



South Auckland Middle School 2014 Annual Report to the Public

South Auckland Middle School (SAMS) is pleased to present an overview of operations and achievements for 2014 to our students, their families, the community and key stakeholders.

2014 was an exciting year at SAMS. Our inaugural year was marked by a number of highlights. This has included performance against all objectives set by the Ministry of Education (MOE), outstanding achievement results for students and a demonstrated commitment to building relationships with whanau and the local community that we serve.



School Performance Summary

Effective Governance

Governance in 2014 focused on constructing, communicating and establishing effective policies and procedures for staff and students. This was achieved with the development of a full complement of academic, curriculum, management, administration, and health & safety policies. These policies underpinned staff induction and staff support over the year. A good level of understanding of these policies was achieved by all staff.



Effective Holistic Development with Emphasis on Academic Achievement

Establishing routines and clear expectations was seen as critical in establishing the culture of SAMS. The routines for the days, weeks and terms at the School are very clear and communicated to all. Students feel safe as they know what is happening around them and this creates a quiet settled working environment. Quiet mornings, with a focus on academic achievement was achieved, and this culture of academic focus will continue in 2015.

Staff and student relationships have been nurtured and it is often commented on by visitors.

Relationship Development

Over the course of the year SAMS has been focused on building constructive and collaborative relationships with families and the local community. The cornerstone of this process has been communication. Communication to parents takes place in person, over the phone and via email (on an individual student basis). Weekly newsletters also communicate happenings at the School. These newsletters have been well received. Newsletters are sent firstly by email, and then in hard copy form for those who cannot access email at home. An open door policy also applies and there is a sense that parents and caregivers understand that they are welcome to visit the School. This is further supported by a designated Whanau Area. Connections with local iwi is based on the School's relationship, firstly, with Manurewa Marae representatives and further with local Iwi service providers.



Throughout 2014, positive feedback has been received from parents both verbally and in writing and we feel confident that engagement with whanau and caregivers is productive. Many conversations have been had over the course of the year to assess communication levels and satisfaction of families. This has resulted in some plans for 2015 in order to improve this area.

Performance Standards

Student Achievement

PAT testing was conducted at SAMS at the beginning, middle and end of 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.

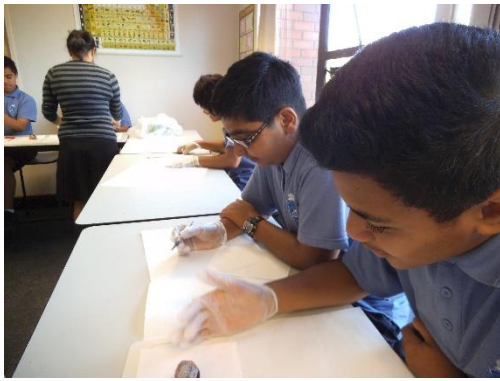
Overall the results show a positive upward trend across all groups in all learning areas. Notable improvements include a 16% average increase by Pasifika students, and a 17% average increase amongst female students in all three learning areas. Overall, there was an increase in the average for all students, and all demographics, in all three learning areas tested with positive upward trends demonstrated for all groups.



	Reading		Maths		Writing	
Year	Performance Standard	Achievement	Performance Standard	Achievement	Performance Standard	Achievement
7	60.1%	62.5%	52.1%	50.0%	50.7%	69%
8	61.6%	62.5%	50.8%	79.2%	51.9%	50%
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 relationship building 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 also completed the Wellbeing Survey. This produced positive results and also provided ideas for 2015 in order to further improve the School culture. Being our first year, SAMS has needed to build a clear picture of the challenges that our students face both inside and outside our School environment.

Under the terms of the agreement with the MOE, Student Engagement also includes disciplinary measures taken. SAMS had a total of four stand downs, one suspension and two exclusions for 2014. 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.

Students who were flagged as needing extra support were referred to 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 in to help support students with high level needs.

Financial Performance

Standards for Financial Performance set by the MOE were met for 2013/2014.

Targeting Priority Learners

We have successfully targeted the priority learners by attending markets, community events, and advertising in school notices and local papers. Our website and Facebook page are kept up to date and have easy information for people to access. There is good signage on the road and many people call in to visit the School. We actively encourage interactions with SAMS and have been open to media, community and professional visitors.

These strategies have helped SAMS to achieve a consistently high and stable role in 2014. On the final day of school there were 104 students enrolled with 90% of students meeting the Priority Learner criteria. Confirmed enrolments for 2015 were oversubscribed (120+ students) as at the end of the application period in 2014 and it is expected that Priority Learners will account for over 90% of students in 2015.



Audited Accounts and Financial Information

SAMS remains solvent with a small operating surplus achieved in 2014. 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.

It is also pleasing to note that the set-up costs for SAMS falls well within comparative start-up costs against other State and Partnership School. The current start-up cost for a single student in a State School is \$46,790 (excluding establishment salaries). The current start-up cost for a single student in a Partnership School is \$5,613 (including establishment salaries). SAMS start-up costs for a single student met this low figure and is a credit to the establishment team.

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