



South Auckland Middle School 2015 Annual Report to the Public

South Auckland Middle School (SAMS) is pleased to present an overview of operations and achievements for 2015 to our students, their families, the community and key stakeholders.



2015 had a number of highlights and the growth and development of the school during this time was outstanding. Highlights included a vast range of learning opportunities, a Waitangi Trip for Y7 students plus an activity week and an optional trip for Y9 and Y10 students to Hawaii. This trip took place outside of the school term and was paid for through proceeds from fundraising by each participating student and their families. Over 70 people took part in the trip from across the Trust, including 40 students, 20 family members and 10 staff. Highlights included Pearl Harbour, being billeted, fish farming and the University of Hawaii. The aim was to provide an opportunity for students to broaden their outlook and develop their dreams.

Academically, 2015 was also extremely successful with students showing outstanding achievement results and a demonstrated commitment to building relationships both with whanau and the local community we serve.

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

School Performance Summary

Effective Governance

Governance in 2015 focused on ensuring the governing trust had correct documentation in place and had communicated this to management and staff. Our policies underpin staff induction and support over the year. All staff achieved a good level of understanding of these policies.

Effective Holistic Development with Emphasis on Academic Achievement



The second year of a school should seek to further develop what was established in the first year. Expectations created in 2014 were clear, enabling new students for 2015 to settle quickly and feel that South Auckland Middle School was 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 were commented on by many visitors.

Relationship Development

South Auckland Middle School continued to focus on building constructive and collaborative relationships with families and the local community. The teaching team also developed a leadership team of students and a number of team building and community focussed activities and programs were put in place. 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.

This was further supported by the 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.



In 2015 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.

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. Since then, further progress has been made in developing the assessment tools.

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

Recently, the Ministry of Education has 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.



	<i>Reading</i>		<i>Maths</i>		<i>Writing</i>	
<i>Year</i>	<i>Performance Standard</i>	<i>Achievement</i>	<i>Performance Standard</i>	<i>Achievement</i>	<i>Performance Standard</i>	<i>Achievement</i>
7	77%	73.3%	70%	76.7%	70%	63.3%
8	80%	70%	72%	70%	72%	76.7%
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. Once again this produced positive results and also provided ideas for 2016.

Under the terms of the agreement with the MOE, Student Engagement also includes disciplinary measures taken. SAMS had no stand downs, three suspensions and 1 exclusions during 2015. 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 2015.

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 2015. On average for the year there were 118 students enrolled with 95% of students meeting the Priority Learner criteria. At the end of 2015 we were given permission to increase the size of the school to 180 students (1 additional Villa). Due to the timing we decided to operate a Y7 and Y9 class only for 2016. Within 24 hours these classes were full and the waitlist started to grow again. It is expected that Priority Learners will account for over 90% of students in 2016.

Audited Accounts and Financial Information

SAMS remains solvent with a small operating surplus achieved in 2015. 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