



Mission Heights
JUNIOR COLLEGE
GROWING GREATNESS
KIA MANA AKE

Charter
Mission Heights Junior College 2014 - 2018

This Charter establishes the Vision, Aims and Strategic Direction of the school.

Mission Heights Junior College
Growing greatness - Kia mana ake

Vision

“Growing greatness through innovative and constantly evolving personalised learning.”

We strive to maintain and promote student-centred pedagogy which is well researched and provides outcomes which will equip students to meet the opportunities and challenges of the future.

MHJC will be a school that contributes to the lifting of standards within the educational sector through its original approach and cutting edge use of technology.

Students will be assisted to find their greatness by exploring new opportunities, developing their passions and interests, extending their abilities in a supportive and stimulating environment.

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Growing greatness - Kia mana ake

Description of our School Community

Mission Heights Junior College opened in 2009 as a secondary school catering for students from Years 7 to 10.

An announcement was made in August 2005 that Mission Heights Primary School and Mission Heights Junior College would be established as part of a wider Flat Bush strategy to establish 8 schools serving the new Flat Bush Town Area. Projected strong, if at times erratic, growth in the community will impact, in turn, on future planning of facilities and systems within the school.

The school serves this fast growing and very diverse multicultural community which includes many new immigrant families where English is not spoken as a first language. Education is however highly valued by our community.

Mission Heights Junior College has been built on the same site as Mission Heights Primary School. The other major contributing school, Baverstock Oaks School, was the first of the 8 schools in the area to be built and opened in 2005. The majority of Year 10 students graduate from Mission Heights Junior College to Ormiston Senior College. Mission Heights Junior College has been planned around the concept of four whanau or “schools within a school” model which are central to the teaching and learning and the wellbeing of students.

Values

We promote great teaching and learning.

We recognise that every child is a valuable individual and that within each child is a unique “grain of greatness” which it is our mission to grow.

At Mission Heights Junior College we encourage our students to be:

Good Citizens

Resilient

Enterprising

Aspirational

Thinkers

enabling them to become confident, active reflective, high achieving, collaborative and independent learners.

We value growing greatness across the four facets of a balanced education, Academic, Sporting, Cultural and Leadership Through Service.

We value respect for self, respect for others, respect for our school and respect for the community in which we live.

We value community connectedness, whether it is in our Whanau, our school or our wider community.

We value and respect the "Treaty of Waitangi" and cultural inclusiveness.

Aims

Local Goals

- To provide a place where people feel safe and secure and can feel they belong.
- To be inclusive and cater for a full range of students, recognising individual needs.
- To have respect for and value cultural diversity and the changing patterns of childhood, adolescence and maturity.
- To consider the changing nature of learning and knowledge in developing curriculum around the needs of children.
- To have a creative and exciting environment.
- To celebrate academic and social achievement.
- To incorporate today's technological realities and opportunities into teaching and learning practice.
- To recognise the important role that families play in learning and actively engage with families.
- To create a "culture of connection" to the community and the wider world.
- To have teachers who are innovative in their pedagogy and organisation.
- To collaborate with contributing schools, and Ormiston Senior College to ensure quality transitions between levels of schooling.

Education Goals

At Mission Heights Junior College we will provide a learning environment which is:

Globally Focused

Relevant

Engaging

Authentic

Twenty First Century

- We will set high expectations of achievement for every student in the essential learning areas and in our DEEP personalised learning programmes.
- We will present learning in our school curriculum which is engaging, relevant and set in authentic contexts.
- We will gather quality data to inform our planning, to accurately track achievement of individuals and groups and to continuously improve the learning environment for all learners.
- We will provide integrated and connected learning programmes which are based on collaborative planning and review within Whanau based professional learning communities and co-construction with students.
- We are an inclusive school committed to meeting the needs of all learners.

Strategic Plan 2014-2018

NAG 1: Curriculum Delivery

Aim :Strengthen the school's focus on personalised learning to ensure student learning is enriched and extended across a broad spectrum

- Ensure the long term sustainability of the DEEP programme. Support teachers in developing competency in offering differentiated learning programmes through professional development and the school wide mentoring process.
- Use the intranet data system to provide rich and relevant data to track student achievement and progress and identify students needing support and implement plans to accelerate student achievement.
- Appoint a literacy and co-ordinator to support teachers in meeting students' literacy needs.
- Continue to meet the needs of Gifted and Talented students by providing opportunities for further enrichment across a broad range of activities.
- With the appointment of Leadership, Academic, Sporting and Cultural Coordinators to extend the range of extra-curricular activities.
- Accelerate achievement of Maori and Pasifika students with the development and implementation of a Maori and Pasifika Education Plan and appointment of Maori and Pasifika student achievement coordinator.

Aim: Strengthen Achievement in literacy

- Continue and strengthen the school wide focus on improving literacy, particularly written literacy across the curriculum.
- Provide extra resourcing (time) for ESOL teachers to assist non-ESOL funded students for whom English is not their home language.
- Embed and where appropriate extend, school wide processes which have been found to support literacy, eg Reading programmes, writing frameworks.
- Provide refresher Professional Development for staff in effective literacy strategies to ensure students are appropriately supported.

Aim: Strengthen achievement in numeracy and mathematics:

- Offer engaging differentiated learning experiences through specialist mathematics teaching and targeted DEEP programmes to strengthen achievement.
- Appointment Numeracy Co-ordinator to strengthen staff capability, through targeted PD, in offering engaging, relevant mathematics programmes.
- Develop staff capability in using co-operative group strategies in mathematics teaching.
- Appoint a Learning Area Liaison to provide consistency and support for all mathematics teachers.

Aim: Develop processes to determine “value added” in all curriculum areas

- Investigate and implement sustainable ways of determining progress in areas other than literacy and numeracy including use of effect size data.

Aim: Maximise the benefits of specialist teaching while maintaining the strengths of integrated teaching and learning within relevant, engaging and authentic learning contexts.

- Provide opportunities for students to be exposed to different teachers within a specialist area to provide multiple perspectives in integrated learning through exposure to new teachers as a result of the whanau rotation.
- Trial the integration of option subjects into context planning for Year 7 and 8 students.
- Appoint teachers to Learning area Liaison positions and provide time for meetings to focus on sharing and improving practice.
- Evaluate the impact of the LA Liaison position.
- Seek greater consistency and depth of AO coverage between Whanau through work of newly appointed Leader of Learning.

Aim: Strengthen Co-construction and student voice

- Evaluate the extent and effectiveness of the practice of co-construction to include students in choice of whanau contexts.
- Develop sustainable school wide systems to ensure co-construction is a natural aspect of lesson planning at MHJC.
- With the Leadership coordinator, develop further systems which enable students to have regular and meaningful input into school decision making and

which allow students to reliably gain information about the school.

Aim: Strengthen provision of digital learning to engage students and enhance student achievement

- Increase access to engaging and relevant online resources to assist students with independent learning and revision.
- Continue to develop staff, student and parent competency in use of MH Online and e-resources, google applications through targeted training.
- Streamline user interface of MHOnline and further develop the intranet with the aim of making some areas available to parents and students.
- Ensure that ICT hardware & software will continue to support the vision of the school for relevant, engaging, authentic learning.

Aim: Foster achievement of all students including Māori and Pasifika students in dialogue with the local community.

- Use the Celebration of Maori and Pasifika achievement evening as an opportunity to connect with and report to Māori and Pasifika parents about their children's learning and their aspirations. Showcase student achievement as an exemplar to younger students. Include Māori and Pasifika students in the organisation and presentation of the evening.
- Appoint a Te Reo Māori teacher and Maori and Pasifika Co-ordinator to focus solely on this aim and provide staff with strategies to improve engagement and achievement through the PD rotation.
- Monitor and separately report Māori and Pasifika student progress and achievement to maintain current high levels of academic achievement for Maori students and to strengthen Pasifika student achievement.
- Support the personalised learning needs of Māori and Pasifika students across the 4 cornerstones and celebrate their high levels of success.
- Actively encourage student participation in appropriate cultural activities eg Ngā Manu Korero, Kapa Haka etc.
- Ensure continued access to tikanga Māori and Te Reo Maori for all students who wish to learn Te Reo Māori.
- Develop and implement a Māori and Pasifika Achievement Plan in conjunction with staff, students and community stakeholders.

Aim: Develop Teacher competence and support the school's vision and curriculum delivery through targeted professional development

- Provide ongoing targeted Professional Development to upskill teachers in 21st Century pedagogy, consistent with the school's vision.
- Appoint an e-learning coordinator who will provide support for teachers to implement relevant pedagogy, including the use of google classroom and other

digital applications and platforms.

- Provide opportunities for sharing good practice within curriculum areas co-ordinated by Learning Area Liaison.
- Assess impact of newly appointed Leader of Learning who will lead the PD programme.

Aim: Use achievement data to accurately track student progress and achievement

- Provide students, staff and parents with easily understood progress data mid-year and summative reports at the end of the year.
- Continue to allow parent access to “live” reporting of assessments.
- Monitor overall progress towards school-wide Achievement Targets.

Aim: Strengthen academic pathways between MHJC and contributing schools and OSC.

- Actively work with other schools in the cluster to share all relevant academic information which will enhance student achievement.
- Identify any areas where contributing Primary schools may strengthen achievement and work collaboratively with them to achieve this.
- Identify any areas where MHJC may strengthen achievement and work collaboratively with OSC to achieve this.
- Work with other junior colleges to strengthen the perceptions of this educational model in the community.
- Actively work to develop a culture where open and honest discussion about student achievement is seen as positive and productive.
- Develop effective communication channels at management and Board level to strengthen and enhance student pathways in the cluster.

NAG 2 : Self Review

Aim: Document and maintain an ongoing comprehensive programme of self-review, reporting and consultation in order to raise student achievement.

- Maintain and refine current school self review processes to ensure easy reference to past decision making processes.
- Review and refine school wide reporting processes.
- Review and refine programmes to inform our parent community about the school curriculum.
- Continue to use the Board work plan to ensure in depth, effective and regular self review covering all NAGS.

NAG 3 : Personnel

Aim: Maintain systems that ensure the BOT fulfils its role as a 'good employer' and that its personnel practices support enhanced student achievement

- Continue to strengthen recruitment processes to ensure appointment of high quality teaching staff who are committed to enhancing the school's vision.
- As funds allow appoint additional support staff to enhance key aspects of the school vision.
- Review and strengthen, if necessary, appraisal and attestation processes to ensure ongoing staff development, effective delivery of the school's vision and fulfilment of all legislative and policy requirements.
- Ensure policies and procedures are effective in developing a culture of emotional and physical safety.

Aim: Effectively and efficiently maintain and develop school facilities for the benefit of students

- Update property maintenance plan.
- Develop long term property development planning and integrate into 10 Year Property Plan.
- Ensure the school is well placed to meet the needs of students and staff as it reaches projected capacity.
- Investigate viability and provide additional recreational facilities for students.
- Investigate options for meeting needs for PE classes as the school moves towards capacity.
- Review the capacity to effectively cater for specialist subjects, such as drama, as the school moves to capacity.
- Review systems to ensure that collaboration with MHP is managed effectively, according to the conditions of the Collaboration Deed, to the mutual benefit of both schools.
- Develop a plan to meet the ICT needs of the school as it moves to capacity.
- Be responsible in managing growth wherever possible to ensure that student well being is not compromised by overcrowding.

Aim: maintain an adequate reserve and exercise responsible budgeting and financial control and planning

- Utilise the operational grant for the benefit of students in that year.
- Maintain strict control of assets.
- Review maintenance plan in view of site nearing its first 10 Year Property Plan.
- Monitor revenue and expenses closely and regularly adjust accordingly.

NAG 5 : Health and Safety

Aim: Comply with legislation and provide a safe physical environment for students and staff.

- Review safety procedures and develop a plan to respond to peak traffic times as the school moves to capacity.
- Regularly review all relevant policies and procedures.
- Consult with Community regarding Health curriculum. (2014, 2016, 2018).
- Regularly review digital safety issues and procedures and respond as appropriate to the changing digital environment.
- Embed a culture of safety through regular reminders, review and involvement of community and Safety Committee.

NAG 6 : General and Legislative

Aim: Ensure that Mission Heights Junior College meets all its legislative obligations.

- Implement the planned programme for review of policies and procedures as outlined in the board work plan.
- Ensure that Board members and School leaders remain familiar with the Collaboration Deed with MHP.
- Respond positively and proactively to opportunities to develop and strengthen practices in the school which acknowledge the value of te Tiriti o Waitangi, and reflect Aotearoa /New Zealand's bicultural identity.
- Respond positively and proactively to opportunities to develop and strengthen practices which acknowledge New Zealand's multicultural society taking all reasonable steps to ensure that the needs and aspirations of the diverse local community are met.
- Seek ways to connect with and include all cultural groups in the development of policy and strategic direction of the school.
- Undertake annual Board Self-Assessment Survey to improve its effectiveness.