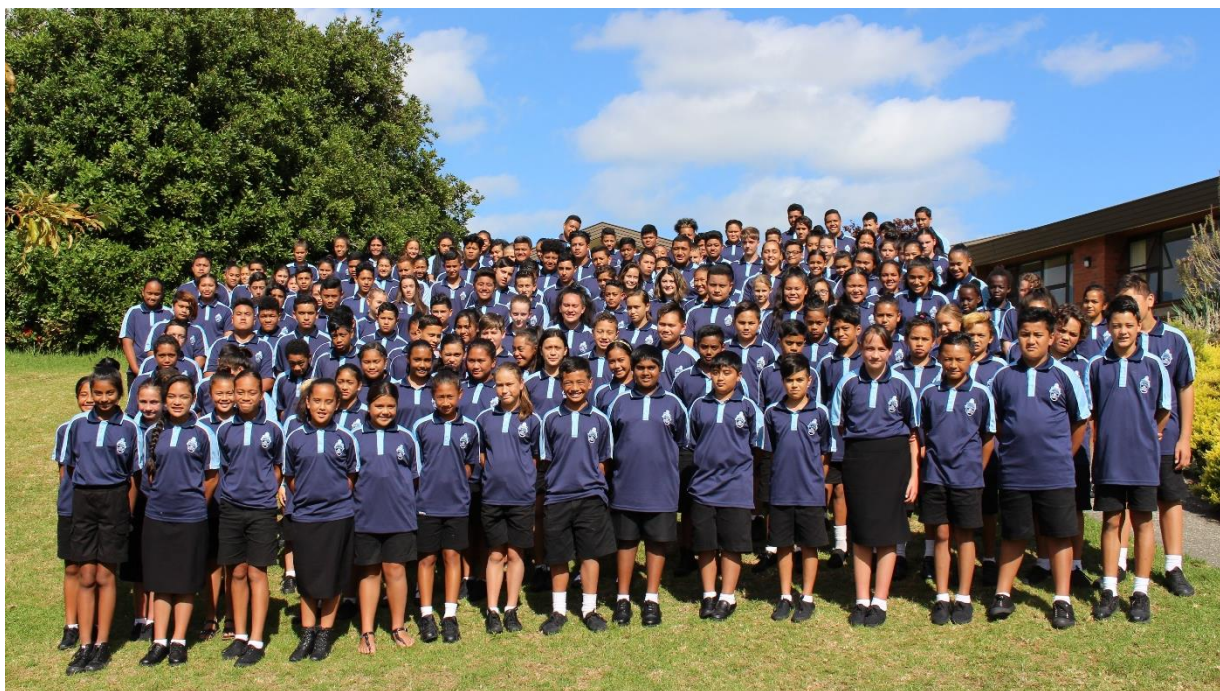




## **South Auckland Middle School 2017 Annual Report to the Public**

South Auckland Middle School (SAMS) is pleased to present an overview of operations and achievements for 2017 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, 2017 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 19% over the year. This is a significant improvement and a result of the hard work and dedication of the staff and management.

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

### **School Performance Summary**

#### **Effective Governance**

Governance in 2017 continued to focus 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

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.

Our Growth Mindset poster is an integral part of what we do.

The final release of the brilliant Martin Jenkins evaluation of what we do had outstanding results. Villa Education Trust Middle Schools were 91% of the student response and 50% of the whanau response.

Comments like this from the MJ report are a highlight and well deserved by our staff:

"The feedback from Middle School students on outcomes was extremely

positive. They reported improved engagement and learning, in comparison with their previous school. The highest levels of agreement were for: I am learning better at this school than I did at my previous school. I am more hopeful for my future now compared to when I was at my previous school. I enjoy my school work at this school more than I did at my previous school."





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

At South Auckland Middle School staff have worked together in defined teams and focused development on the following

- Strengthening Reading
- Strengthening Communication
- Strengthening Feedback

In 2017 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 Life Church. 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.

At the end of 2017 the Villa Education Trust took a group of students from SAMS and MSWA to Hawaii or Hong Kong. Students fundraised for this during the year and had a week learning about other cultures, being involved in schools, seeing tourist attractions. All students were homestayd so lived with local families. A life changing visit for all.

## 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-astle 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 2017 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.

<b>2017</b>	<b>Reading</b>		<b>Maths</b>		<b>Writing</b>	
<b>Year</b>	<b>Performance Standard</b>	<b>Achievement At or above</b>	<b>Performance Standard</b>	<b>Achievement At or above</b>	<b>Performance Standard</b>	<b>Achievement At or above</b>
<b>7</b>	85%	68%	85%	59%	85%	64%
<b>8</b>	85%	63%	85%	46%	85%	55%
<b>9</b>	N/A		N/A		N/A	
<b>10</b>	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 2018.



Under the terms of the agreement with the MOE, Student Engagement also includes disciplinary measures taken. SAMS had six stand downs, two suspensions and one exclusion during 2017. 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.

Two students were awarded Prime Ministers Youth Programme Scholarship Awards in 2017.

### **Financial Performance**

Standards for Financial Performance set by the MOE were met for 2017.

### **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 roll in 2017. On average for the year there were 176 students enrolled with 92.5% 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](mailto:trust@villaeducation.org.nz)