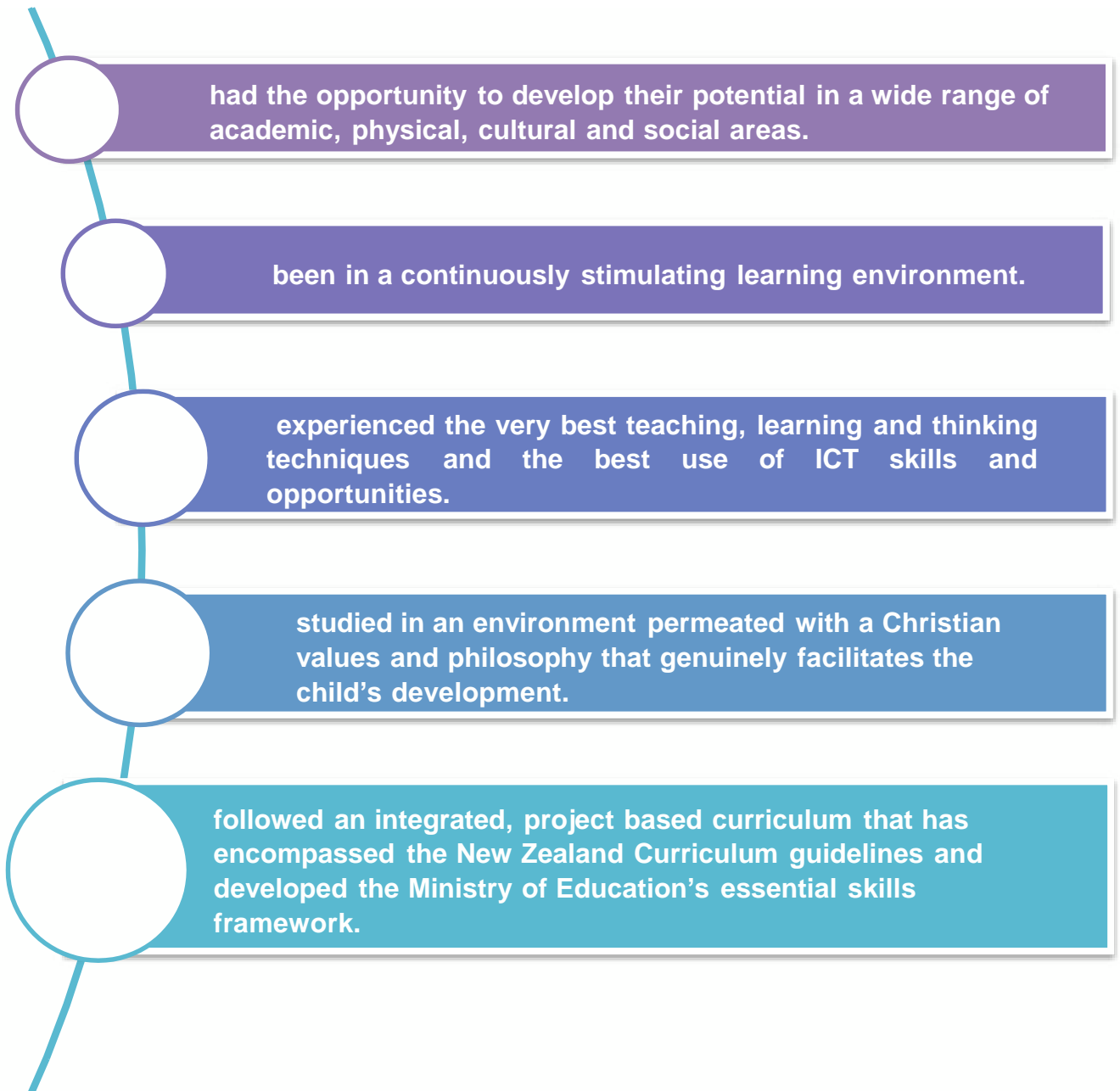
Parents have an integral part in school life and are kept informed of their child's progress. Staff know each child's educational needs and ensure they are met. The child's interest areas are affirmed and they have the opportunity to significantly develop the capacity to direct their own learning.

Middle School West Auckland aims to develop the individual talents of every one of its students and to teach them to relate the experience to, and learn through, the everyday world.

We take full advantage of the excellent learning resources in the community. Parents are invited to take an interest in all aspects of the schools programmes. They are welcome to take part in both the morning and the afternoon programmes. Please discuss any special areas of interest with a staff member.

## Pathway to Opportunity

Because of our specially-designed curriculum, every Middle School West Auckland graduate will have:



***“Students leaving Middle School West Auckland 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 or other examination systems, while also having a love of learning and will hold values that will make them useful in their generation.”***

**Academic Advisor Alwyn Poole**



## Location and Facilities

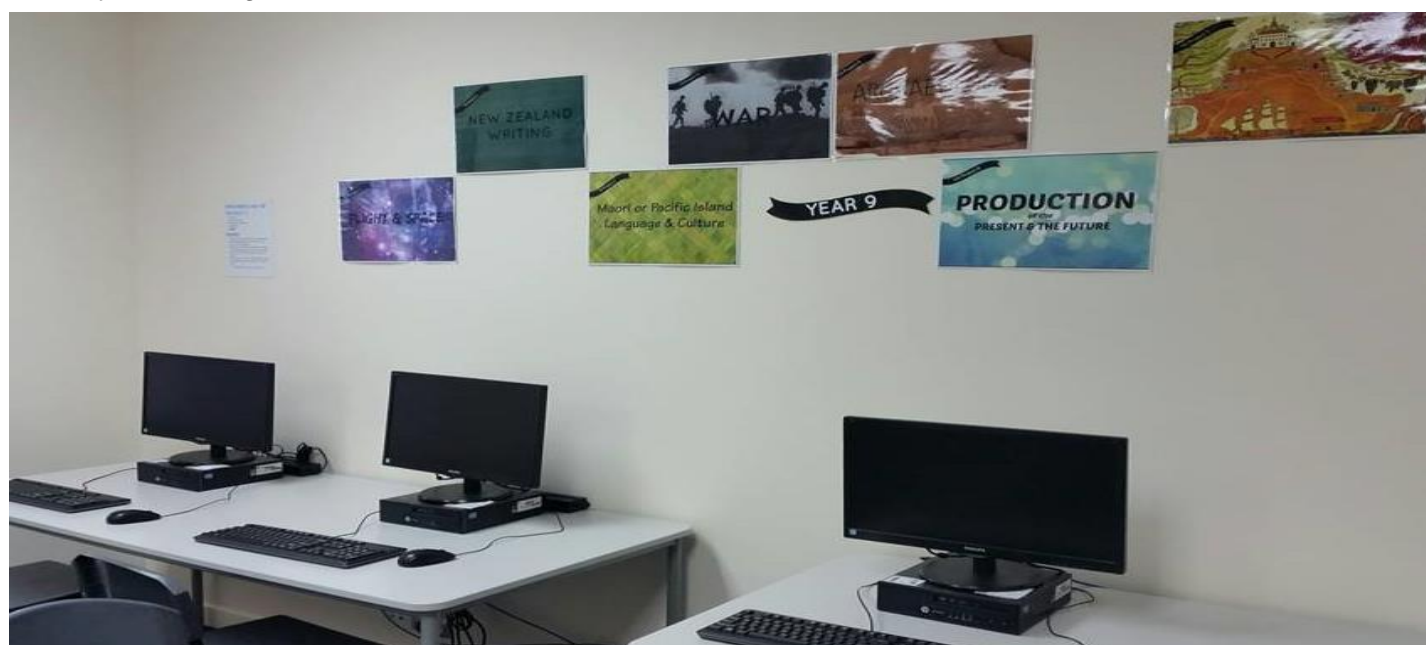
Middle School West Auckland is spread across two campuses in the Auckland Suburb of Henderson. Jack Ralston House, the school's largest site, is located at 287-289 Lincoln Road and accommodates up to 180 students grouped into 'villas' of 60, each led by an Academic Manager. Pohutukawa Villa, which has a maximum roll of 60 students, is the school's Te Reo bilingual unit, located at 22-24 Waipareira Avenue. Each facility includes modern classrooms, science rooms, art and technology suites, ICT and areas set aside for quiet, individual and small group learning. Both sites also have a Whanau Room and welcome visits from parents and extended family.

In the afternoons the local area becomes the school. Children use nearby parks and sports facilities (under supervision) as well as local businesses, libraries, museums and art galleries. Through the proper use of these resources and the internet, the students have the opportunity to learn in an environment without walls.



## Information and Computer Technology (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 internet, with students learning filtering skills to enable them to distinguish between useful and credible information from the myriad of trivia. Each student has their own school e-mail address which can be used to send both internal and external electronic communication. 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 and help students work cooperatively and internationally. In summary, it is used to broaden the scope and diversity of learning.



## Day and Class Structure

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

The school day is from 8.30am to 12.50pm, within classes and work groups, to cover the curriculum. Children work at their own level and with others of like ability. During this time, students are set a variety of tasks. Expectations of their input are high with little down-time.

A significant amount of the work is taught to ensure that the New Zealand Curriculum is covered in full. This includes Mathematics, Science, English, Social Studies and Technology. This teaching is done within the context of the projects that the year groups are currently working through. Students 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.

In the afternoons (1.30-3.15pm), year group classes rotate through various activities which include: Art, Sport (twice a week), Community Service and Community Learning, and Music. Te Reo Māori is taught at our Henderson Villa.

Students primarily work in their year groups during the morning sessions. We sometimes make changes for individuals to provide a better match to project, interest or need. The year groupings are the basis for the organisation 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. Students are well prepared for entry into year 11 at a secondary school of their choice and have an excellent base upon which to excel in the new qualifications framework or overseas administered exams.

## Personal Development

The middle years, aged 10 – 15, are a crucial developmental period in the lives of young people. Middle School West Auckland 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 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. They will develop personally and academically, improve their cooperative learning skills as well as love learning at Middle School West Auckland 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 students. Parents are welcome to request feedback when they are in 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.

At the end of every second project (i.e. the end of each term), students will also be tested in assessments based on the traditional subject divisions. This is to allow based 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.

## National Standards Work

Schools are required to report twice a year on how Year 7 and 8 students are performing in relation to National Standards in Mathematics, Reading and Writing. Reports must include:

- 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 students learning
- What parents, family and whanau can do to support their child's learning.

We use E-asTTle, ongoing class tests, teacher observations and discussions with students to determine a student's understanding. Teachers make an overall teacher judgement as to where the student is working in relation to the standards. National Standards reports will be issued with the child's IBP document at the end of Term 1 and Term 3.

## Homework

There will be varying amounts of homework during the school year, most of which will be student-driven. Any set homework is expected to be completed on time and to the best of the student's ability.





## Free schooling

Middle School West Auckland provides outstanding education for students – FREE OF CHARGE – there are no hidden costs or extras. We provide:

Uniform	Stationery	Extras
To provide an identity for students and for practicality for parents, a full school uniform is provided FREE OF CHARGE to all students. In addition, PE kit is provided for sports.	Middle School West Auckland will provide stationery, textbooks and personal art materials to all students FREE OF CHARGE.	We do not require or ask for donations, charge enrolment fees or ask for contributions for school trips, technology, art, sports and extra activities.

## Behaviour Code

This Code will be explained at school assemblies and at parent interviews and will be displayed on posters and in documentation throughout the school. It will also be fully explained in the classroom.

- No student is to disrupt another student's learning.
- If removed from class, the student will work at a desk in the office area for the remainder of that class.
- If the inappropriate behaviour continues, the student may be withdrawn from the afternoon programme for a defined period of time. This can be a specific afternoon class or a number of consecutive classes.

### Disciplinary Steps

- |                                |   |         |   |        |
|--------------------------------|---|---------|---|--------|
| 1) Talk to student             | > | Restart | > | Action |
| 2) Talk to student             | > | Restart | > | Action |
| 3) Meet Senior Staff Committee |   |         |   |        |





## Rules

The Trust Board sets rules to ensure that all students are treated fairly, have respect for each other and for property. Rules may be changed from time to time as the Board sees fit. Given the location of the school and our community involvement, it is important the rules are kept.

**Attendance** – students must attend school 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** – the normal items that schools exclude are not to be brought to Middle School West Auckland (gum, drugs, alcohol, cigarettes, inappropriate literature or electronic material).

**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, Middle School West Auckland students must wear their uniform well, treat all people with respect and obey all laws with regards to traffic.

## Term Dates

### Term Dates 2017:

<b>Term 1</b>	<b>Wednesday 1<sup>st</sup> February to Thursday 13<sup>th</sup> April</b> (Statutory Holidays: Monday 6 <sup>th</sup> February – Waitangi Day Friday 14 <sup>th</sup> April – Good Friday)
<b>Term 2</b>	<b>Monday 1<sup>st</sup> May to Friday 7<sup>th</sup> July</b> (Statutory Holidays: Monday 5 <sup>th</sup> June – Queen's Birthday)
<b>Term 3</b>	<b>Monday 24<sup>th</sup> July to Friday 29<sup>th</sup> September</b> (No Statutory Holidays in Term 3)
<b>Term 4</b>	<b>Monday 16<sup>th</sup> October to Friday 8<sup>th</sup> December</b> (Statutory Holidays: Monday 23 <sup>rd</sup> October – Labour Day)

# Integrated, Project Based Curriculum

## What is an 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.

## What is a Project-Based Curriculum?

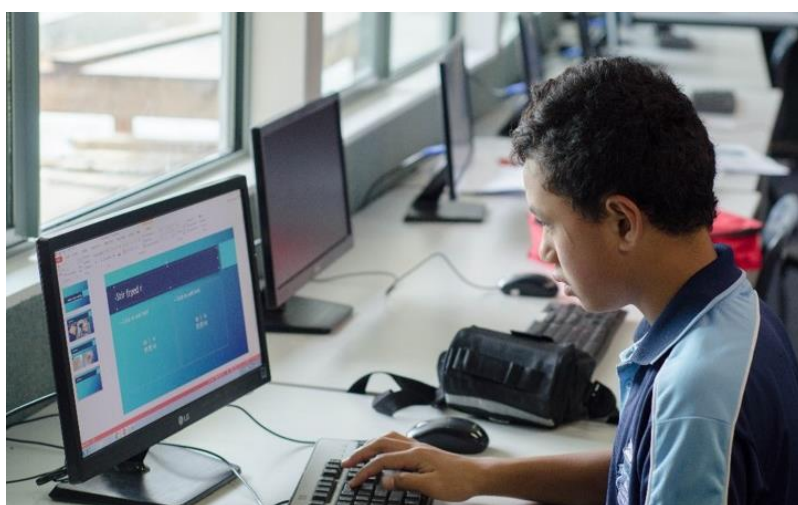
A project-based curriculum treats the investigation of a topic as the basis for learning. Students complete eight projects during each school year. Within each topic, the staff identify the areas of the national curriculum that need to be overtly taught within the ELA's. Each year, the topics will encompass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

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

## I.B.P.s

An I.B.P. is an Individual Base Plan. As well as working through the school's curriculum, each child will have their own base document programme, 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. Each child's range of abilities will be recognised 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.



The New Zealand Curriculum identifies 8 Essential Learning Areas - Language and Languages, Mathematics, Science, Technology, Social Sciences, the Arts, and Physical Health and Well-Being. Middle School West Auckland's curriculum is based on these learning areas and the National Curriculum Statements that are written from them

## Key Competencies

The New Zealand Curriculum specifies five groupings of key competencies to be developed by all students across the whole curriculum during their schooling. They are broad groupings and we look to develop the specific skills that make up these groupings and other areas as well. The 5 key competencies listed in the national curriculum are:

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

## Music and Art



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. There is a practical in-class programme involving Guitar and Keyboard Skills. This time can also be an opportunity for students to have private music tutoring. As in a normal school situation, this tutoring is at the parents' expense – the difference is that the child does not have to be withdrawn from normal classroom time. Other options parents can seek to take up include speech and foreign language extension.

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 Art 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. There is also a designated afternoon each week for each year group set aside for Art and a specialist teacher is employed to oversee that time and give guidance.





## Sport and the Great Outdoors

Development of sporting skills and good attitudes towards sports and physical activity is a key curriculum aim for the school. Part of our learning philosophy is that learning can happen anywhere and not just in the classroom. Each year group will have a total of 2 sport afternoons each week, comprised of both health and fitness skills.

During that time, parents are able to withdraw their children for specialised coaching in an area of choice. The school will compete in inter-school sports where the numbers required allow it. The school has also developed strong links to high-quality coaches and sporting providers.

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

The school uniform is designed for outdoor use. A sports uniform is provided, but students will require trainers and a hat and sunscreen for the hotter months. In addition, a jacket is required for cooler weather.



## Te Reo Maori

Pohutukawa Villa offers a comprehensive Te Reo Māori programme, comprising of language, tikanga and kaupapa (protocol) and as kapahaka. The programme provides a rich offering for parents and caregivers who wish to incorporate Te Ao Māori into their child's education.





## Middle School West Auckland Staff

At Middle School West Auckland, 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 empathise with students of all cultures and backgrounds, as well as enhance intercultural and interracial understanding.



**Principal and Academic Leader Matai and Mathematics Teacher: Alex Metzger - BSc (Auckland University); Grad Dip Tchg**

Alex has 34 years of experience in the teaching profession including 20 years as Deputy Headmaster of Auckland Grammar School. Previously he worked at Waitakere College and was Head of Mathematics at Avondale College. Alex has represented New Zealand internationally in soccer and futsal. His other interests include tennis, golf and table tennis. Alex has always been active in the local community. He is currently the President of the New Lynn Tennis Club, Head Coach of the New Zealand Secondary Schools Under 15 Football Team and the Complaints Commissioner for Auckland Tennis.



**Mike Fenwick: Academic Leader Rimu and English Teacher – MA (Educational Leadership), Bed, Dip Tchg**

Mike began his teaching career at Auckland Normal Intermediate before moving to St Peter's College. In 2000, Mike headed overseas for a two year teaching post – which lasted more than 15 years! During this time, he taught at Seoul International School, South Korea (Grade 8 English Teacher and Head of Department) and at Chinese International School, Hong Kong (Learning Leader for Year 6). Mike has been involved in sport throughout his overseas tenure, coaching varsity level basketball in Korea and national rugby coaching - U18 & U14 - in Hong Kong.



**Bronwyn Evans: Academic Leader Kauri and Mathematics and Science Teacher – BSc (Human Life Science), BSc (Honors), PGCE.**

Originally from Cape Town, South Africa, Bronwyn recently moved to New Zealand after spending five years teaching in Hong Kong where she learnt a great deal about different teaching methods and approaches. Bronwyn is hoping to use her international experience for the benefit of the students and is excited to share her love of learning. In her spare time, when not studying for her Masters in Child and Adolescent Psychology, Bronwyn likes to travel and enjoys sport and outdoor activities, particularly hockey and running.



**Mike Murray: Academic Manager Pohutukawa Villa. BSc, PGCE.**

Mike joins the Middle School West Auckland leadership team following a move from Northland where he was the Principal of Te Kura Kaupapa Māori o Pukemiro. During his time in Kaitiaki the father of three focused on improving student achievement, teacher effectiveness and well-being through the use of place-based curriculum and the regeneration of Te Reo Māori and tikanga Māori. Mike's educational philosophy is 'Kia puāwai ngā tamariki katoa', which translates as 'creating opportunities for all our children'



**Community Liaison Manager: Mulitalo Filippo Levi - BA, MA (Otago University)**  
**Mobile: 021 558 039, email: f.levi@westauckland.school.nz**

Filipo's role is to build relationships between the school and families as well as to develop links with the local community. Filippo ensures the day-to-day welfare and family involvement of the children while at Middle School West Auckland and also tracks and supports them through their Year 11 – 13 schools. As a former professional rugby player, Filippo is a well-known and respected member of the community and continues to coach students in his spare time.



**School and Community Support Manager: Alex Hawea – BMPD, PGCert. MD, PGCert. SF**

**Mobile: 02102279326, email: a.hawea@westauckland.school.nz**

Alex will work alongside and support the Academic Manager at Pohutukawa Villa in building a place of excellence where students understand and take hold of the opportunities available to them. As a proficient speaker of Te Reo and with qualifications spanning teaching, Maori Development and Sports Science, Alex will help realize the schools vision to develop spiritual and cultural depth.

## Teaching Staff:

**RobynAnne Abd El Rahman: B.Ed. (Major in Education and English, Massey University), TTC (Massey University College of Education), Dip Tch (Massey University) -**

RobynAnne has more than 20 years' experience in teaching and learning and is dedicated to assisting her students to achieve the highest individual academic goals through a holistic approach. Although she trained as a primary school teacher, she went on to be a Head of English at secondary level and later a tutor at Massey University College of Education, specializing in 'How Children Learn' and 'Language and Reading'.

**Matt Dow: BA (Music); Grad Dip Teaching - Secondary (Dunedin College of Education); Grad Dip Teaching - Primary (NZ Graduate School of Education, Christchurch) - Teacher**

Matt's teaching experience includes both primary and secondary school systems in a range of subject areas. He began his teaching career in his hometown of Kaitia, where he was Teacher in Charge of Music for Years 9 and 10 at Kaitia Abundant Life School. He then taught in the UK working with a range of students, from those in tough inner-city environments to private schools.

**Angela Withers: BA - Deakin University (History, Literature and Journalism), DipEd - Monash University (History and English) - Social Studies Teacher.**

Angela taught History and English in Australia for four years before moving to the UK for three years where she taught History, Drama and Religious Education. She then returned to Australia for seven years to teach History, Geography, English and Drama. She moved from Melbourne to Auckland in August 2013. As well as her passion for teaching History, she also enjoys directing school musical productions.

**Liane Young: BSc (Maths/Chem) Auckland University, GDip Ed (Australia), CTEFLA (England), Certificate in Chinese (China) - Mathematics and Science Teacher**

Liane is an experienced teacher of Mathematics and Science, specializing in Chemistry. She has taught at Chanel College, Solway College, Ruawai College, and Otamatea Christian School. She has also lived and worked in Australia (Blakehurst High School), England (Abingdon College of Further Education) and China (Qingdao University, QMIS International School). She is passionate about helping students develop their learning ability and become inspired for the future.

**Kajai Lang: BA Hons, PGCE – Art and Technology Teacher**

Originally from the UK, Kajai has taught at schools and colleges in the UK and New Zealand. She has a passion for photography and food technology and brings energy and enthusiasm to her new role at MSWA.

### **Ryan Drew – BMus (Jazz Performance), BCom (Marketing) – Music and Science Teacher**

Ryan has taught and played music professionally for the last 5 years. Ryan believes all students have the potential to be great musicians with the right amount of training and hard work. Outside of school, Ryan leads a couple of different bands and is involved in many different musical projects.

### **Long Lu: B Engineering; Dip Tchg - Technology Teacher**

Long is an experienced teacher in Technology, Hard Material and Design and Visual Communication. Long believes all students can reach their full potential in a positive and supportive teaching and learning environment. Long has taught at Papatoetoe High School and Melville High School.

### **Josiah Elder: BBIM - Teacher**

Josiah believes that all students are capable and of worth and that through a well-rounded and purposeful education all students can become confident, life-long learners. Josiah has taught at Matipo Road School, Sunnybrae Normal School and Sylvia Park School. Josiah has also worked with teenagers at Greenlane Christian Centre for the last 4 years.

### **Maxine Chan: BCS; Dip Tchg - English and Social Studies Teacher**

Maxine is committed to helping students develop their capacity to strive for excellence while teaching the skills needed for learning as individuals and collaboratively with their peers. In the classroom she provides a supportive and enthusiastic learning atmosphere. Maxine has had experience teaching at Massey High School and Western Springs College. Maxine is a member of Women in Film and television and United Nations Women (Auckland branch).

### **John Pitts: BSc; Dip Teach, Grad Dip TESSOL – Science Teacher**

John has taught for over 30 years in both New Zealand and the United Kingdom, with past NZ posts including Marist College and St Mary's, in Auckland. John's specialist subject is Chemistry, however he has a passion and interest in all Sciences. John enjoys sports and was president of the Rocky Nook Bowls Club as well as a former president of Eden Rugby Old Boys Association.

### **Monika Toko: Te Reo Teacher**

Monika graduated from the TKKM o Hoani Waititi Marae, the first total immersion Māori school in the world, with awards for leadership, innovation and excellence. Monika is currently in her final semester at Auckland University studying to become a Māori medium teacher through Huarahi Māori.

### **Cathy Warden: \*\*\*\*\* Art and Technology Teacher**

Cathy has over 25 years teaching experience working in primary, secondary and tertiary sectors in Auckland, with previous posts including teaching and leadership roles at Kings Prep, AGC Sunderland, Auckland Grammar and St Kentigern's. As a passionate artist and active member of her West Auckland community, Cathy devotes much of her spare time to supporting local arts projects.

### **Suzanne Irving: Office Manager (Jack Ralston House)**

Suzanne has more than 12 years' office experience. In her previous role she was Personal Assistant to the Principal and Secretary to the Board of Trustees. She enjoys working with students and parents, and assisting the school community with enquiries.

### **Barbara Hawea: Office Administrator (Pohutukawa Villa)**

Barbara spent six years in the RNZAF working within the Communications department before heading overseas to live in the UK. Following her return to New Zealand, Barbara commenced a career as a horticulturalist before moving into the Community Support and Healthcare sectors. Barbara, has a deep love of children and enjoys supporting them to reach their full potential.

## Trust Board Members



- Alwyn Poole BBS, Med (Hons), Dip Tchg, PG Dip Sport Mgmt
- Karen Poole BBS
- Rebecca Dow BA, Dip Tchg (Secondary), MEd
- Michael Sapolu LLB, BA
- Cameron Astill
- Hayley Parsons B.Ed. Dip Tchg

## Contact Information

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Henderson

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