

ENDNOTES

CHAPTER 1

1. Eric Dunlop. *The Middleton Grange Story*. Dunedin: John McIndoe Ltd., p. 126. Over subsequent years the book has proved an invaluable resource for promoting the school and inducting new staff. It was also an important reference document during the integration negotiations in 1994–'95 (see Chapter 2). The book also continued to sell, although more slowly, following the celebrations.
2. 'Rector' was changed to 'Principal' upon Oliver's appointment in May 1983. A newsletter informed parents: 'At a recent meeting of the Board of Governors it was decided that the title 'Rector' will no longer be used. It will be replaced by the title 'Principal.' This change was suggested by Mr Dunlop, and strongly supported by the new appointee, Mr Oliver.' 'Change of Title,' Newsletter, April 1983, p. 3.
3. It is stated in an early prospectus 'it is desired that each child should be taught from the Bible the truths of the Christian Faith, and that each should be encouraged in true loyalty to his own church.' 'Prospectus of Middleton Grange School' (c. 1970), p. 1.
4. School Magazine 1970–'71, 'Firm Foundations,' p. 5. At this time it was correct to say that Middleton's programme 'was not duplicated anywhere in the land' but other Christian schools began to emerge in the late 1970s, and as many of these grew into larger institutions, the Middleton experience became an important model.
5. Principal's comment, CST minutes, 20 June 1988. Of course this did not eventuate, but the point was that there was a sufficient level of growth to make this at least a possibility.
6. From the outset the school was under the control of a Board of Governors which was appointed by the overseeing body, the CST which was formed at a meeting held on 25 May 1963. According to a loose-leaf sheet found amongst the records for the 25th celebrations, the Board collectively attended to the following tasks: 'Interview and appoint all staff. They also have the right to dismiss staff; 2. Decide staff salaries; 3. Decide what fees must be charged to run the school; 4. Decide what courses, e.g. languages, the school should offer, [and] 5. Plan for new buildings and the buying of land where necessary' (undated, c. 1977).
7. Which were almost every year from 1964 to 1995. Fee increases were a source of consternation for many Board members and parents.
8. More recently 'Composite Schools'.
9. The event was dubbed a 'jubilee' although that term more accurately applies to a half-century celebration.
10. Cited in 'Middleton Grange Today and Tomorrow,' by Dick Oliver (Principal) dated 24 August 1988. It is not known when, where or to whom this speech was delivered, but it is a fascinating 9-page insight to both the past, present and thoughts about the future a few months prior to the 25th celebrations. The 22% figure refers to 'a recent [unnamed] article' in *The Christchurch Star*.
11. Loose leaf papers survive outlining Grenfell's plan. At the time he was Chairman of the Survey Research Group, based in Cathedral Square.
12. To counter any suggestion the school was solely focused on revenue gathering, 'Fiesta' was originally called 'Gift Day' with the implication participants would be exercising their gifts and talents for the benefit of others and there would be 'stalls' and 'fun activities.' In reality, of course, the school desperately needed all the additional funding it could get. 'Gift Day' became 'Fiesta' in 1985.
13. Drawing on the New Testament principle of using and increasing our talents, the scheme involved the disbursement of \$100 sums to all participating parents. From the total of \$40,000 so spent, \$180,000 was raised. Yarrell was also involved in fundraising for the Form 1 & 2 Block.
14. Jean Stoop and her husband Erol ran 'The Grange' hostel in Cranmer Square in the mid-1970s, and Jean was later a long-serving Board member. She retired from that role in November 1989, after the 25th celebrations (the hostel was a short-lived venture, from 1974 to 1975, and was closed for economic reasons). Grace Currie, a nurse, was similarly a long-serving board member (August 1968–1989); and Frances Watson (née Posthuma) was a first-day pupil who later became a parent of the school, and employed in the office (1991–2012). She was also involved with the Uniform Shop for many years.

15. Peter Marshall, the school's Executive Officer (from 1986) also worked closely with the planning team, and more so as time went by. Jean Smith was a former Senior Mistress, and Pauline Hocking, was the Staff Representative.
16. Meeting, 2 March 1988.
17. It was recorded in the committee minutes that 'registrations were light' (8 February), and a week later that 'bookings were low but it was expected they will increase nearer the time' (17 February).
18. Other highlights included a Form 5 History presentation on the Arab-Israeli conflict; publishing a newspaper (Form 5 English), and a Form 7 Classics discussion on 'Heroism in Greek Thinking' (with reference to Alexander the Great as god/man). Special activities were also planned in a number of primary classrooms.
19. Among those who could not be present but sent congratulatory wishes were Marian Laugesen (Christchurch), Joan and Ted Davies (England), and Rosalie Watson (née Edmonds, Australia). Don Capill (in Australia) was also unable to attend.
20. Stoop later gained a Doctorate in Education (1997) and went on to hold various senior administrative roles in schools, including Burnside High, where he was Principal. At the time of writing (2014) he is CEO of the ERO and based in Wellington. Stoop was awarded a QSO in June 2014.
21. An article in *Challenge Weekly* promoting the celebrations added to the 'family' aspect when it was noted that, 'From the outset a sense of 'family' was fostered and although this is harder to maintain as 'the family' grows larger, the school is proud to acknowledge that today nine of the first-day pupils have children attending the school.' 'Middleton Grange approaches 25 years,' 28 October 1988, p. 8. The 'family feel' certainly impressed the writer when he first arrived at the school in mid-1994. Three possible reasons for the strong 'family feel' are: 1. the Primers to Form 7 configuration on one campus; 2. the strong links the school enjoys with a number of denominations and even specific congregations/parishes, and 3. the loyalty of many families to the school across the generations.
22. Bouman had been caretaker since 1963 and had served continuously in that role until his retirement from full-time work in January 1989. He continued working part-time until 1991.
23. '25 Year Jubilee Celebrations,' School Magazine 1989, p. 16.
24. Planning meeting, 25 October 1988.
25. Those involved in the presentations, prayers and readings included Jessica Maclean, Megan Spragg, Andrew Carswell, Anne Fraser, Melanie Johnson, Andrew Horton, and Head Prefects Paul Morrow and Amanda Steele.
26. All pupils were expected to attend and a pro forma follow-up letter was issued to those parents whose children were absent.
27. Deane (BA, BD, ThM, DipTchg) was, at the time Dean of Studies at the Manawatu Branch of the College.
28. The Christchurch branch of BCNZ later moved to a house at 87 Hansons Lane (off a leg-in section). This stood on the site of the current Technology Block (F Block) and was removed c. 1998 to enable construction to begin. BCNZ is now Laidlaw College and has moved to a purpose-built campus in Condell Avenue, Papanui.
29. 'Firm Foundations,' School Magazine, 1970-'71, p. 5.
30. 20 April 1989.
31. 'Middleton Grange 25th marked by gala,' *Challenge Weekly*, 20 April 1989, p. 3. Interestingly, from a catchment audience of over 3,000 this represents a response of less than 10% (which is not unusual for school reunions and other commemorative events).
32. The largest venue was the then new Sports Centre which had cost \$869,000. This in itself represented the progress, resourcefulness and faith of the school community and its leadership. In addition to the main, multi-court area and the mezzanine floor above, it contained a classroom, staff offices, a kitchen area, climbing bars, ropes, a health and fitness room, and three storage areas. A large version of the school crest (originally designed by Mrs Chignell) adorns the gym wall above the classroom. An internal climbing wall was added c. 1999 (this replaced the outside climbing steps which although still in place, are seldom if ever used).
33. See above, note 31.
34. Initial Planning Meeting of the Co-ordinating Committee, 2 March 1988.

35. A staff member at the time shared this with the writer, adding that they knew of ex-pupils who struggled to attend but who eventually came and found it worthwhile and a very positive experience.
36. The phrase comes from the document 'Tomorrow's Schools: The Reform of Education Administration in New Zealand.' Wellington: Department of Education, 1988.
37. Newsletter, No. 21, April 1989. Remarkably, there was no actual date advertised for this event, but it is assumed it occurred later in April. It is not known how many Middleton parents and staff attended, but as the writer recalls, interest (and uncertainty) concerning 'Tomorrow's Schools' was widespread at the time.
38. Upon his return, the Principal reported to the Board: 'With the departure of Tony Hawkins we need to consider what staffing provision should be made for on-going [Christian] curriculum development. At present I see no member of our staff who could pick this up immediately and therefore propose in the meantime to give some stimulus to this area myself (drawing on my recent experiences) I believe nevertheless we should make an appointment in this field as soon as possible.' Board Minutes, 19 October 1989.
39. Capill moved to the Reformed Theological College in Geelong to establish a Department of Christian Education there. He had been very involved in developing the Christian character of the school. Following a long retirement he died in Christchurch on 29 November 2013 (aged 83). The funeral was held at the Reformed Church of Bishopdale on 4 December and Pollard spoke of his contribution to the school (Principal Richard Vanderpyl had a previous commitment in Wellington).
40. An exception is Oliver's comments in the 1989 magazine where he says, 'As we now look ahead to a future with such profound changes on the New Zealand educational scene, the growth of secularism in every aspect of society and decreasing interest in traditional Christian morality, do we, or do we not have a crucial role in the Kingdom of God and in the nation of New Zealand?' (p. 3)
41. *Ibid.*, p. 63.
42. In 1987, a new immigration law was passed which moved to selection on personal characteristics such as educational qualifications rather than favouring certain source countries. This paved the way for increased immigration from Asian countries. A new system whereby potential migrants gained points depending on their age, work history, and other relevant demographics was introduced in 1991. New Zealand experienced high net inflows in the mid-1990s, as the number of permanent and long-term (PLT) arrivals increased. In 1995, a peak net inflow of 28,500 was reached. The source countries had also changed: in 1995, there was a net PLT inflow of 3,600 from the United Kingdom (New Zealand's traditional source of migrants), while the combined inflow from the Asian countries of Korea, China, Taiwan, Hong Kong, and Japan was 15,500. (See *New Zealand's International Migration Statistics: 1922-2009*. Wellington: Statistics New Zealand. September 2010, International Travel and Migration articles: ISSN 1178-3877 (online, p. 6). Middleton Grange was well-positioned to take advantage of these changes having developed strong links with Asian schools since the mid-1980s. Oliver in particular, was a strong advocate of international education before the large influx of migrants occurred from that region in the 1990s.
43. Board Minutes, 16 February 1990.
44. Although a culture group had been formed as early as 1986, this event was significant in the long journey towards better understanding Taha Māori at the school. While the teaching of Te Reo is now compulsory (up to Year 10) the leadership of the school, particularly in Mark Larson's tenure (1999-2009), but also in that of his successor Richard Vanderpyl, has been very supportive of all new initiatives. Meeting national requirements (compliance issues) is one thing, but the gospel imperative to understand and embrace cultural difference has arguably been of even greater importance as a motive.
45. Lyn Sadler joined the staff in February 1979 and directed her first original musical *King of the Heavenly City* with Form 2S; presented in the school hall, with actors, singers and dancers from Form 2S and Standard 2, in 1981. Other original plays written and directed by Sadler include *Grasshopper on the Road* (1985), and *The Visitor* (1988), based on a story by Tolstoy and adapted as a musical with a cast of 120. *King of the Heavenly City* was repeated with Form 1 and 2 pupils in 1986. The success of these productions resulted in Drama becoming popular with Form 1 and 2 pupils, and eventually (later on) an option subject. Sadler's innovative and inclusive approach ensured as many pupils as possible were involved, and in one production at least, every pupil was on stage at some point.
46. Personal correspondence, 25 January 2013.
47. 'Memorable Entertainment,' *The Star*, 20 August 1988. *The Corner Grocer* was an adaptation of a Margaret

Mahy story and was written and directed by McCormack, Marrett, and Elizabeth Muschamp.

48. On his return from overseas Oliver proposed a discussion of 'Provisions for Students with Learning Disabilities,' 'Principal's Study Leave Report,' Board Minutes, 8 December 1989.
49. Board Minutes, 14 July 1989.
50. Later (in October) the Primary Department received an 'Archimedes 3000' computer paid for from PTBA funds. This along with the other two machines led Masterton to excitedly describe 1989 as 'The Year of the Computer!' 'Reflections from the Head,' School Magazine 1989, p. 23.
51. And, it should be added, the Board did not back-date any state pay increases anyway.
52. CST Minutes, 17 February 1989, p. 2.
53. Bursar's Report to the Board, 16 October 1989.
54. Board Minutes, 11 August 1989.
55. Letter to Parents, 16 August 1989.
56. *Ibid.*
57. Letter to Parents, 20 October 1989.
58. Board Minutes, 11 September 1989.
59. Board Minutes, 5 June 1992.
60. The Ministry consistently uses the term 'student' to refer to *any* learner from preschool to tertiary level. Historically however, 'student' refers to a person engaged in tertiary level study. Middleton retains 'pupil' because it better reflects the adult-child responsibility of teachers and their role as in loco parentis during school hours. The school embraces a biblical approach to the teaching and learning relationship whereby adults (parents and teachers) are responsible to teach, and pupils are accountable to learn. In spite of the internal preference to retain 'pupil,' 'student' is correct when referring to the Ministry's philosophy or documentation.
61. This morphed into 'Biblical Studies' in 2003, before reverting to the more generic 'Christian Studies' after 2009.
62. Form 6 pupils could be 'Accredited UE' meaning they did not have to sit final examinations. Those who had shown academic progress and competence in Form 6 could be accredited at the school's discretion. For pupils with a sound record in SC (5 or 6 subject passes), and good performance in class tests and school examinations, it was likely they would be accredited in 4 or 5 subjects (rarely 6). Form 6 pupils who were not accredited had to sit the external examinations. Accrediting was a uniquely New Zealand idea (favoured by Dr Clarence Beeby in the 1940s), but it was not without its critics who considered it unfair and divisive.
63. Sixth Form Certificate (SFC) was awarded by the Department of Education to those who had completed a course at Sixth Form level; it was awarded in any number of subjects up to a maximum of six. SFC was awarded in subject grades 1 to 9; with Grade 1 being Excellent, and Grade 9 a Poor standard. Whereas SC (Form 5) and Bursary (Form 7) subjects were marked on a percentage basis (with a higher percentage being desirable); in an SFC subject the *lower* on the 1-9 scale, the better. It is easy to see how confusing this could be particularly for employers, and how a new, more co-ordinated system of qualifications was desirable.
64. The moderation feedback to the school in 2012 is a later example of this with comments made on the quality of the school's documentation and internal procedures.
65. With justification Masterton's successor John Stackhouse (HoPS, 1997-2006), believed 'Primary Department' needed to become 'Primary School' because in size, function and most aspects of administration, it was largely self-governing.
66. Only anecdotal evidence exists of this and it appears to have arisen as a proposal sometime in late 1992.
67. Board Minutes, 17 February 1989.
68. *Ibid.*, (Appendix).
69. Pollard's good friend the late Graham May who later became a parent of the school (and wife Pam became prominent in the PTBA), was an international weightlifter (1974 Commonwealth Games Gold medalist). He also declined to participate in Sunday competitions.

70. 'Farewell, Mr Andrews,' School Magazine 1989, p. 8.
71. This was the occupancy date (for the start of the school year). The building was officially opened on 17 June 1990.
72. Board Minutes, 7 December 1990.
73. 'The New Forms 1 & 2 Block,' School Magazine 1990, p. 9.
74. Board Minutes, 11 September 1989.
75. Board Minutes, 9 November 1989.
76. Martin (1935–2004) was a graduate of Greenville College in Philosophy, History and Religion. He later gained a Doctorate in History and Political Science at Ball State University.
77. Glenn R. Martin. *Prevailing Worldviews of Western Society Since 1500*. Marion, Indiana: Triangle Publishing, Indiana Wesleyan University (IWU Commemorative Edition), 2006, p. 13.
78. Another well-known writer in this area is Dr David Noebel of Summit Ministries in Colorado.
79. It should be noted that for all its merits and value to a Christian educator, world view analysis has its limitations. To presuppose that Truth can be posited as a 'world view' is itself reductionistic and implies that knowing and knowledge relies on human perception (which is not true). The I AM (Exodus 3:14) is not because *we are*; God and His creation exist independently of our knowing, perception and interpretation; and 'biblical Christian world view' quite apart from being a clumsy phrase, reduces Truth to *our interpretation of it*. Also 'biblical Christian' is not a monolith whereby everyone agrees on interpretation (the hermeneutical question; i.e. 'How is this passage to be interpreted?'). World view analysis is *phenomenological* resting as it does on human interpretation as the starting point. Despite this it remains an important tool for Christian educators to clarify biblical understanding and critique secular philosophies.
80. Board Minutes, 1 June 1990.
81. The writer has researched these debates elsewhere (see *From Innocents to Agents: Children and Children's Rights in New Zealand*. Auckland, Maxim Institute, 2006).
82. *The Middleton Grange Story*, pp. 120–21.
83. School Magazine 1985, p. 13.
84. School Magazine 1991, p. 3.
85. 'Acting Principal's Report to the Board of Governors,' 9 June 1989.
86. Oliver visited both schools during his 1989 trip. This was the third visit for groups from Shukugawa.
87. 'Japan Visit,' School Magazine 1994, p.17.
88. Miss Christine Kwan had been a part-time Japanese teacher in 1989–'90.
89. School Magazine 1990, p. 11.

CHAPTER 2

1. The Middleton Board of Governors took a keen interest in all aspects of the PSCIA, mostly from a distance. A submission was made to the Select Committee considering the legislation in 1975. In May 1983 on the eve of Dunlop's retirement, he correctly observed that, '...the Integration exploration was very much a crash course in understanding the principles and special character of the school.' *The Middleton Grange Story*, p. 99. This was to prove true in later years.
2. There are in addition, several other types of school: Kura kaupapa Māori Schools, Special (learning needs) Schools, designated Character Schools, such as 'Discovery One' in Christchurch; see below note 30), Boarding Schools, The Correspondence School, and Home-based or Home Schooling. The latter remains popular among Christian parents who prefer it to institutional Christian schooling. In recent years Middleton has assisted these pupils by providing Technology facilities and classes. Pupils from the Exclusive Brethren Schools ('Westmount') also use the Middleton facilities to sit final external examinations.
3. 'Schools Funding – An Introduction' Parliamentary paper, 15 September 2004 <http://www.parliament.nz/NR/rdonlyres/2DEEA60A-4EE5-4672-98E6-8FFC0954E34D/296/0405SchoolsFunding3.pdf> (accessed 27 November 2012).
4. Bowen (1830–1917) was the major owner of the property the school now stands on. In 1861 he married Georgina the sister of Clements Markham, who later became President of the Royal Geographic Society and as such laid the plans for Robert Scott's Antarctic voyages. Bowen was knighted in 1910 (KB, KCMG).
5. Dunlop makes this point. He also provides some background on Bowen, whose name will always be associated with the Old House (the original Grange homestead), and also in the Senior College house system (p. 19).
6. Rory Sweetman adds, 'The Catholic school system had grown haphazardly for more than a century. It had given New Zealand Catholics a focus for their energy, sacrifice and pride. Despite their vital contribution to the survival and growth of the schools, lay Catholics were not encouraged to question their condition or products. Many now wondered why they had to be altered so radically and at such expense to meet the state's requirements.' *A Fair and Just Solution? A History of the Integration of Private Schools in New Zealand*. Palmerston North: Dunmore Press, 2002, p. 24.
7. Important developments in Catholic education were occurring in the immediate post-war years. In the main, Catholics were determined to defend their distinctive religious and cultural values and autonomy from state control, while embracing developments such as the SC examination which were important for pupil success and enhancing the credibility of Catholic schools. (See Jenny Collins, 'For Faith or the Common Good? Policy Dilemmas Facing Catholic Educational Leaders in the Post-War Years'. *New Zealand Journal of Educational Studies*, Vol. 4, No. 2, 2006, pp. 257–272). In a similar vein, Middleton parents have always been keen for the school to maintain credibility by pupils doing well in state examinations.
8. Sweetman, p. 31.
9. The full title was 'Report of the Commission on Education in New Zealand' (Chairman Sir George Currie). The Currie Report was a substantial document addressing virtually every aspect of education in New Zealand. It became a blueprint for reform as most of its recommendations were eventually adopted.
10. 'Whether aid is given to private schools or withheld from them is basically a matter for political decision, and not one that educational authorities can well decide.' Currie Report, cited in Sweetman, p. 33.
11. A number of the points here are gleaned from Chapter 7 ('Church versus State: The Integration Issue') of Wellington's book, pp. 78–86. *New Zealand Education In Crisis*. Auckland: Endeavour Books, 1985. Wellington was the National Party Minister of Education (1978–1984).
12. 'It is proposed in the Bill [he said] that school shall be opened every morning, at a fixed hour, by the reading of the Bible and the Lord's Prayer; but it is not made necessary that any child should attend at that time if his parents should object.' *New Zealand Parliamentary Debates (NZPD)*, 24 July 1877.
13. *NZPD*, Vol. 25, 1877, p. 227.
14. Members of the New Zealand Association of Rationalists and Humanists (NZARH), for example, object on both grounds, as evident in this extract: 'In 1975 integrated schools were introduced without public discussion in order to prop up the failing Roman Catholic school system. The NZARH thinks it is wrong that

taxpayer money is used to fund the segregation and religious indoctrination of children. Having integrated schools has created a two-tier public education system. Integrated schools have an unfair advantage over public schools. Not only can they select their students, they can charge for better facilities, and 'request' large donations thereby improving their teacher-student ratios. ... The NZARH strongly believes that public education should be free, secular and available equally to all children.' <http://reason.org.nz/index.php/positions/secular-state> (accessed 28 November 2012). The PPTA was at this time supportive as Gunter Warner (the president-elect in 1975) also served on the integration working party. Subsequently, however, there was disquiet that some non-Catholic schools were 'jumping the queue.' See David Grant, *Those Who Can Teach: A History of Secondary Education in New Zealand from a Union Perspective*. Wellington: Steele Roberts Limited, 2003, pp. 68–69.

15. All available CST minutes from 11 April 1963 to 25 November 1966 have been consulted.
16. The writer has been aware in his time at the school of children from Roman Catholic families attending and also (from time to time) those from Latter Day Saints (Mormon) families, and others from Seventh Day Adventist and Christadelphian families. Many pupils in the International College are from Buddhist, Shinto, or Hindu backgrounds.
17. 'undenominational' [sic] appears in the first recorded meeting (11 April 1963). The etymology may not be as significant as the intention behind the use of the terms in the Middleton context. As a prefix 'un' refers to an 'annulling, depriving or removing action;' 'non' as an adjective means 'not' or an 'absence of a quality,' while 'inter' denotes 'across' or 'between.' In a practical sense the three prefixes are virtually synonymous although across the life of the school it has not consistently described itself using any one term. An advertisement for a teaching position in November 2012 made reference to 'multi-denominational' (*The Press*, 1 December). Perhaps a more germane question might be this: Is it sensible to now speak of 'denominations' at all in a post-modern age?
18. Dunlop, p. 20.
19. An additional 'Board of Reference' was established to act as a more objective counsel for important decisions, notably those concerning the Christian character (CST Minutes, 26 November 1965). Less important in this regard but still very significant in the life of the school was the PTBA which was proposed in late 1965 (5 November 1965). The first meeting was held in February (*ibid.*, 24 February 1966).
20. See Clause 78, 'Religious Instruction and observances in State primary schools' (1964 Act). This subsequently enabled the inter-denominational Churches Education Commission to offer 'Bible in Schools,' but this is currently facing sustained criticism from secular critics. A recent example is at St Heliers School in Auckland where a parent is complaining to the Human Rights Commission that his 5 year-old son is discriminated against during Bible in School classes as he (the son) is being isolated from classmates as if 'naughty.' 'School Bible Studies Challenged,' 29 January 2014 <http://www.stuff.co.nz/national/education/9661863/School-Bible-studies-challenged> (accessed 31 January 2014).
21. Dunlop, p. 26.
22. This was before the CST had been formed and the minutes were simply headed 'Christian School Project,' 20 April 1963. This extract was under the heading 'Objective.'
23. The intention here is not to revisit the details described in Chapter 1 of *The Middleton Grange Story*, but put the events into the context of the struggles that were encountered as the school grew, and eventually, the desire in later generations to consider integration.
24. Dunlop, p. 60.
25. The writer was made aware of this in 1994 by Robert Cumming who was seeking ways to address the issue.
26. 'Rector's Foreword: Into the '80s.' 'School Magazine 1978–1980,' February 1981, p. 5.
27. Dunlop, p. 99. The full title of the report (three sides of typed foolscap) is 'State Aid to Private Schools: Submission to the Minister of Education, the Hon. P. A. Amos, from the Board of Governors, Middleton Grange School, Christchurch.' The quote is the third point in section F: 'Our Response to the Integration Proposals' (03/00/01 'Integration,' File One).
28. Sweetman, p. 169. These Protestant schools included Solway College (Masterton), St Mary's Diocesan School (Stratford), Queen Victoria Māori Girls' School (Auckland), St Hilda's Collegiate (Dunedin), Nga Tawa (Marton), and Turakina Māori Girls' College. The Board Chair of Wesley College at the time was Harold

Denton who was also a member of the Integration Standing Committee (see Wellington, pp. 85–86).

29. *Ibid.*, p. 168.
30. Sweetman, p. 100. An interesting development made possible by s156 of the 1989 Education Act was an extension of designated special character schools to provide for alternative types of state school with specific pedagogical approaches. 'Discovery One' and 'Unlimited' are local examples of fully-funded state schools with a 'special character' that denotes a special learning philosophy rather than a religious basis (Discovery One merged with Unlimited Paenga Tawhiti on 27 January 2014). Although originally little more than an expedient political construct when first coined, 'special character' has been given very specific definition in non-Catholic Christian schools. It has come to define both the content and context of these schools, some of whom keenly see themselves as both 'Protestant' and 'Evangelical' (see Smith, Graham D. 'The Special Character of New Zealand Protestant Integrated Evangelical Schools.' Unpublished EdD thesis, Auckland University, 2012).
31. An undated paper (c. early 1995) contains Cumming's initial attempt at special character definition to which he added in brackets 'first rough draft!' 'We need,' he said, 'to look at our Statement of Belief and also the doctrinal statements of other integrated schools and sort out a short statement;' and significantly at the end said, 'we need to check that Area School is our best designation.' (03/00/01, 'Integration' File 2). An Area School is the name given to some composite schools (Year 7–13) mostly in rural areas. It was an anomaly therefore, that once integrated Middleton became an 'Area School' in a densely-populated urban area. Operationally this was the most expedient way for the MoE to view the former private school.
32. Of passing interest is that the former National Party Minister of Education Les Gander lost his seat (Rangitikei) in a surprise result at the election to the Social Credit leader, Bruce Beetham. Fortunately, Wellington was very supportive of integration and so the momentum under Gander was not lost. Wellington (1940–2003) was himself a former secondary teacher and he will perhaps best be remembered not for supporting integration, but his desire to revive flag flying in schools, a practice popular in the early 1920s.
33. Dunlop, p. 97.
34. *Ibid.*, pp. 99–100. It would appear that Dunlop's retirement in May 1983 and the appointment of Oliver as his replacement was a further stimulus (in addition to the financial concerns) to hold special meetings on integration.
35. See 2 Corinthians 6:14, and 2 Chronicles (the story of King Jehoshaphat's defeat of the Moabites and Ammonites). Board Minutes, 7 October 1983, and 9 December 1983.
36. *ibid.*, p. 100. The integration issue was examined very thoroughly at this time. A four-volume file (03/00/01 'Integration') is evidence of this. Rejection of the idea was certainly neither hasty nor flippant.
37. Board Minutes, 9 December 1993.
38. Board Minutes, 22 September 1989.
39. Yarrell's 'Festival of Talents' is an example of the initiative taken in fundraising. Based on the Parable of the Talents each family was given \$100 and asked to multiply it for the gymnasium project (Dunlop, p. 104). This raised \$80,000 (School Magazine 1987, p. 11). Brown joyfully recalled 'all of this has been achieved with very little debt' (Newsletter, 20 October 1989).
40. His unique free-market thinking was branded 'Rogernomics' while Richardson's actions created the moniker 'Ruthanasia.' Both terms were widely used by critics.
41. Lange announced the reforms in August 1988, and shortly after introduced the School Trustees Bill (13 December). According to Lange's cousin and cabinet colleague Hon Dr Michael Bassett, 19 working parties had been held to examine the principles of 'Tomorrow's Schools' by the end of the year. *Working with David: Inside the Lange Cabinet*. Mairangi Bay, Auckland: Hachette Livre Ltd., 2004, p. 391.
42. Another aspect central of the reforms was a May 1988 report 'Administering for Excellence' (also known as the 'Picot Report,' after principal author Brian Picot). Having consulted business and industry leaders, Picot was unsurprisingly critical of an overly-centralised school system. The thinking behind establishing BoTs was to give schools wide powers to manage their own affairs. See 'Administering for Excellence: Report of the Taskforce to Review Education Administration,' Wellington, 1988.
43. In line with Picot was an expectation schools would be more business-like in administration, 'National Administration Guidelines' and 'National Education Goals' (NAGs and NEGs) were issued. These set

parameters for all aspects of governance, curriculum delivery and accountability.

44. In primary schools, school committees (Parent Teacher Associations, or PTAs) were elected each year by parents attending an AGM, whereas under 'Tomorrow's Schools,' BoTs were elected every three years by postal ballot; teaching staff had formerly been appointed by Education Boards, but from 1989 they were employed directly by the BoT. Other changes included writing a charter, a new Ministry-led 'stranded' curriculum promising a 'seamless transition' of content, knowledge and skills in separate 'Essential Learning Areas' (1993).
45. See Grant, Chapters 17 and 18, pp. 224–272.
46. 'The New Zealand Curriculum Framework (Te Anga Marautanga o Aotearoa).' Wellington: MoE, 1993.
47. *Ibid.*, pp. 6–7.
48. Bassett, p. 390.
49. See 'A Consideration of the Need for Future Roll Provisions,' 9 June 1988. This 5-page paper was well-prepared and careful analysis of recent trends but its recommendations were soon to be overtaken by the cuts.
50. Contained in Board Minutes.
51. 'A Word from the Principal,' 1988 School Magazine, p. 3.
52. In 1976 with the details of the PSCIA virtually complete, the in-coming National Government increased aid to private schools by providing 50% of the cost of teacher salaries, which was known as Grant C. 'Grants A' & 'B' provided for operational and curriculum costs as well as the salaries of ancillary staff.
53. Members of the teaching staff affected by the proposal have recounted their experiences to the writer. This was, by all accounts, a very stressful time.
54. Board Minutes, 22 September 1989.
55. Seven tenders in all were received ranging from \$413,000 to \$454,000, meaning this was the lowest.
56. 'Minute On Meeting with Minister of Finance, Mr David Caygill,' 2 September 1989.
57. 'Submission to the Honourable Mr David Caygill, Minister of Finance,' 2 September, 1989.
58. *Op cit.*, 2 September 1989.
59. Contained in Board Minutes.
60. This eventually occurred in 1999, although the school was seriously investigating integration as far back as 1991 (see Martin A. Codyre, 'Factors Influencing the Decision to Apply for Status as an Integrated School: A Report to the Trustees Christian Education Trust,' 24 March 1991 (03/00/01 'Integration' File Two).
61. Having worked in an intermediate school and high school in the city at this time the writer was acquainted with the Invercargill scene. It was no coincidence that Hargest was the largest secondary school in Southland in Cumming's tenure.
62. When the writer first visited Middleton in March 1994 Cumming disparagingly referred to the long row of prefabs on the western boundary (including the Art and Woodwork rooms) as 'Dumpyville'.
63. Brown retired as Board Chair at the end of 1993 (Board Minutes, 29 October 1993, 11 February 1994, and also the Newsletter of 9 December 1993). Van Rij was appointed (with Adrienne Malcolm as Deputy) from the start of 1994.
64. Van Rij was legal advisor from 3 November 1978. He is currently (2014) Chair of the CST.
65. Like Cumming, van Rij was cautious and considered. In a letter to Cooper on procedural matters, he indicated the need 'to get it right first time' (21 June 1995).
66. Haverland was appointed to the Board in 1992. He was a first-day pupil and later Head Prefect (1974). At the time he was Minister of the Reformed Church in Bishopdale, but left the Board at the end of 1995 to pursue a DMin degree before moving with his family to a new pastoral role in Pukekohe.
67. This is uncredited and its origins unknown. It does not appear to be an official Ministry document (although it may be a copy of an official paper). It may have been prepared for circulation among the Boards of Christian schools. The Appendix is dated 1 March 1992.
68. Board Minutes.
69. Gillies was employed by Ian Young Education, a Wellington-based consultancy group. Ian Young (MA, DipEd,

DipTchg) had formerly worked for the Department of Education but set up his own consultancy with his wife, Kathryn, (MA, DipPE, Tch Cert) early in the new era (c. 1994).

70. Minutes of 11 February, Proposal for Board Approval: 'Commencing January 1994 Middleton Grange School establish its own Language School for Overseas Students. The school is to provide intensive instruction in English and an orientation programme.' This was a significant step forward. Oliver had initiated exchanges with various schools in Asia in the mid-1980s. These moves were the genesis of the current International College.
71. This had evidently been discussed for some time and Logan continued investigations on behalf of the Board. The main impetus was an encroaching secularism and the need to respond as Christian educators. With the local branch of the BCNZ adjacent to the Middleton campus (and some college staff had been taking senior Biblical Studies classes), and Logan's own NZEDF also on campus, it was felt opportune to establish a teacher training facility.
72. This was of interest to Cumming and he advanced the cause consistently throughout 1993 to the point that applications were being sought by the end of that year for a Head of Middle School. His motive was to strengthen pastoral care and curricular programmes across Standard 4 to Form 4. It was in these years that Middleton had been struggling to retain pupils.
73. MMP stands for an electoral system known as 'Mixed Member Proportional' representation. 'Mixed' refers to electorate MPs, representing geographic electorates, and list MPs, based on a party list. Under MMP, parties may win MPs via either (or both) means. Without an electorate seat, a party needs a threshold of 5% of total votes to gain representation.
74. Appendix to Board Minutes, 11 March 1994.
75. Board Minutes, 8 April 1994. The sub-committee consisted of Cumming, van Rij, Haverland, Malcolm and Logan.
76. See ERO Report 'Middleton Grange School, 25–29 May 1992.'
77. It should be noted that in the immediate post-Lange era and crushing defeat in the 1990 election, the party restructured and was clearly now distancing itself from 'Rogernomics,' Richardson's 1991 Budget and the Employment Contracts Act. There was a call to return to traditional Labour values coupled with so-called 'progressive' social policies. Interim leader Mike Moore was replaced by Helen Clark in December 1993.
78. Board Minutes, 27 May 1994.
79. 'Confidential Memo to Board Committee on Integration,' April 1994.
80. Contained in minutes presented to the Board, 3 May 1994.
81. Now Sir Alexander Lockwood Smith, KNZM. Smith is currently High Commissioner to the United Kingdom. Prior to his diplomatic post he was National MP (for Kaipara, 1984–2013) and Speaker of the House of Representatives (2008–2013).
82. CST Minutes.
83. This, as noted, was a draft, but no final copy could be found in the records, meaning this text, or an only slightly-altered version of it, was used in the initial approach to the Minister.
84. Phillips was the National Operations Manager in Wellington and Cooper had a similar role in Christchurch.
85. The Trust had of course, always been 'owner' so this was for the Ministry's purposes only as required by the PSCIA.
86. Gillies lived in Rangiora and was an important local contact between Ian Young (Wellington) and the school. He was a former teacher and inspector of schools who worked very hard with the Principal and Board and a property consultant, Charles (Chuck) Wareham. (Wareham had his own consultancy business in Upper Hutt). Noel Crowe of the Ministry was another property liaison contact closely involved in the negotiations. Cumming and the school's Executive Officer Peter Marshall enjoyed a good rapport with these advisors which greatly assisted with the negotiations. Gillies recalled an interesting anecdote at the 13 March meeting: in 1957 as a student he was boarding in Linwood with a businessman and attended a meeting with his landlord who, along with others, was considering starting a Christian school. This, he claims, was the origins of what would later become Middleton Grange School.
87. The meeting was held in the old Primary Hall and proceedings were recorded and subsequently transcribed, albeit in broken text. The goal was to inform the parent body (assuming members of the audience knew

very little about integration); assure parents that due process was being followed, and allay fears of an ill-advised decision about integration. Those present were assured the school could retract from negotiations at any point if the 'non-negotiables' could not be resolved. The writer was present and recalls the meeting as well-organised and warmly received. Specific follow-up included providing Board members' home phone numbers and on-site, after school group meetings chaired by the Principal.

88. 'Transcript of presentations on Integration,' (PTBA AGM, 13 March 1995). Normal business (yearly statements, etc.) followed the presentation.
89. And not just parents. Cumming approached two former members of staff, Don Capill and Tony Hawkins, for comment (both were present in 1975 and 1983). They were cautious, especially Capill whose reading of secular culture sounded a note of alarm at the prospect; Hawkins (then at Bethlehem College) acknowledged the severe financial strain on parents. Both were committed to pray for the school and that the right decision would be made.
90. 'Tagging' in this context refers to a quota (percentage) of teachers who are required under the terms of integration to support and uphold the special character. Middleton was seeking full (100%) tagging.
91. 'Report on Visit to John McGlashan College' and 'Report on Visit to Columba College,' March 1995. McGlashan is a Presbyterian boys' college, and Columba, the girls' equivalent.
92. *Ibid.*
93. It is unknown how much, if anything, Smith knew about Middleton Grange, but as Minister of Education (1990-'96) he was generally in favour of the New Right reforms, including bulk funding, vouchers, and means-tested student loans. By implication, he may have been sympathetic to faith-based schools seeking integration on the grounds of parental choice.
94. Cumming also commented to the writer at the time that this was a possibility.
95. Not all buildings are 'integrated' and subject to this requirement, only teaching rooms and spaces. The Old House, for example, is exempt.
96. 'Minutes of the Inaugural Meeting held at the National Party Committee Rooms on Thursday, 11th of April 1963.' This was the very first meeting of the school's founders.
97. 'Time for a 'devious' Act to go.' *New Zealand Education Review*, 20 August 1999, p. 8.

CHAPTER 3

1. In 1994, fees per annum had been \$2,430 for New Entrants to J2 pupils and \$4,215 for Form 3 to 5 pupils. This was considerably less than St Andrew's College, for example, where parents of Form 3 to 5 pupils were paying \$7,068 (p.a.), but still much in excess of what was charged at state schools. After 1995 attendance fees at Middleton Grange dropped to around \$1,100 per pupil.
2. Although integration eased the financial burden on the school, the effect of the cuts were somewhat alleviated when salaries for 1993 were adjusted to be 'in line with the previous policy of alignment to state rates' (Bursar's Report to Board, 12 February 1993). Datacom lasted until August 2012 when it was replaced by the troublesome Novopay payroll system.
3. The overall co-ordinator of this special Fiesta was Rev Lee Robertson, Secretary of the PTBA. The idea for a past vs. present pupils' sporting competition was Yarrell's (Board Minutes, 11 February 1994).
4. In what transpired to be the last year as a private school (1995), the Form 3 tests were two-hour 'Entrance/Scholarship/Bursary Examinations' and held on a Saturday morning (23 June). All current MGS Form 2 pupils + 45 potential new entrants sat the tests upstairs in the Form 1 & 2 Block. The tests consisted of a TOSCA ('Test of Scholastic Abilities,' a rather dated general mental aptitude test), followed by an English test (grammar and creative writing); a Spatial test, a Numerical Test, and a Mathematics Test. All except the TOSCA test were written 'in-house,' although a (local) external marker was employed.
5. The two educators often cited at the time were David Stewart and Dr Patrick Nolan. The latter was an academic educator at Massey University. During the review of the Middle School in 1999, Nolan was invited to Middleton Grange to meet with the HoMS and staff.
6. Board Minutes, 1 October 1993.
7. 'The Middle School & Senior College proposal has further developed. Following Board support at the last meeting [1 October] staff have been consulted and have expressed their support for the proposal to proceed in 1994.' Principal's Report to the Board, 26 October 1993. The HoMS position was first advertised on 1 November, and interviews held on 26 November.
8. 'Management Units' (or MUs) as they are now called, were previously called 'Positions of Responsibility' (PR) and attracted 1-4 remunerative units, 'Class 1,' 'Class 2,' etc. As originally advertised, the HoMS position was a 'PR 2' but it was felt that it should be re-advertised as a 'PR 3' position to create a more senior weighting, and include the appointee in the Senior Management of the school. As PR positions later morphed into MUs, it became common for senior management positions to attract 5-8 'units,' as is the case today.
9. Application for the Position 'Head of Middle School,' February 1994.
10. The newly-arrived HoMS had no prior knowledge of the PTBA but was told that this was a good way to get to know the school and its loyal parent community. This turned out to be the case, although the extra and unheralded responsibility was, at the time, a demanding additional responsibility.
11. The first MGS pupils to spend a term in Sydney on the exchange were Anneke van den Brink (1995), Nathan Runacres, and Sarah Bamber (both in 1996).
12. For example: 'Intense Heat' (1994), 'Inventions & Inventors' (1995), and 'Movement, Mobility & Migration' (1996).
13. Vertical forms are an alternative to age-based class groupings. For example, instead of a form class of 30 Form 1 pupils, a vertical group would be made up of approximately equal numbers of Form 1, 2, 3 and 4 pupils. The thinking is that all-age groups would be required to mix more readily than would be the case in straight age-based form groups. Older pupils could also be given opportunities for leadership and service to younger pupils. Vertical groups are structured around house groups; i.e. Bowen, Shackleton, Scott, and Wilson, thus 'BNGL' would denote 'Bowen House, Mr Gillon' where Mr David Gillon is the 'Group Teacher.' Interestingly, vertical groups eventually became a reality not in the Middle School, but in the Senior College, a decade later, in 2007.
14. The first issue (8 pages) appeared in July 1995. It featured a range of articles and news from across Form 1-7.
15. 'Shukugawa Gakuin 3 Month Visit,' 1993 School Magazine, p. 13.

16. Personal correspondence, 5 June 2013.
17. In his report to the Board, Cumming said, 'I am requesting Board approval in principle to proceed with the establishment of a language school for overseas students based at Windermere School in 1994.' Board Minutes, 1 October 1993.
18. Board Minutes, 26 November 1993.
19. Personal correspondence, 10 June 2013.
20. Logan recalls: 'We used every room and every cupboard. There were four different levels and we employed short-tenure staff to teach.' (*Ibid.*)
21. The 'down side' has been inevitable interruptions to classroom programmes. This is a widespread issue, as discussed in a recent article in the *Otago Daily Times*, which voiced the concerns of local principals. The recently retired Principal of John McGlashan College, for example, commented that 'sporting and cultural trips, many of which were to other cities or countries for days or weeks at a time, were disrupting pupils' focus on their academic studies, which could reduce their achievements if not managed carefully by schools.' 'There is so much going on,' he continues, 'it's so frustrating. You want kids to do these things and have these experiences, but you can't do everything.' 'Sports, cultural trips frustrating principals,' *Otago Daily Times*, 16 January 2014, p. 6.
22. Hebron International School.
23. Board Minutes, 9 February, 1996.
24. Board Minutes, 19 June, 1993. This issue may have been discussed earlier (closer to the time it was written), but with the end of the year looming and the busyness associated with that, and a new Principal about to arrive, it was a some months before it was properly considered.
25. *Ibid.*, emphasis in original.
26. 1994 School Magazine, p. 10.
27. Senior Staff Responsibilities, 1995.
28. In later years, and as the roll in both Middle School and the senior school/Senior College grew, the Sockburn facility was too small, and pupils were taken by bus across the city to the Olympic-sized pool at QE II Stadium (in Burwood). The last such trip was on 15 February, 2011 – a few days before the devastating earthquakes of 22 February.
29. It will be recalled (from Chapter 1) that an earlier staging of *The Corner Grocer* had drawn very positive critical comment in 1988.
30. Mulholland knew of Middleton Grange from 1969 when his first cousin, Ruth's husband Alistair Masterton became Head of the Primary Department.
31. Personal correspondence, 23 May, 2013.
32. The reasons were officially stated as: '(a) to develop existing contacts in Singapore and Malaysia to assist with screening of international student applications; and (b) to visit Christian schools in the USA and UK with a focus on the delivery of Christian education.' Board Minutes, 20 May 1996. The trip was from August to October.
33. Letter, Board Minutes, 31 July 1996.
34. David Gillon had been the first HoD Scripture some years prior to this (Board Minutes, 17 September, 1992). Patterson held both positions until his death in June 2007.
35. This included CD-ROM and network (OPAC) equipment. In discussing libraries, reference should be made to the retirement of Ora Matheson, in 1997. She had worked in the Secondary Library for many years, and began her association with Middleton Grange very early on, in 1965.

CHAPTER 4

1. 'From the Principal,' School Magazine 1999, p. 2.
2. Bethlehem College in Tauranga is the obvious comparison, but that school was established in 1988 and although it enjoyed rapid growth within a decade (including a tertiary teacher-training facility), Bethlehem is historically and organisationally quite different to Middleton.
3. Staff Appraisal which included Principal Appraisal became a feature of professional life post-integration. Larson enthusiastically embraced the concept and was keen to garner feedback on his own performance. His first appraiser (in 2000) was T. E (Ward) Clarke, a retired Principal of Hillmorton High School, while Stoop conducted a later review (mid-2001). Larson reported to the Board that Stoop 'has made pertinent comments on the complicated nature of the school.' Board Minutes, 17 September 2001.
4. This pattern can be discerned from the origins of the school although risks and 'boldness' were always calculated. Even so, the faith element (where there was some uncertainty of outcomes and having to rely on God) has been a feature of all decision-making.
5. As HoMS and part of the Senior Leadership at the time, the writer was asked to assist screening applications for the Principal position in late 1998. Many of these were predictably 'high powered' meaning such candid support from Larson's family was memorable.
6. The 'Christian Schools' Principals' Association' (File 10/16/09) contains extensive documentation and minutes of meetings of local Principals and Board members over the period 1993–2001. The impetus to meet seemed to be how best to manage growth and ensure that the various schools in Canterbury shared resources and presented a united front to the Ministry regarding important matters such as applications for roll increases, etc.
7. The collated findings were presented to the '2020 Vision' group in May but also to the Board the next month (Board Minutes, 21 June 1999). Subsequent minutes indicate that members of the Board became very enthused about the group and its work.
8. It will be recalled that Grenfell had been an advisor to the committee planning the 25th celebrations (see Chapter 1).
9. A BA(Hons) Geography graduate from Leeds University, Hull came to New Zealand in 1995. She had worked as a statistician and market consultant in London, and also with Opinions Market Research and ACNielsen (sic) after immigrating. She was assisted in her work with Larson and the Board by Susan Aitken, a Lincoln University graduate.
10. Saturday, 5 May. Board Minutes, 24 May 1999.
11. The wordplay denoted both the year '2020' and the full range of vision, i.e. '20/20'.
12. Tracey Hull, 'A Vision for the Future': A Research proposal prepared for Middleton Grange School. June 1999, pp. 5–6.
13. *Ibid.*, Executive Summary, p. 1.
14. Hull Report, p. 23.
15. Stuart van Rij is a former pupil of the school (1982–'95). The report was very timely and of great assistance to the Board who were keen to make improvements in this area.
16. See Stuart van Rij, and Rachel Gibson, 'Middleton Grange School – Special Needs Education: Market Research Proposal,' and also 'Market Research Report' (both 2000). The latter is the more detailed document (88-pages) containing the findings, conclusions and recommendations.
17. Knight was one of the founders of the New Zealand Graduate School of Education (NZGSE), which began in Christchurch on 1 October 1996. As a personal friend of Larson's, Knight has had a lot to do with Middleton in various advisory roles since 1999.
18. Report, pp. 58-59.
19. Personal reflection, 14 August 2013.
20. See 'Primary School Annual Report' Middleton Grange School Annual Report, February 2000.
21. At the time Martin was in full-time work at Spreydon Baptist. She had run programmes for able pupils in Rangiora and at Rangī Ruru, and is a published children's author. She also helped establish an endorsed

Diploma of Teaching for able pupils at the former Christchurch College of Education. She was employed at Middleton for 2 hours a week working with Year 4–6 pupils. (Primary School Annual Report, February 2000). Peter Larsen later picked up this role (2001).

22. 'Provisions for Students with Learning Disabilities,' Principal's Study Leave Report. Board Minutes, 8 December 1989.
23. 'SPELD [Specific Learning Disabilities] NZ was founded in Christchurch in 1971 by Brother Damien Keane, a teacher at the Marylands School in Christchurch, and Dr Jean Seabrook, a speech therapist and psychologist. As the organisation expanded, branches with their individual constitutions soon formed. In 1974 they federated to become SPELD N.Z. (Inc.) with a national constitution and a National Council. SPELD is a not-for-profit organisation that provides information, assessment and tuition to families, whanau, schools, businesses and individuals living with Dyslexia and other Specific Learning Disabilities. See <http://www.speld.org.nz/default.htm> (accessed 19 August 2013). During a year's leave in 2000, Painter began a Post-Graduate Diploma focusing on Asperger Syndrome. Anita Nielson is another SPELD-trained teacher.
24. Board Minutes, 5 June 1992.
25. A Higher Diploma of Teaching (endorsed in Special Needs) from the Christchurch College of Education in 1991.
26. This building was originally on the property at 25 Arthur Street and was later moved on to the campus when the school purchased that property ('in 1988 for \$103,291' – CST Financial Statement for Year Ended 31 December 1994, p. 4). The Arthur Street residence was used by school caretakers (Steven Wakerley, and Neil Hodgson) and their respective families. It was subsequently removed and the land used to create the Arthur Street carpark.
27. An example is the On-going and Reviewable Resources Schemes (ORRS). If eligible, a pupil has specialist Ministry-funded support from year to year.
28. Board Minutes, 21 June 2002. This had evidently been prepared by Peter Marshall in consultation with the CST and Malcolm McClurg (Opus).
29. Since the adoption of the four-schools-in-one concept the name has consistently been the 'International College,' but before that was referred to as the 'International School' or the 'International Department.'
30. The former Music Room was a large, upstairs teaching and storage space. It was rebuilt to become the Middle School and Senior College office and administration area.
31. It was finally demolished in August 2010 to make way for the Performing Arts Centre.
32. The first refurbishment of the downstairs offices occurred in late 2013 when the Principal's office was extended to include a small meeting area and the main visitor entrance and other storage spaces were remodelled. The changes were not only functional, as structural and load-bearing walls were also significantly strengthened following the earthquakes.
33. With this in mind, Cumming ensured external personnel were included in the planning. After his departure (but as early as November 1998), draft plans had been 'inspected by two people outside of the school who are directly involved in the new Technology Curriculum: Sandie Guscott, the National Co-ordinator of Technology at the Auckland College of Education, and Graeme Hall, Technology Advisor at the Christchurch College of Education. Both of these people have inspected the plans and agree that we are on the right track.' Executive Officer's Report on Buildings Development (CST File 01/09, 20 November 1998).
34. This was one of the first occasions elements of Māori ceremonial were used.
35. Executive Officer, Memo to Trust Members (16 March 1999).
36. *Ibid.*
37. *Op. cit.*
38. As discussed in Chapter 6, the new gymnasium was also to be at Rannerdale but the plans were altered in favour of a site on the 'school side' of Suva Street beside the existing gym. The new plan required the removal of two houses (both owned by the school).
39. MASTERS Institute (*sic*) was a private provider of pre-service primary teacher training based at Mt Roskill in buildings owned by retired builder the late Ron Youngman, who made the premises available free of charge. MASTERS was later absorbed into the School of Education at the BCNZ in Henderson when that institution became Laidlaw College in mid-2008. Youngman was also a financial supporter of KingsWay College (*sic*)

in Orewa when the school was founded in 1986, and in a similar capacity, enabled Maxim Institute to be established in November 2001.

40. Board Minutes, 19 June 2000.
41. One example from the minutes will serve to illustrate the time and energy spent on this issue. In December 1999, for example, David Giles (from Bethlehem Tertiary Institute) was invited to meet with the Board. He spent 90 minutes presenting relevant material and answering questions. In addition to Board members, the following were present: R. Wallis, V. Pollard, M. Reid, and C. Wyatt (the latter from CCC), along with two representatives from BCNZ: B. Knox & H. Taylor (Board Minutes, 13 December 1999).
42. 'Mr Logan has moved out of a leadership role in this area [curriculum development] with his refocusing of energy to the work of the NZEDF' (Board Minutes, 27 July 2000). This was not because the teacher training facility failed to materialise, but (as explained), to devote more time as Director of the NZEDF, a privately-funded organisation which he had started in Auckland in 1991. Upon Logan's moving to Christchurch, NZEDF was based in the Old House. Larson quickly became aware of Logan's strengths in curriculum development and considered his input invaluable and a unique aspect of the Middleton culture. After 2000 he sought to retain Logan's services as a Proprietor's Representative on the Board (Board Minutes, 18 June 2001 – Logan continued on the Board until 2004). When the NZEDF evolved into Maxim Institute, Larson, Marshall and others fostered a mutually beneficial relationship between the school and the new organisation by continuing to provide accommodation in the Old House, and from 2004, at 74 Middleton Road. In return Maxim staff advised the school on policy and curriculum development issues including the FPC.
43. The writer was present at the retreat (3 & 4 March 2000). It was a time of prayer, sharing and mulling over the implications of the Hull Report.
44. Principal's Annual Report 2001. 'Strategic Achievement Plan & Annual School Report, 2001.'
45. This is a simplification of what was, in reality, a detailed and quite drawn-out process. In 2008 the writer prepared a detailed (15-page) history of the Special Character initiatives (see Michael Reid. 'SCAT – An Annotated Chronology' 2008) and there is not space to discuss each aspect of the programme's development; what is presented here is an outline only.
46. Initially the 'Staff Development Team.'
47. 'Principal's Foreword,' School Magazine 2002, p. 2.
48. Annual roll returns.
49. Ward Clarke. 'Detailed Appraisal of the International College,' August 2001 (Department Appraisal, 06/00).
50. *Ibid.*, p. 5.
51. Of passing interest is that two current Middleton teachers completed their training in the same class. Mike Coleman and Peter Anderson were both training as commerce teachers in the Division C (secondary) course in 1985.
52. This was a professional degree introduced to Massey University during the 1980s by Dr Wayne Edwards, himself a MEdAdmin graduate from the University of New England. It was an expanded version of the DipEdAdmin and aimed mostly at senior educators working in schools. The course focuses on action research, leadership, change and management.
53. Personal reflection, 10 June 2013.
54. It was around this time the 'International College' became consistently known by that title. Previously it had been the 'Exchange Teaching programme,' the 'International Department' and latterly the 'Language School' (see above, note 29).
55. Although Keir left at the end of that year (see Chapter 6).
56. Former Board Chair Peter van Rij stepped down from this role at the end of 2000 and was replaced by Baird (2001–'06). He had been legal advisor to the Board since 1978 and Chair since 1994. Van Rij has continued on the CST since stepping down from the Board.
57. It can be added that there was a long-standing practice in the school of Board member visits to classrooms ('Board visitations'). These were carefully arranged, Baird, however, 'made spontaneous visits to the department frequently.' Mary Logan (*Ibid.*).

58. CST Meeting, 17 October 2001. An approval for tenders to be called was agreed in December 2002 (2 December) but delays continued for some time.
59. Board Minutes, 21 October 2002.
60. Board Minutes, 15 September 2003.
61. Technically, Pollard was 'Acting Head of Senior College' in 2003. By that time a new appointee was being sought.
62. To be fair he and Pollard did a lot of thinking and writing around the TQM idea. See, for example, 'Quality Management System: A document outlining Middleton Grange School's Quality Management System as required for School Accreditation by the New Zealand Qualifications Authority' (May 2002). This 80-plus page paper heralded a new era of 'paper-shuffling.' More charitably, however, this was a requirement of all schools and the Middleton document was notably detailed, comprehensive and well-written.
63. Principal's Report, School Magazine 1997, pp. 2-3.
64. Incorporating a character education focus on virtues grew out of the work John Heenan had been doing throughout New Zealand with his Cornerstone Values project. Logan invited Heenan (a retired Primary Principal) to present at various seminars and conferences which Middleton teachers attended, and this generated much interest. The Primary School had the '7 C's' which Stackhouse introduced in 1997 (Common Sense, Courtesy, Consideration, Co-operation, Cheerfulness, Celebration, and Christ), while in Middle School and Senior College a virtue such as 'humility' would be selected as a focus for assemblies and in form meetings, etc. The 'Living Values' programme was a UNESCO initiative that (after some reservation) was adopted for its positivity and that it complemented the character education focus. In 2002 Wallis was working with a number of pupil leaders on the programme including Anna Argyle, Rosemary Baird, Emma Broughton, Kathryn Phillips, Michael Hewson, Sarah Halliwell, Yo Miura, and Joanna Haverland; 'The Values Team' (School Magazine 2002, p. 16).
65. Personal reflection, 10 June 2013. See also Board Minutes of the Retreat (at Adcroft Retreat Centre, Buchanans Road), 22 June 2002, where there was an expressed need for the Principal in the new structure to promote 'the wider vision for Christian education in the community.'
66. It can be added that Spragg has been a long-serving BoT Secretary. He has also been returning officer for each Board election (parent representatives) and also in a similar role for electing the pupil/student representative (after 2000). Hamish Read (Year 13, 2000) was the first elected pupil representative on the Board.
67. Principal's Foreword, School Magazine 2002, p. 2.
68. An average across eight years was obtained from annual (1 March) roll returns.
69. Annual Report 2004.
70. Christian Schools' Principals' Association (File 01/06/09), 11 May 1999.
71. For example, he wrote to Chris Wyatt, Joint Principal of CCC, informing him families that could not be accommodated in the Middleton Primary School were being encouraged to consider CCC (*ibid.*, Letter, 23 October 1998).
72. An objective assessment of this is evident in the ERO Report of September 2002 where the progress and effectiveness of the Primary School drew consistent approbation. For the record, earlier ERO visits included an Assurance Audit in September 1997, a Statutory Report (related to integration) in April 1995, and a first review in the private era, in May 1992.
73. The inspectors recommended to the Board of Governors, 'That if the school is to be a Form 1 to 7 with primary attached, this should be more obvious in its organisation and the stated responsibilities of staff' (Board Minutes, 17 February 1989).
74. There is not space to provide details of all these developments; suffice to say this was a very busy period in the life of the Primary School.
75. Rudi Jansen has now matched this length of service and is still at the school in 2014 (see Chapter 6).
76. Board Member Andy van Ameyde later suggested this 'in view of the good job being done in [the] Primary School as evidenced by the Tracey Hull survey.' There was however, as Larson responded, a 'strong feeling not to recapitate.' Board Minutes, 19 June 2000.

77. Richardson began teaching in 1994 at Cashmere Primary. He was offered and accepted the HoMS position in December 2000 (Board Minutes, 4 December) having been a teacher of Year 7 & 8 classes. Remuneration was soon increased to 5 Management Units (5MU) following the implementation of the new senior management structure. This along with an eventual 2MUs for the AHoMS role represented a marked increase in support for the Middle School.
78. This was on Larson's 'High Needs Wish List' at the Board Retreat in June 2001.
79. Lawrence was first appointed to a full-time position in October 2001, initially in a one-year, long-term relieving position teaching Year 9 and Commerce (Board Minutes, 29 October). Her energy and capacity for work soon led to greater responsibility and the AHoMS position.
80. Now updated to an electronic version known as 'e-asTTle.'
81. A Principal Appraisal (3 February 2003) noted that 'Mr Larson is providing superb leadership for the Board and school community and is held in high esteem by all stakeholders.'
82. CST Minutes, 17 October 2001.
83. The writer recalls this relatively small building taking longer to complete than the entire Administration Block.
84. 17–26 May. School Magazine 2003, p. 18. See also 'Mark Larson's Middle East Adventure,' Board records 2003.
85. At the Board Retreat in March 2000 he remarked, 'Middleton may be short-changing students in this area.'
86. School Magazine 2003, p. 12.
87. School Magazine 2000 (Primary section) pp. 21–40.
88. He was a founder of the nationally recognised alternative education centre Te Kaupapa Whakaora at Papanui High.
89. A dance for Year 9 & 10 was a recent event for pupils at this level. There were strong feelings among some older members of the school community that dancing was an inappropriate activity (see Chapter 1). As HoMS, the writer was frequently approached about a dance but the idea was initially rejected. Today, however, the Year 9 & 10 Dance is a highlight of the Middle School year. Careful planning and close monitoring ensure the evening is well run, inclusive and enjoyable.
90. Chris Wyatt, letter to Principals' Association, 4 October 1999.
91. Letter to the Board, 12 May 1999.
92. Response, 14 May 1999.
93. Paul Hutchinson (Chairman, Interim Board of Trustees) & Peter Gaul (Chairman, Board of Proprietors) Canterbury Christian College, letter to Middleton Board of Trustees, 18 June 1999. What followed was a 'Development Prospectus' for CCC which sought to raise '\$3.5 million to complete the purchase of [the] Nash Road site and develop the school complex.'
94. Letter, 3 July 2003 (Board records).

CHAPTER 5

1. Committee Minutes, February 2003. On the issue of fundraising later in June, the Board developed a policy ('What sort of fundraising activities are acceptable in a Christian school?') and gave due consideration of funds from gambling sources and 'lottery type activities.' It was concluded these sources be rejected based on the intent of the heart to 'get something for nothing,' which is inconsistent with a reliance on God's provision. The minutes contain an interesting selection of papers and viewpoints on this issue.
2. Bennetts was an ex-pupil (1989-'95). He was a stellar pupil who gained numerous awards for academic performance in Mathematics, Accounting, as well as Music. He was also Head Boy in 1995. By his own admission much of his love of music and approach to teaching were modelled on Marrett, who had a profound influence on him. Bennetts resigned as CL Music in 2012 to become Music Director at his home church, La Vida, in Hansons Lane.
3. 'Impressions' 6 April 2004, (Board Minutes, 17 May 2004).
4. 'Middleton Grange School: Forty Years, 1964-2004.' Each year was listed chronologically, showing the annual roll, house winners, senior scholar, head prefects, and illustrated snippets of school life. Bullet-pointed 'Global Events' and 'Local Events' placed school activities in the context of the times.
5. 55 people attended and Dunlop was guest speaker. Cumming was also present but Oliver did not attend the 40th celebrations (although he did visit the school later that year).
6. Chignell's contribution to the school is well documented in *The Middleton Grange Story*. Upon leaving the school he continued in teaching and mission service, including involvement in various schools in the Pacific (in Tonga and Nauru), as well as spending time as Principal of Tauraroa Area School in North Auckland. He retired to Christchurch and died on 12 July 2003, aged 84.
7. Other ideas that were suggested but did not eventuate were the painting of a mural, and an up-dated addition to *The Middleton Grange Story* covering the period 1989-2004.
8. This was also an aspect of the outward focus.
9. Retirements from the Board during 2004 included Patsy Hawke, David Mortimer (who had been Chairman of the Property Committee, 2002-'04), David Gillon (Teacher Representative), and Bruce Logan.
10. Chignell was preaching in his capacity as Director of Christian Education for the Anglican diocese, a position he had taken up in 1962.
11. The Laugesen Trust continues to provide funding for special projects related to the Christian character of the school, e.g. devotional books presented annually to every leaving Year 13 pupil.
12. Cumming had great respect and affection for Laugesen. The writer recalls one occasion at a senior prizegiving at Majestic House (c. 1997), when he invited a frail Laugesen forward to the front and publicly thanked him.
13. Olive Cumming was a very regular supporter of the former 'Prayer, Praise, & Fellowship' events which were held on a Monday evening each term until the demands on staff time saw this event go into recess (c. 1999). Robert and Olive's second daughter, Anita, taught at the school as a beginning teacher (1994-'95).
14. However, funds were down some \$20,000 in early 2004.
15. Finance Committee Meeting, 23 February 2004.
16. Area School status generated a specific funding model for the school and had implications for roll increase applications and the Area Schools' Collective teachers' contract. Larson noted that 'the 'dust' is settling on the Area School re-designation.' Principal's Report to the Board, 8 March 2004.
17. A very important but easily overlooked change was the transition from manual recording and data storage to electronic storage. This revolutionised administration and reporting across the school including email and internet. Computers are now so commonplace it is difficult to consider life without them.
18. Outward Focus Update, February 2004.
19. By March 2004 the personnel in the SCAT had changed. It now consisted of Vic Pollard, Richard Vanderpyl, Judi Lawrence, Roger Lavers, and Rosemary Allison. By the end of 2003 Larson too, had taken steps to update his professional understanding by completing the first paper of a Master of Education degree (in Christian education) by distance through the National Institute for Christian Education (NICE) in Sydney.

This is all-but-complete in 2014.

20. Focus Area Report for Board Meeting (NAG 1 Curriculum), 10 March 2003.
21. Appendix to Minutes, 9 February 2004.
22. Henderson is an English Literature (MA) graduate of Sidney Sussex College, Cambridge. He came to New Zealand to study at BCNZ and later graduated BMin. He had experience in educational consultancy work in Africa and Asia.
23. The theological content was reviewed by two local Anglican clergy known to Henderson: Rev Dr Brydone Black and Rev Dr Bob Robinson (the latter was also Dean of the Christchurch Branch of the BCNZ at the time). Reid was a general editor and added significant sections on humanities and heritage.
24. In Henderson's absence, this meeting was fronted by the writer (10 November). The need for the document and its general (aspirational) tenor were readily accepted, but the terminology was considered too lofty in places. A compromise saw the final version with sub-headings and explanatory notes added in the margin.
25. Having returned to the school in early 2006 the writer was asked to review English programmes across the school in 2006, and later (in 2008) to write a Humanities document. The FPC proved a very useful reference for these tasks. It also generated much new thinking and discussion about curriculum matters. For example, 'Social Sciences' was renamed 'Humanities' to reflect an approach to thinking, language and literature that rested on foundational concepts rather than borrowing principles from a modernist world view that elevated the process of data gathering and processing as 'Social Science' does. A review of Technology co-ordinated by Judi Lawrence began in 2009.
26. Board Minutes, 28 July 2003.
27. Cliff Wells (1914–2003) completed architectural studies with the renowned London firm, Sir Burnett Tait & Lorne. He designed the first classrooms and hall, the main secondary block, and the early refurbishment of the Old House. He provided many of his services for free, and was a long-serving member of the Board of Governors and the CST (from which he retired in 1985). Beyond the school Wells designed numerous churches and church buildings throughout Canterbury and Westland in the 1950s and '60s; e.g. St Stephen's Presbyterian in Bryndwr.
28. A copy of the memo hand-written by Rector Eric Dunlop listing the successful pupils for that year survives in the archives. For the record, the following were accredited: Jennifer Gray, John Haverland, Loraine Hawkins, Moray Johnston, Jillian Mayer, Matthew O'Neill, Neville Petrie, Janet Sides, Brian Sparrow, Christine van der Ende, and Ruth Wells.
29. Personal Correspondence, 21 October 2013.
30. The roll in 1974 was actually 570 although the intermediate and senior departments may have been nearer 330 as quoted here.
31. *Op. cit.*
32. A somewhat contentious issue has been the wearing of academic regalia by staff: a practice Velluppillai approves of. Perhaps as an extension of the founding policy not to 'falsely' promote human achievements, for many years (and especially in the early days) it was felt this attire was pretentious and insensitive to teachers who were not graduates. Over time however, and when the number of non-graduates was very few, this stance changed; '...as a teaching and learning institution it is appropriate to recognise [a] teacher's attainment of qualifications' (Explanatory note, Programme, Senior College Prizegiving, 6 November 2013).
33. Decile rating is a socio-economic measure used by the Ministry for all schools. It is based on the income and educational backgrounds of parents and caregivers, and as such, has been the subject of criticism politically and from some educators. Middleton's rating is '9' (with 10 being the highest).
34. The full Level 3 NCEA course was not implemented until 2004.
35. Annual Report, 2005.
36. See for example, the figures quoted in Chapter 1.
37. 'Study Camp' is a misnomer as the 'camp' is not an off-site sleepover, but an opportunity for individual or small group instruction at school after hours. It has proved very successful and is now a permanent fixture on the school calendar.
38. Much could be said about these (and other) developments but it will suffice to simply list the main ones

here. Vertical Groups contain a mix of Year 11–13 pupils who are under the daily care of one, overseeing pastoral care teacher. The rationale (which has worked well in practice) is that the mixing of age groups is socially advantageous compared with the straight, single year ‘Form Class.’ Vertical Groups are based on the school’s four houses (Bowen, Shackleton, Wilson, and Scott) which provide a basis for various sporting and cultural competitions. The Deans’ system has been progressively strengthened with both male and female deans at each level (whereas previously there was one person).

39. This is the first of seven paragraphs. It gives a feel for the inspiration and passion that lay behind the ‘dream.’ Patterson had in fact, been working on these developments for many years although this was a mature expression of his vision.
40. The full text of the 2007 Mission Statement is: *At Middleton Grange School we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. We equip pupils with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society. We work with parents to encourage pupils in their gifts and abilities to serve God and others.* A steering group (led by Pollard) worked with HoDs and with the whole staff at curriculum meetings to shape the final text. There was much (sometimes heated) discussion around what was meant by a ‘rigorous learning culture,’ the place of ‘heritage’ and the practical implications of ‘work with parents.’
41. According to the Senior College Annual Report for 2007 (p. 16), Focus Days were introduced in 2006. The usual venue has been the main Riccarton Raceway complex, although the smaller capacity Showgate facilities are used on occasions.
42. Patterson had also been considering the teaching of Scripture right across the school. He saw primary programmes as building ‘Familiarity’; Middle School as a ‘Foundation’ and Senior College as a ‘Framework’ for engagement (Report to Board, March 2004).
43. An entry in my diary for that day noted ‘Trevor died this morning; real sadness across the entire school community.’
44. Jill Patterson, personal correspondence, 5 November 2013.
45. This came out of consultation with the family. Reporting to the Board in July, Larson said ‘negotiations will take place with the family to develop some sort of lasting tribute to Trevor in the life of the school’ (Board Minutes, 30 July 2007).
46. The catalyst for the project was Painter’s skilful handling of a sensitive learning issue involving a particular pupil and their parents.
47. The team included Painter, Larson, Vanderpyl (in the early stages), Barr, Reid (from mid-2006), and teachers from other cluster schools at Hillmorton High (Pauline Godby) and Riccarton High (Phillipa Rendall). Ethical approval was obtained for the interviews (conducted by Painter) and these were very revealing of how difficult ‘normal’ school life can be for those with Asperger Syndrome and other clinically recognised disorders on the Autistic Spectrum.
48. The list of Kate’s ailments was lengthy, including atypical meningitis (age 6), atypical retinitis pigmentosa (age 11), and degenerative Kearn Sayers syndrome (at age 14). This was followed by Type-1 diabetes and the need for insulin injections. At 17 she lost her sight completely and at 18 began to lose hearing; at 20 she had a pacemaker installed, and began daily dialysis at 23. (‘The Adventures of Kate Burrell,’ *Bay-Harbour News*, 2 March 2005, p. 6).
49. School Magazine 2005, p. 16.
50. School Magazine 2000, p. 97.
51. It is not possible to mention every leaver in this (or any other) period. To reduce the discussion to the ‘main’ people only is a judgement call and fraught with risk. School magazines contain more detailed contemporary notes about staff changes.
52. Vaughan was a double major BA (Geography and History), and an MA Hons (Geography). Coincidentally he graduated with his post-graduate degree the same year as another Middleton stalwart, Rudi Jansen (MSc Hons), in 1964. Vaughan’s early teaching experience was in Auckland.
53. This was an after school quiz show hosted by Dr Lockwood Smith, who later became a National MP (see Chapter 2, notes 81 and 93).

54. Vaughan later served on the Board (2008–12).
55. School Magazine 2007, p. 22.
56. Karen served on the Board from 1993 to 2006 and was Board Chair from 2001. Dr David Baird had assisted with various projects requiring data analysis and the skills of a trained statistician, while their daughters (Rosemary, Kathryn and Michelle) all made an outstanding contribution to the school.
57. Like other retirees (including Margaret Yorke, Bill Down and Pam Brathwaite), McKenzie continues to serve the school as an external examinations NCEA supervisor. Barrie McConnell co-ordinates this work and is also employed in a night security role.
58. Irving's first stint ended in 1974 when he moved to Hornby High. This was followed by time abroad working in India before returning full-time to Middleton in 1987. His wife Lois also worked in special needs for many years (until 1994).
59. While refereeing an inter-school rugby match Gavin McMillan collapsed and died at school on 16 August 1985. He had previously worked for Scripture Union. Anecdotal accounts suggest his death created a similar trauma among pupils to that of Trevor Patterson's passing in 2007. A maple tree was planted in McMillan's honour beside the former administration and staff room block. Despite the removal of this building to make way for the Performing Arts Centre, it is appropriate that the tree and its small memorial remain.
60. Including, it should be added, a special jubilee edition which will be published in 2014.
61. Murray Burton won wide public approbation for his handling of the tragedy. It was felt at Middleton (and all over the country) that this could have been any school. It was a 'close shave' in the early 1990s when on a leadership camp a Middleton pupil developed hypothermia and had to be helicoptered out of Arthurs Pass.
62. A lot of intensive work went into developing a rationale around Technology as a new curriculum strand. By 2008 Larson had appointed Judi Lawrence to co-ordinate these investigations. A 'Memorandum of Understanding Technology' was proposed among the CSN schools on 8 May 2009.
63. Letter, 3 July 2003. Detailed records have been kept by Marianne Reinders who has worked part-time as a secretary and office administrator for the CSN since 2008. She was ideally suited to this role as a parent and with a long history of involvement in and advocacy for Christian education. She had also served on the ECS Board. The documents quoted in this section ('CSN records') are from her.
64. In 2005, for example, ECS had a roll of 130 and the Board's levy to the CSN was \$2,100 (\$12.92 per pupil). The corresponding figures for MGS that year were: roll: 1,080; CSN levy: \$18,396, cost pp: \$17.03 (CSN records).
65. 'CSN Foundation Document Review' (May 2011).
66. However, this was neither universal nor even. ECS, for example, had a roll of 130 in 2005, and this had only risen slightly to 143 by late 2009. CCC's roll was 150 in 2005, but had decreased slightly to 146 in October 2008.
67. Properly known as 'The Evangelistic School of Christ.' Hillview is now a fully independent, inter-denominational school and links with St Martin's and the Temple are historical only. The original premises are now the base of South City Christian Centre ('South City C3 Church') in lower Colombo Street.
68. The enrolment policy is and has been since at least 2004, carefully reviewed on an annual basis. Memoranda of Agreement and Understanding were signed by representatives of the CSN schools in 2007 (Board Minutes, 12 February 2007). Enrolment schemes were approved by the MoE in 2008.
69. The Co-ordinator position was first advertised on 27 November 2004. The central task was '...to provide professional links across the schools to build capacity in Christian education in the region' (Board Minutes, 7 December 2004). When appointed, van Ameyde was officially known as the 'Christchurch Christian Schools' Co-ordinator.'
70. Van Ameyde was on the PTBA from 1994 and Fiesta Co-ordinator for 1995 and 1996. He was elected proprietor representative to the inaugural Board of Trustees in 1996 and has served continuously since (in various roles). Prior to his involvement at Middleton, van Ameyde had been on the Board of Emmanuel Christian School. His length of service is notable. Offices were provided for van Ameyde and Reinders in the Old House.
71. Van Ameyde, personal comment, 11 November 2013.

72. 'Brief Chronology' CSN records.
73. Earlier however, in April 2005 a 'CSN Board' had been established to develop enrolment schemes and begin regular dialogue and meetings with Ministry contacts.
74. Including a 'dress rehearsal' for the launch a few days before on 9 June.
75. This was posted out during Term 2, 2006. The collated report released in July is a very detailed 50-page document.
76. Larson and Richardson had been working with the Proprietor, Board and staff of CCC since mid-2004. This was 'fairly time-intensive at the start,' but 'welcomed by the school.' (Report to Board, August 2004), Richardson's official resignation from Middleton was on 10 December 2007 while the newly-formed ACS became a member of the network a year earlier (in November 2006).
77. The estimated cost for this project was \$1.08 million (Property Committee Minutes, 30 March 2007), and the tender price from Ahead Builders was \$888, 104 (*ibid.*, 2 November 2007).
78. Property Report, 2007, p. 9.
79. And, according to the Board Chairperson's Annual Report, 14 new staff altogether (p. 6). Among this group was Nick Braithwaite, who replaced John Boyce as Caretaker. Boyce had been in the role for 10 years.
80. George and his wife Jo (Joanne) are both teachers. He had 33 years in primary teaching at all levels in Auckland, the Waikato and at Middleton Grange. In July 2007 the Browns moved to Whangarei and bought a Kip McGrath education centre franchise. Of passing interest is that Mark and Anne Larson, and Jill Patterson also run Kip McGrath centres (in Ferrymead and Avonhead respectively).
81. Personal reflection, 13 May 2013.
82. Mary Logan's legacy is a professionally-run International College. She had guided the growth of international education from short-term stays in ramshackle prefabs, into a thriving business (often within a volatile market) in a modern, specialist facility.
83. School Magazine 2007, p. 21.
84. Annual Report, p. 12.
85. Another small tradition for new staff is to sit in the front row for the annual staff photograph (taken in the dip area with the Old House as a backdrop).
86. This alternated between the YMCA site at Wainui and the Living Springs complex at Allandale.
87. And, prior to this, norm-referenced assessment using percentages and assuming a bell curve distribution of marks. SBA was introduced in mid-2004 (Board Minutes, 21 June 2004). Criteria based assessment meant moderation of grades and cross-checking of scripts across teachers as per NCEA internally-assessed standards.
88. Annual Report, p. 14.
89. School Magazine, p. 57.
90. *Ibid.*, p. 3.
91. Personal reflection, May 2013.
92. This is anecdotal but nevertheless highly significant.
93. The properties at 27 and 29 Arthur Street were purchased by the Trust in June 2007 to enable access to the proposed facility. The first estimate for the project was \$6.5 million (Property Committee Minutes, 3 April 2009).

CHAPTER 6

1. ERO Report, 18 May 2009 <http://www.ero.govt.nz/Early-Childhood-School-Reports/School-Reports/Middleton-Grange-School-17-05-2009> accessed 21 November 2013.
2. It will be recalled 'pupil' is preferred within the school; the Ministry uses 'student' which explains the use of the term when quoting the ERO report.
3. 'Senior College Report to SMT' (Board Minutes, 23 May 2011).
4. While both Associate Principals were 'in charge' during Larson's absence, Pollard was legally 'Acting Principal' (Board Minutes, 3 September 2009). This then, was the third time he had assumed the role.
5. The appraiser on this occasion was Digby Prosser, a former long-serving Principal of Ashburton College (for 23 years) who had been contracted by the Board in September 2007. The 6-page appraisal was detailed and comprehensive.
6. Larson stayed on during the appointment period. His last meeting was in March (Board Minutes, 15 March 2010) although he remained in some capacity beyond that (until at least April) to assist Vanderpyl and ensure a smooth transition.
7. 'Principal's Comment' School Magazine 2011, p. 3.
8. The actual magnitude varies depending on the source, but the severity is consistently cited within the 7.1 to 7.3 range.
9. This was not the case in the quakes of 2011 when the original cob parts of the Old House were damaged although the areas seismically strengthened some years beforehand meant this could have been much worse.
10. 'The school suffered minor damage, nothing structural. [The] main issue was some contents damage that staff could tidy up themselves.' Appendix to Board Minutes, 23 August 2010 ('Principal's Strategic Report' 20 September 2010).
11. Repair costs were estimated to be 'in the region of \$50,000 to \$75,000' to be met initially by the CST and then recovered via an insurance claim (Finance Committee Meeting, 1 November 2010).
12. 258 families responded to the survey and of those 99.8% felt the information the school provided was sufficient, and 100% rated the quality of the information as good to excellent.' (Board Minutes, 1 November 2011).
13. A Journal entry shared at the funeral revealed the faith and passion of this young man; 'God [Isaac had written] whether I get anything else done today, I want to make sure that I spend time loving you and loving other people – because that is what life is all about!'
14. An older brother, Ryan, (also an ex-pupil, 2002-'04) was beginning his teaching career back at Middleton and was appointed to a Long-Term Relieving position in Māori and Physical Education in 2010 (Board Minutes, 9 November 2009). He resigned at the end of 2011 (*ibid.*, 7 November 2011). In addition to the prizegiving award, a plaque acknowledging Isaac's contribution to music at the school is displayed in K Block.
15. Rod Thompson brings a wealth of experience to the HoPS position. He began teaching in 1979 having previously been a volunteer teacher in Tonga. Other appointments include 19 years as a Principal (and 11 years at Southbrook School), and teaching for two years at St Joseph's School in Rangiora. He also served as Children and Families Pastor at Rangiora Baptist Church.
16. Jane-Marie was in Form 3G in 1980, and 4H in 1981. School Magazine 1980, p. 87, and 1981, p. 78.
17. A heavy snowfall in June compounded the effect of the earthquakes.
18. This continued throughout 2013 and in the New Year (2013-'14). For the record, this work included: refurbishing the Administration and reception area (including structural work); the Principal's office extended to include a meeting space; installing a disability-friendly bathroom in the Learner Support house (the front house at 70 Suva Street), a full exterior repaint of D and B Blocks and a wash down of the back of P Block (Primary Rooms 8–11); queue lines painted for the canteen, new signage in the main visitor car park and banners displayed around the school, lodging a building consent for the new gymnasium, and opening the new pre-school in Suva Street (see also School Newsletter, 24 February 2014, p. 8).

19. 'International College' Annual School Report 2011, p. 18.
20. King's Education was an ESOL school on Level 4 of the CTV building. There were an estimated 87 regular students and 27 visitors in the building at the time of the earthquake, as well as 17 staff members.
21. Greg Scott returned to Middleton as Director of the International College in 2008. He was a beginning teacher at the school in 1985-'89.
22. International College Report to the Board of Trustees, July 2013.
23. A 'Financial Stewardship Plan' had been in place since late 2004 (Board Minutes, 2 November 2004).
24. The figures are all from the 'Summarised Financial Report 2011' (Annual Report 2011), p. 4.
25. Not mentioned here was a thorough review of bus services and consequent savings. This was achieved through negotiation of a new contract with the provider (Leopard Coachlines) and some rationalisation of routes.
26. School Magazine 2011, p. 16.
27. From 14 May 2012 (Board Minutes, 23 April 2012).
28. This church is pastored by John Malcolm, a former Head Boy (in 1996). The school has appointed Chris Murray to be the overseeing technician and event manager (Megan Spragg was the original event manager when the venue opened).
29. Kevin Wakeham adds, 'many accolades have been received for the excellence of the Centre. ...' Annual Report 2011, p. 5.
30. Karina Berry was the Head of Māori at the time and with the others, had input to the design of the teaching spaces.
31. At \$7.7 million they were also the most expensive. Aware of this, Peter Marshall (now the Development Manager with the CST) said as early as February 2010, 'in an effort to offset the very large commitment being made by the Trust, I believe that some form of fundraising should be seriously considered' ('Performing Arts Centre Project Progress Report #1,' Board Minutes, 15 February 2010). In the event, the earthquakes have ensured constant use of the facilities, meaning an unforeseen revenue stream. A 'season of grace' was extended by the Board whereby a less stringent policy of accommodating community groups was accepted after the earthquakes.
32. The Property Committee overseeing the construction consisted of: Craig Jenkins (an architect), Jantina Buter, Mark Larson, Peter Marshall, Keith Spragg, Kevin Wakeham, and Julie Proctor. It was noted at one meeting, 'The Committee affirmed that the building needs to express some elements of flair in its design' (Committee Minutes, 15 August 2008). The original plan was to have the complex open for the start of 2009, but there were delays due to extensive consultation and debate about the size of the 'footprint'. The opening was revised to the beginning of 2011 (Board Minutes, 4 September 2009); but even this was too optimistic. Jenkins was also colour consultant for the interior of the building.
33. Following a brief period in real estate, Cornelius became the school's computer technician (c. 2000).
34. The competition began in Term 1 and designs were submitted on the first day of Term 3. Each team's design ideas were represented in drawings, computer graphics and models. 'Amazing Place Winners,' *Southern View*, 11 November 2013, p. 22.
35. Much had been done in this area, e.g. Larson's 'enrolled parents to partner parents' initiative (Board Minutes, 28 May 2007). His concern was 'that families may be increasingly out of synch with the vision of the school.' This led to the first 'Christian Character Parent Induction Day' later in the year (Saturday, 24 November at La Vida). In addition to an introductory talk on world view issues, Larson discussed the home school partnership, and this was when the HSN was being discussed as a successor the PTBA. These new parent meetings have continued in some form since that year.
36. At this time, Vanderpyl was serving on the executive of the NZACS, Larson had chaired a NZCPT retreat in Wellington (July 2008), and Vanderpyl was expressing interest in the vision and work of NHI (established by Graham Preston, former Principal of Bethlehem College). The pre and in-service teacher training vision, which had been discussed for many years was still on the horizon but overshadowed by other priorities. (Board Minutes, 25 August 2008).
37. Judi Lawrence was co-ordinator for this role.

38. Board Minutes, 4 August 2009.
39. As a result, there were (and continue to be) changes and refinements in many curriculum areas. In English, for example, alongside the required standards' realignment process, has been the decision (from 2011) to offer separate bands in Years 11 and 12. At each level there is now a literature class, general and mixed band classes (including separate boys' and girls' classes), and a communications class.
40. Interestingly, the standard examination in primary schools (the Certificate of Proficiency) was abolished in 1936.
41. Enough time has elapsed though, for critics to conduct and publish research data. A November 2013 report from the New Zealand Council for Educational Research (a respected body) has claimed in a three-year study of six schools that 80% of teachers surveyed believed the standards had not made a significant difference to achievement.
42. Heather Kench reported, 'The new requirements for reporting to parents around the National Standards have come at a time when we, as another of our strategic goals, are reviewing and updating our assessment and reporting procedures' (Annual Report 2010, p. 8). The need at this point, was for primary staff to realign current efforts to meet the requirements of the new standards. Reporting began in Term 2, 2010.
43. Le Roux was born in Durban, South Africa. His family later moved to New Zealand and he finished secondary schooling in Bucklands Beach before studying at the University of Canterbury. Following a diploma from NZGSE, he began teaching at Manning Intermediate before returning to the GSE as a tutor.
44. Board Minutes, 9 November 2009.
45. In 2009 the ERO recommended Pasifika representation on the Board, and accordingly, Amanaki Misa was appointed (from 31 May 2010). Around this time, George Ehau became kaumatua, and Steve Reid, community liaison officer as well as leader of the school's growing kapa haka group.
46. The minutes record (often in voluminous detail) the extent of this new culture of 'continuous improvement.' There is virtually no aspect of the school's operation that is not now monitored, reported on and evaluated.
47. Board Minutes, 28 November 2011.
48. *Ibid.*, 12 December 2011.
49. 'Service and Missions Review 2011.'
50. Since integration the CST has collected the Attendance Due from Middleton families and this is used for the development of the campus. Mostly related to the earthquakes and their aftermath on 3 September 2012, Larson as CEO of the Trust, informed parents 'the Trust is experiencing significant cost pressures related to large increases in insurance premiums and the need to make earthquake repairs.' He then informed parents 'Attendance Dues will increase to \$1,300 (GST exclusive) from the commencement of 2013.' (CST Letter to Parents, 3 September 2012).
51. It is appropriate here to mention Ashburton Christian School which CST and CSN personnel helped establish following local interest and support (2005-'08). During this period, a 2-hectare block was purchased and a Trust established (modelled on the CST). The school opened in 2009 and was integrated on 1 July 2011. This is a good example of the wider work of the Trust and Network in recent years. Other schools to become affiliated or 'Associate Members' include Tasman Bay Christian School (2009), KingsView Christian School, (Frankton) Queenstown, and Liberton Christian School, Dunedin (both in 2010).
52. See <http://shapingeducation.govt.nz/wp-content/uploads/2012/09/RenewalPlanAug2012.pdf> (accessed 28 December 2013).
53. Official Selwyn District Council figures make interesting reading: Rolleston's population in 2011 was 7, 197, and is estimated to rise to 7, 830 in 2016, and 8, 556 in 2019. For the entire Selwyn District, the corresponding figures are: 38, 855 (2011), 40, 573 (2016, est.), and 42, 521 (2019 est.) http://www.selwyn.govt.nz/data/assets/pdf_file/0018/55305/2011-SELWYN-GROWTH-PROJECTIONS.pdf (accessed 7 February 2014).
54. While it may be overstating the connection, the MoE 'Community Cluster Plan' where schools in a geographic area work closely together on various issues may have been inspired by the success of the CSN's 'member schools' concept (after 2006). However, as far back as the early 1990s, 'clusters' were part of the original plan for implementation of internally assessed standards. Middleton is currently in the 'Upper Riccarton Cluster' which includes Riccarton High School, Our Lady of Victories (primary), Riccarton Primary, St Thomas

of Canterbury College, and Villa Maria College.

55. Formerly Hornby Presbyterian Community Church (HPCC).
56. In late 2013 Larson and van Ameyde worked with local Ministry personnel (Linda Youl and Chris Bryant) on a consultation plan and following that, were seeking ministerial approval for the project in early 2014.
57. Of interest, the roll as at 9 December 2013 was 1,274 domestic pupils and 89 FTE (Full-Time Equivalent) internationals (this was 10 FTE internationals over what had been planned for in the budget).
58. This is evident in the conclusions of the 2012 ERO Report. ERO personnel were at the school in late August (27–30 August) to observe the quality of the school's self-review, and the progress made on pupil achievement initiatives. The report was released on 5 November.
59. *The Press*, 15 July 2013.
60. A less obvious change at this time was closure of the Dental Clinic. This service goes way back in the school's history and originally began in a room attached to the Old House. The closure (in 2012) may have been earthquake-related and/or part of a rationalisation of services by the Canterbury District Health Board. The small clinic sandwiched between junior classes in the Primary School had served generations of Middleton children (up to Form 2/Year 8). A mobile service now visits the school regularly, and the site of the former clinic is now an office for Marion Gudsell. The last two permanent Dental Therapists at the school were Jenny Heller and Anne Rickman.
61. Board Minutes, 14 May 2012.
62. Board Minutes, 17 & 18 August 2012. The retreat was held in the whare.
63. *Ibid.*
64. It was noted there was 'pressure on [the] CST cash flow as a result of the DEE' and, in light of this, 'the CST [has] suggested an extension onto the current gym' (Board Minutes, 10 September 2012).
65. Property Committee Report, 26 April 2012.
66. Board Minutes, 12 August 2013.
67. Resource Consent was approved on 27 November 2013 (Board Minutes, 9 December 2013).
68. The first children arrived on Monday, 3 February but the official opening was on Monday, 9 May. The centre can accommodate 50 children. (School Newsletter, 24 February 2014, p. 10).
69. The previous facility was on the Windermere site (77 Windermere Road).
70. Established in 1989 by the Massey University Institute of Education, MUSAC is a Ministry accredited vendor of school administration software. KAMAR is a more modern student management system.
71. The KAMAR system was part of the SNUP which is a nationwide plan to update IT infrastructure in schools. SNUP is a jointly-funded project, which in Middleton's case was estimated to cost the school (the CST) \$132,000, while the Government would pay \$301,721 (total: \$443,721). These figures are a 'worst case scenario' based on late 2011 projections (Board Minutes, 12 December 2011). The full and final cost of the SNUP is not known as refinements to the new infrastructure continue to be made.
72. Van Ameyde has served continuously on the Board since 1996 (a notable contribution). He took over as Chair following Karen Baird's declining health in early 2006.
73. School Magazine 2012, p. 31. Note: all subsequent pupil comments in this section are from that year's magazine and will not be referenced separately.
74. The trip, from 3 to 24 December went as scheduled. The pupils involved were: Anna Badger, Rickus de Lange, Anna Greenwood, Hamish Manning, Melissa Mardon, Ruby Olds, Henry Poynter, and Hannah Wallace.
75. Opened in 1998 and formerly known as 'Westpac Stadium' or 'Westpac Arena', the name was changed to 'CBS Canterbury Arena' on 18 June 2010.
76. 'Free solar energy system for school,' *Nor'West News*, 3 May 2012. Chowfin sought approval to make a submission in late 2011 (Board Minutes, 12 December 2011). With electricity costs (in 2012) around \$230,000 per annum, this provides a very welcome reduction in spending.
77. Director: Michael McCormack, Musical Director: David Bennetts, Choreography: Michael McCormack & Pamela Brathwaite (and various senior pupils). Laurel Gregory played Annie, Becky Button was Miss Hannigan, Nick Barnes was Daddy Warbucks, and Jasmine Fibbens was Grace.

78. See *The Middleton Grange Story*, p. 37.
79. Vanderpyl explained this to a meeting of parents who were still nominally the PTBA Committee, in December 2007. He said that the PTBA operated until 'approximately two years ago,' but had effectively now stopped because of a 'lack of support' and 'a change of focus;' i.e. away from organising Fiesta (PTBA Minutes, 5 December 2007). Those present were: Roana Archbold, Vanderpyl, Keith Mills, Graeme and Robyn Harris, Didge Henkel, Gideon Hoekendijk, Jennine Thomson, Susan Broom, and Rachel Elliot (others involved at this time were the late Helen van der Meulen, Paula Weir, and teacher representative, Michele Woollands). I am indebted to Dr Susan Broom and Roana Archbold for assistance researching the origins of the HSN. Interestingly, the former 'Prayer Praise & Fellowship' which used to meet monthly on a Monday evening until c. 2001, went into recess with increasing pressure on staff and parents' time cited as the main reason. From its ashes, however, a new group of dedicated parents led by Carolyn Kaye on a Wednesday morning continue to meet.
80. Of interest: 56% of income in 2011 was from the Operations Grant (the Government); 41% from Locally Raised Income, and 3% from 'Investment Income' (Board Retreat Minutes, 17 & 18 August 2012).
81. PTBA was 'stopped due to a lack of support and change of focus [i.e. Fiesta] and [because of] a change of standing persons who finished at the same time mostly after a three-year term' (Board Minutes, 5 November 2007). Jantina Buter (Board & PTBA) approached Archbold to discuss the idea of a new group. They then met with Vanderpyl and it was decided the new group would be informal and supportive in nature and not deal with money, fundraising or Fiesta.
82. 'Home and School Network' (school website).
83. School themes have been used since c. 2007 (e.g. 'steadfastness-service-stature'). They provide an aspirational focus across the school, especially in assemblies and as a motivational tool. The 2013 theme was 'Connected in Community' and for 2014, 'Service above Self.'
84. Daly was replaced as Primary School SENCO by Sue Meredith (in 2011). When Daly began, the Primary was called the 'Primary Department' and SENCOs (per se) did not exist.
85. Some of these people have been very long-serving, e.g. Averill Marshall (1999) and Robyn Manning (2000).
86. Only leavers with a lengthy period of service and/or having been in prominent roles within the school are mentioned (see also below, note 101). Readers should refer to school magazines for more detail on leavers.
87. This was reviewed as part of a special character policy review, in December 2013.
88. Board Minutes, 27 June 2011.
89. *Ibid.*, 8 August 2011.
90. Megan Spragg is a trained Music Therapist who worked in the Learning Centre and also as Co-ordinator of Performing Arts (based in the new theatre); and Dan Spragg was for many years an itinerant teacher of drums and percussion at the school. He is now (2014) pursuing National Ordination in the Presbyterian Church of Aotearoa New Zealand.
91. Mbonyinshuti was to commence duties on 14 November 2011 (Board Minutes, 7 November).
92. Savings were made by negotiating better deals for the school in cleaning, bus services, and the photocopying system and supplier. Venue hire revenue was also up at \$108,406 (the budget was \$41,700); and the interest earned on deposits was a pleasing \$68,918 (budget \$48,000). Finance Committee Minutes, 8 February 2013.
93. This included Miles Kau Kau, Su Brown, Danette Abraham, Karina Berry (née Hayward) and Steve Reid (among others).
94. The Academy is projected to grow in the foreseeable future. It was noted in a newspaper article in December 2013 that, 'Christchurch is on the brink of a massive skills crisis with demand for trade roles in Canterbury expected to skyrocket over the next year, say recruiters and employers. [The] flow of workers into the city cannot keep pace with demand.' (*The Press*, 3 December 2013, p. A3) In line with this, of the eleven Academy pupils that finished the year, nine left with full-time jobs or apprenticeships.
95. Under Bailey and Barney's leadership this area expanded significantly in 2013, including new pupil profiles (on KAMAR) and use of new Gateway software; a StrengthsFinder® service (run on site by Barney), programmes for Year 9 & 10 pupils (a 'Whole School' approach), and using the course selection evening in September as a Mini Careers' Expo with many new presentations among the 23 external exhibitors.

(Careers' Department, CA Annual Report, December 2013).

96. The 25th celebrations in 1989 were promoted as the 'jubilee' which is not incorrect despite the term also (and perhaps more properly) referring to an anniversary of 50 years (see Chapter 1).
97. Board Minutes, 23 April 2012. The arrangements are for a 'Conversazione' on Friday evening in the gym, a luncheon on Saturday, a matinee or evening performance in the Grange Theatre in the evening, and a Sunday Thanksgiving Service at La Vida. The speaker is Dr Rod Thompson, the Principal of Laidlaw College in Auckland.
98. Coincidentally, 27 June is the seventh anniversary of Trevor Patterson's death.
99. Marion died on 28 November 2009, aged 71. Year 13 pupil Matthew Cocks recalled how 'she gave the most amazing hugs,' and Letitia Hay recalled that in Miss Martin's class 'you always felt loved and safe.' 'Teacher touched many lives' *Community News*, 6 December 2009, p. 11. Two other current staff (both in the Primary School) have very long tenures: Pauline Kau Kau first arrived in 1975, left in 1981, and returned in 1990. She has been at the school since then (although is on leave in early 2014). This gives her a total of 30 years at the school. The other person is Marion Gudsell, who arrived as Miss Boyd in 1973. She left in 1978, and returned in 1988. In 2014 this means she has an impressive 31 years' service to the school. Another primary teacher, Linda Bucknell (née Gardiner), also has over 30 years of service.
100. The school in the Rayong Province was Pluakdaengpittayakom School. A Memorandum of Understanding had been signed with a number of schools in this area in 2013. Jansen was working as a Chemistry teacher from 7–24 December. (Board Minutes, 9 December 2013).
101. Others were Sherie Dirkze, a Primary Librarian (a role she had had for 10 years), and Matt Hartstonge, who had been a Computer Technician since 2010.
102. In a moving tribute to her husband, Pauline Kau Kau noted, 'He left a lasting legacy, not only in stone and wood but of the many lives influenced by his wisdom and guidance. "Kua hinga te totara i te wao nui a Tane" ("The totara has fallen in the forest of Tane"). 'Kau Kau leaves lasting legacy in Maori culture and art.' *The Press*, 1 March 2014, p. C13.
103. Gillon trained as a primary teacher in Dunedin and began his career in 1976 at Lithgow Intermediate in Invercargill (now closed), prior to two years at Banks Avenue Primary, and then Middleton Grange.
104. As explained, SNUP is not strictly a Middleton initiative even though it has been frequently used and it is a very contemporary acronym. It is a joint venture between the Government and the CST.