

# International Prospectus 2022



## South Auckland Middle School Years 7-10

*Pathway to Opportunity*

# A Model for the 21st Century

## Our Story

South Auckland Middle School opened in 2014 following years of academic research and teaching experience:

*“For a long time, I have been passionate about providing the very best possible education for children by combining the positive aspects of current schooling with outstanding teaching techniques, an improved curriculum model, an innovative structure and personalized learning in a supportive environment.*

*Original Trustee Alwyn Poole B.B.S, M.Ed.(Hons), Dip.Tchg, PG.Dip.Spt.Mgmt*

Most schools are based on a 19th Century model and build innovations on old foundations. The Villa Education model for Years 7-10, was created to suit students learning in the 21st Century and brings an ideal means of teaching and learning to the information age. The school has a maximum roll of 180 students, with 15 to a class. 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 very best of their ability.

## The Aims of South Auckland Middle School are:

- To provide a window of opportunity for outstanding learning for Year 7 to 10 students.
- To play a significant part in preparing students for full and effective participation in their future academic, cultural, sporting, social and working lives.
- To provide a learning environment that is thorough, innovative and able to be applied to the best advantage to each student through individualized education.

## The Core Values of SAMS are:

- Excellence in learning.
- Cooperation between students, families and the community.
- Building personal character through applied Christian values.
- A strong emphasis on students understanding how they think and learn.

## Special Features of SAMS:

- A small school environment.
- A student teacher ratio of no more than 15:1.
- A project based, integrated, curriculum.
- Individualized 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.

## About SAMS

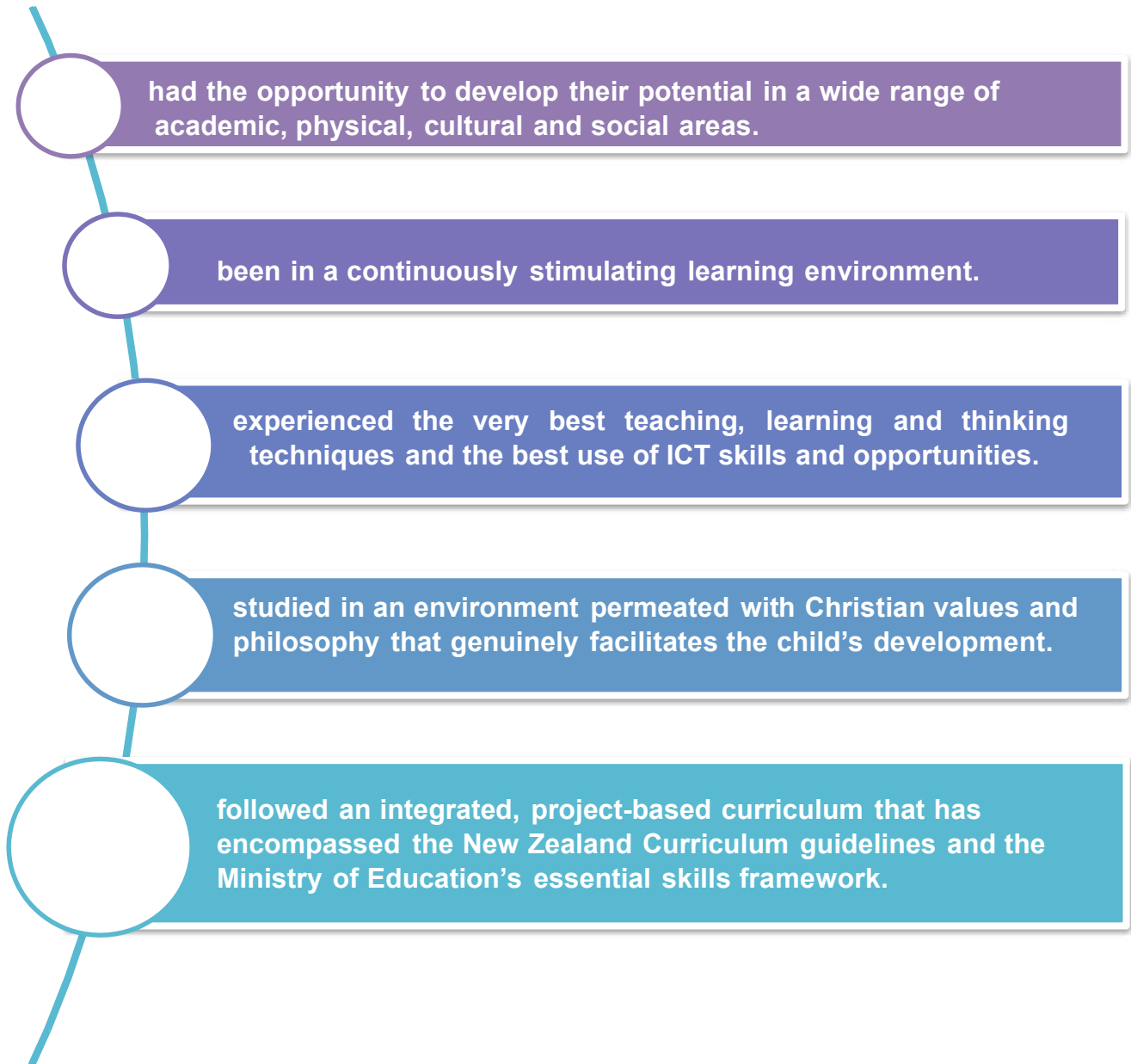
SAMS is a middle school with an integrated, project-based curriculum. It is a designated character school and the school reflects the Eight Essential Learning Areas as stated in the New Zealand curriculum - overlaid by a clear Christian philosophy and Christian values.

Parents have an integral part in school life and are regularly informed of their child's progress. They are welcome to take part in both morning and the afternoon teaching sessions. Staff know each child's educational needs and ensure that 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.



## Pathway to Opportunity

Because of our specially-designed curriculum, every SAMS graduate will have:



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***“Students leaving SAMS will have developed outstanding learning and thinking skills to take into their final years of secondary school. They will be exceptionally prepared to excel at NCEA qualifications, while having a love of learning and holding values that will make them useful in their generation.”***

*(Students that have left have gone on to a variety of local public, private and International schools.)*

## Pathways to further study

South Auckland Middle School educates children from Years 7-10. Options for the senior schooling years include the MHMS NCEA Academy (the VNA), which is co-located at Mt Hobson School and offers an individualized education experience for boys and girls in Years 11-13. The VNA follows the National Certificate of Educational Achievement (NCEA) pathway – the official secondary school qualification in New Zealand, which is made up of three certificates at Levels 1, 2 and 3, usually studied in Years 11, 12 and 13 respectively. NCEA is recognized by employers and used for selection purposes by universities and polytechnics both in New Zealand and overseas. At the VNA students can take six subjects across NCEA Levels 1-3. Academic counselling ensures students can follow a pathway to achieve the University of Auckland rank score for their chosen course of tertiary study (see below), therefore encouraging students to achieve NCEA at Merit and Excellent Endorsement. The approach also helps students to choose academic subjects that lead to high-quality degrees.

Alternative options for Years 11-13 include transferring to a state or private school for studies in either International Baccalaureate, Cambridge or NCEA qualifications, dependent on student's preference and ability. Following graduation from Year 13 at either the VNA or other New Zealand senior school, students gaining the required University Entrance criteria have the option to complete tertiary studies in New Zealand (dependent on Visa restrictions).

**For those following the NCEA pathway, credits are awarded for each subject and level. In order to gain a Level 1 qualification, students must:**

- Gain 10 Literacy and Numeracy credits and a minimum of 60 credits in all other subjects, at any level – therefore a total of 80 credits.

**In order to gain a Level 2 qualification students must:**

- Achieve a minimum of 60 credits at Level 2 or above plus 20 credits at any level.

**To gain a Level 3 qualification, students must:**

- Achieve a minimum of 60 credits at Level 3 or above and 20 credits at Level 2 or above.

**For University entrance, students having completed the NCEA pathway to tertiary must have:**

- Three subjects at Level 3, made up of 14 credits each, in three approved subjects
- 10 credits in Literacy at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- 10 credits in Numeracy, at Level 1 or above, made up of achievement standards and unit standards.

Staff at South Auckland Middle School can provide further information on tertiary study entry requirements and the NCEA system. Further details about the VNA can be found in the VNA Prospectus.

## Location and Facilities

SAMS is situated at 198 Mahia Rd, Manurewa, Auckland.

Facilities at SAMS include a science rooms, an art rooms, ample teaching spaces, ICT (desktops, laptops, data projectors, printers, cameras), a kitchen and areas set aside for quiet, individual and small group learning.



In the afternoons, the local area becomes our school – including parks, sports facilities, libraries, art galleries and businesses. SAMS students have the opportunity to learn in an *environment without walls*.

For an overseas student, Auckland offers a great lifestyle in a city that has (consistently) been voted one of the 'most livable in the world (by The Economist). Accommodation can be arranged through the school, with advice on issues such as insurance and permits.

### Uniform

A uniform, which is practical for classroom and community-based learning, must be worn and is available to order from the school throughout the year. A sports uniform is also required. The uniform is practical, smart and suitable for outdoor use.

### Stationery

Purchases of stationery and personal art materials are the responsibility of the family. The ICT materials fee covers IT and printed material that students retain.

### Transport

The school is serviced by trains and buses. There is no on-site parking for parents.

### Lunch Facilities

There are both indoor and outdoor facilities for students to eat lunch and morning tea. There is a small kitchen that can be used for heating items.



## Day and class structure

The timetable is designed to allow students to maximize their learning through a number of contexts and experiences. It also allows parents to be able to have effective input and be fully and actively involved in the education of their children.

### Mornings:

The school day at the Villa is from 8.30am to 12.50pm, within classes and work groups to cover the New Zealand and Project Based curriculum. Children are able to work at their own level and with others of like ability. Expectations of their input is high and very little 'down-time' is timetabled.

A significant amount of the work is overtly taught by staff to ensure that the New Zealand Curriculum is fully covered. This includes classes for Maths, Science, English, Social Studies and Technology. This teaching is done within the context of the projects that the year groups are currently working through. The children also have a significant amount of time to direct their own work as individuals and in groups. Research, thinking, and presenting skills are developed in-depth.

During the morning sessions, the children primarily work in their year groups. Changes are sometimes made for individuals, to provide a better match to project, interest and need. Their year groupings are the basis for the organization of the afternoon programs. Year 10 students are taught in a manner that keeps in mind preparation for their transition into the final years of schooling. The children will be well prepared for entry into year 11 at a secondary school and have an excellent base upon which to excel in the new qualifications' framework or overseas administered exams.



### Afternoons:

In the afternoon programme (1.30 - 3.00pm), the year groups rotate through 5 activities per week:

- Art
- Sport
- Community Service+, Year 7 & 8
- Community Service, Year 9 & 10
- Community Based Learning
- Music

These activities are organized by the school. However, if a parent wants to arrange specialized tuition for their child in a designated activity, they will have the freedom to do so at their own cost (e.g. tennis coaching, music lessons taught by outside professionals).

## Personal Development

The middle years, aged 10 – 15, are a crucial developmental period in the lives of young people. SAMS is a developmental window as well as a learning window. It provides an environment where the children can have their personal, emotional, academic, physical, social and spiritual needs met in a very supportive manner.

One aim of SAMS as a middle school is to give students an opportunity to be children for a little longer; to give them more time to explore their own interests and dreams without the pressure for precocious social development that can occur at intermediates and large secondary schools at the junior level. As such, a large amount of energy and commitment is required from each student. They will develop personally and academically, improve their cooperative learning skills as well as love learning at SAMS and beyond.

## Reporting and Assessment

Comprehensive formal reports are issued after the end of Term 2 and at the end of Term 4. Each project receives a full marking schedule aimed at improving the student's academic schooling and there is constant verbal and/or written feedback to parents and children. Parents are welcome to request feedback when they are in the school and to ask for more formal appointments when they see the need. Emails are welcome and will be responded to promptly. Parents are also welcome to call in and observe part of their child's class. The main form marked student work is their eight completed projects per year.

At the end of every second project (i.e. the end of each term), students are tested in assessments based on the traditional subject divisions. This is to allow them and their parents to be sure that they are being advantaged by the mode of learning we use and to give them a comparison against normal New Zealand school criteria. Some of the projects also require students to make clear subject divisions within the aspects they are studying.

In addition, for International students, monthly checkpoint meetings are held to ensure good communication between all the parties involved in their cultural/academic education of the student.



## ICT

The school is equipped with up-to-date computer technology and other ICT equipment. There is intensive ICT skill development and intelligent use of the Internet, including the development of personal filtering skills to help the students distinguish useful and credible information from the myriad of trivia. Through the Internet, the students learn without walls and visit all manner of fabulous learning resources with plenty of time to do it.

Each student has their own web page for the publication of their materials. They also have their own school e-mail address to help them communicate both within and outside of the school. ICT is used to – foster creativity, allow access to a vast range of information, develop problem solving skills, prepare students for 21st Century life, increase enthusiasm, improve research skills, develop communication skills, help students work cooperatively and internationally. In other words, it is used to broaden the scope and diversity of learning. When each student leaves the school, they will take with them an electronic portfolio of work.





## Community Involvement

As community involvement is an essential part of the SAMS curriculum, all students will be involved in working with and for people in the community. This would help assist their moral development by placing them in situations where they have to consider the needs of others before themselves.

## Integrated Project Based Curriculum

### Integrated Curriculum

An integrated curriculum treats knowledge as being seamless and interrelated. It is a means of breaking down the artificial barriers between subjects as they have been traditionally taught. It is also an effective way of broadening the possible topics that may be learned/investigated. Within the school's written curriculum, the staff will ensure that all areas of the Essential Learning Areas (ELA's) are covered at the appropriate levels.

ESOL is not taught as a separate subject, but small classes enable integration and development for all students.



## Project-Based Curriculum

A project-based curriculum treats the investigation of a topic as the basis for learning. Students complete eight projects during each school year. Within each topic, the staff identify the areas of the national curriculum that need to be overtly taught within the ELA's. Each year, the topics will encompass the full ELA requirements for that level.

Within each set project, all of the Learning Areas are included, and the students have the opportunity to direct their own learning and work to a depth and breadth that is difficult to achieve within a traditional structure. Their learning skills (e.g. goal setting, planning, investigative research, presentation, computing, etc) are enhanced, as are their thinking skills (e.g. metacognition, evaluation, synthesizing information, etc).

Basic academic skills (reading, writing, mathematics) are in no way ignored; instead, they are leveraged in and used as a building block for in depth work.

Year 7	Year 8	Year 9	Year 10	Notes
Architecture	The Human Circus	Flight and Space	Statistics	Individual
Great Books	Narrative Poetry	New Zealand Writing	Shakespeare	Individual
A Language & Culture	Language of Music or Movement	Maori or Pacific Island Language and Culture	Advanced Language & Culture	Individual – language tuition can continue.
Plants	Human Beings	War	Reactions	Individual
An Artist or An Era	An Ancient Culture	Archaeology	Film or Director or Genre	Pairs/Threes
Production & Inventions of the Past	Change through Technology	Production of the Present and Future	Business in Action	Mind-map based
New Zealand: Places and People	The Oceans	A People or Country or Time	Law and Culture	Individual
Animals	Great Scientists	Sport	Machines	Pairs/Threes

## Essential Learning Areas and Key Competencies

SAMS curriculum is based on the 8 Essential Learning Areas identified in the New Zealand Curriculum.

These are:

- Language and Languages,
- Mathematics,
- Science,
- Technology,
- Social Sciences,
- The Arts,
- Physical Health and Well-Being.

In addition, the New Zealand Curriculum specifies five groupings of key competencies which are to be developed by all students across the whole curriculum during their schooling.

These are:

- Thinking
- Using language, symbols and texts
- Managing Self
- Relating to others
- Participating and contributing





## Music and Art Programme

As integral parts of the school culture, music and art have set afternoons dedicated to them respectively. Like all subject areas, students are able and encouraged to incorporate aspects of music and art into their project-based learning.

### Music:

SAMS runs a practical in-class programme involving Guitar and Keyboard skills.

During the time set aside for music tuition, students can attend private lessons (at parent's expense) or use the time for speech and foreign language extension.

### Art:

For art, students are given the opportunity to present their material in varied and creative ways. This includes the study of artists and their work in their historical and social context and always involves practical projects where students explore a variety of art techniques including painting, printing, sculpting, photography and ceramics. Students then create works that link back to the theme of their current project. For each year group, one afternoon a week is designated for Art and a specialist teacher is on site to oversee and give guidance.



## Sports and the Great Outdoors

A key aim for the school is the development of sporting skills and positive attitudes towards sports and physical activity. Two afternoons a week is programmed for sport. During this time, parents/guardians are able to withdraw their child/children for specialized coaching in an area of their choice. The school will compete in inter-school sports when numbers required allow it. SAMS has developed strong links to high quality coaches & sporting providers. Throughout the week, students will regularly go 'off campus' to utilize the amazing facilities in and around Auckland.

For sports, students require full sports uniform and training shoes. During the hotter months (Terms 1 and 4) students require a hat and sunscreen. A jacket is required all year round for cooler days.

## School Rules

The Board of Trustees sets rules to ensure that all students are treated fairly and respect each other and their property. Rules may be changed from time to time as the Board sees fit. Given the location of the school and frequency we are in the community, it is important that the rules are adhered to.

**Attendance** – students must attend each scheduled day. When there is sickness, or another good reason, the school must be notified as soon as possible on that day. When students return to school, a written note is required.

**Inappropriate Items** – Items including gum, drugs, alcohol, cigarettes and inappropriate literature or electronic material are not to be brought into SAMS or onto the grounds.

**Internet Use** – the Internet and e-mail facilities must not be misused in terms of sending or downloading inappropriate materials. All students/parents will be required to sign a standard Cybersafety agreement form.

**Off-Site Behaviour** – When off-site during school hours, SAMS students must wear full school uniform, treat all people with respect and obey all laws with regards to traffic.

## Our Staff

At SAMS, not only are our teaching and support staff highly-qualified, they are dedicated, enthusiastic about sharing knowledge and always on hand to support students' development in every way. With international experience and expertise, staff are able to empathize with students of all cultures and backgrounds, as well as enhance intercultural and interracial understanding.



### **Bruce Knox: VNA Teacher and International Manager**

D Litt: ATEMF; Post Grad Dip (Ed Manag) BSC, BA

Bruce has more than 20 years' experience in a variety of roles, primarily in the International school network, but always teaching Mathematics. Bruce has also worked as an independent consultant, across all New Zealand Education Sectors, and in numerous countries overseas.

## Our First Patrons



Hayley Parsons (BEd, Dip Tchg) has previously worked for the Villa Education Trust, been on the VET Board and has provided extensive support to the NZ Army acknowledged by the award of the Chief of Army Commendation.

Chris Parsons, MNZM, DSD has served New Zealand for 31 years as an officer in the New Zealand Army, He is now developing leaders in New Zealand's primary sector as CEO of NZ Rural Leaders.

Both Hayley and Chris are remarkable New Zealanders who are passionate about their family, their careers and contributing to humanity in New Zealand and overseas.





## South Auckland Middle School International School Fees

(These fees apply to students without permanent residence in New Zealand)

(All amounts inclusive of GST)

<b>Overseas Student: 1 week</b>	<p><b>\$640 per week</b></p> <p>(This includes the application, enrolment and activity fee. Second hand uniform will be provided but must be returned. If new uniform is required a nominal fee will be charged).</p>
<b>Overseas Student: 2-9 weeks</b>	<p><b>\$640 x number of weeks</b></p> <p>(This includes the application, enrolment and activity fee. Second hand uniform will be provided but must be returned. If new uniform is required a nominal fee will be charged).</p>
<b>Overseas Student: 1-3 terms</b>	<p><b>\$5750 x number of terms</b></p> <p>(This includes the application, enrolment and activity fee. Second hand uniform will be provided but must be returned. If new uniform is required a nominal fee will be charged).</p>
<b>Overseas Student: 1 Year</b>	<p><b>\$23,000</b></p> <p>(Inclusive of application fee, technology fee and activity fee.) The annual tuition fees for overseas students must be paid <b>in full by January 14th</b> to provide adequate time for a student visa to be issued by the New Zealand Immigration Service).</p>
<b>Additional Costs</b>	<p>Additional costs throughout the year, will include uniform, stationery and prize giving. Invoices will be issued when necessary.</p> <p>Short term students attending school camp will be charged the camp fee.</p>
<b>Homestay Fees: *</b>	
Homestay Administration Fee:	<b>\$250.00</b>
Homestay Placement Fee:	<b>\$250.00</b> (exempt for the first placement within a 12-month period).
Average weekly charge:	<b>\$270.00</b> (please note, this fee can range between \$250.00-\$300.00)

\*SAMS will source each 12-month Homestay family, inspect the property, room and facilities, conduct an interview with the 'Homestay Parents' and arrange Police checks/references as required. The Homestay Placement Fee is not charged for the first placement within a 12-month period. Please note, for each and every additional placement, a \$250 fee will be charged.

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