



South Auckland Middle School 2016 Annual Report to the Public

South Auckland Middle School (SAMS) is pleased to present an overview of operations and achievements for 2016 to our students, their families, the community and key stakeholders.



The growth and development of the school during this time was outstanding. Highlights included a vast range of learning opportunities, including a Waitangi Trip for Y7 students, Y8 and Y9 activity week, Y10 trip to Wellington.

Academically, 2016 was also extremely successful with students showing very positive achievement results and demonstrated a commitment to building relationships both with whanau and the local community we serve. On average national standards for Y7 and Y8 improved by 18% over the year. This is a significant improvement and a result of the hard work and dedication of the staff and management.

At the beginning of 2016 we expanded to another half Villa, Y7 and Y9 class. The preparation time didn't allow for a complete renovation of the facility and we made do for Rata in 2016.

All outings, uniform and stationery were fully paid by the school.

School Performance Summary

Effective Governance

Governance in 2016 focused on ensuring the governing trust documentation was being communicated effectively to management and staff. This is an ongoing process and all staff achieved a good level of understanding of these policies.



Effective Holistic Development with Emphasis on Academic Achievement

The third year of a school should seek to refine what has been previously been setup. We consciously don't keep adding more events and busy work, but carefully consider what will enhance what we do and what needs to be taken out if it isn't adding value. New students beginning at the school quickly learn the expectations enable them to feel that South Auckland Middle School is a place where they truly belonged and were proud of. Quiet mornings, with a focus on academic achievement continued.

Staff and student relationships continued to be nurtured and these relationships are commented on by many visitors.

In 2016 we launched our growth mindset poster (left). This statement influences all we do.

Relationship Development

South Auckland Middle School continued to focus on building constructive and collaborative relationships with families and the local community. The student leadership team has been refined and is an important and valued part of the school. The leaders have significant responsibility and are well respected by the students. Communication to parents took place in person, over the phone and via email (on an individual student basis). Weekly newsletters also communicated happenings at the School. These newsletters were well received.

Newsletters were sent firstly by email, and then in hard copy form for those who could not access email at home. An open door policy applied and feedback from parents and caregivers stated that they felt welcome within the school. We also had Mike King come and speak to the students this year



about mental health. This had a significant impact on many and was followed with an evening presenting to parents.

Connections with local iwi is based on the School's relationship, firstly, with Manurewa Marae representatives and further with local Iwi service providers.

In 2016 we had a number of Whanau Friday evenings and other events for families and friends of students. The attendance at these events was very high and the engagement and support of our families and community contacts was greatly appreciated. To ensure clear communication, each family was contacted via the telephone to be made aware of up and coming events – rather than reliance on e-mail and notices. The prizegiving at the end of the year was very well attended and held at the Manurewa Marae. The school receives good feedback from parents and from past pupils and families. Past pupils often call in and our Community Liaison Manager regularly contacts these students and families to ensure progress is being made.

Performance Standards

Student Achievement

PAT testing was conducted at SAMS at the beginning, and end of the year across three learning areas: Reading, Writing, and Mathematics. Testing identified the student's capability within the PAT framework, with achievement levels measured as: Well Below; Below; At; or Above; the standardised average. The National Standards were also based on E-astlle and class work. Teachers have undertaken PD in order to ensure their teacher judgments are well considered and transparent.



Overall the results showed a positive upward trend across all groups in all learning areas.

In 2015, the Ministry of Education agreed to work with the Villa Education Trust to develop additional measures to demonstrate student progress that will accurately show value added across students' current set of ability and measures for Y9 and Y10. In 2016 this is still in process and no significant progress has been made in this area. The Villa Education Trust has a plan as to how to show progression but are still waiting for this to be accepted by the Ministry of Education so we can implement it.

2016	Reading		Maths		Writing	
Year	Performance Standard	Achievement At or above	Performance Standard	Achievement At or above	Performance Standard	Achievement At or above
7	82%	41%	77%	55%	77%	48%
8	83%	53%	79%	57%	79%	63%
9	N/A		N/A		N/A	
10	N/A		N/A		N/A	

Student Engagement

Student engagement at SAMS focused on a broad range of channels and activities, these included: an Independent Base Plan for every child, individual attention to learning needs and styles, building positive relationships between students and teachers, celebration of learning evenings, Whanau Friday events, a broad range of community based learning and service opportunities and interaction with established community events.

In Term 4 SAMS completed the Wellbeing Survey. This produced positive results and the information gathered will be used to inform some practice in 2017.



Under the terms of the agreement with the MOE, Student Engagement also includes disciplinary measures taken. SAMS had 19 stand downs, two suspensions and three exclusions during 2016. This was well below the average set by the MOE and is a credit to the SAMS commitment to all children, and a zero attrition model in managing student behaviour. All disciplinary procedures are further managed within MOE guidelines.

When identified, additional support was provided by the Academic Manager or Community Liaison Manager. Each student was treated individually, according to their needs. Parents were included in the process, and all relevant outside agencies were invited to help support students with high level needs.

Financial Performance

Standards for Financial Performance set by the MOE were met for 2016.



Targeting Priority Learners

We successfully targeted the priority learners by attending markets, community events and advertising in school notices and local papers. Our website and Facebook pages were kept up to date and were full of easy information for people to access. With good, clear signage outside the school, many visitors called in simply as they were passing, with further visits from media, community and professional visitors.

Further community connections were made and our Community

Liaison Manager worked on engagement with all our families and community groups.

These strategies helped SAMS to achieve a consistently high and stable role in 2016. On average for the year there were 156 students enrolled with 89% of students meeting the Priority Learner criteria.

Audited Accounts and Financial Information

SAMS remains solvent. All operating surpluses are used to improve the service to students and SAMS operates with the values of a not-for-profit, as mandated by the charitable trust, Villa Education Trust, which operates the School.

Financial Statements are available on request, via trust@villaeducation.org.nz