

PROSPECTUS



# Middle School West Auckland

## For boys and girls in Years 7-10



VILLA EDUCATION TRUST  
*a model for the 21<sup>st</sup> century*



## Our Story

**Middle School West Auckland (MSWA)** 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 180 students in three villas and Pōhutukawa Villa, on Waipareira Avenue, the school's bilingual Māori 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 best advantage each student through individualized education.



### Our Vision Statement is:

**To allow young people to develop and learn 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:

- Respect|Manaakitanga: We respect ourselves, each other and our environment. | Ka whai whakaaro tētahi ki tētahi, ki te taiao hoki.
- Inclusion|Kotahitanga: We accept, value and celebrate each other's differences. | Ka tautoko, ka whakamānawa, ka whakanui ō tātou rerekētanga.
- Care|Whanaungatanga: We encourage, support and care for each other. | Ka akiaki, ka tautoko, ka kauawhiawhi tētahi i tētahi.
- Villa Student: Values, Diligence, Faith, Optimism, Self-discipline, Integrity, Courage, Generosity, Perseverance, Determination, Sense of Purpose, Compassion

### 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.
- Differentiated education for each student.
- 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.
- 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 whānau interactions (Pōhutukawa Villa).

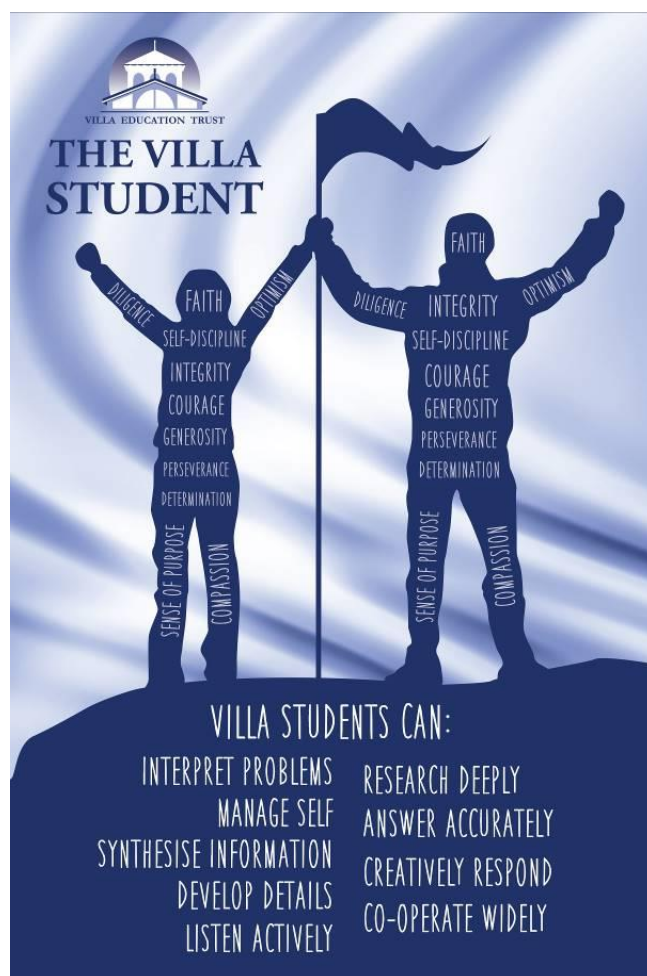
## About Middle School West Auckland:

Middle School West Auckland is based on a middle school age group and uses 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. The team of expert educators is led by Principal **Warren Cook**.

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. Each child's interest areas are affirmed, and they have the opportunity to significantly develop the capacity to direct their own learning.

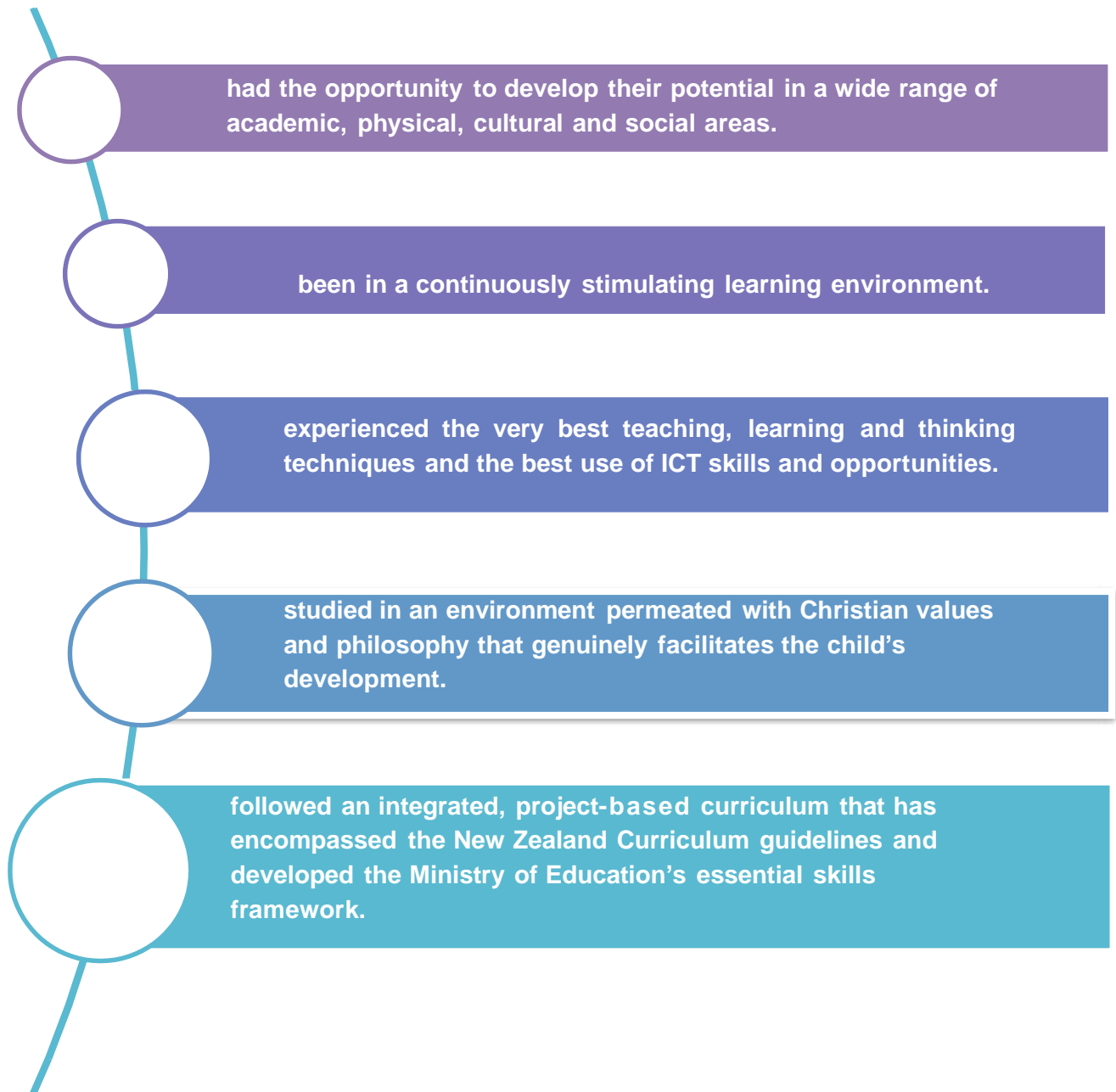
Middle School West Auckland aims to develop the individual talents of every student and teaches them to relate the experience to, and learn through, the everyday world.

We take full advantage of the excellent learning resources in the community. Parents are invited to take an interest in all aspects of the school's 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.”***  
**(Villa Education Trust)**



## 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. **Pōhutukawa Villa**, which has a maximum roll of 60 students, is the school's Te Reo Māori bilingual unit, located at **22-24 Waipareira Avenue**. Each Villa includes contemporary classrooms, science rooms, art and technology spaces, ICT and areas set aside for quiet, individual, and small group learning. Both sites also have a Whānau 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, students 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, with 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 (1.30-3.00pm), year group classes rotate through various activities which include: Art, Sport (twice a week), Community Service and Community Learning, and Music.

Students 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 used 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, ages 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 a safe environment where children can have their personal, emotional, academic, physical, social and spiritual needs met in a very supportive manner. One of our aims 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, they will improve their cooperative learning skills, they will learn to work as a team and respect others, as well as developing a love of learning.

## 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 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 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.

Over the course of the year, we use E-asTTle, ongoing class tests, teacher observations, a variety of robust assessment tools and discussions with students to determine a student's understanding and progress. Teachers meet regularly and review student progress to ensure any concerns are addressed promptly.

## 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 Community Learning based school trips, technology, art, and sports. <i>*Overnight excursions may incur a contribution or small fee.</i>



## Behaviour

Behaviour management at MSWA is built upon the principles the school holds: Tika, Pono, Aroha. In practice these mean: Doing the right thing, the right way and with the right attitude. Behaviour standards will be explained at school meetings, in the classroom, at parent interviews and will be displayed on posters and in documentation throughout the school.

- No student is to disrupt another student's learning.
- If removed from class, the student will work under the guidance of the Academic Manager
- 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.

## 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.

**Inappropriate Items** – the normal items that schools exclude are not to be brought to Middle School West Auckland (drugs, alcohol, cigarettes, gum, inappropriate literature, or electronic material and) The use of personal digital devices (phones, tablets, iPads etc.) is prohibited during school hours and should be handed in to the office.

**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.







# 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 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.

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 Student Care

As well as working through the school's curriculum, each child will have highly individualized care through Villas of 60, classes of 15, in-depth record keeping and communication with 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 and kapahaka for those students who are a part of Pōhutukawa Villa. 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.

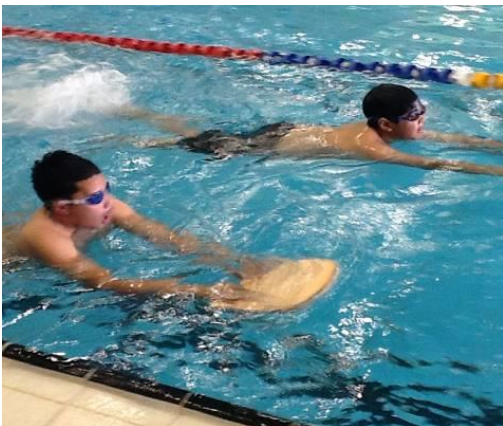


## Sport and the Great Outdoors

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 can 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.

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.





## Pōhutukawa Villa – Māori Bilingual Unit

Middle School West Auckland has a Te Reo Māori Bilingual Unit named Pōhutukawa Villa, offering a comprehensive Te Reo Māori programme, as well as a tikanga and Kaupapa Māori (protocol) based programme providing a rich offering for parents and caregivers who wish to incorporate Te Ao Māori into their child's education. Pōhutukawa Villa is located on Waipareira Avenue, in Henderson, and accommodates up to 60 students with class sizes limited to 15 students.



The villa is overseen by Middle School West Auckland Principal Warren Cook and led by Academic Manager James Young. James works with Community Liaison Manager Tamzin Cook to support the learning of all the students of Pōhutukawa.

Pōhutukawa has adopted three overarching principles that are used daily to guide a student's decision making and attitude towards their surroundings. Tika, Pono and Aroha are based on the idea of developing a person who can do the correct thing, for the correct reason, in the correct way.

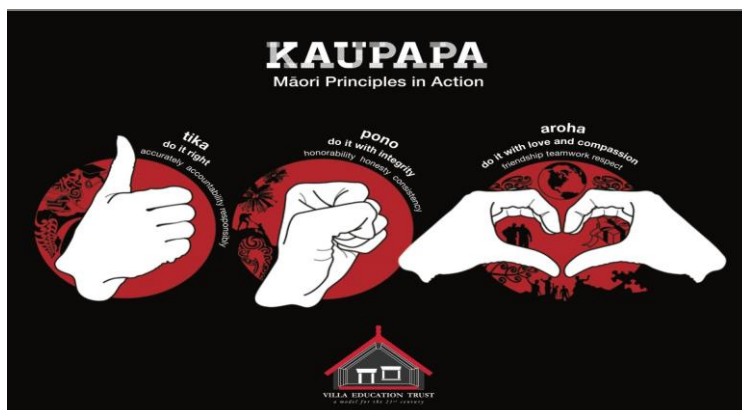
We continue to work towards having Te Reo Māori as the conversational language used within Pōhutukawa Villa. Every student has a daily language lesson to assist with this and the use of language transfer techniques are at the core of the language acquisition program.

As a staff we also strive to provide opportunities for Māori knowledge and pedagogies to be integrated into the project based curriculum used at Middle School West Auckland. We acknowledge that Kaupapa Māori views can provide relevant and contextual pathways that lead to academic success for Māori.”

The villa is in Henderson and has ample outdoor green space for students to enjoy the great outdoors, both in play and when tending to the school's abundance of fruit trees and allotment. Fruit and vegetables grown on site are often picked, cooked, and enjoyed by staff, students and whānau.

Whānau are an important part to the success of many students. Schools in general find it challenging to consistently engage large numbers of whānau, and Pōhutukawa is no exception. However, we pride ourselves on inclusion and are open to having whānau join in with the academic morning or activity based afternoons.” As well as being active in shaping the aspirational direction of the unit.

Although located on a separate site to Middle School West Auckland's largest campus (Jack Ralston House) the students gather together for assemblies, and various sports and social events are arranged to ensure a feeling of belonging.



## Middle School West Auckland Staff



At Middle School, West Auckland, not only are our teaching and support staff highly qualified, but they are also 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.

### Principal of Middle School West Auckland (both campuses):



#### **Warren Cook: BA, Dip Tchg – Principal, Technology Teacher**

Warren trained and taught at several Northland schools before relocating to Auckland to be involved in the 'Inzone Education Foundation'. Warren's vision for children and learning is driven by his fundamental belief in maximising the wealth of opportunity that surrounds us and the possibility of personal extension that comes from life-long learning. Warren aims to inspire the youth/taiohi of today by enabling them to uncover their personal strengths, talents, and goals.

### Academic Managers:



#### **James Young: B Phys Ed, BSW, Dip Tchg - Academic Manager of Pohutukawa Villa, Technology Teacher**

James has been teaching since 2012, most of the time was at Abundant Life School in Kaitaia, where he specialised in PE and Social Studies. James' passion is to see young people develop into people that represent their families and community in a positive manner. Prior to taking up a teaching career, James graduated from Otago University with a Bachelor of Social Work (Community and Family Studies) and Bachelor of Physical Education (Exercise Prescription). James also has been involved in coaching many sports teams and running Youth Groups over the years.



#### **Julie Strang B.Ed. D Academic Manager Kauri Villa, English Teacher**

Julie taught at Royal Road School for 6 years. The majority of her time there Julie taught year 7/8. Julie has a passion for sports and has been sports co-ordinating for many years. She wants her students to take risks, be resilient and passionate about learning new things. Julie wants her students to revel in their success.



**Atua Asafo B.A: Graduate Diploma in Teaching  
Academic Manager Matai Villa, Social Studies/Maths/CL/Art Teacher**

Atua's teaching career started at Bruce McLaren Intermediate, where she spearheaded the school's first Samoan Biliterate Class for 5 years. She then taught at Lincoln Heights and was a team leader for the Samoan Bilingual Classes. Before embarking on her teaching career, she worked in the telecommunications, insurance and finance sectors. Atua's passion is to guide and provide a pathway for students to walk in their ultimate purpose using their strengths and giftings. She is a proud mother of a twin boy and girl who are currently in tertiary study. Faith, whanau and aroha are her core values that drive her.

**Community Liaison Manager:**



**Tamzin Cook:** Community Liaison Manager  
mobile: 021 464303, email: [t.cook@westauckland.school.nz](mailto:t.cook@westauckland.school.nz)

Tamzin has a wealth of experience both in administration and in dealing with children and young adults. Her previous roles included Matron at In-Zone Education Foundation where she provided live in pastoral care and support to 55 teenage boys. More recently she has worked as the Office Manager at Mt Hobson Middle School. As a mum of four, she is also an expert at 'multi-tasking!'

**Administration Staff:**



**Laiza Dowding:** Office Manager  
[admin@westauckland.school.nz](mailto:admin@westauckland.school.nz)

Malo e lelei – Laiza is a mother of three awesome boys aged 7-13 year old. She has recently returned to work after 13 years looking after her children and family. Previously Laiza worked in various roles in finance and administration. Laiza lives locally and feels blessed to be working alongside great staff, teachers, and students. Laiza is based at Jack Ralston House, Monday – Fridays from 8.00am to 4.30pm, providing administrative support for the Middle School West Auckland team.



**Katrina Worth:** Office Administrator  
[henderson@westauckland.school.nz](mailto:henderson@westauckland.school.nz)

Kia ora e te whanau - Katrina is a mother of four beautiful children aged from 20 - 1yrs old. She brings 13 years of experience employed as a support worker for special needs adults and children and has been a manager in various retail roles over the years. Katrina feels privileged working alongside a great team of staff and students.



## Teaching Staff: Jack Ralston House

### **Long Lu: B Engineering; Dip Tchg – Technology/Science/Community Learning**

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.

### **Wayne Todd: B.Mus, Dip Tchg - Music and Social Studies**

Wayne began his teaching career in Music and English at Rangitoto College and One Tree Hill. He has a passion for the performing arts and was instrumental in establishing the Excel School of Performing Arts where he taught for 18 years. Wayne was also a key player in gaining course accreditation for the school and overseeing the staff. Wayne is an accomplished musician and plays piano, sings and writes his own songs. Wayne lived and taught in Germany for four years and speaks fluent German.

### **Karim Lee: BSc, Grad Dip Tchg – Mathematics/Art**

Karim is a beginner teacher, who can motivate her students to unlock their full potential in education. She aims to create a stimulating learning environment which encourages students to make suitable choices in learning, while strengthening their self-efficiency. Karim can inspire her students to discover their strengths and abilities. Working with Young learners is her passion, where she hopes to make a positive impact for each student.

### **Emma McLellan: BVA, MFA, Dip Tchg – Art/Technology**

Emma believes all students are unique learners and she teaches the importance of embracing the values and differences of others. She is enthusiastic about encouraging the joy of learning, guiding students to overcome challenges and encourages students to celebrate their individual successes and to grow in confidence. She is passionate about teaching art and technology and has more than 20 years' experience across primary, secondary and tertiary levels in NZ and the UK. She is a practicing artist, exhibiting work in NZ and overseas.

### **Kris Maurer: MTEL, MSc – Science**

Kris recently completed her Masters in Teaching and Educational Leadership at The Mind Lab through the Ako Mātātupu Teach First NZ programme. She also completed her Masters in Science at the University of Auckland. Kris is passionate about young learners reaching their potential and believes trust and positive relationships are at the core of learning.

### **Peter Booker: BA, Grad Dip Tchg – Social Studies/English/Maths/Community Learning**

Peter became a teacher after a long career with a Government Department. He has taught ESOL, English in several private language schools and at ACG for 2 years. He moved into secondary school teaching in 2019 and has taught at Tamaki College, 3H International and Mt Albert Grammar School. Peter is married and enjoys history and tramping. He gets the most satisfaction from teaching when his students 'get' a new concept. Peter joined MSWA early 2024.

### **Catherine Campbell: B.Ed. – Mathematics/Community Learning**

Catherine is a new teacher here at MSWA and brings with her a kete of knowledge ready to inspire, motivate, and affirm all akonga during their learning journey. While new to teaching, her experiences in the Defence Force, Banking, University Placements, and a short stint in Early Childhood Education, have lent her skills that transfer to making her teaching style vibrant, engaging and relevant to the 21<sup>st</sup> century student, and sees success in every moment of the teaching day. She believes that Mathematics is a key to creativity, opportunity and stretching the mind to great possibility.

## **Teaching Staff: Pōhutukawa**

### **Greg Mason: BHB, Dip Tchg – Science Teacher**

Greg has over 20 years of teaching experience, mainly in the areas of science and technology. His previous schools include Hato Petera College, TKKM o Hoani Waititi, Mt Albert Grammar and Panguru Area School. Greg promotes the seeking of excellence with his students in all their endeavours and encourages students to support each other in their learning and in their personal life journeys. Greg's four adult children are university graduates whose success he attributes to strong whānau support, and he is keen to bring this support to new whānau at MSWA.

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

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'.

### **Lenny Dyer: BEd, Tchg – Kapa Haka/Tikanga Maori/Te Reo**

Lenny joins us from Rosebank School, where he enjoyed 4 years of motivating students through sports, music and the arts. He is big on whanaungatanga and believes that building rapport and relationships is foundational to students' learning. He has a passion for the learning of Te Reo Māori me ōna tikanga and is especially driven towards the preservation of Te Reo Māori and other indigenous languages. Lenny loves all kinds of sport, having played rugby union, rugby league and basketball in the past. You may also find him playing the guitar and singing whenever the mood takes him. His aspiration for education is to see all students thrive in the classroom, discovering their own gifts and talents. He uri tēnei nō Te Urewera. E tū te mana o tōku marae a Te Rewarewa. Ko Te Māhurehure e ngunguru nei. Tūhoe nui tonu!

## **Contact Information**

**Jack Ralston House**  
**287-289 Lincoln Road**  
**(entrance off Paramount Drive)**  
**Henderson**  
**PH: 09 972 1744**

**Pōhutukawa Villa**  
**22-24 Waipareira Avenue**  
**Henderson**  
**PH: 09 972 1745**

## Term Dates 2024

<b>Term 1</b>	<b>Thursday 1<sup>ST</sup> February to Friday 12<sup>th</sup> April</b>
	<b>Statutory Holidays:</b>
	Waitangi Day observed – Tuesday 6 <sup>th</sup> February
	Good Friday - Friday 29 <sup>th</sup> March
	Easter Monday – Monday 1 <sup>st</sup> April
	Easter Tuesday – Tuesday 2 <sup>nd</sup> April
	ANZAC Day – Thursday 25 <sup>th</sup> April
<b>Term 2</b>	<b>Monday 29<sup>th</sup> April to Friday 5<sup>th</sup> July</b>
	<b>Statutory Holidays:</b>
	King’s birthday – Monday 3 <sup>rd</sup> June
	Matariki observed - Friday 28 <sup>th</sup> June
<b>Term 3</b>	<b>Monday 22<sup>nd</sup> July to Friday 27<sup>th</sup> September</b>
	<b>No Statutory Holidays in Term 3</b>
<b>Term 4</b>	<b>Monday 14<sup>th</sup> October to Friday 13<sup>th</sup> December</b>
	<b>Statutory Holidays:</b>
	Labour Day observed – Monday 28 <sup>th</sup> October