



HOBSONVILLE POINT
Moments away, a world apart.



OUR SCHOOLS

-
- *Hobsonville Point Primary*
 - *Hobsonville Point Secondary School*
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We are fortunate to have two new state schools located right in the heart of Hobsonville Point.

The schools are within easy walking distance of all homes and are an important focal point for the community. The quality of the buildings and facilities is extremely high and the design is a response to the latest international research on what makes effective learning environments. Both schools are enrolling students from within the school zones set by the New Zealand Ministry of Education.



ENROLLING YOUR CHILDREN

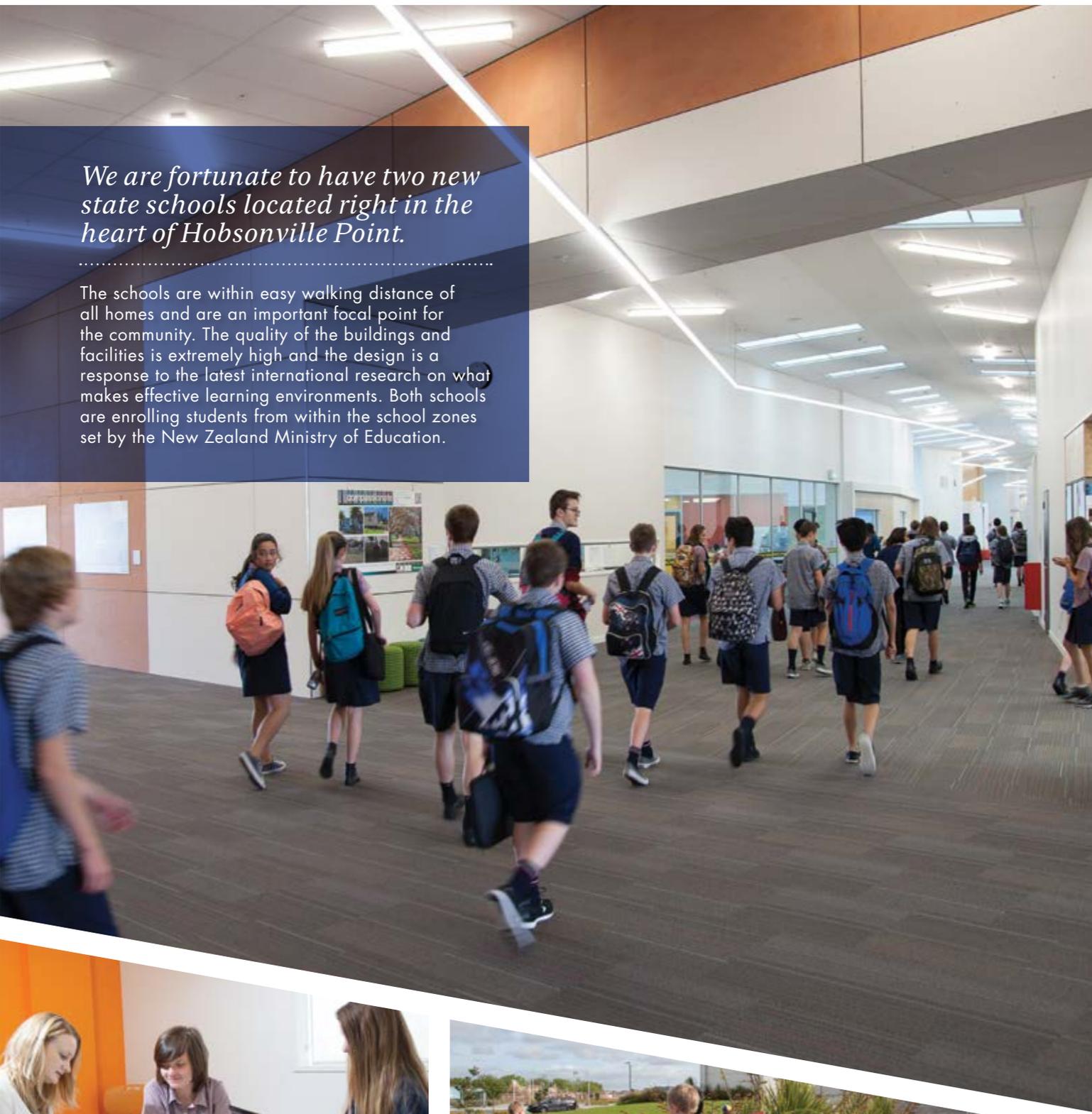
Hobsonville Point Primary is located at 18 De Havilland Road and is built for an eventual roll of close to 700. The school opened to students at the beginning of 2013 and at the start of 2017 school year had a roll of 265. The school caters for years 1-8.

Hobsonville Point Secondary School is located at 70 Hobsonville Point Road and opened its doors to its year 9 foundation students at the beginning of 2014. By term one of 2017, the roll had reached 465 of an eventual 1350. The school is enrolling students progressively until they have a cohort in each year group. In 2018 the school will have students in each year group, from 9-13.

Both schools run tours and open days/evenings and offer opportunities for prospective students to visit and participate in class before enrolling. Please see the schools' website for more information:
www.hobsonvillepoint.school.nz

SCHOOL ZONES

If you are living at Hobsonville Point you're in zone for both schools.



ERO REPORTS

Reading the reviews published by the Ministry of Education is a good way to learn more about a school's performance. Both of our schools have been reviewed by the Education Review Office. The full reports are available online at: www.ero.govt.nz

Hobsonville Point Primary – ERO Report (October 2014)

"The establishment phase of this new school has been well managed. Teachers and students work collaboratively in flexible, modern environments that complement the school's learner-centred curriculum. Students are supported to be self-managing learners and active participants in designing their personalised learning programmes. Strong partnerships with families are recognised as key to students' learning."

Hobsonville Point Secondary School – ERO Report (June 2016)

"Students are very proud of the school and its learning model. They report that they value the opportunities they have to make meaningful choices about their learning and to know about themselves as learners. Their sense that their teachers are engaged with them in reciprocal learning, and teachers' evident pleasure in exploring ideas and new ways of learning, underpin the respectful learning relationships evident throughout the school."



The Public-Private Partnership

Both schools operate under and Public-Private partnership (PPP). This means that a private company has built the schools and is now responsible for maintaining them. This frees the board, principals and senior staff from the burden of looking after large, sophisticated buildings and their grounds and facilities. The PPP has not only resulted in high quality buildings

with excellent equipment and resources but parents can feel satisfied that the people leading the school are focused on their child's learning. "My view of the PPP is that not having to focus on anything to do with the building, but be able to focus on teaching and learning, is the best thing that could possibly happen," says Primary Principal, Daniel Birch.



COLLABORATION

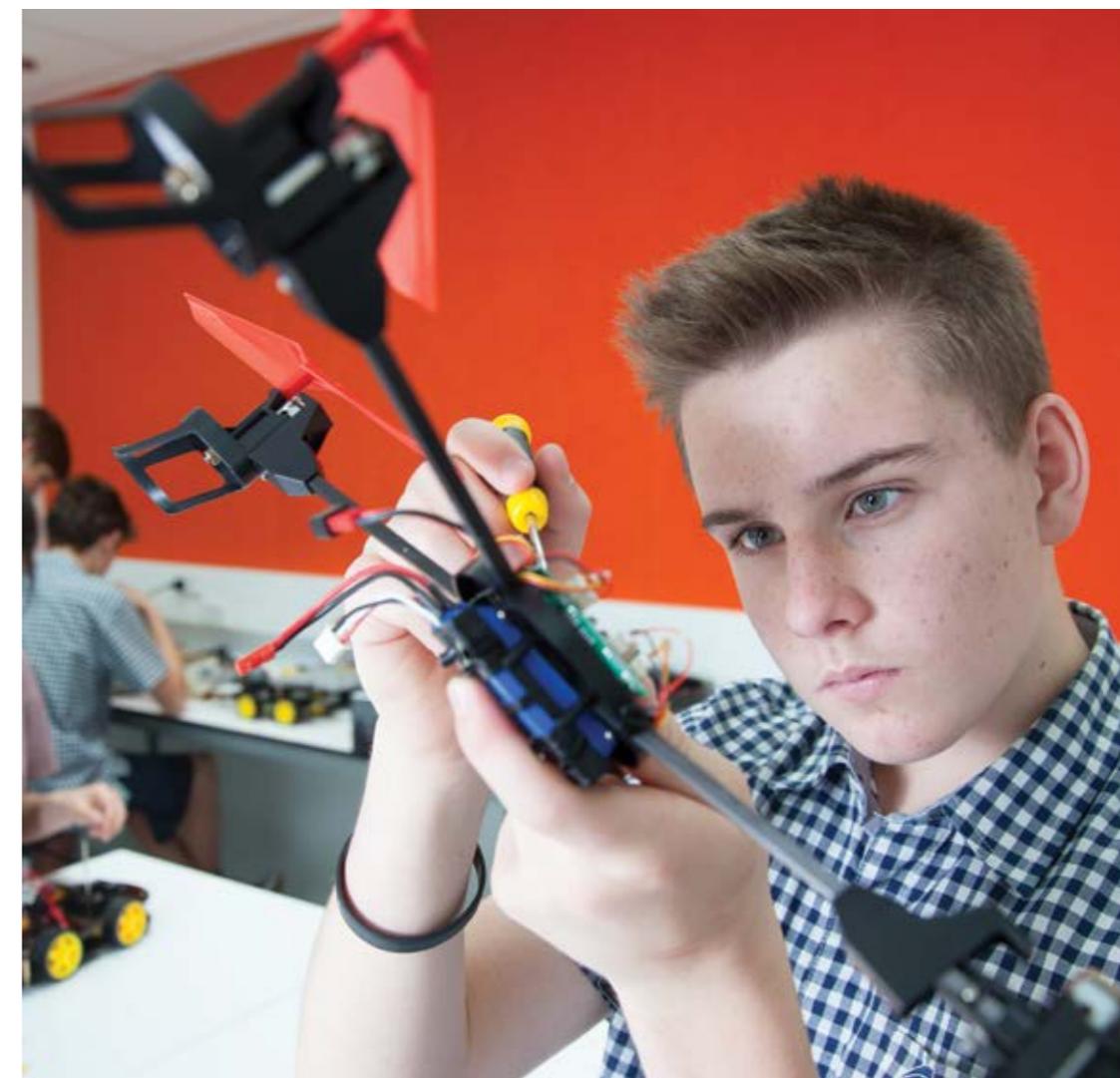
The two schools share a board of trustees and a teaching philosophy. Staff and students collaborate on many aspects of school life, including learning strategies. Because of the shared approach to learning, students benefit from a seamless education. By the time your child moves to the secondary school they will already be familiar with teaching methods, the campus and some of its students. High school is a natural progression of primary, so far less daunting a change for new Year 9's.

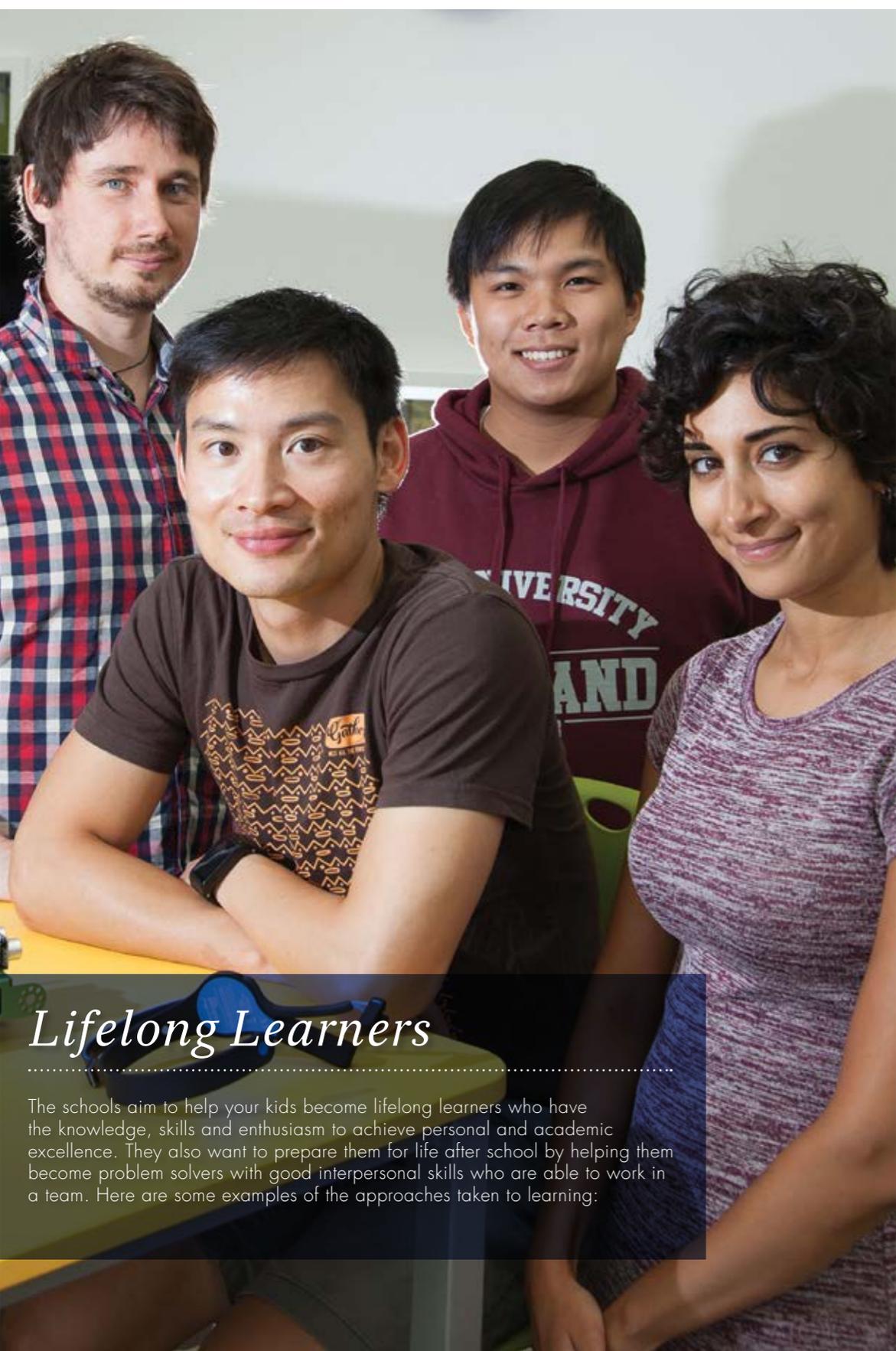
Collaboration occurs in a number of ways. For example, Year 8 students are invited to enrol in some of the secondary school modules; secondary school students run workshops for primary kids on areas of interest such as electronics and robotics; secondary students coach the younger children at sport and run tournaments; and staff work together to develop approaches to teaching.

Learning Environment

The school buildings have been designed in response to the latest international research on how kids learn best. Rather than a series of single classrooms in which one teacher teaches 30 students, the spaces are far more flexible. Large spaces called 'learning commons' are augmented by

smaller, screened off areas and cave-like break out rooms. This allows for teaching an individual to a group of 60 students, and any number in between. The schools also have specialist spaces to cater for subjects that require built-in equipment, such as science.





Lifelong Learners

The schools aim to help your kids become lifelong learners who have the knowledge, skills and enthusiasm to achieve personal and academic excellence. They also want to prepare them for life after school by helping them become problem solvers with good interpersonal skills who are able to work in a team. Here are some examples of the approaches taken to learning:



LEARNING STRATEGIES

Cross-Curricular Learning

The schools' learning strategies, like their buildings, are based on the latest international research and are quite different from the traditional model. Subjects that were traditionally taught in isolation are combined to demonstrate the connection between things. For example, at secondary school a learning module might combine physics and Physical Education around the common idea of movement. Kids would be taught by both the science and PE teachers at once, and move between a physical challenge outside and a physics concept on the whiteboard.

Personalised Learning

Both schools create individual learning plans with their students and help them set goals and review their progress. Once students reach high school they are assigned a learning coach they stay with until they graduate. This person is the point of contact for parents, and has intimate knowledge of your child's learning across all subjects. Rather than the traditional 'tutor group' model where tutors and students spend 15 minutes per day together on administration tasks, the learning coach spends 3-4 hours a week with your child in a 'learning hub' of 15 students, plus one-on-one progress reviews fortnightly.

Responsive Learning

Strategies such as 'My Time' – a flexible space in the timetable for self study – allows the secondary school to quickly respond to gaps in knowledge by putting together workshops. Secondary Principal, Maurie Abraham cites the following example: "Around 20 kids had some misunderstandings around fractions so we ran a workshop about the key skills. The kids we had identified had to choose the workshop for one hour a week during 'My Time'. They stayed in the workshop until they could prove to us that they understood fractions."

Flexible Learning

Students learn the New Zealand Curriculum, so whilst teachers ensure all required content is delivered, the students have a say in the context in which they learn a subject. They also have a say in other aspects of school life, such as choosing which sports are added to the extra curricular programme, which plays or musical events they would like to put on, and even the design of their uniform. The schools look for opportunities in which students can create work that will be used or displayed in the community.



CONTACT THE SCHOOLS

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