

PROSPECTUS



South Auckland Middle School

For boys and girls in Years 7-10



Pathway to Opportunity



VILLA EDUCATION TRUST

THE VILLA STUDENT



VILLA STUDENTS CAN:

INTERPRET PROBLEMS
MANAGE SELF
SYNTHESISE INFORMATION
DEVELOP DETAILS
LISTEN ACTIVELY

RESEARCH DEEPLY
ANSWER ACCURATELY
CREATIVELY RESPOND
CO-OPERATE WIDELY



Our Story

“For a long time, I had the vision of providing the very best possible education for children by combining the positive aspects of current schooling with outstanding teaching/learning techniques, an improved curriculum model, an innovative day structure and a personal and supportive learning environment.”

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



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.

Most schools are based on a 19th Century model and build innovations on old foundations. SAMS operates the Villa Education Trust model which 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. 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.

The aims of South Auckland Middle School are:

- To provide a window of opportunity for outstanding learning for students in Years 7 to 10.
- 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.

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.

Holistic Education and Support



The Core Values of the school are:

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

Special features of South Auckland Middle School:

- 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.

About SAMS:

South Auckland Middle School is based on a middle school age group and uses an Integrated Project Based Curriculum designed by the Villa Education Trust. The school reflects the 8 Essential Learning Areas as stated in the NZ curriculum - overlaid by a clear Christian philosophy and Christian values. The team of expert educators is led by Principal Wendy Grieg, who is also the Academic Manager of Totara Villa.



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. Please discuss any special areas of interest with a staff member.

Pathway to Opportunity

Because of our specially-designed curriculum, every South Auckland Middle School graduate will have:

had the opportunity to develop their potential in a wide range of academic, physical, cultural and social areas.

been in a continuously stimulating learning environment.

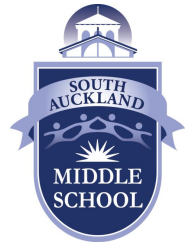
experienced the very best teaching, learning and thinking techniques and the best use of ICT skills and opportunities.

studied in an environment permeated with a Christian values and philosophy that genuinely facilitates the child's development.

followed an integrated, project based curriculum that has encompassed the New Zealand Curriculum guidelines and developed the Ministry of Education's essential skills framework.

“Students leaving South Auckland Middle School 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 or other examination systems, while also having a love of learning and will hold values that will make them useful in their generation.”

Alwyn Poole, Villa Education Trust Academic Advisor



Location and Facilities

South Auckland Middle School is situated at 198 Mahia Road, Manurewa. The building is an ideal facility for this type of school, housing science rooms, art/technology suites, ample teaching spaces, ICT (desktops, laptops, data projectors, printers, cameras), and areas set aside for quiet, individual and small group learning. There is also ample 'green' space for morning tea and lunch breaks. Students are separated into three Villas (Totara, Manuka and Rata), with a maximum of 60 in each, overseen by an Academic Manager.



In the afternoons, the local area becomes the school. Students visit and use the parks and sports facilities nearby, as well as local businesses, libraries, museums, art galleries etc. Through proper use of these resources and the Internet, the students have the opportunity to learn *in an environment without walls*.

Information and Computer Technology (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.

Each student will 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 and help students work cooperatively and internationally. In summary, it is used to broaden the scope and diversity of learning.



Day and Class Structure

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

The school day is from 8.30am to 12.50pm, within classes and work groups, to cover the curriculum. Children work at their own level and with others of like ability. During this time, students are set a variety of tasks. Expectations of their input are high with little down-time.

A significant amount of the work is taught to ensure that the New Zealand Curriculum is covered in full. This includes Mathematics, Science, English, Social Studies and Technology. This teaching is done within the context of the projects that the year groups are currently working through. Students 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.

In the afternoons (1.30-3.15pm), year group classes rotate through various activities which include: Art, Sport (twice a week), Community Service and Community Learning, and Music.

Students primarily work in their year groups during the morning sessions. We sometimes make changes for individuals to provide a better match to project, interest or need. The year groupings are the basis for the organisation of the afternoon programmes. Year 10 students are taught in a manner that keeps in mind preparation for their transition into the final years of schooling. Students are well prepared for entry into year 11 at a secondary school of their choice and have an excellent base upon which to excel in the new qualifications framework or overseas administered exams.

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 children can have their personal, emotional, academic, physical, social and spiritual needs met in a very supportive manner. The aim of the 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. 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 South Auckland Middle School 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 students. Parents are welcome to request feedback when they are in 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.

At the end of every second project (i.e. the end of each term), students will also be tested in assessments based on the traditional subject divisions. This is to allow them and their parents/care-givers to be sure that they are being advantaged by the 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.

Teachers meet regularly and review student progress in order to ensure any concerns are addressed promptly.

Celebration of Learning

Several times a year we hold a Celebration of Learning which is an opportunity for whanau to come and meet with the teachers and the students and be shown the work they have completed. It is a time of celebration as well as looking at "what are the next steps?". These afternoon/evenings are a time for parents to share and discuss progress.

Homework

There will be varying amounts of homework during the school year, most of which will be student-driven. Any set homework is expected to be completed on time and to the best of the student's ability.

Behaviour Code



This Code will be explained at school assemblies and at parent interviews and will be displayed on posters and in documentation throughout the school. It will also be fully explained in the classroom.

- No student is to disrupt another student's learning.
- If removed from class, the student will work at a desk in the office area for the remainder of that class.
- If the inappropriate behaviour continues, the student may be withdrawn from the afternoon programme for a defined period of time. This can be a specific afternoon class or a number of consecutive classes.

Disciplinary Steps

- | | | | | |
|--------------------------------|---|---------|---|--------|
| 1) Talk to student | > | Restart | > | Action |
| 2) Talk to student | > | Restart | > | Action |
| 3) Meet Senior Staff Committee | | | | |

Rules

The Trust Board sets rules to ensure that all students are treated fairly, have respect for each other and for property. Rules may be changed from time to time as the Board sees fit. Given the location of the school and our community involvement, it is important the rules are kept.

Attendance – students must attend school 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 – the normal items that schools exclude are not to be brought to South Auckland Middle School (including gum, drugs, alcohol, cigarettes, energy drinks, fizzy drinks, inappropriate literature or electronic material).

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, South Auckland Middle School students must wear their uniform well, treat all people with respect and obey all laws with regards to traffic.

Term Dates 2019:

Term 1: Thursday 31st January - Friday 12th April

Statutory Holidays: Wednesday 6th February (Waitangi Day)

Term 2: Monday 29th April - Friday 5th July

Statutory Holidays: Monday 3rd June (Queen's Birthday)

Term 3: Monday 22nd July - Friday 27th September

No Statutory Holidays in Term 3

Term 4: Monday 14th October - Friday 6th December

Statutory Holidays: Monday 22nd October (Labour Day)



Integrated, Project Based Curriculum



What is an 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.

What is a 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, synthesising information, etc).

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

Project list:

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



As well as working through the school's curriculum, each child will have their own programme, which identifies interests, strengths, areas needing development, goals, and progress measurements. Developing the plans will be a negotiated process between the child, staff and parents. Each child's range of abilities will be recognised and developed using the best learning theory and applications available under the knowledge that intelligence is not a fixed entity, but able to be developed in each child.

The New Zealand Curriculum identifies 8 Essential Learning Areas - Language and Languages, Mathematics, Science, Technology, Social Sciences, the Arts, and Physical Health and Well-Being. South Auckland Middle School's curriculum is based on these learning areas and the National Curriculum Statements that are written from them.

Key Competencies

The New Zealand Curriculum specifies five groupings of key competencies to be developed by all students across the whole curriculum during their schooling. The 5 key competencies listed in the national curriculum are:

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

Music and Art

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.

There is a practical in-class programme involving Guitar and Keyboard Skills. This time can also be an opportunity for students to have private music tutoring. As in a normal school situation, this tutoring is at the parents' expense – the difference is that the child does not have to be withdrawn from normal classroom time. Other options parents can seek to take up include speech and foreign language extension.

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 Art 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. There is also a designated afternoon each week for each year group set aside for Art and a specialist teacher is employed to oversee that time and give guidance.



Sport and the Great Outdoors



Development of sporting skills and good attitudes towards sports and physical activity is a key curriculum aim for the school. Part of our learning philosophy is that learning can happen anywhere and not just in the classroom. Each year group will have a total of 2 sport afternoons each week, comprised of both health and fitness skills.

During that time, parents are able to withdraw their children for specialised coaching in an area of choice. The school will compete in inter-school sports where the numbers required allow it. The school has also developed strong links to high-quality coaches and sporting providers.

The school uniform is designed for outdoor use. A sports uniform is provided, but students will require trainers and a hat and sunscreen for the hotter months. In addition, a jacket is required for cooler weather.



Free schooling

South Auckland Middle School provides outstanding education for students – FREE OF CHARGE – there are no hidden costs or extras. We provide:

Uniform	Stationery	Extras
To provide an identity for students and for practicality for parents, a full school uniform is provided FREE OF CHARGE to all students. In addition, PE kit is provided for sports.	South Auckland Middle School will provide stationery, textbooks and personal art materials to all students FREE OF CHARGE.	We do not require or ask for donations, charge enrolment fees or ask for contributions for school trips, technology, art, sports and extra activities.

South Auckland Middle School Staff



At South Auckland Middle School, 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.

Leadership Team:



Wendy Greig: BMus, Dip Tchg (Secondary) - Principal and Academic Manager of Totara Villa, English Teacher

An experienced, professional and effective teacher and leader, Wendy believes in developing learning environments that foster excellence and build positive relationships. She has considerable experience in the implementation and development of new and innovative pedagogical strategies that enhance learner outcomes and success. She has been teaching in South Auckland for more than ten years; Prior to becoming Principal of SAMS in 2014, Wendy was Head of Faculty - Performing Arts at Alfriston College.



Rebecca Dow: BA, Dip Tchg (Secondary), MEd - Academic Manager of Manuka Villa, Social Studies Teacher

Rebecca is an enthusiastic and innovative teacher. She believes that learning should be relevant, challenging and exciting for students. To achieve this, she focuses on building positive working relationships and uses a range of learning tools, including technology and literacy strategies to ensure engagement. Rebecca has taught in both New Zealand and Australia, and has experience catering for a wide range of student abilities. She has most recently completed a master's thesis, in which she focused on the provision of holistic pastoral care for students.



Bronwyn Evans: BSc (Human Life Science), BSc (Honors), PGCE.- Academic Manager of Rata Villa, Mathematics Teacher

Originally from Cape Town, South Africa, Bronwyn recently moved to New Zealand after spending five years teaching in Hong Kong where she learnt a great deal about different teaching methods and approaches. Bronwyn is hoping to use her international experience for the benefit of the students and is excited to share her love of learning. In her spare time, when not studying for her Masters in Child and Adolescent Psychology, Bronwyn likes to travel and enjoys sport and outdoor activities, particularly hockey and running.



Brad Davids: B.A.(Psych); PGDip(Psych) Community Liaison Manager

A registered youth worker with over 15 years of experience working with children and young people. With a Background in psychology, he has a strong focus on the human experience and strives to find solutions to enhance the lives of all people. Having worked with care experienced young people both in the community and in the Youth Justice system he understands the immense importance of advocacy and endeavours to make the voice of the child heard. Here at South Auckland Middle School, this advocacy extends to the whānau to ensure there are as little barriers as possible to the students' success



Office Manager

Donna has worked in hospitality for 7 years prior to her position at South Auckland Middle School. She has experience with working in alternative education and working as a youth leader. Donna's passions involve working with people, in particular youth. She is your first port of call when you come into the school and she can assist you with any enquiries.

Teaching Team:

Deanne Kathagen: BSocSc, Post Graduate Diploma (Secondary) - Social Studies and Music Teacher

Deanne's passion and energy is a great addition to South Auckland Middle School.

She has a wide range of experience, in both teaching and producing musical theatre productions and has worked in various roles at a number of schools.

Natasha Miller: BBUS, Grad Dip Arts, Grad Dip Tchg (Secondary) – Teacher

Natasha believes that solid relationships with students and their whanau are integral to their success and development into the leaders of tomorrow. Natasha brings a personalised approach to the English classroom so that each student can best reach their full literacy potential. Natasha has taught extensively in the South Auckland area.

Natashia Reddy: BSc - Science and Mathematics Teacher

Natashia is a passionate and experienced teacher who has previously taught Science at a High School in Samoa for more than 8 years. She speaks fluent English and Native Samoan and brings a wealth of Pasifika knowledge to SAMS. Natashia is a working mum of five who has a love of all children and enjoys assisting them in reaching their full potential.

Renee Ryan: BSW, Grad Dip Tchg (Secondary) - Social Studies Teacher

An experienced teacher and mother of two teenage children, Renee recognises the importance of seeing students as individuals and of recognising and harnessing their diversity. Renee believes that as a teacher she must nurture and encourage a love of learning to assist students in realizing their potential and steer and assist them as they grow into well-informed adults. Prior to joining the teaching team at SAMS, Renee taught at Howick College.

Mark Tahere: B.E. Tchg - Mathematics and Science Teacher

Mark has a passion for working with young people and brings a wealth of 'hands on' experience to his role having managed boarding hostels for Auckland Grammar students and those attending Auckland University. That combined with his busy home life with three teenage sons has prepared him well for working with our Year 7-10 students at South Auckland Middle School! In his spare time, Mark enjoys sport and music.

Allan Young: BFA, PG Dip Tchg - Art and Technology Teacher

With a strong career background, combined with a genuine passion for student learning, development and achievement, Allan teaches Art and Technology at South Auckland Middle School. Living in South Auckland, he graduated from Elam School of Fine Arts. Allan was in the design industry doing production for print before going into teaching. He has been teaching Art, Design and Technology for eleven years at secondary schools and was the teacher in charge of the junior course in past schools. He was also the HOD of Art for the last two years in a South Auckland School. Allan enjoys working in Art and Technology with staff and students in South Auckland Middle School.

Natalia Young: Advcd Trade Cert Engineering, GDip Tchg (Secondary), PGDipSpecTchg - Technology Teacher

Teaching and learning are driving forces for Natalia. Encouraging students to excel and achieve their absolute best is what continues to keep her excited about teaching. Natalia was the first woman in Australasia to qualify as an Engineer's Patternmaker for the metal casting and plastics industry. After four years teaching Technology in secondary schools, she became a Dean and in 2005, Technology HOF at Mount Albert Grammar School. Natalia has been actively involved in Curriculum Assessment at a National level for Technology since 2003. She is interested in pastoral care of the whole student body with views to future academic and career pathways.

Chris Marrett: Dip Tchg, PGDip Tech -Technology Teacher

Chris has been teaching for thirty years and in that time has taught in Primary and Intermediate Schools throughout the North Island. His passion is for teaching Technology as it is an area of the curriculum where you and the students can be incredibly innovative. "Even when we don't succeed we learn new things in Technology. My passion for technology comes from a background in the trades as I was a painter and decorator and while in England I worked as a builder."

Seema Mudaliar: BSc (Biological Science) DipTchg (Secondary) - Science Teacher

Seema is a student centered teacher. She believes that students learn best from their mistakes. Majoring in Biological Science from the University of Auckland, Seema has a scope of knowledge and ideas that she works into her lessons. Seema focuses on building positive working relationships with all her students and achieves this by making classroom content relatable.



EVERY STUDENT

— can develop —

EXCEPTIONAL SKILLS

AND

KNOWLEDGE SETS

with

expert teaching, coaching, mentoring,
significant purposeful practice and

**OPPORTUNITIES TO
EXPRESS THEMSELVES**





Contact Information:

South Auckland Middle School
198 Mahia Road
Manurewa

Phone: 09 266-6695

Email: admin@southauckland.school.nz

Website: www.southauckland.school.nz

Facebook: South Auckland Middle School