



Mission Heights  
JUNIOR COLLEGE  
GROWING GREATNESS  
KIA MANA AKE

CHARTER 2019–2024





## VISION STATEMENT:

***“Growing greatness through innovative, constantly evolving, personalised learning”***

**Growing greatness** - ahurei - we believe that every student is a unique individual and within each child is a grain of greatness which must be encouraged, valued and recognised;

**Innovative** - we are a dynamic school that uses contemporary educational theory, well researched evidence and best practice to guide our actions;

**Constantly Evolving** - we are committed to the concept of whakawhanake or continuous improvement through a cycle of inquiry, self-review and reflection;

**Personalised Learning** - we strive to offer a curriculum which caters for the current and future needs of every student, to differentiate and consider individual abilities, interests, passions and learning styles and the quality of our learning is determined by the quality of our learning relationships/whanaungatanga.



# History:

**Mission Heights Junior College opened in 2009 as a secondary school catering for students from Years 7 to 10.** The school is situated on land previously owned by Ngāi Tai Ki Tamaki with whom the school strives to develop a close association. The concept of kaitiakitanga or guardianship is taken seriously by the school community and shown by the excellent care of the grounds and modern facilities enjoyed by staff and students.

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. The school serves this fast growing and very diverse multicultural community with a projected future roll of 1100 students. Mission Heights Junior College has been built on the same site as Mission Heights Primary School. Each school operates independently with close collaboration between the boards and management teams on strategic and operational matters. Both schools have their own Board of Trustees, Charter, Policies and Strategic Goals which are aligned in order to provide a seamless transition for students. Our 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 a model of four whānau “schools within a school” which are central to the teaching and learning and the wellbeing of students. Students are encouraged to live the school’s motto and values through their actions - to exercise their minds to develop wisdom, their hearts for compassion and their hands for service. Commitment to the school’s extra-curricular programme known as the Four Cornerstones promotes intellectual endeavour through academic competitions, visual and performing artistic and sporting expression through cultural and sporting activities and leadership through selfless service.



During its first ten years, MHJC established a strong foundation and culture of innovation, equity and excellence. The next ten years will build on these and seek ways to improve the outstanding record of authentic curriculum delivery through integrated (cross-curricular) specialist classroom teaching within engaging contexts.

Our vision statement of *“growing greatness through innovative, constantly evolving personalised learning”* has served us well. It signals that the school works hard to be forward thinking, reflective and student-centred in its approach.

The Board supports the Principal and Senior Management on its journey to achieve the school vision. It is open to new ideas which have been well planned and based on reliable research and evidence, provides resources for initiatives which will have a positive impact on student achievement and has a work plan which provides assurance to the community that the school remains on track to achieve its goals and comply with legislative requirements.

## We value:

In an increasingly complex, digital world we promote universal and everlasting values which foster a sense of humanity and community.

MHJC will be a place where everyone will feel connected and valued.

***Integrity*** - pono or how we manage ourselves

We are confident, honest, reliable, resilient, trustworthy, determined individuals.

***Compassion*** - awhinatanga or how we relate to others

We are kind, caring, mindful, supportive, respectful, positive contributors.

***Lifelong learning*** - ako or a love for learning and understanding of how we learn most effectively

We are collaborative, independent, curious, creative, innovative, reflective, critical thinkers.

## Purpose:

**We believe that learning is a journey, and that school, as a place of learning should encourage and inspire students to discover themselves, learn what forces shape the world around them and how they can find their purpose in life.** In a sense we encourage students to develop their ability to look within (microscope) and without (telescope) to make sense of their place in the world.

***Self-discovery*** - to support and guide our students to discover their authentic selves, passion and purpose;

***Exploration*** - to seek beyond self (telescope) on how to become active and positive contributors to their local and wider global community;

***Authentic*** - to provide curriculum set in integrated contexts developed through co-construction and collaboration;



***Self-efficacy*** - to articulate and share a common language of learning (Great Ako) so students will be active participants in the learning process (co-construction), know how to learn, how to assess their progress and identify what support they need;

***Positive world-view*** - to share a balanced vision of a future filled with challenges and opportunity;

***Global citizens*** - to understand the challenges the world faces including environmental sustainability, climate and digital disruption;

***Cultural inclusion*** - to embrace and celebrate our multi-cultural community, and be mindful of our obligations in terms of the Treaty of Waitangi and as citizens of New Zealand/Aotearoa and

***Fulfilment*** - to learn to appreciate and celebrate beauty, nature, justice, truth and life's possibilities.



## Mission:

To build a culture:  
of **inclusion** where our differences are celebrated;  
of **collaboration** where we support and share;  
of **community** where we work together to make a difference.



## Learning narrative

Learning is like a voyage of discovery: school offers us opportunities to learn about ourselves and the world around us.

Our whānau represent the four stages on our learning journey.

### Coast Te Takutai whānau

We have been sailing a long time and at last see a welcoming coastline. The light blue ripples flowing onto the shore creates a sense of calm, safety and wellbeing which uplifts our spirits. We land on the shore and are excited to explore the new possibilities this land may offer.

### Forest Te Ngāhere whānau

We make a base and slowly but confidently explore the interior encountering thick forest. It is difficult sometimes to make our way through the dense fauna but we are well equipped and have guides to show us safe pathways.

### Water Te Wai whānau

As we move through the forest we find beautiful rivers. We think creatively to build vessels which will bring us safely through calm or turbulent rapids. Intelligent planning means we navigate our way smoothly but not without some adventure!

### Mountains Te Māunga whānau

At last we near the end of our journey as we follow the river's source to a lofty mountain. We learn new skills to scale its peak where we are able to see distant lands which encourage us to continue the next stage of our journey.

Once at the summit we can reflect on our journey - how have we changed, what have we learned and what are our next steps?

We have learnt the essential skills and knowledge to survive and thrive in this new land and look forward to guiding the next generation to this wonderful land of opportunity.



## Strategic goals:

NAG 1 Curriculum	To provide a curriculum which challenging, differentiated, future focused, supportive and engaging		
	Maintain	New focus	Outcomes
<b>Personalised learning</b>	Supportive learning relationships/ <i>whanaungatanga</i>  Quality DEEP programme; Digital platforms supporting differentiation in literacy (Reading Plus) and numeracy (Maths Buddy); Acceleration of priority learners; Provision for needs of Gifted and Talented Student; Co-construction of learning contexts and outcomes (student voice); Ongoing review of options for Years 9 and 10; Supportive learning relationships/ <i>whanaungatanga</i>	Investigate <b>digital platforms</b> for other curriculum areas than Maths and English.	Students gain greater control and ownership of their individual learning journey.
		Individual <b>learning styles</b> are considered;	Teachers have a good understanding of how every student learns and differentiates their teaching to meet the needs of each student;
		Teachers develop more of a <b>relational than instructional/functional value</b> to the learning experience;	Teachers see their role as guides, facilitators and motivators; - Students are more engaged in their learning;
		Further refinements to <b>GATE</b> (Gifted and Talented Education)	All students with special talents are identified, provided opportunities, tracked, accelerated and enriched.
		Closer tracking of <b>priority learners</b>	Ensure every student's needs are known and considered
<b>Innovative delivery</b>	Emphasis on <b>digital technology</b> as a tool to enhance learning outcomes;  Continue <b>CYOD policy</b> (Choose Your Own Device);  Utilise the benefits of specialist classroom teaching within broader <b>inquiry based contexts</b> .	<b>Digital technology</b> Address the challenges and opportunities of <b>digital disruption</b> including AI and VR;	Students and staff are innovative, competent and responsible users of digital technology;
		<b>Balance</b>	1. Teachers use a flexible blend



	<p>Focus on <b>cross curricular, authentic learning outcomes</b>;</p> <p><b>Collaborative context planning</b> within Professional Learning Communities;</p> <p>Continue focus on <b>Great Ako</b></p>	Use an evidence based approach to promote a <b>balance of traditional and new pedagogy</b> ;	of traditional and contemporary learning tools and approaches;
		<b>Collaboration</b> Develop flexible timetable to facilitate greater collaboration and inquiry;	1. Students show greater engagement and understanding of the learning process.
		<b>5C's</b> Promote critical thinking, communication, curiosity, collaboration and creativity within contexts and specialist classroom teaching; Develop these future skills through project based/inquiry approaches.	1. Curiosity, critical thinking, communication, creativity and collaboration are visible in all learning areas and context planning; 2. Student's skills enhanced in 5C's and other literacies e.g. financial
		<b>STEAM</b> Seek ways to integrate science, technology, engineering, art and mathematics into the curriculum - but maintain balance.	1. Students see and are inspired by the connections between STEAM and other curriculum areas with authentic outcomes; 2. The Great Ako model is reinforced within the STEAM curriculum;
		<b>Consistency</b> Seek ways to develop consistency across whānau and learning areas; Explore opportunities to integrate learning areas within broader contexts or competencies	1. Shared marking schedules - WAME; 2. Shared successful context ideas and planning; 3. Shared literacy models - reading and writing; 4. Shared best practice within learning areas
		<b>Global citizenship</b>	1. Students feel closer



		<ul style="list-style-type: none"> <li>- Develop programmes which promote international connections;</li> <li>- Integrate UN Sustainable Development Goals into context planning;</li> <li>-Develop exchange programmes;</li> <li>- Harness potential of international students enriching the curriculum</li> </ul>	<p>connections with international communities, trends, events and movements.</p> <p>2.The idea of think global, act local is embedded with respect to environmental sustainability etc</p>
		<p><b>Metacognition</b> Focus on theories and best practice related to how to learn and how the brain learns best.</p>	<p>1. Best practice integrated into our teaching and learning</p>
		<p>Embed the MHJC learning model of <b>Great Ako</b></p>	<p>1. Students can clearly articulate their learning journey;</p> <p>2. A school and whānau narrative will be developed using the language of Great Ako;</p> <p>3. Community understands and can articulate the model;</p> <p>4. Evidence of use is visible in practice</p>
<b>Wellbeing/hauora</b>	<p>Programmes which provide a safe, welcoming and inclusive learning environment;</p> <p>Tracking progress and providing support for students;</p> <p>Develop quality relationships/<i>Whanaungatanga</i> to ensure all students feel and are valued;</p>	<p>Develop <b>reporting</b> practices which celebrate a holistic view of students; Greater student reflection and voice - self-efficacy</p>	<p>1. Student reflection on learning and self-efficacy evident on students' reports;</p> <p>2. All students experience success and gain self-confidence;</p>
		<p>Promote <b>mindfulness</b> practices and digital detox;</p>	<p>1. Students and staff are better able to regulate their behaviour/emotions/social skills;</p> <p>2. Fewer students are referred for behaviour interventions;</p>

			3. Staff and students feel positive about being at school;
		Establish methods and programmes for students to strengthen <b>connections</b> (with self, others, nature, intergenerational)	1. Students develop and feel stronger/richer connections; 2. Students are able to communicate effectively with others on a personal level;
		Promote <b>social equity</b>	1. Students feel safe expressing their cultural, gender and sexual identity;
<b>Four cornerstones of extra curricular involvement</b>	Develop programmes which promote inclusion, participation and excellence.	Investigate and introduce activities which promote <b>gender and cultural inclusion</b>	1. More cultural and leadership opportunities; 2. Monitor the participation of both boys girls and close gaps when identified; 3. Provide greater clarity and transparency over recognition; 4. Integrate into holistic reporting structures;
<b>Literacy</b>	Maintain programmes which promote reading, comprehension, accuracy and clarity of expression	Align to <b>5C's and Great Ako</b>	1. Students are capable of using language of Great Ako to express ideas, concepts and their learning; 2. Each learning area develops contextual literacy; 3. Show impact of platforms;
<b>Transition</b>	Cater for specific needs of students as they enter and exit the college	Generate data to show <b>success of alumni</b>	1. Profile successful alumni to community; 2. Use NCEA and other achievement data to assess student achievement beyond MHJC



<b>NAG 2 Planning and review</b>	<b>To ensure robust systems and processes provide for honest reflection and inquiry to guide continuous improvement.</b>		
	<b>Maintain</b>	<b>New focus</b>	<b>Outcomes</b>
<b>Reporting to board</b>	Mid year and end of year reports; Focus on whole school data and innovative practice from whānau Tracking and monitoring of trends.	Integrate holistic reporting framework	1. Board is well informed, actively participates in debate and discussion of initiatives and programmes that add value to student achievement.
<b>Reporting to community</b>	Real time reporting of assessments and reflections during Student Led Conferences	Holistic reporting including progress, values, qualities, competencies	1. Greater student voice and reflection in Student led Conferences 2. More opportunities for community to share and contribute to learning experiences.
<b>Internal review</b>	Examine educational best practice, trends and initiatives for possible implementation; Maintain annual work plan including policies and procedures	<b>Blended learning methodology</b> using digital and traditional tools; Greater use of <b>artificial intelligence and digital platforms</b>	1. MHJC is at the forefront of innovative practice 2. Teachers are freed to guide as much as instruct

<b>NAG 3 Human Resources</b>	<b>To provide an environment where quality staff are attracted, grow and feel valued.</b>		
	<b>Maintain</b>	<b>New focus</b>	<b>Outcomes</b>
<b>Wellbeing/hauora - board as a good employer</b>	Sensitivity to individual needs through mentoring programme;	Develop a <b>wellbeing strategy</b> for all staff and investigate a “long-service reward” programme.	1. An open and transparent culture; 2. Staff feel valued and morale is high; 3. High levels of retention; 4. High quality applicants for vacancies;
<b>Capacity building</b>	Professional development plan and distributed leadership strategy	<b>Balance needs of school with individual;</b> by building <b>collective efficacy</b> ;	1. Staff feel their professional learning needs are met and they enjoy professional growth; 2. The school experiences organisational growth and advancement; 3. Data is collected and shared showing value added of school-wide initiatives;
		Develop leadership programme which provides <b>opportunity, training and support</b> ;	1. Leaders become more effective mentors and coaches; 2. Staff actively seek and achieve positions of responsibility - within and outside the school;
<b>Communication</b>	Continue mentoring system	Explore new ways of <b>sharing ideas and best practice</b> .	1. Staff are well informed, active participants in educational research and debate through a variety of communication forums; 2. Mentoring and coaching is safe and provides meaningful professional growth as well as assurance;
<b>Collaboration</b>	Continue PLC planning	Explore ways to promote <b>collaborative curriculum delivery</b>	1. Utilise research and best practise into engaging, inquiry based learning which provides academic rigour;



<b>NAG 4 Finance and Property</b>	<b>To ensure the school is financially stable, well maintained and students benefit from competent operational and long term planning</b>		
	<b>Maintain</b>	<b>New focus</b>	<b>Outcomes</b>
<b>Budgeting</b>	Control, accurate forecasting and allocation of resources	Adapt budget to consider an “ageing” site and consider changing needs	1. Grounds and buildings are safe and well maintained
<b>Property</b>	Processes and procedures	Develop <b>long term property and cyclical maintenance plan</b> in conjunction with MHP	2. The site provides for the current and future curriculum and wellbeing needs of our community

<b>NAG 5 Health and Safety</b>	<b>To ensure students, staff and visitors to the school are safe</b>		
	<b>Maintain</b>	<b>New focus</b>	<b>Outcomes</b>
<b>Physical</b>	On-going awareness and promotion of culture of safety and collective responsibility	Adaptations to consider <b>climate disruption</b> - extreme weather and temperature	1. Provision of adequate and safe shelter - sun and rain
<b>Emotional</b>	Maintain processes and procedures promoting resilience and providing support to vulnerable.	<b>Wellbeing</b> is promoted for staff and students	2. Strategies are implemented including on-site wellbeing centre, mindfulness practice (see above)

<b>NAG 6 General and Legislative Compliance</b>	<b>To ensure the school meets all its legislative obligations</b>		
	<b>Maintain</b>	<b>New focus</b>	<b>Outcomes</b>
<b>Existing requirement</b>	Rigorous controls and checks on attendance, timetable, behaviour management, daily times and reporting	Flexibility with use of <b>timetable for inquiry</b>	1. Higher levels of engagement from staff and students
<b>Emerging priorities</b>	On-going awareness of board's obligations	PD and training for board members as <b>needs arise</b>	1. MHJC contributes positively to educational debate and participates in decision making affecting education.
<b>Connections</b>	Continue actions which strengthen connections with whanau, local and wider community; Develop closer ties with Flat Bush 7 cluster of schools.	Host, present at and attend educational <b>forums and conferences</b> Broaden media exposure	1. MHJC will have a positive image in the community which reflects its vision; 2. The community can see strong ties with other schools in the Flat Bush community;
<b>Commitment to Treaty of Waitangi and bicultural partnership</b>	Systems to accelerate progress of priority learners; Strategic Plan for Māori and Pasifika Achievement	Further develop community familiarity and integration of <b>Tikanga Māori and essential Te Reo Māori</b> ; Strengthen connections with <b>Ngāi Tai Ki Tāmaki</b> ; Seek ways to enhance students' sense of place - understanding of NZ History and that of Flat Bush Area.	1. Whānau names are referred to in English and in Te Reo; 2. Signs around school provide bi-cultural context; 3. All students and staff can participate in the school haka, powhiri and other cultural events; 4. Use Tāne forest as a resource for guardianship/ <i>kaitiakitanga</i>



## Factors influencing the charter

### 1. Curriculum

- with digital disruption set to change the landscape of our world including artificial intelligence, nanotechnology, renewable energy, and biotechnology, our students need to be prepared to identify and overcome related challenges and exploit possible opportunities;
- an understanding of digital technology is key to future success as do strong foundations in literacy and numeracy;
- STEAM subjects are being promoted however we believe that creativity, critical thinking and problem solving may also be developed in all learning areas;
- MOOCs (Mass, Open, Online Courses) and digital platforms which can deliver content and skills, assess and provide feedback and forward will challenge traditional teachers but liberate others who will be freed to inspire, guide and provide even more personalised support to students;
- schools and teachers who can add relational as well as functional/instructional value to the educational experience will thrive;
- discussion of a more holistic approach to curriculum delivery, assessment and reporting is expected with an emphasis on key competencies, dispositions and qualities (see our values below);
- an increasing emphasis on student wellbeing will be needed to promote resilience and address the disconnected/connected generation which incorporates rich and varied EOTC opportunities which promote physical, emotional and environmental ideals;
- as a junior college we see our role to transition students to a senior college and support the more flexible approach to NCEA adopted by local senior schools;
- innovative ways to deliver the curriculum are being developed which retain a balance between inspiring students through specialist subject knowledge and skills and understanding links through an inquiry based, integrated context (balance the how and why);
- the need for greater teacher collaboration and student agency will be achieved through these approaches.

### 2. Planning and Self-Review

- MoE predicts limited growth by 2030 which means we will remain at approximately 800 students - ideal to maintain our schools within school model;
- the Tomorrow's Schools review will have important implications for the governance and management of MHJC;
- we expect the ethnic composition of our student roll to remain constant and we will continue to celebrate our cultural diversity;
- we will expect the number of immigrant families to decline slightly however Flat Bush remains a sought after area for new arrivals so resourcing of ESOL, reading and literacy programmes remain a focus.

### 3. Human Resources

- while the education sector has experienced some shortages in Auckland we continue to attract and retain high quality applicants and should continue to do so if we continue to resource our PD and staff wellbeing budgets including strategies to promote staff retention;
- the average age of our teachers is well below industry average so we should not be as affected by retirement as other schools but need to have succession plans in place.

### 4. Finance and Property

- our annual operating budget has allowed us to build reserves and we expect a significant capital injection next year to support our first 10 year property plan.
- as the site gets older more resourcing will be needed for maintenance;
- development of a long term 'master' plan for property in conjunction and collaboration with MHP.

### 5. Health and Safety

- the most significant trend recently relates to Health and Safety. The Board of Trustees is aware of the greater exposure the Principal and staff face when providing authentic experiences to students - particularly EOTC (Education Outside The Classroom) and strategies to promote a culture of safety and minimise risk should be developed to continue to provide these opportunities;
- the emotional wellbeing of staff and students will be a focus with programmes to promote resilience and support will be provided.

### 5. Legal requirements and compliance

- significant progress has been made with regards our Treaty of Waitangi obligations which we will strengthen further;
- our New Zealand identity should be clearly reflected in our site and our practices.

### REFERENCES:

NZ Curriculum; NZSTA;  
Te Kete Ipurangi - Ministry of Education Publication; The Nature of Learning - Using Research to Inspire Practice - Edited by David Istance and Francisco Benavides; Visible Learning Plus - 250 Influences on Student Learning Reinventing schools from the brain up - Andrew Fuller; Global Citizens Foundation - The Critical 21st Century Skills every Student Needs and Why; United Nations - 17 Sustainable Development Goals; The Nature of Learning: adaptive expertise (<http://www.oecd.org/education/ceri/50300814.pdf>)  
OECD 20-30: the future of Education and Skills ([https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf))  
NZCER: Life Long Learners <http://www.visualcapitalist.com/skills-needed-survive-robot-workplace>  
David Perkins 'Futurewise' - clarifying pathways (Big in insight, Big in action, big in ethics, big in opportunity) Guy Claxton - split screen thinking: book and supporting workbooks (develop competencies alongside the discipline knowledge <https://www.youthwellbeingreport.com/>)