



South Auckland Middle School Charter 2019

Our Vision Statement is:

- To allow young people to develop and learn so as to give them a base for excellence in all spheres of life through effective teaching, quality facilities, an optimal day structure and an integrated curriculum.

Our learners are encouraged to value:

- Diligence
- Faith
- Optimism
- Self-discipline
- Integrity
- Courage
- Generosity
- Perseverance
- Determination
- Sense of Purpose
- Compassion

Our Learning Statement:

- Every student can develop exceptional skills and knowledge sets with expert teaching, coaching, mentoring, significant purposeful practice and opportunities to express themselves.

Our learners strive to:

- Interpret problems
- Manage self
- Synthesise information
- Develop details
- Listen actively
- Research deeply
- Answer accurately
- Creatively respond
- Co-operate widely

Description of our school and community

South Auckland Middle School (SAMS) opened in Term 1 of 2019. It is a designated character school that is co-educational, small scale (total roll 180), middle school (Years 7 to 10), located at 198 Mahia Road, Manurewa.

The school has a maximum roll of 180 students. The programme involves all students in fantastic learning experiences and caters for all intelligence traits and learning styles. Academic standards are high and expectations of the students are both demanding and fully supported. Teaching staff are given minimal administrative tasks as their prime focus is to teach to the best of their ability.

Special features of South Auckland Middle School include:

- A small school environment.
- A student:teacher ratio of no more than 15:1.
- An Integrated Project Based Curriculum
- Individualised education for each student.
- A modified day structure to allow excellent learning outside of the classroom and the use of community resources.
- Excellent learning resources - including up to date and thoughtfully used ICT.

Parents have an integral part in school life and are kept informed of their child's progress. Staff know each child's educational needs and ensure they are met. The child's interest areas are affirmed and they have the opportunity to significantly develop the capacity to direct their own learning.

South Auckland Middle School aims to develop the individual talents of every one of its students and to teach them to relate the experience to, and learn through, the everyday world. We take full advantage of the excellent learning resources in the community. Parents are invited to take an interest in all aspects of the schools' programmes. They are welcome to take part in both the morning and the afternoon programmes.

Catering for diversity

Well over 80% of those enrolled are from Maori and Pasifika families. Students are taught in class sizes no larger than 15 and are grouped into 'villas' of 60, each overseen by an experienced and fully qualified Academic Manager. Students and families are supported by a Community Liaison Manager (CLM) whose role is to be the link between the student, school, the family and the community. The CLM identifies what support and guidance is available and works to ensure students are in school each day, ready and able to learn. All students are provided with uniform, stationery, field trips, on site I.T and a personalised learning plan.

Students learn through the Villa Education Trust unique Integrated Project Based Curriculum, in class sizes of no more than 15. Days are split with a strong focus on academic learning in the mornings and art, music, physical education, drama and community involvement in the afternoons. The teaching model ensures all students develop extensive knowledge, research skills and motivation to enable them to succeed in the senior secondary school years and beyond. Catering for all intelligence traits and learning styles, academic standards are high and expectations of the students are both demanding and fully supported.

Key Assessments at for SAMS

1. Using E-Asttle for the basics of numeracy and literacy.

- Students sit 3 E-Asttle tests per year in reading and Maths. As well as that significant writing samples are collected. Using a metric based on 4 terms with us being “1 year” and one whole curriculum level change being two years’ worth of progress we calculate and average progression. Our documented aim is 1.5 years growth in these basics across the four years that students have with us.

2. Measures from project work.

- Students are able to track their project skills/knowledge development in a number of ways
 - the development in their overall marks (from Not Achieved through to Excellence)
 - the growth in the number of tasks genuinely attempted
 - the improving quality of tasks (and average of their task marks/number of tasks attempted)
 - discussion and reflection on the comments of teachers and the academic manager
 - self/group reflection on the effort and outcomes

3. Subject Based Testing.

- All taught subjects have testing and other assessed tasks. These are summarised and reported to students/parents in mid-year and end of year reports.

4. The Ministry of Education’s Well-Being survey.

- This is done each year and fully analysed and reported back to students/parents/staff.

5. Annual Surveys.

- A different focus each year.

6. Ongoing feedback in all learning situations – including detailed “pre-marking” feedback from progressing project tasks...

- Students have the right to improve their project tasks through to hand-in day (every 5 weeks) but can ask for and receive feedback at any time through speaking to staff or on-line submission for pre-marking (guidance for improvement).

7. Celebrations of Learning.

- Evenings where work is shared and families come in to reflect and discuss.

8. Specialised testing.

- If a student has a particular need there are a battery of tests available to identify issues and help with working out the best process. This includes general sight and hearing tests.

9. Attendance and Transience.

- 95% average attendance is to be our communicated and monitored aim.
- less than 10% within year transience is to be our communicated and monitored aim.

10. Post achievement and assistance.

- tracked through our Virtual School.

Visual representation of strategic and annual plans

Strategic Plan 2019, 2020, 2021

2019	2020	2021
Growth Mindset All students will learn through a growth mindset approach to learning.		
Consolidation Year Provide teachers with targeted support in relation to learners developing a growth mindset.		
Assessment Assessment for learning practices are used effectively to support improvement in student outcomes.		
Focus Year Provide all classroom teachers with professional development in effective assessment for learning practice including use of feedback.	Consolidation Year Provide teachers with targeted support in effective assessment for learning practice.	
Culturally responsive practice and engagement with whanau Culturally responsive practice and better engagement with whanau results in improved outcomes for students.		
Preparation Year Create a new vision and strategic plan for culturally responsive practice and better engagement with whanau as a 'major focus' year in 2020.	Focus Year Provide all classroom teachers with professional development in culturally responsive practice.	Consolidation Year Provide teachers with targeted support in culturally responsive practice.

Annual Plan 2019

Historical Position	Strategy (from Strategic Plan)	Action(s)	Intended outcome(s)	Evidenced by	Reflection
Major Focus					
Assessment					
Assessment for learning practices are used effectively to support improvement in student outcomes.					
???	Provide all classroom teachers with professional development in effective assessment for learning practice including use of feedback.	Academic Managers work with facilitator to provide professional development to all classroom teachers in effective assessment for learning practice.	Greater and more consistent use of effective assessment for learning practice. Improvement in outcomes for students and teachers.	Positive feedback from students and teachers via observations and interviews as well as feedback from facilitator. Improvement in student achievement data.	

Consolidation Year					
Growth Mindset					
All students will learn through a growth mindset approach to learning.					
???	Provide teachers with targeted support in relation to learners developing a growth mindset.	Key staff with sound growth mindset knowledge and practice will be released to support teachers and teams as required.	Effective growth mindset learning throughout the school.	Survey students as to their understanding of growth mindset.	

Preparation Year					
Culturally responsive practice and engagement with whanau					
Culturally responsive practice and better engagement with whanau results in improved outcomes for students.					
???	Provide all classroom teachers with professional development in culturally responsive practice.	Submit a proposal for centrally funded PLD.	A successful PLD proposal. 'Early adopters' embracing culturally responsive practices.	Organise PLD in preparation for the major focus in 2020.	

Colour Key (Traffic Lights System): **Green – On Target / Achieved** **Orange – Developing** **Red – Major Problems**