

# **Annual School Report 2009**

## **The School's Vision Statement**

**"Middleton Grange School assists families in the education of their children by providing an environment in which the Biblical truths of Jesus Christ are taught and lived."**



# Annual School Report 2009

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## Annual Report 2009 : Introduction

The Board of Trustees' pupil achievement policy states "pupil achievement to the Glory of God is the central purpose of the school."

Other key points:

- Achievement must be understood expansively (character development, service, leadership, academics as well as co-curricular achievement).
- Each pupil's achievement must be viewed in the context of their uniquely individual God-given abilities.
- Achievement must be monitored, celebrated and reported upon to relevant stakeholders.
- Maori and Pacific Island pupil achievement must be monitored, celebrated and reported upon.

The leadership and management of the campus is facilitated through a 'four schools in one' model.

Planning and reporting is implemented at a **whole school** and **school within a school** level.

Self review involves investigating evidence about pupil achievement and current ways of doing things to find out where improvement is needed. Planning for school improvement requires schools to set goals and targets for better pupil learning and to make the changes that are necessary to bring about those improvements.

In its annually updated strategic plan (charter), the Board of Trustees describes its goals, targets and plans to the school community. In its annual report the school evaluates progress against these goals and targets.

The head of each part of the school works with the Principal and Associate Principals and may establish targets for their part of the school. Each head of school will report on these targets in their part of the Annual Report. A summary is contained in the analysis of variance section.

Management Unit Holders in Years 7-13 are required to set and report upon pupil achievement targets in their curriculum area or sphere of responsibility using a template for guidance. A selection of management unit holders meet with senior managers to discuss their written report on a rostered basis each year. Individual curriculum area reports are not published in this report but may be viewed on request.

# MIDDLETON GRANGE SCHOOL



## The Christian Schools' Trust

### Chairperson's Annual Report 2009

The Christian Schools' Trust has two prime responsibilities in its role as proprietor of the school; firstly to ensure that the Christian Character of the school is maintained, and secondly the provision of appropriate grounds and buildings.

The Trust acknowledges the generous support received from parents through voluntary donations which has enabled the Special Character professional development programme to embark on the first of two years focussing on the Physical Education area of the curriculum. Staff involved in this intensive programme have been very appreciative of the opportunity to examine their teaching from the perspective of a Christian world view. A report on the voluntary donation regime for 2009 and intentions for 2010 appears on page 29.

Work on the redevelopment of the Primary school was completed early in the year with the opening of a new assembly hall, new classrooms for Year 2 classes and an administration hub with offices for the Head of Primary and her assistant overlooking the primary campus at the eastern end of the school site. Completion of landscaping and siteworks has resulted in a pleasant environment created out of what for many years was a rather rough area of the property.

Work continued throughout the year on the development of plans for new Performing Arts and Maori Studies facilities. Following design submissions from two different parties a contractor was selected and work commenced at the beginning of January 2010 with the demolition of some of the first buildings erected at the school for its opening in 1964. Thanks go to all those involved in ensuring that services to surrounding buildings were reinstated ready for the start of the new school year, and Peter Marshall for his work in coordinating this major undertaking.

The Trust also wishes to thank Andy van Ameyde for his work as Christchurch Christian Schools' Network coordinator. Part of his work during the year in the wider Christian school community has involved support for the Ashburton Christian School Trust and we celebrated together the opening of a Christian school in Ashburton at the beginning of 2009.

The Proprietor continues to oversee stewardship of the Windermere site and in particular, Cornerstone Christian Early Learning Centre. The centre has experienced strong demand for its services during the year. I wish to thank Richard Vanderpyl for his work as licensee and chairman of the Cornerstone Board. Plans for an additional centre near Middleton Grange School continue to be developed and the Trust hopes to see this established in 2010.

The Proprietor wishes to acknowledge the contribution of Paul Herley who resigned as proprietor representative and chairman of the Middleton Grange School Board of Trustees part way through the year to pursue a teaching opportunity overseas. Jantina Buter and Russell Vaughan continued to serve as representatives on the Middleton Grange School Board of Trustees during 2009.

The 2009 Christian Schools' Trust members were David Bayne, Aaron Donaldson, Brian Koller, Joseph McKone, Peter Marshall, Peter van Rij.

Near the end of the year the principal of Middleton Grange School, Mark Larson, announced his resignation. The trust offers its sincere thanks for the significant contribution that he has made as leader of the school over many years. The trust is pleased that Mr Larson has agreed to accept the position of Chief Executive Officer to the trust and looks forward to working together with Mr Larson in building the role of Christian Education in Christchurch and throughout New Zealand.

*Peter van Rij*

# MIDDLETON GRANGE SCHOOL



## Board of Trustees

## Chairperson's Annual Report 2009

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Lord, you have been our dwelling place throughout all the generations. *Psalm 90:1 (NIV)*

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As we look back on the 2009 year at Middleton Grange School, we can reflect on and remind ourselves of the faithful God we serve and who dwells in this school.

The school will soon have its 46<sup>th</sup> birthday and is now serving the third generation of pupils. As a Board we are confident that the school's Christian ethos and reasons for existing are still as strong now as when the school began in 1964. In this we give thanks to a faithful God and to faithful school leaders, teachers and families. May we as a school community continue to serve and glorify God through Christian Education.

The year 2009 began with a visit from the Education Review Office in the first week of school operation. A visit by ERO at this time in the school year may seem strange from a timing perspective, yet it enabled the Board to gain insights and perspectives into the operation of the school that may not be as evident as at other times of the year. The ERO report recommendations stimulated the Board to overhaul its strategic plan particularly in light of the need to implement the revised NZ Curriculum as well. The Board looks forward to working with the school's senior leadership team in developing the Annual Plans which will flow out of the new strategic direction.

Midway through the year the Board Chair, Mr Paul Herley, and his family left NZ to take up a teaching position in an international school in Tripoli, Libya. May I take this opportunity to thank Mr Herley for his dedicated contribution to MGS over the past five years as a Board of Trustee member and more recently as Board Chair.

The other major event in the life of the school was the resignation of Mr Larson as principal of the school. The Board of Trustees acknowledge the immense contribution that Mr Larson has made to Middleton Grange School and the wider development of Christian Education in New Zealand and while we acknowledge that he will be missed as the school principal, we are delighted that Mark will continue to use his gifts and educational experience in the wider cause of Christian Education in Christchurch and beyond.

The school's roll continues to grow and is now at 1200 pupils plus 130 international pupils. This growth flows out of the school's participation in the Christian Schools' Network and will continue to grow in response to growth in graduating numbers of Year 10 pupils from the contributing network schools. This growth will continue to boost the number of senior college pupils. The Board in conjunction with the school's proprietor, the Christian Schools' Trust, are making plans as to how best accommodate this increased roll on the current school site and beyond.

As Board chair I am very grateful for the high calibre of trustees who serve on the Board and for the immense workload they commit themselves to as trustees of the school. Early next year the triennial election of the Boards of Trustees is scheduled and I look forward to parents availing themselves of the opportunity to stand as a candidate. As well may I encourage parents to exercise their responsibility to vote.

Finally, I take this opportunity on behalf of the Board to thank the staff, pupils, parents and wider community for their support of Middleton Grange School in 2009.

*Andy van Ameyde*

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## Board of Trustees

## Principal Annual Report 2009

### STRATEGIC PLANNING

During 2008 it became apparent that the Board's four strategic objectives were coming to the end of their life span.

Objective 1 – The School-wide curriculum review had resulted in the development of the Foundational Principles for Curriculum. This document provided a framework for critiquing curriculum throughout the school. A number of changes resulted. The implementation of the new New Zealand Curriculum coalesced with this process resulting in a revision of this objective which will be discussed below.

Objective 2 – The work to strengthen the partnership between home and school around special character at the point of enrolment was completed. Enrolment procedures had been overhauled and a special character induction event for families has been introduced.

Objective 3 – The four schools in one structure ensured that each part of the school developed its own character and protocols put in place to ensure the parts had appropriate autonomy but remained accountable to the whole.

Objective 4 – Middleton Grange School's participation in the Christchurch Christian Schools' Network has opened up significant opportunities for roll growth (two maximum roll increases in recent times with more pending) and a range of curriculum initiatives across the Network. The Senior College at Middleton will grow significantly and afford opportunities which will be discussed below.

The School's self review processes and three-yearly visit by the Education Review Office early in 2009 reinforced the need to sharpen expectations of teachers for high quality teaching and learning, and to provide support and resources for this. With this in view the Board decided to adopt a strategic objective for the development of an exemplary teacher model. The second objective relates to the integration of the Foundational Principles for Curriculum with the new New Zealand Curriculum.

Below is a variance report against progress on the two new objectives, goal by goal, in 2009.

### STRATEGIC OBJECTIVE 1

Implement the New Zealand Curriculum (NZC) from the perspective of the Foundation Principles for Curricula (FPC)

#### STRATEGIC GOAL

#### VARIANCE REPORT ON STRATEGIC GOAL

1.1 Updating Schemes of Work in line with NZ Curriculum, Standards Review and Foundational Principles for Curricula.	Extensive school-wide PD delivered on the NZ Curriculum. Guidelines and templates for updating schemes of work provided. Some time and guidance provided. Work in Years 0-6 well advanced, but incomplete. Work in Years 7-13 less well advanced. Significantly more time will be provided in 2010. This goal breaks into two goals in 2010. See 2010 Annual Plan, Goals 1.1 and 1.9. HOD's/TIC's were asked to comment on the progress of their area in relation to this goal as part of their Annual Report. These individual Annual Reports are available from the Principal's Secretary.
1.2 Primary School assessment will be reviewed.	Review completed. Full annual assessment schedule in Mathematics has been designed and implemented. School-wide expectations for written language has been developed and a start has been made in collecting and monitoring children's writing across all year levels and in all genre. The focus in 2009 was on expressive writing. Progress and Achievement Tests (PATs) will continue to be in the assessment schedule. The implementation of E-asTTLe remains on hold because of software difficulties.
1.3 Establish Numeracy sustainability in the Primary School.	The staff attended sustainability workshops. PD carried out during Primary staff meetings. A planning and assessment schedule was compiled and introduced to staff.
1.4 Middle School assessment will be reviewed.	Review completed. Recommendations included reducing the volume of standards offered, developing a more formative approach to the use of criteria and standards, modifying the language of some standards, incorporating skills and higher order thinking into standards, and putting in place a programme where any pupil two curriculum levels or more below age-related expectation receives a personalised teaching and assessment programme.

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## STRATEGIC GOAL

## VARIANCE REPORT ON STRATEGIC GOAL

1.5 Appropriate learning pathways are available to Senior College pupils.	Review of pathways complete. Recommendations to focus on academies, Cambridge International exam, "niche" subjects and STAR related courses. See 2010 Annual Plan Goal 1.6.
1.6 Cultural diversity will be recognised throughout the school.	Recommendations from 2009 ERO visit considered. A detailed plan has been put together for 2010. See 2010 Annual Plan Goal 1.7.

## STRATEGIC OBJECTIVE 2

To establish a sustainable rigorous culture of teaching evidenced by the highest pupil achievement.

## STRATEGIC GOAL

## VARIANCE REPORT ON STRATEGIC GOAL

2.1 Establish reflective practice amongst all teachers.	School-wide PD provided on effective feedback to pupils. Groups of staff in Years 5/6, English, Science and PE/Health have trialled some modified strategies in response. Further work will be incorporated into the exemplary teaching goal. See Annual Plan 2010 Goal 2.1. Walk-throughs established by senior leadership team. 70-80 individual walk-throughs completed with selected staff. Reflective questions provided to staff after each walk-through. Recommended that the SLT continue to use walk-throughs in their daily schedules, that walk-throughs are incorporated into the exemplary teaching goal, that workshop-style training is provided for the exemplary teaching group in 2010 as part of their professional growth, and that the school pilot the use of the walk-through with a selected Middle School dean, Primary School syndicate leader and an HOD. Staff completed five self-reflections as part of their annual appraisal.
2.2 Create an environment conducive to learning.	PD provided to staff to develop a common understanding of WRAP (Work ethic, Respect, Appearance, Punctuality). WRAP principles promoted with pupils and parents through assemblies, posters, handbooks, etc. Needs to be monitored in 2010 to see that it beds into the culture of the school.
2.3 Formative assessment practices in the Middle School will be reviewed.	Held over until 2010. See 2010 Annual Plan Goal 2.4.
2.4 Implement a range of Thinking Strategies.	Extensive school-wide PD provided in the context of the implementation of the new NZ Curriculum. Staff interest and response very high. A significant proportion of staff have trialled thinking tools and teaching strategies. They were required to report on these in their appraisal. Some test and assessment results indicate improvement in thinking skills. Essay writing is further evidence that targeting this area is paying dividends. HOD's/TIC's were asked to comment on the progress of their area in relation to this goal as part of their Annual Report. These individual Annual Reports are available from the Principal's Secretary
2.5 Develop the practice of differentiated instruction in the school.	Nothing specific to report on in 2009. It was decided to incorporate this in to the exemplary teaching goal. See 2010 Annual Plan Goal 2.1.
2.6 To target achievement of NCEA endorsements.	At Year 11 Excellence endorsements rose to 14.6% of the cohort, compared to 8.8% in 2008 and 12.3% nationally for Decile 8-10 schools. Merit endorsements dropped slightly on 2008 figures and were 2% above the national Decile 8-10 figure. At Year 12 Excellence endorsements rose to 13.4% of the cohort, compared to 2.3% in 2008 and 8.5% nationally for Decile 8-10 schools. Merit endorsements dropped by 5% against the 2008 Middleton figure and the 2009 national figure. At Year 13 Excellence endorsements dropped from 3.4% in 2008 to 0% in 2009 (7.3% nationally for Decile 8-10 schools). Merit endorsements rose from 9.1% in 2008 to 21.3% in 2009 (this is still below the national figure for Decile 8-10 schools which is 26.3%).
2.7 Monitor Maori/Pasifika achievement in the school.	Maori and Pasifika achievement is monitored and reported upon by the school. Data shows Maori and Pasifika pupils as a group are not at risk of underachieving at Middleton Grange School. Their level of engagement and participation in school-wide activities, along with their view of the school expressed through climate surveys is not at variance with non-Maori and Pasifika pupils. As this is a mandatory requirement it has been decided to discontinue this as a strategic goal.
2.8 To train Primary teachers in inquiry-based teaching and learning.	To be held over to 2011.
2.9 To embed the practice of exemplary teaching throughout the school.	School community consulted on the dimensions of an exemplary teacher in a Christian school (staff, pupils, parents and Board). Results collated and fed back. Dimensions summarised and integrated with dimensions identified through research and literature reviews. Dimensions discussed with staff, exemplary lead team established and a participant group identified for 2010. See Annual Plan 2010 goal 2.1.

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## PUPIL ACHIEVEMENT

### Timing Changes

During 2009 the Board has moved to align its planning and reporting processes to a calendar year configuration. This brings forward the finalisation of the annual report to the beginning of Term 1 of the following year. Because of this external NCEA results cannot be considered in the annual report for another year.

Therefore for the first time the 2009 Annual Report will only consider school achievement data including internal NCEA results.

### Heads of School Variance Reports

These reflected good progress against most targets. Year 13 results remain soft, notwithstanding a 250% increase in Merit endorsements 2008-2009.

### Pupil Achievement in Years 7-13 by Subject

Subject area leaders write individual reports which are not included in this report but are viewed and critiqued by the senior leadership team. Heads of School consider subject reports in compiling their overarching report.

Individual subject area reports for Years 7-13 are available from the Principal's Secretary.

### Other Pupil Achievement

The School is very conscious that academic achievement is but one form of achievement. The School places significant emphasis on sport, the arts, leadership development and character development.

Heads of School reports include observation and analysis of leadership programmes, and character development.

In another section of this report significant achievement in sport and the arts for 2009 are recorded. Heads of School reports outline highlights in leadership development in the school.

In terms of character development the Foundational Principles for Curriculum identify a number of Biblical virtues. The School is exploring how best to deliver virtues education in partnership with the home. The virtues under consideration are compassion, courage, courtesy, fairness, faithfulness, gratitude, hope, humility, love, magnanimity, mercy, obedience, prudence, respect, self sacrifice, temperance (self control), truthfulness.

Like the key competencies in the New Zealand Curriculum, a major challenge for the School will be in assessing and reporting upon the character development. The School recognises the thrust in the New Zealand Curriculum around the development of the whole person and this fits very well with the School's vision.

*Mark Larson*

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## Summarised Financial Report 2009

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Total Income	11,198,873	10,457,007	10,696,502
Total Expenses	<u>11,400,526</u>	<u>10,692,374</u>	<u>11,067,699</u>
Surplus for the year	<u>(201,653)</u>	<u>(235,367)</u>	<u>(371,197)</u>

### Represented by:

#### Main School

Government Grants	6,646,348	6,408,522	6,555,061
Investment Income	66,610	73,000	77,301
Other Revenue	<u>2,612,292</u>	<u>2,199,492</u>	<u>2,131,844</u>
Total Revenue	9,325,250	8,681,014	8,764,206

Learning Resources	6,634,228	6,310,926	6,724,222
Administration	620,593	583,511	618,343
Property Management	2,318,796	2,176,037	2,164,951
Other Expenses	541,344	464,400	228,612
Depreciation	<u>152,694</u>	<u>150,000</u>	<u>160,817</u>
Total Expenses	10,267,655	9,684,874	9,896,945

Main School Deficit	<u>(942,405)</u>	<u>(1,003,860)</u>	<u>(1,132,739)</u>
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#### Special Character Fund

Previous Year Surplus	92,512	95,000	51,750
Parent Donations	428,579	420,000	403,831
less Contribution to General Funds	<u>(157,041)</u>	<u>(159,600)</u>	<u>(148,391)</u>
	364,050	355,400	307,190

Expenses	<u>303,427</u>	<u>354,000</u>	<u>214,678</u>
Special Character Fund surplus	<u>60,623</u>	<u>1,400</u>	<u>92,512</u>

Surplus is retained by The Christian Schools' Trust to fund future special character activities in the school.

#### International College

Revenue	1,873,623	1,775,993	1,717,618
Expenses	<u>1,132,871</u>	<u>1,007,500</u>	<u>956,076</u>
International College Surplus	<u>740,752</u>	<u>768,493</u>	<u>761,542</u>

#### Extracts from the Balance Sheet

Cash and Deposits	<u>2,046,118</u>	<u>2,044,770</u>	<u>2,227,265</u>
Working Capital	<u>647,420</u>	<u>649,605</u>	<u>707,106</u>
Fixed Assets	<u>528,594</u>	<u>464,645</u>	<u>614,645</u>
International Fees paid in advance	<u>1,384,339</u>	<u>1,350,000</u>	<u>1,436,233</u>

#### School roll (1 March)

Local students	1,128	1,113
International fee-paying students	121	116

*Keith Spragg*



## Property Annual Report 2009

### INTRODUCTION

Unlike other years there has been no actual building project commenced during 2009. As reported below two projects were completed during the early part of the year and one project has been ongoing. However, a large amount of time was spent making progress on the proposed new Performing Arts Centre, which again is mentioned in the main body of this report. The maintenance of building stock is in the hands of the school Property Manager and is reported separately.

### NEW CONSTRUCTION PROJECTS

#### New Assembly Hall

This project was finally completed towards the end of term one with code compliance being granted by Council and formally occupied at the beginning of term two. An official opening ceremony was held on 20 May with Peter van Rij (CST Chairman) as the main speaker. The items from Primary children were of the usual high standard. During the weeks following, items such as new seating, basketball hoops and other equipment was added and the major Primary production was presented to packed audiences. By all accounts the new hall is proving to be a well used and valuable asset to the school. The school would like to place on record its thanks to the Christian Schools' Trust, the Proprietor of Middleton Grange School for this and the other new buildings mentioned in this report.

#### Classrooms for Year 2 Pupils

With the cooperation of the landscape contractor the two classrooms were able to be used by the second week of term one, which suited the staff in getting the rooms set up. However the balance of the landscaping took most of the rest of the term and the administration area had to wait for it to be completed before Head of Primary and the PA could occupy their respective office and reception area. This building was also officially opened at the same time as the hall although the wet weather on the day meant that proceedings were somewhat condensed. Primary staff and children who occupy the classrooms have been impressed with the standard of the facilities and have found that teaching and learning in them has been a delight.

#### Landscaping

As mentioned above landscaping work continued for all of term one and into term two. The circular lawn area provided some challenges for the contractor and it has taken most of the year before a satisfactory result has been achieved. The wet winter delayed completion and that greatly contributed to the time it as taken to satisfy our landscape architect. The project included the realignment of the junior playground and the addition of a large sandpit, an item for which the junior school has waited a long time. As mentioned in last years report this work has seen the development of the last remaining area of undeveloped land in the school campus and has certainly added to the attractiveness of the grounds. Once the planting has achieved some height the area will look superb and again the CST is acknowledged for being prepared to fund an expensive project.

#### Performing Arts Centre Project

The 2008 report ended with the news that the design provided by Opus had a potential price tag in the vicinity of \$11m. At the same time we had heard of a similar development at Bethlehem College and two representatives from Middleton Grange travelled to Tauranga at the end of January to inspect the partly finished facility. It was an impressive building that was costing less than half of the above figure. On this basis a budget of \$6.5m was established and both Opus and the design build contractor for Bethlehem were invited to produce a concept plan based on our original brief. These were finally presented to a panel of people in early June of this year and, after a rigorous process of evaluation, the result was that the design provided by Econo Built was chosen. During the remainder of the year many hours were spent by the school stakeholders in making further refinements to the plan until they were satisfied that the facility will allow them to teach their curriculum areas to the highest achievement levels. At the time of writing this report the Trust is waiting for the revised price to be presented.

### PROPERTY REZONING

During the course of the year the Christchurch City Council has been considering Plan Change 25 on behalf of a number of schools in Christchurch. The purpose of this exercise is to rationalise schools' zoning to alleviate the

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burdensome process of the RMA. Middleton Grange submitted a number of properties on the school boundary and as at the end of the year there were no objections lodged. We expect the process to be completed during the course of 2009.

*Peter Marshall*

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In keeping with our 10-year maintenance plan the following major items were carried out:

- Exterior painting of L Block (Junior Primary)
- Exterior painting of the Sports Centre

Through the Trust the following major maintenance/modernisation projects were completed:

- Gutter Guard on D, F and G Blocks
- Refurbishment of Middle School toilets
- Replace Junior Primary Locker flooring
- Refurbish G202 & G205

## **SUMMARY**

The complex continues to be well maintained and provides a suitable learning environment for pupils at this school. Future planning is on-going with the Proprietor and the school continuing to work together to provide the facilities needed for education in the current environment.

*Kevin Wakeham*



## Board of Trustees

## Primary School Annual Report 2009

### GOALS, STRATEGIC PLANNING AND REVIEW

#### PRIMARY ACHIEVEMENT GOALS: 2010

The 2009-2010 goals are based on identified needs within the Primary School and completed in consultation with the Senior Management Team and the staff. In reviewing the previous year's goals, it has also been identified that goals set in previous years are on-going and will continue to be monitored over a number of years to build up a clear picture of progress in the Primary School.

#### Targets for Improving Student Achievement

To encourage academic excellence:

1. By moving children through the Numeracy programme so that they are assessed at or above expectation levels.
2. By all children achieving at or above average in written language exemplars and literacy benchmarks.
3. By all children achieving at or above the required levels as set out in the National Standards.

To nurture the character development of primary pupils by the:

1. Reviewing and teaching of a school-wide Scripture programme.
2. Teaching and application of the Virtues.
3. Continued identification of areas of concern highlighted in Bullying Survey and targeted action.
4. Provision of opportunities to serve others.
5. Shared understanding by staff and pupils of what a Middleton Primary pupil 'looks' like.

### REVIEW OF 2009 GOALS: ANALYSIS OF VARIANCE

#### Academic Goals

**Goal 1: By moving children through the Numeracy programme so that they are assessed at or above expectation levels.**

*Review:* Each of the teachers in Years 0-6 is fully teaching all aspects of Numeracy in their Mathematics programme. The assessment of numeracy continues to be rigorous and is consistently carried out at the completion of each stage. This ensures that the data obtained from the assessments is accurate. The target for Numeracy is to have all the children assessed at or above the expectation levels through the focused teaching of numeracy in any given year and to fully ensure this, there have been changes made to how the children are assessed and how the data collected. The graphs which highlight the stages achieved at each year level in 2009 are shown below. The three strands covered have been individually graphed to give a clearer picture of which elements of Numeracy require attention on our part. Although there are some children highlighted as 'Cause for Concern' many of these are right at the end of the stage and ready to move on to the next. As a school, our decision was to only record them as passing the stage if all aspects were completed. The children who are 'At Risk' have learning difficulties (Aspergers, Delayed Development etc.) and are receiving extra help with their learning in a number of areas. The majority of our children are achieving at or above expectation, with some very pleasing results at the top end of the graph. The graphs show two numbers in each box, with the left number recording the assessment result for 'Strategy' and the right for 'Knowledge'. There is a similar pattern for both aspects, confirming that all parts are being covered well.

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## NUMERACY – ADD/SUM

AP Stage 8					15	16	2	0			
AM Stage 7				0	1	14	23	20	22		
AA Stage 6				15	17	21	12	19	19		
EA Stage 5		4	16	25	33	33	32	5	4	10	10
AC Stage 4	4	4	28	19	21	14	3	1	1	1	1
CAI Stage 3	25	25	10	7	5	3					
CA Stage 2	16	14	1	1							
1-1 Stage 1	1	3									
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		

## NUMERACY – MULTIPLICATION/DIVISION

AP Stage 8					15	13	11	9			
AM Stage 7				0	1	23	24	14	16		
AA Stage 6			2	0	6	7	11	12	18	19	
EA Stage 5		3	5	8	13	36	35	5	5	8	7
AC Stage 4		25	25	23	27	9	8	1	1	1	1
CAI Stage 3		13	11	16	11						
CA Stage 2		1	1	2	0						
1-1 Stage 1											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		

## NUMERACY – PROPORTIONS/RATIO

AP Stage 8					20	16	8	4			
AM Stage 7					18	22	20	24			
AA Stage 6			0	1	5	4	13	13	15	15	
EA Stage 5		3	7	10	10	17	18	4	4	10	10
AC Stage 4		16	24	23	30	9	9	1	1		
CAI Stage 3	25	17	23	11	22	10					
CA Stage 2	11	11		2	0						
1-1 Stage 1	2	2									
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		

Key:  at risk  cause for concern  achieving at or above expectation  high achievers

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**Goal 2: By moving the children identified as “at risk” or “cause for concern” to within the range of expectation for their level.**

*Review:* Because there have been changes made to the way the Numeracy testing is carried out and how the data is collated, it is difficult to compare this year’s results against last year’s and make any accurate judgments. The children who are ‘At Risk’ are the same children as identified last year for the reasons mentioned above. A number of the children who were ‘Cause for Concern’ still present in this category but have shown increased proficiency throughout the year. This can be clearly linked to the increased confidence and positivity they have shown towards this aspect of the Mathematics. If this attitude continues, it is hoped that next year’s results will reflect upward movement into the ‘At Expectation’ category.

**Goal 3: By all children achieving at or above average in written language exemplars and literacy benchmarks.**

*Review:* The across school results from the assessment of written language confirm that most of our pupils are achieving at or above expectation in expressive writing. The children’s work was moderated within and between syndicates to ensure that a shared understanding of expectations was achieved. A number of the children who presented below expectation had already been identified and strategies were put in place to help develop their written language skills. The support they received in 2009 will continue in 2010.

In 2010, the other written language strands, poetic and transactional, will be assessed to ensure that the children can write fluently in across the genre.

## Pastoral Goals

**Goal 1: Teaching of Biblical Choices programme.**

*Review* The Biblical Choices scripture programme continues to be taught across the year levels. A tension has now occurred with the introduction of the virtues and there will need to be a discussion around how these dovetail into the Scripture/Assembly programme. The Biblical Choices programme is very thorough, covering many more aspects than can be accommodated in the available time-frame. This may require a review of what/how we cover the programme.

**Goal 2: Teaching and application of 7C’s.**

*Review* With the introduction of the virtues to the curriculum programme, these have been used to good effect in the dealing of behaviour issues. In recent staff discussions, it has been suggested that the 7C’s may have had their time and that another focus, such as the virtues, take their place. At the HOP level, the 7C’s continue to generate positive discussion with those children who struggle to display acceptable behaviour in their play.

**Goal 3: Continued identification of areas of concern highlighted in Bullying Survey and targeted action.**

*Review* The Bullying Survey carried out each year continues to highlight the pockets of unacceptable behaviour which occur mainly in the playground and to some extent, in the classroom and on the buses. The named bullies continue to be monitored but no excessive inappropriate behaviour has been evident this year. Most of the issues dealt with have been addressed at the syndicate level and have been mainly verbal bullying and exclusion from games. Assemblies provide good opportunities to remind children what is deemed acceptable behaviour.

**Goal 4: Provision of opportunities to serve others.**

*Review* We have a number of children who are devoted to service for others in the school and do so through a variety of channels eg. Librarians, Bank Tellers, Assembly set-up etc. We also have service opportunities within each syndicate and within each classroom. We see the need to carry out leadership development so that acts of service can be instigated by the children themselves. We also recognise the need to go outside the school in some way to be of service in the community and this will be a priority in 2010. Our Final Assembly has a strong emphasis on recognising not only those who do well academically but also those for whom service to others is evident consistently. Weekly assemblies also highlight the service factor where children are recognized for their deeds in front of their peers.

# MIDDLETON GRANGE SCHOOL

## EXTERNAL TESTS

Once again, a number of children in the Primary School participated in the 'International Competitions and Assessments for Schools' in five different subjects. The following are the results achieved in the top three categories in these tests. The brackets ( ) denote last year's results.

	High Distinctions		Distinctions		Credits	
	2009	2008	2009	2008	2009	2008
<b>Mathematics</b>	2	(5)	8	(7)	18	(16)
<b>English</b>	1	(4)	10	(6)	15	(17)
<b>Computer Skills</b>	0	(0)	2	(1)	2	(3)
<b>Science</b>	0	(0)	8	(9)	11	(8)
<b>Spelling</b>	1	(1)	8	(1)	9	(0)

The results of these assessments are generally very pleasing. There have been slight variances against last year's results but on the whole our children achieve well.

## TEACHING GOALS

### Mathematics

In 2009, the two lead teachers and the Head of Primary School participated in workshops and in-school visits as part of Numeracy Sustainability. These workshops are designed to ensure that the Numeracy programme works effectively and that pupil achievement is maintained. One very positive aspect of these workshops is the guidance given in assessing pupil achievement and analysing the data to inform next steps in pupil learning. The job of the lead teachers and HOPS has been to carry out professional development with the rest of the staff and develop a programme and testing schedule to suit our school. This has required a lot of extra work but we believe we will reap the benefits of this in 2010.

We still continue to see positive gains across all class levels in regards to the attitude of "struggling or reluctant" learners in this subject as highlighted in last year's report and want to maintain this in 2010.

### Health and Physical Education

This curriculum area has been the focus of the SCAT Programme during 2009. Mrs Heather Kench (HOPS), Mr Nick Pomare and Mr Deane Taylor have worked as part of this group focussing on the Health and Physical Education programme across the school. Throughout 2009, they have attended lectures and discussion groups, carried out extensive background reading and worked on developing a seamless programme that gives full coverage of this curriculum area across the whole school. We are grateful for the opportunities afforded to our staff to be part of this programme. In 2010, Nick Pomare and Deane Taylor will continue to focus on the Health and PE programme, further developing the work done in 2009.

### Learning Support

The comments made in the previous report are still valid. As a staff we realise how blessed we are by the effort put into this area by our support colleagues. This is an important area of the school that provides essential backing for the classroom teachers. The work covered by this team is vital and includes programmes such as Reading Recovery, Phonological Awareness, Oral Language, remedial work in Reading and Spelling and individual programmes for children with specific needs. We have identified an area of weakness in the selection process and aim to rectify that early in Term 1.

We are also appreciative of the teachers who work in Gifted Education and who provide programmes to extend those children who display high ability in a variety of areas. In 2009, the number of hours made available for the various aspects of the Gifted and Talented programme remained constant. However we are intending to redirect that time in 2010 to more 'in class' extension in the hope that more children will benefit.

### Reading Recovery 2009

Reading Recovery continues to be taught by Mrs Clare Ferguson in the Primary Learning Centre daily. Combined MOE and MGS funding allow 3 children to be taught for 30 min each every day.

In 2009, 5 children completed the Reading Recovery Programme successfully and one child has been carried over.

# MIDDLETON GRANGE SCHOOL

Children are taken into the programme as close as possible to their 6<sup>th</sup> birthdays and are allowed a maximum of 20 weeks in the programme.

The table attached shows the children's reading levels at entry and exit and the number of weeks in the programme. Eight children were successfully discontinued and one child has been carried over to 2010.

Another useful indicator of success is the number of words children could write in 10 minutes on entry and discontinuing the series of RR lessons.

The RR programme addresses weakness in Reading, Writing and Spelling and usually achieves success in promoting a child's self esteem as they gain mastery and confidence in Literacy activities.

Reading Entry Level	Reading Exit Level	No. of Weeks in RR Programme	No. of Lessons	Writing Vocabulary Entry Level	Writing Vocabulary Exit Level	Successfully Discontinued
8	18	14	56	40	65	Yes
9	18	14	45	27	61	Yes
6	17	17	62	30	58	Yes
10	20	16	62	48	86	Yes
14	21	8	33	29	61	Yes
16	20	9	36	49	62	Yes
9	19	13	53	20	69	Yes
8	16	13	50	34	70	Yes
6		8	34	13		No

## Maori & Pacifica Pupils

We have 9 Pacifica and 17 Maori pupils identified in the Primary School, with the gender numbers being split 4(M) and 5(F) for Pacifica and 8(M) and 9(F) for Maori. They work well within the programmes of work carried out in all curriculum areas. Assessments show that for Reading (Spelling) 11 (10) are working above expectation, 12 (12) at their expected level and 3(4) below expectation. In Mathematics the results are similar, with 6 working above expectation. 17 children at their expected level and 3 children below expectation. The children achieving below expectation have been identified with delayed development or processing and learning difficulties.

These children continued to be monitored but there is no evidence of any disparity in their learning compared to our NZ/European children.

## Developments in the Primary School 2009/2010

The new facilities that we are enjoying are a real blessing and enhance the teaching and learning that takes place within the Primary School. The opening of the new classroom/admin block and the new hall allowed all concerned to give thanks to God for His provision to our school ... and we continue to be grateful!

In 2010, there will be implications for the Primary School while the new Performing Arts block is built. The major part of the hard surface which the children enjoy playing on will no longer be available. This leaves only the narrow hard surface in front of the Year 3-6 classrooms on which 200 children will have to play when the grass is wet and out of bounds. Some creative thinking will be required to accommodate their play at these times.

*Heather Kench*

# MIDDLETON GRANGE SCHOOL



## Board of Trustees

## Middle School Annual Report 2009

### INTRODUCTION

Every day in the Middle School we find ourselves challenged with the awesome job of training and equipping our young people to explore matters of faith with integrity. We are constantly reminded as staff of the unique season these pupils find themselves in. It's an incredible time of change, exploration and a deep search for meaning and truth. 2009 was a profitable year and I am confident that a great deal of learning has occurred, learning in its broader definition. The learning was academic, cultural, social, physical and spiritual-seem of this learning we were aware of, much of it we were not.

Our theme for the year, 'Living Life to the Full', was never about extreme sports and risk taking. It simply points to a life that accepts daily the redeeming work of Jesus Christ, that any life lived with Him, in obedience to His will for our lives, is a life lived to the full.

I want to honour our pupils, their parents and our staff for a wonderfully productive year in 2009-we serve a great God indeed!

### PUPIL ACHIEVEMENT

Pupil Achievement Targets	Analysis of Variance
<b>Academic 1:</b> 50% of Y7-9 pupils moving up an asTTle reading level	Of the returns submitted for asTTle reading results, exactly <b>50% of pupils</b> moved up 1 or more asTTle reading level from diagnostic testing in February to the summative testing in late November/early December.
<b>Academic 2:</b> 25% of Y7-9 pupils will move up two or more asTTle levels	Of the returns submitted for asTTle reading results, <b>20% of pupils</b> moved up 2 or more asTTle reading level from diagnostic testing in February to summative testing in November.  This is the first time a new asTTle test has been used for assessing pupils and may account for the slightly lower than expected gains. It is possible that pupils have become accustomed to a certain style of test over the last 3 years.  The test was also administered very late in the year at a time where pupils may well have been weary and beginning to disengage with assessment tasks.  Some teachers also noted distractions during testing conditions.
<b>Pastoral 1:</b> Reduce bullying in the Middle School	Much time and focus was invested into the issue of bullying within the Middle School. Middle School assemblies, Year level assemblies and form class meetings contained both spoken and media delivered messages around bullying, witnessing bullying and its devastating effects. A Parent Evening was also run to highlight the issues around Cyber-safety and online bullying. While it is difficult without the quantitative data from our climate survey, anecdotal evidence certainly suggests a positive shift. Pupils openly reported cases of bullying throughout the second half of the year and staff involvement yielded redemptive outcomes.  This is something that will need maintained attention from all sectors of the Middle School, creating a community where bullying is not tolerated and openly talked about.
<b>Pastoral 2:</b> Increase Leadership opportunities for pupils in Years 7-10	Service and leadership continue to be extremely important aspects of school life in the Middle School. The Middle School Council have once again been an outstanding body of young leaders. They have organised, served, shown moral courage amongst their peers, involved themselves in some mentoring activities and have been a blessing to so many parts of the Middle School.  In addition to the MS Council, over 70 pupils had the opportunity to lead parents on the MS Parent Evening. A wider group of 20 Year 9 and 10 pupils were also involved in the organisation and running on the Year 9 and 10 Dance. Year 8 pupils helped lead a fundraising afternoon at the school late in the year and Year 7 pupils continue to impress with their rotated organisation of the recycling at Middleton. A small number of pupils have also faithfully served during assemblies with organisation and planning.  Service days once again provided opportunity for every pupil in the MS to serve God and their community in one way, shape or form at the end of Term 4.  In addition to all of this, Middle School staff have agreed to a proposal to introduce two class councillors in every Form class in 2010. We are all extremely excited about this opportunity to broaden the leadership base in our Middle School pupils.  No additional Year 10 Leadership teams have begun but this proposal remains an option in 2010.

# MIDDLETON GRANGE SCHOOL

- Teaching teams at Years 7, 8 & 9 continue to plan and implement units of work collaboratively. Teaching teams in Years 7, 8 and 9 received blocks of time during the year to create, modify and refine aspects of their integrated programme.
- The MS 'Celebration of Learning' evening proved very successful with 200+ parents in attendance and over 60 pupils involved in the night.
- Learning centre staff again provided a variety of support measures for many of our learners.
- Further integration within the Year 8 programme as we plan to merge some of the Maori curriculum within a Social Sciences context.
- Planning underway for the implementation of Guided Reading within the English curriculum in Years 7 and 8.
- Initial training in the Numeracy Development Project which will roll out more fully in 2010.

## SPECIAL CHARACTER

- The theme in the Middle School, 'Living Life to the Full', was profiled and explored throughout the course of the year. This happened regularly in Form times, in Middle School assemblies, and through the parent evenings.
- Biblically-based integrated units of work, with a clear Christian world view, continue to challenge pupil's thinking and learning.
- Regular prayer, devotion and the reading of the Word of God characterise meetings, conversations and gatherings at every level of the school-we are truly blessed to enjoy these freedoms.

## SERVICE AND LEADERSHIP

Serving and leading in the Middle School remains an effective outlet for learning and a natural expression of our Christian character. Service and leadership were mainly evidenced in the following ways:

- An active Middle School Council who provided outstanding leadership and organisational skills throughout the course of the year.
- Pupils at every year level having the opportunity to lead and serve in assemblies.
- Year 9 and 10 pupils involved in the organisation and running of the Year 9 and 10 Dance.
- Year 9 'Service & Leadership' trip to Wellington in September.
- An Annual Service Day where every MS pupil gives of their time and energy to serve their community in a variety of ways.
- Over 60 Pupils serving as guides on the MS Celebration of Learning evening.
- Year 7 pupils taking care of the worm farm and the recycling around the school.
- Year 10 Service Day.

## SUMMARY/FUTURE FOCUS

While there is much to celebrate as we reflect on the achievements in 2009, our **key challenges** remain:

- Continue working with HODs and members of staff in areas of assessment and best practice for Middle Years pupils.
- Review curriculum in Years 7-10 in light of our school mission statement and the revised NZ Curriculum.
- Achieve seamlessness in the key transition point of Year 6-7.
- Forging a culture of community within the Middle School where pupils belong and can feel equipped and supported to do exceedingly well.
- Form and deepen meaningful ongoing relationships with other Middle Years educators and school leaders within the Christian Schools Network.

These foci are more concisely expressed in the Strategic Goals for 2010 which staff in the Middle School will be working on during the course of the year.

*Gregg Le Roux*

# MIDDLETON GRANGE SCHOOL



## Board of Trustees

## Senior College Annual Report 2009

STEADFASTNESS

SERVICE

STATURE

### INTRODUCTION

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Do not be deceived: God is not mocked. A man will reap what he sows.... Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. *Galatians 6:7,9*

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Sowing and reaping was the theme for the Senior College throughout 2009, arising from the observed disconnect in the minds of many of our adolescents between actions and consequences. Our desire was to train pupils to engage their minds and consciences in the decision-making process through frequent reminders of the inevitability of causes producing effects, decisions having consequences, either positive or negative – in short, of reaping what is sown. How successful this was is difficult to measure, but it is clear from speaking with pupils that they understand the principle. Remembering to apply this understanding to making choices is perhaps as variable as the adolescent ‘mood’.

At the close of the Senior College academic year, I reflect gratefully on the provision, protection and increase God has generously extended throughout the year. 2009 began well, progressed as with every year with challenges and joys, and ended exceptionally well, with Year 13 exiting with dignity and poise. Throughout the year, there were many opportunities to learn again of the sufficiency of God’s grace.

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For in Him we live and move and have our being.

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*Acts 17:28*

### SPECIAL CHARACTER

The Year 11 and 12 Christian Studies courses can now be considered established in the school curriculum, and offer a valuable sweep of biblical knowledge, perspective and application. The introduction of Achievement Standards has been challenging administratively and in interpreting the requirements, but pupils have opted in large numbers for them rather than the Unit Standards. Whether this is attributable to their eligibility for Endorsements or to the perception the AS might be easier to achieve is uncertain. A new “Ethics and Issues” topic in Y11 gave pupils some input into the content of the course, and varied from class to class.

No significant change is anticipated at this stage for either of these courses or the Y13 Christian Focus Day delivery, which this year came under the new leadership of Michael Reid. Again, the input of some Head Prefects was invaluable in the planning stages.

This year’s Prefect team has had an increased involvement in running assemblies and, with their heavily weighted dramatic abilities, have contributed significantly to the promotion of the school’s Christian character and of the virtues and WRAP.

Particularly encouraging and inspiring was the pupil initiative at both Y12 and Y13 of pupil prayer groups to pray into school life. While the groups have been small, we are assured of the power of a few joining their voices fervently in intercession and of God’s gracious response to such faithfulness.

The Physical Education Department participated in the SCAT programme this year.

### PUPIL ACHIEVEMENT

Conversations with pupils indicated a positive shift in pupils’ attitude to academic performance, a greater number aspiring to gain certificate endorsements. Many staff continue generously to offer tutoring in their own time. Better preparation, more standards attempted and improved results after the school exams indicated that instructing pupils to remain in the exam for the duration was a successful initiative.

# MIDDLETON GRANGE SCHOOL

Many pupils have been successfully pursuing courses through external providers. Twelve Y13 pupils participated in courses provided by the University of Canterbury, including Te Reo Maori, Spanish, Maths and Psychology, with excellent pass rates ranging from A+ to D. MGS Gateway and transition pupils are well received in the community by employers, who make mention of the reliability, courtesy and competence of our pupils. Credits have been gained in a range of trades, including care of the elderly, hospitality, building, automotive, early childhood and the like.

The focus on Thinking, WRAP and Endorsements gathered momentum over the year, with creative activities throughout the Senior College in relation to this.

- A range of thinking strategies were successfully trialled in many classes, resulting in anecdotal evidence of greater pupil engagement in lessons, increased pupil willingness to think for themselves and to 'risk' contribution to discussion in both small and larger groups.
- Vertical Group teachers and subject teachers reinforced presentations in assemblies and Senior College meetings of high expectations of Work Ethic, Respect, Appearance and Punctuality. This is considered to be embedded in the school's culture, but needs continuing reinforcement over 2010.
- Senior College teachers brainstormed ways of encouraging pupils to aim for and achieve Endorsements of Certificates.
- Pupils and staff are fully conversant with all aspects of WRAP, which was extensively promoted through assemblies, VGP, SC meetings.

A full report on NCEA 2009 results will be provided when the confirmed statistics become available.

## PUPIL ACHIEVEMENT TARGETS & ANALYSIS OF VARIANCE

### ACADEMIC

- 1 Level 1: 90% pass NCEA 1**  
*Analysis* 80% passed Level 1. The reason for this lower than anticipated pass rate is disappointing, but perhaps reflects a generally low pupil commitment to learning. A raising of expectations of pupil performance by staff will be a focus for 2010 to correct this, as well as an emphasis on pupil responsibility and a revision of goal-setting as a tool toward higher achievement. It should be noted, however, that the pass rate rises to 91% when IC students are removed.
- 2 Level 2: 90% pass NCEA 2**  
*Analysis* 83.8% passed Level 2. This is a similar result to the previous Level 2 result, and rises to 89% when IC students are removed. The target of 90% was optimistic given the achievement of this cohort in 2008. However, we will continue to expect this group to raise their achievement in 2010.
- 3 Level 3: 80% pass NCEA 3**  
*Analysis* 67.6 passed Level 3. This result was particularly impoverished given the ability of this cohort as expressed through their Level 1 and Level 2 pass rates. Education and achievement held a far lower appeal for this group than their social inclinations and proved very difficult to refocus on academia. Year 13 will be a particular target group in 2010 to break this cycle of underachievement.
- 4 All Levels: 10% increase in Endorsements**  
*Analysis* This target was well surpassed, with every Level making significant gains on the previous year's percentages. This may be the result of greater and more consistent emphasis on Endorsements; or it may be that pupils are more aware themselves of the need to be competitive for tertiary and career opportunities.

### PASTORAL

- 1 All Y11-13 pupils attend start of year interviews for goal setting.**
- 2 All Y11-13 complete goals review each of Terms 1-3.**  
*Analysis* Goal setting occurred as planned with good feedback on it's usefulness. However, changes to increase the effectiveness of this exercise are planned for 2010.
- 3 Pupils can articulate WRAP, Sowing and Reaping.**  
*Analysis* Pupils and staff are fully conversant with all aspects of WRAP, which was extensively promoted through assemblies, VGP, SC meetings.
- 4 Y11-13 pupils interact readily within VGP and beyond.**  
*Analysis* VGPs are well established with staff and pupils speaking positively of activities and interactions both within and between Groups.

### PUPIL LEADERSHIP

- 1 Each leadership team runs at least one assembly per Term 1-3.**  
*Analysis* House, year level, and prefect assemblies all took place and were led by pupils leaders.
- 2 Pupil leaders organise and run House activities.**  
*Analysis* The house system is thriving and picking up momentum.
- 3 All new Y7 pupils complete the Peer Support programme.**  
*Analysis* Peer support is well established now, and pupils are keen to be involved in serving in this way. Year 7 pupils are fully engaged through it, and relationships between leaders and Y7 appear to last through the year.

# MIDDLETON GRANGE SCHOOL

## LEADERSHIP

1. This year's Prefect team were an active, enthusiastic group. They worked hard on improving the school environment socially, spiritually and physically. Particular mention should be made of Sally Hewson and Rowan Nugteren, both of whom worked extremely hard on keeping team members focused and productive and generally set excellent examples of personal integrity and leadership. It was a diverse team, containing some strong individuals. Mistakes were made, some lessons learned, but as part of the process of growing up and maturing it has all been valuable. The removal of badges for a time from some sent a clear message to other pupils about privilege and responsibility.
2. The House Captains were a force for strengthened competition through 2009. The leaders stepped up to their role and inspired their House members to participate with vigour in all of the activities. The experiment of combining House Captains and Prefects will not be pursued in 2010.
3. Peer Support, headed by Liesl Marsh and Yvette Gander, was again exceptionally well received by its Year 7 new pupil target group, and provided a very settling start to MGS. Contact between leaders and pupils was maintained throughout the year at the initiative of the very keen leaders. It is a wonderful thing to see the school able to function as a family, with age and school barriers able to be crossed.
4. Sports Monitors are developing a vital role under the instruction and care of the Sports' Department. Their duties include both in school and inter-school events, as well as the House sports competition.
5. In the absence of an elected representative, Olivia Jourdain was co-opted onto the Board of Trustees and served the pupils well.
6. The OPC team represented the essential ingredients of our special character at the annual competition earlier in the year, and held high the banner of Christian principles in practice through their sportsmanship, perseverance, team bonding, outward focus and general exemplary conduct.
7. The trips off-shore – Fiji missions, Fiji Netball and French trip – were all opportunities for sharing through actions, life-style and words the extra dimension salvation through Christ offers the individual. It is exciting to see young people taking up the challenge to share their faith and extend the Gospel into lives.

## VARIANCE ANALYSIS

The use of YELLIS as a value-added tool has been of limited benefit and does not lend itself to effective intervention in pupil achievement. After discussion with the provider, CEM, we have decided to substitute YELLIS with the relatively recent development, SELIS, which is aimed at Y12-13, our real area of concern. This is not to suggest Year 11 no longer matters and will not be a target of attention: we currently have the MIDYIS testing performed at Year 9 as a measure of value-added for Year 11. It does mean that we are increasing the focus on particularly Year 13, in order to address the deficits there.

Discussions in 2009 with Performing Arts, timetabling and other personnel began investigations into the viability and benefits of Academies as an academic pathway. This is seen to have benefits in terms of greater integration of learning in the Senior College, something that is inhibited by the 'silo' structure of traditional curriculum delivery in high schools generally. It is also seen to have advantages for team teaching, flexibility of staffing and programmes within the subject areas, as well as the potential for greater pupil engagement in learning. To introduce a pathway as radically different as this was not considered wise for 2010, but it will be explored further in 2010, along with STAR versatilities, CIE qualifications, and other learning pathways.

It has been increasingly clear that the Senior College is rapidly outgrowing the capacities of our present pastoral structures and this is going to have a significant impact on our ability to properly guide and monitor pupils' academic progress. Some proposals have been discussed briefly, but other issues took higher priority for the 2009 year. It is my hope that we might address the issue of pastoring our pupils more effectively both for academic and character development and that a truly effective means of doing so might be identified during 2010.

Both of the above may require visits to other larger senior schools to investigate how large numbers of pupils are being cared for through the provision of learning pathways and pastoral care structures.

The resolution of tensions created by the demands on pupils' learning focus is a difficult one to achieve, and contains many inherent complexities. Throughout 2009 a concerted effort was made to limit the number of interruptions to pupils' programmes. Gateway and STAR courses inevitably have pulled pupils out of their regular programmes, with some highly positive individual outcomes in those areas, but causing frustration for teachers of their subject classes. Some means of monitoring this and minimising the negative impact of such opportunities for pupils are currently being considered.

# MIDDLETON GRANGE SCHOOL

## **2010 DEVELOPMENTS**

The Senior College will be fully involved over 2010 in the Strategic Objectives 1 and 2, with particular emphasis on Thinking; exploring Learning Pathways for pupils; establishing a culture conducive to teaching and learning.

A number of Senior College teachers are part of the Exemplary Teaching Lead and Pilot teams for 2010.

The Senior College foci of Steadfastness (Y11), Service (Y12) and Stature (Y13) continue, along with Sowing and Reaping. Reinforcement of WRAP will contribute to the establishment of a strong learning culture.

*Ruth Velluppillai*

# MIDDLETON GRANGE SCHOOL



## Board of Trustees

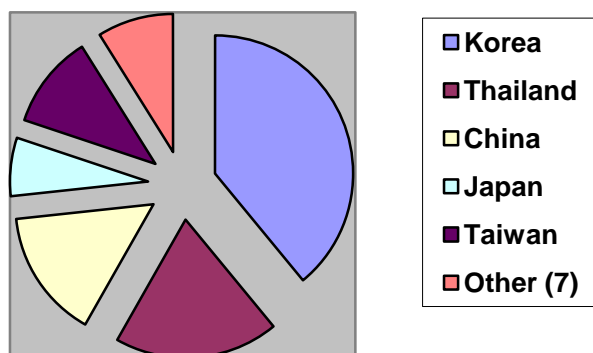
## International College Annual Report 2009

### BACKGROUND INFORMATION

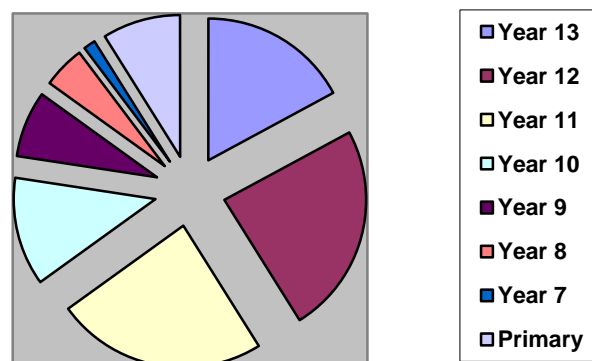
Middleton Grange International College has enjoyed a year of continued blessing as it positively contributes to our community as one of the four schools of Middleton Grange. We have achieved numerical growth in long-term enrolments of 10% (from 121 to 134 full-time equivalent pupils) and are thankful for a year of favourable market conditions and pleasing pupil outcomes as well as challenges in responding to growth within existing resources. We are especially thankful for the contribution of a highly skilled and dedicated staff. In March, we celebrated with the Board of Trustees the excellent feedback from the 2009 ERO report indicating that we have high quality programmes, facilities and systems for our international pupils.

Our earlier concern at the over-reliance on the Korean market and the high numbers of these pupils at certain levels has now eased and there is now a wider and more diverse range of nationalities at Senior College with a decrease at Middle School levels in the struggling Korean market. We receive a steady stream of requests for Primary School places, many of which we cannot meet.

Nationality - 2009



Year Level



Our pupils in 2009 (2008 in brackets) were from Korea; 39% (46%), PR China; 15% (17%), Thailand; 19% (14%), Japan; 7% (10%), Taiwan; 11% (8%), Other 7 countries; 9% (5%).

This nationality mix has continued into 2010, although due to the delayed effect of the global recession and strong New Zealand dollar, 2010 will be a more difficult year to achieve numerical growth. The College has also deliberately restricted entry for students who have struggled at other schools and where we are not confident that there is a good chance of academic success.

### PUPIL ACHIEVEMENT

#### Analysis of Variance

Pupil Achievement Target	Actual Achievement	Comment
At least 75% of Year 13 international pupils will achieve minimum literacy at UE level.	72% of Year 13 international pupils achieved minimum literacy at UE level.	As in 2008, this result highlights the effectiveness of the two-year preparation programme for UE literacy. This was a larger cohort than in previous and there were a number of pupils at this level who narrowly missed literacy requirements but who improved considerably from Year 12 achievement.
The average increase in asTTle scores for Middle School international pupils will be at least 20.	The average increase in asTTle scores for Middle School international pupils were 51 for Year 8 and 73 for Year 9.	This is a very pleasing outcome that equals or exceeds the average increase for domestic pupils. It highlights the effectiveness of specifically targeted ESOL courses at these levels with good teacher aide support.
At least 60% of international economics pupils sitting NCEA Level 3 gain 14 or more credits.	72% of international economics pupils sitting NCEA Level 3 gained 14 or more credits.	This was the most successful cohort of the previous 5 years indicating again the positive impact on pupil learning by this course designed specifically for the needs of international pupils.

# MIDDLETON GRANGE SCHOOL

Pupil Achievement Target	Actual Achievement	Comment
At least 60% of international accounting pupils sitting NCEA Level 3 gain 14 or more credits	41% of international accounting pupils sitting NCEA Level 3 gained 14 or more credits.	The actual achievement was slightly lower than recent years (44% in 2007, 57% in 2008). There are fewer credits available in this subject than economics, however a further 41% (82% total) gained at least 7 credits to count towards UE.

The above measures are a snapshot from the overall academic performance of our international pupils, included in the Senior College and Middle School pupil achievement information, however there are some points of note specifically identified within curriculum centres.

- The after-school IELTS preparation class continued with good support from pupils.
- A pleasing number of Year 13 pupils reached UE level in business subjects (82% accounting and 83% economics).
- A large number of Senior College international pupils gained Merit and Excellence credits in NCEA
- International pupils are achieving at a high level within Mathematics and Sciences with the need for additional teacher support for topic areas that have larger language requirements.

## ACADEMIC INTERVENTIONS

- During 2009, increased teacher aide assistance was provided within the Middle School and also within the Primary School for the first time. This has been an effective way of supporting larger numbers of international pupils and allowing greater integration within classes. Two of our teacher aides and one ESOL teacher completed a Ministry of Education programme for English Language Assistants and this has added considerably to our capability to support students in the future.
- During 2009, Year 10 international pupils studied English within ESOL classes in place of mainstream English, allowing them to study Social Studies with their form groups. This proved to be a more effective way of ensuring that they receive a good preparation for high stakes assessment from Year 11 onwards.
- The configuration of our ESOL classes has been periodically adjusted to respond to the changing needs of senior classes. This has allowed flexibility to offer either 4, 6 or 8 hours of English per week, depending on the needs of the pupils.

## SPECIAL CHARACTER

All international pupils in Year 13 attended the Christian Focus Days while Year 11 and 12 International College pupils undertook specifically designed Christian Studies courses, adapted for the cultural background and English ability of these pupils. The Year 12 course in particular has been rewritten during 2009 to suit their specific needs. During the year, assembly time was allocated for the International College and this was used to support the school-wide focus on Christian virtues and character development. A number of our pupils made personal commitments of Faith during the year.

## PASTORAL

The appointment of Nicole Bailey as Associate Dean (International), with responsibilities for Middle School and female international pupils enhanced our ability to respond to a variety of issues during the year.

The pupil leadership programme for International Ambassadors was implemented for the first time and we were delighted with the contribution of this group of 15 pupils during the International Festival, assemblies and with a weekly country focus. The team has been expanded to 23 for 2010 and have already contributed to the orientation programme for new pupils.

During April 2009, half of our International Ambassador team visited Ogum High School in our sister city of Songpa-Gu in Seoul with Mr. Larson and Mr. Gillon and they represented our school with distinction. This visit was financially supported by Asia New Zealand and the Christchurch City Council Sister City Committee.

## OTHER INITIATIVES

Middleton Grange International College hosted short-term visits by 6 groups (85 pupils) from schools in Japan, Korea and Vietnam this year. This activity increased from 2008 (3 groups) despite the cancellation of a number of Japanese groups due fears of an H1N1 swine flu epidemic. There remains demand for short term programmes that

# MIDDLETON GRANGE SCHOOL

we cannot fulfil due to clash of dates, limited homestay accommodation or requests for programmes involving fully mainstreamed students.

Of particular note is the active exchange with a partner school in Hanoi, Nguyen Binh Kiem Private High School and the development underway of pathways for long term pupils for students from this school. This is a promising model for future international school cooperation

We have welcomed two groups of Bangladeshi teacher educators at the University of Canterbury and a number of other teacher groups to our school during the past year. Planning continues toward the right opportunities for the school in this direction.

The seminar facilities in the house at the rear of the International College have been well used and we are thankful to God for its provision, while seeking to further increase utilisation in the year ahead.

Marketing visits to Japan, Korea, Thailand, Taiwan and Vietnam were undertaken by the Director and Assistant Director during the year as well as attendance at a major Agent workshop in Auckland. These visits involved meetings with agents, parents, prospective pupils and government officials as well as participation in fairs, seminars and school visits.

## STRATEGIC DIRECTION

During 2008, the following five-year objectives were agreed adopted and the concept of a vehicle for diversification (Middleton Grange International – MGI) was envisaged. These are as follows with brief progress comment for each:

1. To further enhance Middleton Grange International College (MGIC) as one of New Zealand's foremost providers of school level education for international pupils from a wide range of countries. This will be evidenced by special character, numerical growth and contribution to the school community (internationalisation agenda).

*This objective was significantly enhanced during 2009, both on a numerical and school contribution basis. Some of the gains from this were reinvested in time for investigation of opportunities for diversification.*

2. To diversify programmes in commercially viable ventures to reach different learners, achieving significant revenue growth and cross-border mission.

*Modest progress was made due to staff time limitations with greater numbers of students and enhanced pastoral care requirements. We have initial plans in place in three directions:*

- a) After-School Tutoring
- b) Teacher Development
- c) Institute of Business (Business as Mission)

3. To develop a suitable structure to allow for the management and funding of diversified growth.

*This objective will naturally follow the development of new initiatives and has not as yet been activated as a means of supporting new activity.*

4. To invest in New Zealand and global Christian education development programmes.

*As above, this objective is a desired outcome of the generation of additional resources internationally. At present, the contribution of the International College is in the enhancement of education at Middleton Grange and indirectly, the Christian School's Network.*

I would like to formally acknowledge the contribution of the International College teaching and administrative staff. Their continuing professionalism and exceptional care for our students is an important key to our success. The vision and leadership of Mark Larson for the International College and its Mission over many years has underpinned its development and above all, we give thanks to God for this, His International College.

We look forward to the year ahead, during which we look to God for His guidance and give Him the glory for the successes.

Greg Scott

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## Other Achievement Data : Years 7-13 2009

### SPORTS RECORDS

#### Athletics

No athletics records were broken in 2009.

#### Swimming

For all races new distances were established in 2009. 1<sup>st</sup> place in each race this year is the new record.

### BLACK COLOURS

[Criteria – top 3 finish in Canterbury and South Island Secondary Schools' or Canterbury/South Island Secondary Schools' Representative]

<i>Adventure Challenge</i>	Jessamy Armstrong, Charlotte Brown, Jessica Collingwood, Sally Hewson, Carl Janssen, Matthew McKessar, Rowan Nugteren, Elisha Nuttall, Joel Smith, Cameron Steele
<i>Athletics</i>	Brandon Gleaves, Abbe Watson, Annabelle White
<i>Basketball</i>	Brandon Gleaves, Ihaka Pink, Inga Solofuti
<i>Football</i>	Caleb Baker, Jordan Hall, Isla Smith, Samantha Williams
<i>Hockey</i>	Sally Hewson
<i>Orienteering</i>	Jacob Lapworth

### GOLD COLOURS

[Criteria – top 3 finish in NZ Secondary Schools' or NZ Secondary Schools' Representative]

No gold colours awarded in 2009.

### SENIOR SPORTS AWARDS

	Swimming	Athletics	Cross Country
<i>Senior Boys</i>	Joris van der Meer	Rowan Nugteren	Carl Janssen/Matt McKessar
<i>Senior Girls</i>	Annabelle Caanan	Abbe Watson	Jessica Collingwood
<i>Intermediate Boys</i>	Christopher McFadden	Jake Stamper	Jake Stamper
<i>Intermediate Girls</i>	Anna Buter	Annabelle White	Annabelle White
<i>2009 House Cup</i>	Scott		

### SPORTS CUPS

<i>Senior Sportsman of the Year</i>	Rowan Nugteren
<i>Senior Sportswoman on the Year</i>	Annabelle White

### SPORTING ACHIEVEMENTS

<i>Adventure Challenge</i>	The Middleton team was third in the OPC Hillary Challenge. Three teams competed in the Get To Go Challenge (Y7/8). Middleton's top team finished second.
<i>Basketball</i>	The Senior Boys' qualified for nationals, finishing in fifteenth place. The Y9 Boys' A team was the top Y9 team in Canterbury.
<i>Canoe Polo</i>	Middleton A was first in the Interschool A Grade competition.
<i>Crickets</i>	The U15 Boys won their grade in the Saturday competition. The Year 9/10 eight-aside team won their interschool tournament. In the Interschool Canterbury Primary Schools' competitions the Year 7/8 Boys' six-aside and Y7/8 mixed teams both won their grades.
<i>Cycling</i>	The Senior Boys' team enjoyed some wins in the C and B grades, and many seconds in the A, B, C and D grades.
<i>Football</i>	The Senior Boys' A team finished second in their competition, and came first at tournament. The Senior Girls' were first in the Premier Reserve Division.
<i>Hockey</i>	The Senior Girls' A team finished in the top eight at tournament.

# MIDDLETON GRANGE SCHOOL

<i>Netball</i>	A record twelve teams entered the Christchurch Netball competition. Senior A, Senior Development and the Y10A teams secured semi final places. The Senior A team won the A Grade Div.II Wednesday interschool competition, came runners-up in the U19 Div.II competition and fourth at the South Island Secondary School's tournament.
<i>Rugby</i>	The 1 <sup>st</sup> XV played in the midweek senior competition, finishing second.
<i>Tennis</i>	The Senior Girls' played in the top grade and finished second.
<i>Touch</i>	The Senior Mixed team came first in the Wednesday schools' competition, and qualified to play at the South Island Champs, finishing in seventh place. The Senior Girls' A team were second in their competition.
<i>Volleyball</i>	Both the Senior Boys' and Senior Girls' A teams competed at the Volleyball Nationals. The boys finished 15 points higher than their seeding. The girls finished fourth in their competition.

## PUPIL PARTICIPATION IN SPORT

	<i>Girls</i>	<i>Boys</i>		<i>Girls</i>	<i>Boys</i>		<i>Girls</i>	<i>Boys</i>
<i>Adventure Racing</i>	10	15	<i>Cycling</i>	-	9	<i>Skiing/Snowboarding</i>	1	3
<i>Archery</i>	1	1	<i>Football</i>	26	38	<i>Sport Climbing</i>	11	7
<i>Athletics (Sch.Rep)</i>	12	8	<i>Golf</i>	3	6	<i>Surfing</i>	6	2
<i>Badminton</i>	37	15	<i>Hockey</i>	23	2	<i>Swimming (Sch.Rep)</i>	7	7
<i>Basketball</i>	29	60	<i>Netball</i>	110	4	<i>Table Tennis</i>	2	8
<i>Canoe Polo</i>	10	21	<i>Orienteering</i>	2	8	<i>Tennis</i>	4	4
<i>Cricket</i>	3	31	<i>Road Race</i>	6	6	<i>Touch</i>	26	39
<i>Cross Country (Sch.Rep)</i>	8	6	<i>Rugby</i>	-	21	<i>Volleyball</i>	49	38

## SPECIAL AWARDS

<i>Fraser Cup for Drama</i>	John Bayne	<i>Laidlaw College Award for Y13 Christian Studies</i>	Tracey Judd
<i>Speech Cup</i>	Sarah Askey	<i>Peter Morrow Memorial Cup</i>	Letitia Hay
<i>Impromptu Cup</i>	Andrew Clarke	<i>Trevor Patterson Memorial Cup for Y11 Biblical Studies</i>	David Webster
<i>Senior Original Literature Award</i>	Julian Vesty	<i>Trevor Patterson Memorial Cup for Y12 Biblical Studies</i>	Erika Stark
<i>Senior Art Cup</i>	Georgia Watts	<i>Annie Kersley Memorial Scholarship</i>	Cameron Steel
<i>Senior Art Award</i>	Gracie Prisk	<i>Marrett Cup for Composition</i>	Benjamin Childs
<i>Senior Photography Award</i>	David Lindley	<i>Music Cup</i>	Harrison Knight
<i>Karen Baird Memorial Award for Y13 Humanities</i>	Nathan Simkiss	<i>Kent Award for Performance Music</i>	Da Som Jang
<i>Best Cup</i>	Rebecca Turner	<i>Citizenship Cup</i>	Sally Hewson Rowan Nugteren
<i>Mathematics Cup</i>	Emily Hanham	<i>Senior Scholar</i>	Andrew Meek
<i>Cultural Award</i>	John Bayne	<i>Senior Scholar Runner Up</i>	Catherine Jun
<i>Maori Award</i>	Letitia Hay		
<i>Technology Cup for Hard Materials</i>	Matthew Wickham		
<i>Technology Cup for Soft Materials</i>	Georgia Watts		
<i>Insite Technology Award</i>	Tepene Marsden		

## DRAMA

At the **University of Otago Sheila Winn Festival of Shakespeare** the Middleton team was awarded for Excellence in Design and both John Bayne (Y13) and Esther McKenzie (Y12) received Excellence in Acting awards. Esther was also awarded Best Performer of the Festival, giving her direct entry into the National Shakespeare Production in Wellington.

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## KAPA HAKA

A combined Middleton Grange/Hillview Christian School elite performance group, called 'Te Rongopai', was established this year. They participated in the Waitaha Secondary School's Kapa Haka competition.

## MATHEMATICS

Fourteen pupils gained awards in the **Cantamath Competition**. Two pupils gained Outstanding Awards – Sarah Smithies (Y10) and Becky Jenkins (Y8). Ten pupils gained Excellence awards – Michaela Coapmen (Y7), Sam Bates, Daniel Carter, Michael Davis, Ben Dowers, Alex Henkel, Hannah Kotula (Y8), Lydia Nuttall, Josua Hadipurnomo (Y9), Savannah Minchington (Y10).

Eighty Middle School and Fifty-four Senior College pupils entered the **Australian Mathematics Competition**. Ashley Harrison (Y8) gained high distinction (top 2% of his year in NZ). Twenty-one pupils gained distinction (top 13% of their year in NZ). Forty-seven pupils gained credit (the next 35% of their year level in NZ).

In the **National Bank Junior Maths Competition** Danielle Johnston (Y11) gained a "Top 30" award.

## MUSIC

At **Jazz Quest** the newly formed Jazz Ensemble received a Silver Award. Ensemble members: Chris George, Nicholas Orr (Y11), Sam Hughes, Innes Johnstone, Steven Nichols (Y12), Harry Knight, Jason Trevathan (Y13). Nicholas Orr received an award for Best Original Composition. The Jazz Band received a Bronze Award.

## SCIENCE

Forty-five pupils entered the **ICAS Science Competition**. Michael Davis (Y8) gained high distinction. Seven pupils gained Distinction: Judah Parsons (Y7), Ben Dowers, Ashley Harrison, Courtney Thomson (Y8), Mark James (Y9), Christopher George, Danielle Johnstone (Y11).

Nine pupils entered the **NZIC Chemistry Competitions**. Caleb Scott, John Ramana and Jason Rippon (Y11) came first with their investigation in Inorganic Chemistry.

In the **Scholars in Science Scholarship Competition** (University of Canterbury) two pupils finished in the top 50 in Canterbury – Madelynn Loo and Rowan Nugteren (Y13).

In the **Australian National Chemistry Competition** Seonbu Nam (Y12) achieved credit in the senior division.

## WORLD VISION SCHOLARSHIP

Awarded to Anna Button (Y13)

## OUTSTANDING ACHIEVEMENTS

Hamish Beaton (ex-pupil) was third in the Travcom Travel Writer of the Year (winner Joe Bennett). Hamish won the People's Choice Award outright.

Richie Edwards (ex-pupil) was a member of the NZ Junior Men's Basketball team.

Okiwi Hawkins (Y13) was placed second in the Senior English section of the National Manu Korero Speech competition. He has also been awarded a scholarship to the Edge Performing Arts School in Melbourne, gained a place in the MAZDA Foundation National Young Performer of the Year awards, and an NZAMD exam scholarship.

Matthew McKessar (Y13) and Elisha Nuttall (Y12) won the school boys team section at the Coast to Coast.

Daniel O'Connor (Y13) won the TVNZ Netguide Multimedia competition for his website about F Scott Fitzgerald's "The Great Gatsby."

Shonaugh Frew (Y12) was awarded the Correspondence School of NZ "Miss Joyce Cooper Memorial Prize" for textile studies of fashion design and development in the creation of textile outcomes.

Elisha Nuttall (Y12) and Tim Farrant (ex-pupil) won the Junior National award at the 24hr NZ Rogaine Champs.

Jake Stamper (Y12) has been selected for Worlds Cross Country Secondary Schools' Championships.

Anthony Bykerk (Y11) was nominated for the NZ U23 Men's Netball team.

Samantha Hickson (Y11) won the NZ Post best lyric poem award at the 2009 New Zealand Post National Schools Poetry Awards.

Jordan Moore (Y11) was awarded the John McLaren Award for Excellence in Dance. This is awarded to diabetic youth who excel in their field despite the setbacks diabetes sometimes poses.

Rowan Hines (Y10) was selected for the NZ Youth Climbing team.

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## Parent Voluntary Donation & the Special Character Advisory Team (SCAT) Annual Report 2009

As a State Integrated school Middleton Grange School enjoys government funding for teaching staff salaries and daily operations. This is a wonderful blessing but does not allow specific development of the Christian Character of the school. Parents fund this through the voluntary donations.

### SPECIAL CHARACTER & GENERAL FEE (VOLUNTARY)

One child	\$540
Two children	\$972
Three children	\$1080
Four children	\$1188

A portion of the voluntary donations is spent to support activities funded in the same way in other schools, eg. school magazine, mini buses etc.

The largest part however is devoted to strengthening the Christian Character.

The greatest resource God has given us is committed Christian staff. Most have not been trained in Christian institutions. Middleton Grange School has developed a world class professional development programme funded by parents to coach teachers in teaching Christianly. This sets us apart as a Christian school.

In 2009 13 staff were released from a class each in order to participate in the "Teaching Christianly" course. This initiative recognises the necessity in a Christian school to teach in a Christ-like manner. The curriculum area for 2009 was Physical Education and Health. This allowed the programme to rigorously critique the Physical Education and Health curriculum from a Biblical perspective.

### 2009 TEAM

<b>Leadership Team</b>	Vic Pollard	
	Richard Vanderpyl	
	Dave Elder	Geography and Social Studies
	Judi Lawrence	Social Studies
	Nick Pomare	
<b>Participants</b>	Andrew O'Neill	HOD Physical Education Years 7-13
	Matt Barlow	Physical Education Years 7-13
	Geoff Steyn	Physical Education Years 7-13
	Andrea Gort	Physical Education Years 7-13
	Dave Langrell	Physical Education Years 7-13
	Deane Taylor	Primary School
	Heather Kench	Head of Primary School
	Gregg Le Roux	Head of Middle School

### THE COURSE INCLUDED THE FOLLOWING COMPONENTS

1. Readings were selected from a wide range of Christian Education, Worldview and Physical Education texts for introducing ideas, developing knowledge and providing in depth study this year in Physical Education. Readings were chosen for their relevance to lecture topics and were a key focus of weekly discussion group participation. It was challenging to choose specific chapter readings with such a wide range of relevant material available.

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2. Set times of group discussion to delve deeper into the readings. Participants were given set questions each week with the required reading and expected to respond in written form and in the weekly discussions held in small groups. There was abundant opportunity for participants to carefully study issues, reflect on their relevance to the 'matter' (content) and the 'manner' (style) of their teaching. The reading stimulated much conversation and debate and afforded positive and negative feedback regarding issues raised in the reading material.
3. Lecture series weekly on a Monday 4.00-5.00pm. Various lectures are used to present a topic of relevance to "Teaching Christianly".

## The outline for the lecture series in Terms 1 and 2 was as follows:

- Term 1 "Towards the Integration of Biblical Faith into Classroom Learning" lectures. These lectures covered "What is Truth? Where do we find it? Worldviews, knowing who we are (created in God's image) and the impact this must have on our teaching.
- Term 2 Staff looked at developing a Biblical Physical Education curriculum. The lectures covered the NZ Curriculum Framework and then critiqued the Physical Education curriculum from a Christian perspective.

As in previous years, the programme will run into a second year. The focus of the second year is to invest time into rewriting/updating curriculum units of work to better reflect the 'new' understanding of the participants. We believe that this will give an even greater impact on teaching and learning from a Biblical perspective.

This programme is at the leading edge of Christian School Professional development in the area of "Teaching Christianly." The investment in this programme is large but it affects the heart of what Middleton Grange School was established for.

The goal of the programme is to enable our staff to teach your children in a way that shows God's sovereignty over and in all things and the love of Christ in how the curriculum is taught, so that pupils are drawn to a real and loving relationship with Christ.

## PARENT DONATIONS WILL BE USED AS FOLLOWS IN 2010

Development of the Christian Character of the School	\$232,000
Sports Resourcing	\$14,000
Libraries	\$31,900
Performing Arts Resourcing	\$12,000
School Magazine and Handbook	\$14,700
Mini buses	\$8,400
Other activities	\$81,000
<b>TOTAL</b>	<b>\$394,000</b>