



Annual School Report 2018

The School's Vision Statement

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



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Principal

"Pupil achievement to the Glory of God is the central purpose of the School"

A focus of 2018 has been on Colossians 1: 15-20 and the life and culture of our school. We became aware of our whakapapa, our traditions and stories, building the past towards the present and on into the future. Our whakapapa includes not just genealogies but many spiritual and human stories. Our dependence on prayer is vital; the prayers of those past, the prayers of those today ensuring those prayers continue into the future. We continue to desire to be disciplined, high achieving, outward focussed and looking for the glory of God.

The theme for 2018 was '*Held In Hope*' | '*Pupuri Te Tūmanako*', a reminder that no matter what our circumstances, how they change or what hurdles we and our pupils face, the Gospel of Jesus Christ assures us there is *hope*. Our children listen to us, observe and imitate us and so we have encouraged our parents to demonstrate to their children the importance of making tough, righteous and godly decisions because in today's pluralistic and relativistic society where 'truth' does not exist, we and our pupils need to rely on the truth of God's Word. As the Prophet Isaiah says 'Trust in the Lord forever, for the Lord, the Lord, is the Rock eternal.' Isaiah 26:4

As a school we participated in the New Zealand wide 'anti-bullying' campaign and reminded our pupils that God made everyone in his image and that all are fearfully and wonderfully made. As a staff and parents we considered how we treated one another in our homes and classrooms encouraging a heart of service, compassion and self-sacrificing. 2018 also saw the inaugural House Haka competition with the School Haka that speaks of the Gospel and hope in God, that strengthens our school spirit and enhances our bi-cultural bonds.

Once again a strong Prefect team were led by Amaria Reid and Patrick Henkel, supported by Rinna Maina and Nathan Haverland. Together with Rosa Hibbert-Schooner as Māori Leader, they were a wonderful example of Christlikeness and servant heartedness with a strong desire to serve the school and pupil body.

The Christian Education Network Community of Learning/Kāhui Ako continued to grow and develop relationships and teaching and learning across the schools. The Kāhui Ako consists of five schools, two Early Childhood Centres and two Tertiary institutions. The Kāhui Ako was privileged to host Dr Michael Lindsay, President Gordon College, Boston, USA as keynote speaker to staff over two days.

Our Board of Trustees continue to bless the school with their knowledge, commitment and desire to ensure continuation of biblically based teaching and a first rate general education. We thank Natasha Evans who resigned from our Board as Parent Trustee in May 2018 for her service over 5 years and her involvement on Property and Finance Board Committees; we welcomed Tony Kan as Parent Trustee and Wayne Turner as Proprietor Trustee to the Board in August 2018. We also thank Luke Manning who served as Student Trustee until September 2018 when Madi Millar was appointed Student Trustee.

Our gratitude is extended to all other staff leaving in 2018. Without the caliber of staff we have, we would struggle to deliver an authentic high quality education.

Richard Vanderpyl

Principal



Finance Report 2018

MIDDLETON GRANGE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 00335

Principal: Richard Vanderpyl

School Address: 30 Acacia Avenue, Upper Riccarton, Christchurch 8041

School Postal Address: 30 Acacia Avenue, Upper Riccarton, Christchurch 8041

School Phone: (03) 348-9826

School Email: office@middleton.school.nz

Members of the Board of Trustees

Name	Position
Glen Buckner	Co-Chair Person/ Parent Trustee
Amanaki Misa	Co-Chair Person/ Parent Trustee
Richard Vanderpyl	Principal ex Officio
Jeremy Ferguson	Parent Trustee
Melanie Hikuroa	Parent Trustee / CSN Rep
Tony Kan	Parent Trustee
Andy van Ameyde	Proprietor Trustee
David Gillon	Proprietor Trustee
Peter Marshall	Proprietor Trustee
Wayne Turner	Proprietor Trustee
Christine Buckley	Staff Trustee
Luke Manning	Pupil Trustee
Hillary Carley	Non-Voting Secretary

Accountant: Paul Hartstonge
MGS Business Manager



MIDDLETON GRANGE SCHOOL

Annual Report - For the year ended 31 December 2018

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Accountant: Paul Hartstonge
MGS Business Manager



Middleton Grange School Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year The School's 2018 financial statements are authorised for issue by the Board.

Glen Buckner

Full Name of Board Chairperson (Co-Chair)

Signature of Board Chairperson

29 May 2019

Date:

Rod Thompson

Full Name of Interim Principal

Signature of Principal (Interim)

29 May 2019

Date:



Middleton Grange School Statement of Comprehensive Revenue and Expense For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	9,499,490	9,184,893	9,316,316
Locally Raised Funds	3	1,854,667	1,871,392	1,824,313
Use of Land and Buildings Integrated		3,112,000	3,112,000	3,112,000
Interest Earned		143,271	108,900	131,931
Gain on Sale of Property, Plant and Equipment	2	-	-	674
International Students	4	2,860,696	2,057,511	2,751,549
Other Revenue		-	-	-
		<u>17,470,126</u>	<u>16,334,696</u>	<u>17,136,783</u>
Expenses				
Locally Raised Funds	3	617,628	666,329	638,601
International Students	4	2,395,890	1,621,517	2,227,495
Learning Resources	5	8,963,141	8,551,922	8,532,731
Administration	6	838,457	827,648	812,244
Finance		8,239	8,354	6,494
Property	7	4,065,193	4,128,313	4,084,247
Depreciation	8	445,967	427,386	360,941
Loss on Disposal of Property, Plant and Equipment		5,436	-	6,573
Loss on Uncollectable Accounts Receivable		(3,775)	10,000	1,570
Amortisation of Intangible Assets	14	13,812	-	13,812
		<u>17,349,988</u>	<u>16,241,469</u>	<u>16,684,708</u>
Net Surplus / (Deficit) for the year		120,138	93,227	452,075
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>120,138</u>	<u>93,227</u>	<u>452,075</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.





Middleton Grange School Statement of Changes in Net Assets/Equity For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>2,691,922</u>	<u>2,034,321</u>	<u>2,205,698</u>
Total comprehensive revenue and expense for the year	120,138	93,227	452,075
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	38,299	38,300	34,151
Equity at 31 December	<u>2,850,359</u>	<u>2,165,848</u>	<u>2,691,922</u>
Retained Earnings	2,850,359	2,165,848	2,691,922
Reserves	-	-	-
Equity at 31 December	<u>2,850,359</u>	<u>2,165,848</u>	<u>2,691,922</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.





Middleton Grange School Statement of Financial Position As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	9	2,106,569	1,084,200	323,913
Accounts Receivable	10	626,567	685,000	813,015
GST Receivable		160,893	180,500	218,233
Prepayments		69,399	68,000	64,847
Inventories	11	121,361	135,800	163,151
Investments	12	2,544,279	3,000,000	4,702,521
		<u>5,629,068</u>	<u>5,153,500</u>	<u>6,285,680</u>
Current Liabilities				
Accounts Payable	15	977,642	1,064,000	1,184,877
Revenue Received in Advance	16	2,215,432	2,310,000	2,686,799
Provision for Cyclical Maintenance	17	74,000	74,000	74,000
Finance Lease Liability - Current Portion		218,840	220,000	248,888
Funds held in Trust	19	94,506	95,800	110,421
Funds held on behalf of Learning Community Cluster	20	-	-	990
		<u>3,580,420</u>	<u>3,763,800</u>	<u>4,305,975</u>
Working Capital Surplus/(Deficit)		2,048,648	1,389,700	1,979,705
Non-current Assets				
Property, Plant and Equipment	13	1,391,594	1,433,000	1,437,303
Intangible Assets	14	43,944	43,944	57,756
		<u>1,435,538</u>	<u>1,476,944</u>	<u>1,495,059</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	17	418,197	440,796	366,796
Finance Lease Liability		215,631	260,000	381,971
Revenue Received in Advance	18	-	-	34,075
		<u>633,828</u>	<u>700,796</u>	<u>782,842</u>
Net Assets		<u>2,850,358</u>	<u>2,165,848</u>	<u>2,691,922</u>
Equity		<u>2,850,358</u>	<u>2,165,848</u>	<u>2,691,922</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.





Middleton Grange School Statement of Cash Flows For the year ended 31 December 2018

	2018	2018	2017
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash flows from Operating Activities			
Government Grants	2,493,834	2,378,085	2,588,828
Locally Raised Funds	1,748,464	1,822,592	1,849,754
International Students	2,427,099	1,757,511	3,323,563
Goods and Services Tax (net)	57,340	(10,500)	(47,768)
Payments to Employees	(2,850,269)	(2,626,379)	(2,701,323)
Payments to Suppliers	(3,784,893)	(3,129,049)	(3,772,760)
Cyclical Maintenance Payments in the year	(22,599)	14,500	(29,754)
Interest Paid	(8,239)	(8,354)	(6,494)
Interest Received	144,362	107,900	127,311
Funds Administered on Behalf of Third Parties	-	-	13,500
Net cash from / (to) the Operating Activities	205,100	306,306	1,344,857
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	(434)	(12,880)	(899)
Purchase of PPE (and Intangibles)	(336,312)	(198,490)	(349,366)
Sale/ (Purchase) of Investments	2,158,242	1,100,000	(1,009,581)
Net cash from / (to) the Investing Activities	1,821,496	888,630	(1,359,846)
Cash flows from Financing Activities			
Furniture and Equipment Grant	38,299	6,300	33,985
Finance Lease Payments	(265,334)	(120,600)	(83,475)
Funds Administered on Behalf of Third Parties	(16,905)	(14,200)	-
Net cash from Financing Activities	(243,940)	(128,500)	(49,490)
Net increase/(decrease) in cash and cash equivalents	1,782,656	1,066,436	(64,479)
Cash and cash equivalents at the beginning of the year	9 323,913	355,888	388,382
Cash and cash equivalents at the end of the year	9 2,106,569	1,422,324	323,913

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.





Middleton Grange School Notes to the Financial Statements For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Middleton Grange School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at **note 13**.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are





disclosed at note 18.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

For Non-integrated schools only:

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations and Gifts

Donations and gifts are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held for sale and comprise of Canteen supplies and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net



realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and equipment	5 - 10 years
Information and communication technology	5 - 10 years
Motor vehicles	8 years
Textbooks	8 years
Leased assets held under a Finance Lease	3 - 5 years





l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as eight years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from international students, where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be



unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

w) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.





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2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	2,148,302	2,162,963	2,125,990
Teachers' salaries grants	7,030,306	6,784,808	6,668,052
Resource teachers learning and behaviour grants	11,843	8,173	6,741
Other MoE Grants	222,291	159,862	452,925
Other government grants	86,748	69,087	62,608
	<u>9,499,490</u>	<u>9,184,893</u>	<u>9,316,316</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	405,098	408,000	425,316
Fundraising	73,140	43,000	28,712
Other Revenue	663,265	664,116	624,339
Trading	713,164	758,276	747,946
	<u>1,854,667</u>	<u>1,871,392</u>	<u>1,824,313</u>
Expenses			
Trading	617,628	666,329	638,601
	<u>617,628</u>	<u>666,329</u>	<u>638,601</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,237,039</u>	<u>1,205,063</u>	<u>1,185,712</u>

4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	114	120	111
Revenue			
International student fees	2,860,686	2,057,511	2,751,549
Expenses			
Advertising	97,672	96,339	90,887
Commissions	189,719	222,410	200,889
International student levy	41,580	45,913	41,733
Employee Benefit - Salaries	758,865	732,475	719,147
Other Expenses	1,308,244	524,380	1,175,239
	<u>2,395,890</u>	<u>1,621,517</u>	<u>2,227,495</u>
<i>Surplus/ (Deficit) for the year International Students'</i>	<u>464,806</u>	<u>435,994</u>	<u>524,054</u>





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5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	351,532	443,175	396,666
Information and communication technology	41,562	41,298	33,321
Library resources	6,918	8,708	6,965
Employee benefits - salaries	8,435,945	7,988,841	7,901,437
Staff development	127,184	69,900	194,342
	8,963,141	8,551,922	8,532,731

6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	9,265	9,200	8,158
Board of Trustees Fees	7,460	7,200	6,600
Board of Trustees Expenses	7,262	6,197	8,375
Communication	11,221	13,000	18,196
Operating Lease	7,612	10,400	31,886
Other	103,913	94,720	75,806
Employee Benefits - Salaries	550,631	553,671	552,891
Insurance	17,814	18,600	13,268
Service Providers, Contractors and Consultancy	123,279	114,660	97,062
	838,457	827,648	812,244

7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	27,699	30,000	28,508
Consultancy and Contract Services	205,631	216,388	205,195
Cyclical Maintenance Expense	74,000	74,000	74,000
Grounds	31,208	32,500	49,844
Heat, Light and Water	232,827	247,200	256,016
Repairs and Maintenance	161,089	183,325	144,037
Use of Land and Buildings	3,112,000	3,112,000	3,112,000
Security	11,363	18,200	9,173
Employee Benefits - Salaries	209,376	214,700	205,474
	4,065,193	4,128,313	4,084,247

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Furniture Plant and Equipment	92,700	105,541	72,905
Information and Communication Technology	66,131	45,344	51,362
Motor Vehicles	7,109	5,865	7,899
Textbooks & Library Resources	14,249	28,250	12,901
Leased Assets	265,778	242,386	215,874
	445,967	427,386	360,941





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9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	888	900	888
Bank Current Account	82,917	58,300	37,960
Bank Call Account	286,679	325,000	285,065
Short-term Bank Deposits	1,736,085	700,000	-
Cash and cash equivalents for Cash Flow Statement	2,106,569	1,084,200	323,913

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

10. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	128,587	85,000	60,154
Receivables from the Ministry of Education	5,298	22,000	64,098
Provision for Uncollectibility	(3,223)	(3,000)	(6,998)
Interest Receivable	30,779	31,000	31,870
Teacher Salaries Grant Receivable	465,126	550,000	663,891
	626,567	685,000	813,015
Receivables from Exchange Transactions	156,143	113,000	85,026
Receivables from Non-Exchange Transactions	470,424	572,000	727,989
	626,567	685,000	813,015

11. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
School Uniforms	120,776	135,000	160,475
Canteen	585	800	2,676
	121,361	135,800	163,151

12. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	2,544,279	3,000,000	4,702,521

The carrying value of short-term deposits with maturity dates of 90 days or more approximates their fair value.





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13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture, Plant and Equipment	472,586	187,093	(5,436)	-	(92,700)	561,542
Information and Communication	205,721	78,953	-	-	(66,131)	218,543
Land Improvements		28,931				28,931
Motor Vehicles	26,586	-	-		(7,109)	19,477
Textbooks	103,359	41,773			(14,249)	130,883
Leased Assets	629,051	68,948			(265,778)	432,219
Balance at 31 December 2018	1,437,303	405,696	(5,436)	-	(445,967)	1,391,595

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Furniture, Plant and Equipment	921,971	(360,428)	561,542
Information and Communication	548,942	(331,399)	218,543
Land Improvements	28,931	-	28,931
Motor Vehicles	66,375	(46,898)	19,477
Textbooks	442,652	(311,768)	130,884
Leased Assets	909,037	(476,819)	432,218
Balance at 31 December 2018	2,918,908	(1,527,312)	1,391,595

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Furniture, Plant and Equipment	337,520	207,971	-	-	(72,905)	472,586
Information and Communication Technology	159,388	97,695	-	-	(51,362)	205,721
Motor Vehicles	34,485	-	-	-	(7,899)	26,586
Textbooks	77,560	45,275	(6,574)	-	(12,901)	103,360
Leased Assets	42,012	802,914	-	-	(215,874)	629,052
Balance at 31 December 2017	650,965	1,153,854	(6,574)	-	(360,941)	1,437,304

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Furniture and Equipment	1,632,110	(1,159,525)	472,585
Information and Communication	532,062	(326,341)	205,721
Motor Vehicles	119,878	(93,292)	26,586
Textbooks	426,836	(323,476)	103,360
Leased Assets	840,091	(211,039)	629,052
Balance at 31 December 2017	3,550,977	(2,113,673)	1,437,304





14. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

2018	Opening \$	Additions \$	Disposals \$	Amortisation \$	Closing \$
Cost					
Intangible Assets (Cost)	99,192	-	-	-	99,192
Balance at 31 December 2018	99,192	-	-	-	99,192
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	41,436	-	-	13,812	55,248
Balance at 31 December 2018	41,436	-	-	13,812	55,248
Net Book Value at 31 December 2018					43,944
2017	Opening \$	Additions \$	Disposals \$	Amortisation \$	Closing \$
Cost					
Intangible Assets	99,192	-	-	-	99,192
Balance at 31 December 2017	99,192	-	-	-	99,192
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	27,624	-	-	13,812	41,436
Balance at 31 December 2017	27,624	-	-	13,812	41,436
Net Book Value at 31 December 2017					57,756

15. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	260,376	280,000	355,358
Accruals	90,661	85,500	78,211
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	600,592	680,000	744,269
Employee Entitlements - leave accrual	25,993	18,500	7,039
	977,642	1,064,000	1,184,877
Payables for Exchange Transactions	951,649	1,040,500	1,163,395
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	25,993	23,500	21,482
	977,642	1,064,000	1,184,877

The carrying value of payables approximates their fair value.





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16. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	-	-	-
International Student Fees	2,118,363	2,200,000	2,551,960
Other	97,069	110,000	134,839
	<u>2,215,432</u>	<u>2,310,000</u>	<u>2,686,799</u>
International Student Fees -Term	-	-	34,075
	<u>-</u>	<u>-</u>	<u>34,075</u>

17. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	440,796	440,796	396,550
Increase/ (decrease) to the Provision During the Year	74,000	74,000	74,000
Adjustment to the Provision	-	-	14,500
Use of the Provision During the Year	(22,599)	-	(44,254)
Provision at the End of the Year	<u>492,197</u>	<u>514,796</u>	<u>440,796</u>
Cyclical Maintenance - Current	74,000	74,000	74,000
Cyclical Maintenance - Term	418,197	440,796	366,796
	<u>492,197</u>	<u>514,796</u>	<u>440,796</u>

18. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	168,850	135,000	248,888
Later than One Year and no Later than Five Years	154,715	145,800	381,971
	<u>323,565</u>	<u>280,800</u>	<u>630,859</u>

19. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	94,506	95,800	110,421
	<u>94,506</u>	<u>95,800</u>	<u>110,421</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense. The types of these funds are for such things as various 2019 Student oversea's trips plus other 2019 Student funds related to camps, trips and extra curricular activities for these future periods.





20. Funds Held on Behalf of Learning Community Cluster

Middleton Grange School is the lead school which holds funds on behalf of the Learning Cluster, a group of schools funded by the Ministry of Education to share professional development for a number of projects.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	990	-	9,134
Funds Received from Cluster Members	-	-	2,163
Funds Received from MoE	-	-	20,650
Funds Spent on Behalf of the Cluster	(990)	-	(30,927)
Funds Held at Year End	-	-	990

21. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School (Christian Schools Trust) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 7. The estimated value of this use during 2018 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

22. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Associate Principals, Acting Principal and Heads of Departments.

	2018 Actual \$	2017 Actual \$
Board Members		
Remuneration	7,460	6,600
Full-time equivalent members	0.49	0.63
Leadership Team		
Remuneration	846,505	693,495
Full-time equivalent members	7	6
Total key management personnel remuneration	853,965	700,095
Total full-time equivalent personnel	7.49	6.63

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.





Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210-220	190-200
Benefits and Other Emoluments	0 - 5	0 - 5

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	1	1
110-120	0	0
120-130	1	0
	<u>2</u>	<u>1</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

23. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2018 Actual	2017 Actual
Total Number of People	\$0 -	\$0 -

24. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: \$nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2017: nil)





26. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

27. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	2,106,569	1,084,200	323,913
Receivables	626,567	685,000	813,015
Investments - Term Deposits	2,544,279	3,000,000	4,702,521
Total Loans and Receivables	5,277,415	4,769,200	5,839,449

Financial liabilities measured at amortised cost

Payables	951,649	1,040,500	1,163,395
Finance Leases	434,471	480,000	630,859
Total Financial Liabilities Measured at Amortised Cost	1,386,120	1,520,500	1,794,254

28. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.





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INDEPENDENT AUDITOR'S REPORT TO THE READERS OF MIDDLETON GRANGE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Middleton Grange School (the School). The Auditor-General has appointed me, Mike Hoshek using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29th May 2019. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.



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29 May 2019
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Middleton Grange School

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



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29 May 2019
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Middleton Grange School

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information but this does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

Mike Hoshek
Deloitte Limited
On behalf of the Auditor-General

Christchurch, New Zealand



Property Annual Report 2018

A YEAR IN SUMMARY

10-year property plan

Following on with our 10-year property plan, our major focus for the 2018 year was the planned upgrade of B Block which consisted of four pre-fab buildings of varying ages and condition. Part way through this project we were presented with an opportunity to purchase five relocatable buildings from the UC site which had been built after the earthquakes and were modern, well insulated, double-glazed, air-conditioned buildings. The decision was made to change plans, move off the current buildings and replace them with these five newer buildings. Plans were developed and the buildings arrived over the Christmas 2018 holiday period. This was at a substantial, extra to budget, cost to the Proprietor which did mean that some of the other planned projects for 2018 had to be put off to a future year. Actual work on these buildings was carried out in the 2019 year.

L Block – Primary Rooms 1-4

The planned work on Room 4 was put off until 2020 due to the B Block project.

Gym 1 (A101) upgrade work

During the year new LED lights were added to the gym & office space, a mezzanine floor was added to the large storage area on the West end with the area under this mezzanine being converted into a Bouldering cave for pupils. The Gym office was upgraded with new double-glazed windows being added, new carpet, painting and furniture. We also managed to extend the office space slightly to accommodate storage which allowed for a more spacious and pleasing office environment. The office upgrade was very well received from staff. A full exterior (including roof) paint was then carried out.

P Block – Primary Rooms 8-11

This building was built in 2004 and as such did not require major upgrade work. However, carpets have been replaced, Lighting changed to LED units and air conditioners added to the classrooms which were difficult to heat and cool. We also replaced the children's lockers with smaller units allowing more floor space in the cloakroom area. The whole building was then painted both internally and externally.

Primary Arthur Street Pedestrian entrance

This rear entrance to the Junior Primary was very overgrown and dark. A major project was undertaken with concrete paving made to represent a river flowing into the area, large rocks being placed on the side of the path, new entrance gating with seating for parents waiting and a full landscaping of the garden area. The transformation was amazing with many positive comments being received.

SUMMARY

Maintaining a complex of this size requires constant upgrade and maintenance work to ensure we provide a well equipped, fit for purpose teaching and learning environment for our pupils and staff. With over 1,500 people on site everyday and over 20 buildings, it's a huge task. I would like to acknowledge the above work and support of the Proprietor over this year as well as the Maintenance team who work hard each day to keep the complex running.

Kevin Wakeham

Property Manager



Primary School Annual Report 2018

Pupil Achievement

Pupils who are at or above the expected curriculum level in years 1 - 6

	MGS	MGS	Māori at MGS:	Māori at MGS:	Pasifika at MGS:	Pasifika at MGS:
	2018	2017	2018	2017	2018	2017
Reading	88%	86%	100%	77%	75%	75%
Writing	83%	81%	90%	82%	66%	58%
Maths	88%	85%	85%	71%	58%	50%

Commentary on Pupil Achievement Targets 2018:

Reading Achievement Targets

- 1) – All classes: To maintain the percentage of pupils achieving at or above the expected curriculum level at more than 85% - **Achieved**
- 2) – Maori pupils: To increase the number of Maori achieving at or above the expected curriculum level to a similar level as non-Maori - **Achieved**
- 3) – To support the year 5 pupils who are below/well-below in Reading in order to move them closer to their peers – **Partly achieved**
- 4) - To ensure that boys **continue** to perform well in Reading (at about the same level as girls) **Achieved**

Writing Achievement Targets

- 1) – All classes: to maintain the percentage of pupils achieving at or above the expected curriculum level at more than 80% - **Achieved**
- 2) - To maintain the percentage of Maori achieving at or above the expected curriculum level - **Achieved, from 82% to 90%**
- 3) – To increase the number of boys who are at or above the expected curriculum level to the same level as the girls – **Not achieved, but some progress made**
- 4) – To continue to provide support to the Pasifika pupils who are below their expected level, so that a higher number reach that level - **Achieved**

Maths Achievement Targets

- 1) All classes: To maintain the percentage of pupils achieving at or above the NS at 85% or more. **Achieved**
- 2) Maori and Pasifika pupils: To increase the number of Maori and Pasifika achieving at or above the NS to the same rate as the Primary School average. **Not achieved**
- 3) To provide specific targeted support to all Pasifika pupils who are not reaching the NS in Maths. **Done**
- 4) To address the needs of this year's year 6 pupils that are below/well-below in maths in order to reduce the number in this group. **Additional support provided**



Supporting Priority Learners in 2018

(This section of the report, written by Susan Meredith in December 2018, has already been circulated to board members)

ENGLISH LANGUAGE LEARNERS 2018: Written by Catherine Moore

Overview: A new ELL coordinator (Catherine Moore) was employed from Term 2 at 0.5 allocated teacher hours and 0.1 beginning teacher hours. The second term was largely spent gaining an understanding of the support being given and the roles of the English Language Assistants (ELAs). ELAs work alongside learners in class to support core learning times (literacy and numeracy).

The third and fourth terms saw the beginning of some new structures in which to better support teachers, learners and support staff. It is evident that the numbers of English language learners in the school have been increasing. We are very grateful for the excellent support of both Rod and Richard over the year.

Staffing: There are currently four employed ELAs sharing just over 42 hours a week. In the third term a Mandarin/Cantonese speaking ELA was employed and this has proved valuable in terms of supporting learners and their families especially at New Entrant level. As three of the team are new to MGS this year, there has been time needed for the whole team to settle into new roles. We have worked to build a team which supports the learners, the teachers and each other by praying, meeting and learning together.

2019: Research shows that both learners and teachers benefit from having consistent learning support. With this in mind we will endeavor to have ELAs specialize in particular year groups and timetable them at consistent times over the core learning periods. With one of our ELAs leaving to further studies we will have a new ELA start in Term 1. We will continue to build the ELL team as we welcome her on board.

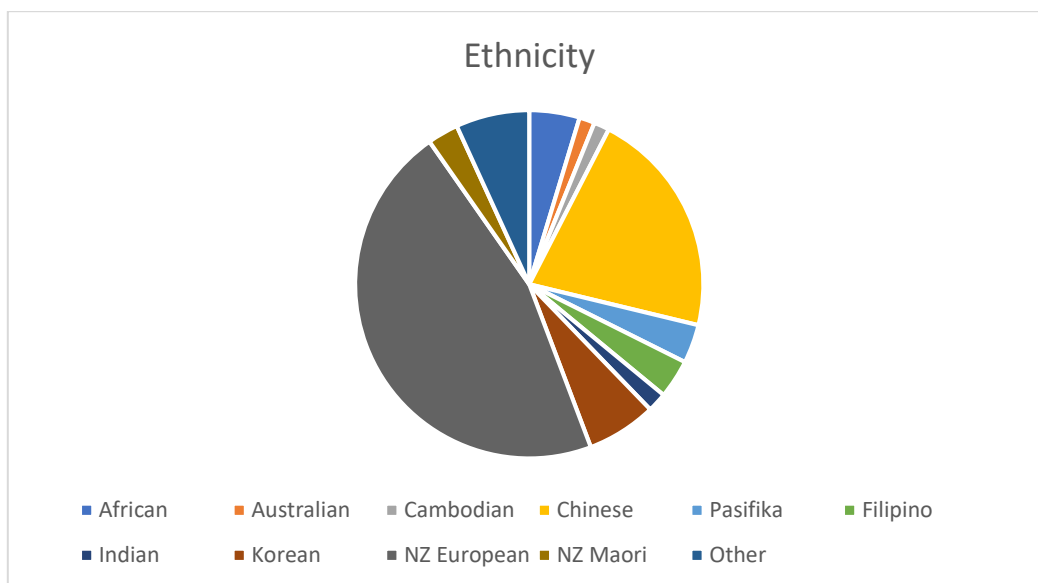
My own hours will remain at 0.6.

We have had support from the COL leader for ESOL, Judith Anthony in the last two terms of the year which has been appreciated. We work closely with Susan Meredith, the SENCO, as many of our English language learners also need learning support. Susan's experience, wisdom and support has been very much valued. Susan looked after the ELL coordinator position in the first term and she has made my transition to the role very easy.

The learners:

A survey was taken from year 0 – 6 to gain a better understanding of how many learners spoke another language than English, especially at home. 135 of our learners from a total of 313 pupils speak another language at home. Of these 8 are International students and 42 are MOE funded.

The following shows the ethnic makeup of the primary school (as identified by parents).



The funding:

As seen below more of our English language learners are being government funded. This is expected to increase slightly in 2019 though the funding structure has changed so that each learner will now be funded a flat \$700 a year, rather than at slightly different rates. This is expected to decrease the total amount of funding somewhat.

MOE Funding 2015 - 2018

2018

Terms 1 and 2

Migrants: 18 **NZ Born:** 24 Total: 42 \$16,028 (GST incl)

Terms 3 and 4

Migrants: 19 **NZ Born:** 23 Total: 42 \$16,042 (GST incl)

2017

Terms 1 and 2

Migrants: 11 **NZ Born:** 17 Total: 28 \$10,810 (GST incl)

Terms 3 and 4

Migrants: 17 **NZ Born:** 23 Total: 40 \$14,162 (GST incl)

2016

Terms 1 and 2

Migrants: 8 **NZ Born:** 13 Total: 21 \$7,963.75 (GST incl)

Terms 3 and 4

Migrants: 8 **NZ Born:** 12 Total: 20 \$7,475 (GST incl)

2015

Terms 1 and 2

No information

Terms 3 and 4

Migrants: 8 **NZ Born:** 13 Total: 21 \$7,963 (GST incl)



Foundation studies units

There was a need to set up a program for learners at Foundation level which ensured they were exposed to, practiced and integrated basic English language skills for school. Learners identified as having little English language skills are withdrawn from class three times a week for 30 minutes and taught mainly oral language about such things as colors, shapes, school objects and family. This happens in small groups of between 2 – 4 learners. Not only were learners exposed to and practiced important language, they also had a space where they could feel successful and not overwhelmed by the volume of learning they must do. Learners became more confident. This program will continue to run as needed and extended to cover more themes.

Specialist classes:

A need to withdraw learners in order to target particular areas was identified and small groups of learners were withdrawn once or twice a week to work on the following:

- Writing
- Oral language
- Grammar
- Social and emotional language support

As English language learners begin to need more academic language some require more support in Years 3/4/5 and 6. It is likely that these programs will continue to run in 2019, should teachers indicate the need for support.

COL workshops:

We were able to host and run a successful workshop for the Christian Cluster in the fourth term. We showcased what the ELL team do in the primary school and hopefully in doing so encouraged and blessed the others in the COL.

Artworks:

All learners were invited to design and paint a small 20 x 20cm canvas with something which represented their cultural identity. This project was a bit more time consuming than anticipated and while interest was high only around 30 canvases have been completed. This project will continue in 2019 and artworks will be displayed in shared areas such as the school hall and library, classrooms and the learning center with the hope that all learners will feel that their cultural identity is valued and celebrated in the school.

ELLP's on Linc Ed.

Twice a year, teachers are required to complete English Language Learning Progressions which indicate where our ELLs are currently working at and what they have achieved. These have been completed previously on paper but have now been moved on to Linc-ed, our new *Student Management System*. This will help make learner data more accessible and lead to greater support where needed.

Plans for 2019

The waiora survey feedback indicated that some pupils didn't feel that there was an interest in their culture. Some of the plans for 2019 look to increase how we celebrate language and culture in the school especially alongside whānau.

- Using Linc Ed to gather data and guide support given, monitor student progress,
- Cultural assembly
- Reading in the library – parents will be invited to read storybooks in their first language to the children during lunchtimes.
- Whānau involvement through a reading in the library program and English Language Classes for parents.
- Better tools to assess ELLs in order to support them and note progress (celebrate)
- ELAs and ELL coordinator to undertake PD with Gaylene Price from the University of Canterbury looking at a team approach to language learning.



'STEPS' BEHAVIOUR PROGRAMME SUMMARY 2018

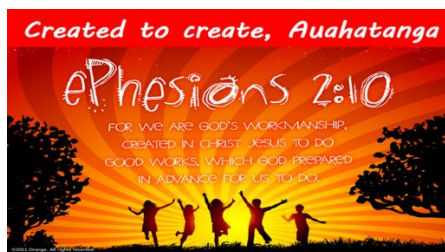
2018			2017			2016		
Incidents	Pupils involved	Repeat offenders	Incidents	Pupils involved	Repeat offenders	Incidents	Pupils involved	Repeat offenders
6	3	1	17	14	3	28	16	7

Summary of 2018 incidents:

Disobedience:	2
Bullying or hurting others:	3
Lying:	1
TOTAL:	6

It's pleasing to note that, overall, incidents are decreasing as we work closely with pupils and their parents on any serious misbehaviour.

Other programmes, initiatives and special character



Our 2018 theme – 'Created to Create, Auahatanga', has taught pupils that they are created in God's image with a variety of skills, talents and abilities. These are not given solely for their own pleasure or benefit, but in order to serve God and to serve others. It is our job as parents and educators to discover what God has put within each child and to develop it.

The Primary School Council has continued to be a valuable mechanism for pupil voice. In 2018 this group had a major role in planning the proposed cycle track and fitness trail. Although this has not come to fruition yet, the 2019 Primary School Council will continue with the work.

Funding continued in 2018 for Exploration Groups (extension programmes). We ran Art, Writing, and Technology Challenge groups for a variety of pupils to encourage them to further explore areas of interest or strength. This fitted well with our special character theme for the year. My thanks to Karen McCormack for leading this initiative with such skill and enthusiasm.

Te Reo Maori classes have benefitted from Tamara Rochford-Kerr's skills and knowledge, and we appreciated having the classes in the Whare this year. We hope to include a Primary School allocation in Tamara's 2019 timetable.

Our Kapahaka group has continued to grow, both in numbers opting in, and in the quality of their performances. My thanks to Rebecca Thompson and Steve Reid for their commitment to this group, and to Emma Ferris (a parent) who helped with the uniforms.

Outdoor Education is another successful feature of our Primary School programme. Year 4 enjoyed 2 days at Living Springs Camp, but without staying overnight. Year 6 spent 4 days being 'stretched' and challenged at Hanmer. My thanks to Lindsey Thoroughgood, Janee LeHeux, Nick Pomare, Geoff Wallis, and a big team of parent helpers for creating such wonderful experiences for these classes.

2018 was the first year that counselling hours were allocated to the Primary School. This has directly benefitted a few pupils, but the urgency MS and SC cases do limit what can be done in the Primary School. Linc-Ed is our new *Student Management and Reporting System*. We have spent many hours learning how to use it effectively to collect, collate and analyse pupil achievement data. The next step, planned for 2019, is to report to parents directly from Linc-Ed.



Concerns and challenges

ICT continues to be an area of frustration for Primary Staff that has still not improved since my last annual report. We have been working with Craig Utting and Cyclone staff to address infrastructure and hardware problems, but there are still issues to be resolved. We hope that the purchase of i-pads for 2019 may resolve some of the reliability issues and reduce the need for technical support.

ELLs: As you will have observed from Catherine Moore's comments above, the demographic of our school has changed rapidly, and this brings a number of challenges for both the ELL team and classroom teachers. Some classes comprise 50% or more ELLs, and this increases teacher workload considerably.

Summary

We have had another productive and busy year in 2018. Levels of achievement are generally very pleasing, with skilled support being provided for priority learners, and groups who are at risk of underachievement. Our team of skilled and committed teachers continue to provide a high-quality Christian education to our pupils.

Rod Thompson
Head of the Primary School



Middle School Annual Report 2018

Introduction:

The following Annual Report provides an overview of Special Character, Academic Progress and Extra Curricular Initiatives from within the Middle School during 2018. We once again, saw the hand of the Lord in many tangible ways as we covered our pupils and activities in prayer and sought to do all things for His glory.

MIDDLE SCHOOL OVERVIEW:

	Classes	New to MGS	Maori	Pasifika	IC	Pupils
Year 7	4	50	4	1	5	105
Year 8	4	6	8	2	4	104
Year 9	5	31	3	7	6	126
Year 10	5	9	11	5	12	137
Total	18	96	26	15	27	472

SPECIAL CHARACTER

During 2018, it was our desire that Special Character remained the central focal point of all that we undertook within the Middle School. Considerations and Initiatives relating curriculum delivery, pastoral care, discipline and strategic direction within Years 7 – 10 were always filtered through our desire to give God the glory in all that we did and to see our pupils develop a personal relationship with Christ. The following highlights provide a brief snapshot of how we incorporated Special Character into these areas within the Middle School in 2018.

- Each Middle School class participated in our dedicated Scripture Programmes. In Year 7 and 8 this is currently one time-tabled period; However, the programme is integrated into most aspects of Homeroom (in particular: the teaching of humanities). Teachers desire to authentically integrate Biblical principles and understandings into the general curriculum coverage at every possible opportunity. In Years 9 and 10, Form classes are delivered two periods of dedicated Scripture teaching as well as having each different subject area incorporate the FPC into the delivery of subject-specific content.
- As a Middle School we embraced the 7-13 theme of 'Pupiri te Tumanako' (Held in Hope). This was integrated into assemblies, devotions and activities and in particular was connected to helping pupils understand how a sense of belonging connected to a sense of hope.
- Middle School classes participated in Service based activities on our dedicated service day at the end of the year. A highlight was seeing the Year 8 pupils use the money they had raised through their market week spent of making welcome packs for young people who are taken into foster care. The pupils were able to connect with how business can be used to further the Kingdom of God through service.
- A group of Year 8 pupils regularly met once a week for prayer and devotion with Ben MacGregor. This was well attended each week and grew as the year progressed.
- Year 9 and 10 Pupils attended a presentation from David and Katie Kobler around self-identity and worth in a hyper-sexualised world. This was incredibly valuable and delivered from a Biblical perspective.



MIDDLE SCHOOL HIGHLIGHTS IN 2018

There were a significant number of initiatives, projects and events that occurred in the Middle School in 2018. The summary below provides a snapshot of some of the key highlights:

- We introduced our new Pupil Leadership structure which provided a wider range of opportunities for pupils to be involved in leadership within the Middle School. This was particularly effective in the Year 7 and 8 area where opportunities for Leadership had been more limited in the past. This group was effectively led by Mr Kendrew and other staff.
- Year 9 camps were a success for the Year 9 cohort. Each class benefitted from the programme delivered while at Mt White focussing on building connections within the class through adventure-based learning and developing a sense of appreciation for creation while in the outdoors environment. Mr Liebert did an excellent job of connecting Year 13 leaders with classes to run ongoing interactions with Year 9 classes throughout the year.
- A successful Year 9 and 10 Dance was held in the Primary hall at the beginning of Term 4. The theme was 'Red Carpet' and the Year 10 pupil leaders did a superb job of planning and running this event.
- Pupils were given the opportunity for leadership development through external providers. Some examples include: The Student Volunteer Army programme, PAL's (Playground Activity Leaders) training via Sport Canterbury and the Limitless Conference.
- 79 Middle School pupils attended the bi-annual Middle School Conference in Term 3. This conference was themed around Hope and the keynote speakers challenged pupils in relation to their Biblical understanding of Hope as well as how Hope can be a key driver of our actions.
- The Year 8 cohort enjoyed their field trips to the Museum and Adrenalin Forest in Term 1. They also enjoyed their ski trip (despite inclement weather impacting their original plans!)
- The Year 7 cohort enjoyed their activities day at Spencer Park in Term One, a variety of field trips and their Peer Support Programme. Pupil voice again indicated that the Peer Support Programme was both enjoyable and effective in helping pupils transition into the Middle School.
- The Middle School Picnic Days were a wonderful way to end the year with the Year 10's going to Woodend Christian Camp; Year 9's to the movies and the Year 7 and 8's having a combined day of fun at Jellie Park.
- The Year 10's planned service day with the Department of Conservation had to be cancelled due to the weather. Despite this, it was wonderful to be able to continue our relationship with DOC. Years 7, 8 and 9 all participated in a variety of service activities at the end of the year. As mentioned in the previous section, it was wonderful to see the profits of the Year 8 Market Week go into their Service Day activities at the end of the year.
- Year 7 and 8 have introduced a new writing programme called 'Write that Essay.' Staff have undertaken a programme of professional development and pupils have enjoyed interacting with this engaging programme. Staff have developed a set of Writing progressions between Years 3 and 9 which will be hugely beneficial in helping pupils achieve in the area of Writing. This project was a wonderful opportunity for staff to collaborate across Primary and Secondary.

PUPIL ACHIEVEMENT ANALYSIS

This section outlines pupil achievement across Years 7-10 in both Literacy and Numeracy.

Notes:

Year 7 & 8:

In previous years, we have used National Standards in order to provide the basis for our analysis of pupil achievement. As the government has removed National Standards we have analysed our pupil achievement by looking at Curriculum Levels. By the end of the year, Year 8 pupils should have mastered Level 4 of the



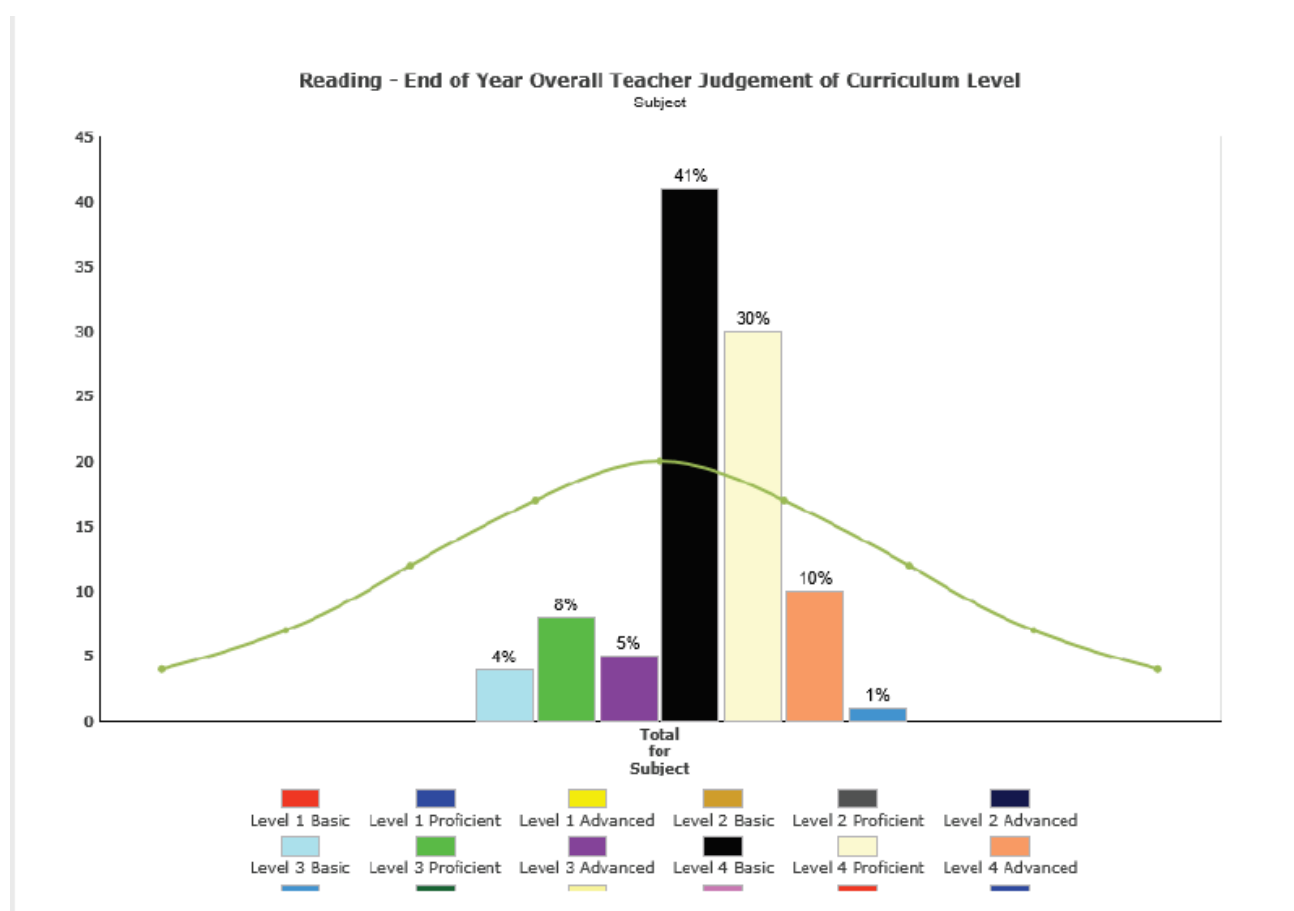
Curriculum (i.e.: 4P or 4A). For Year 7 we would expect pupils to have reached Curriculum sub-level 4B by the end of the year.

Years 9 & 10:

The tables in the Year 9 and 10 sections show the results for English and Mathematics. All other Curriculum Leaders (Including CLs in English and Maths) conduct their own analysis of the achievement of all pupils, including priority learner groups. This analysis is shown in their 2018 Curriculum Area Report.

YEAR 7

Year 7 Reading:

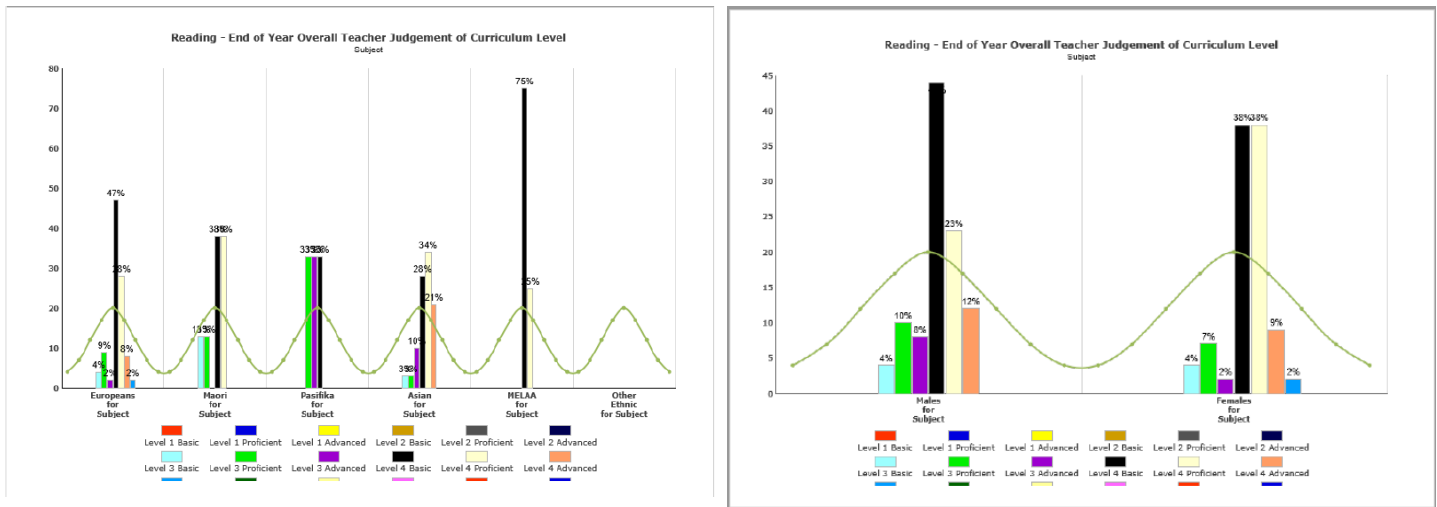


Commentary / Analysis:

- 83% of our pupils have reached Level 4B of the curriculum by the end of the year. This has been on par with results from previous years (although we are comparing a new cohort) and has stayed above where the national average has been (based on National Standards which have now been phased out)
- Of the 17% who are not yet at the expected level, many have shown sub-level progress over the course of the year and have been identified to Year 8 staff for 2019 in order to offer targeted support. A number of these pupils came into Year 7 below or well below the expected level so it is pleasing that they have made progress.
- A slightly higher proportion of boys are not yet at the expected level (22% compared to 13% of girls) This is again in line with trends over the past few years albeit slightly less than last year's cohort.



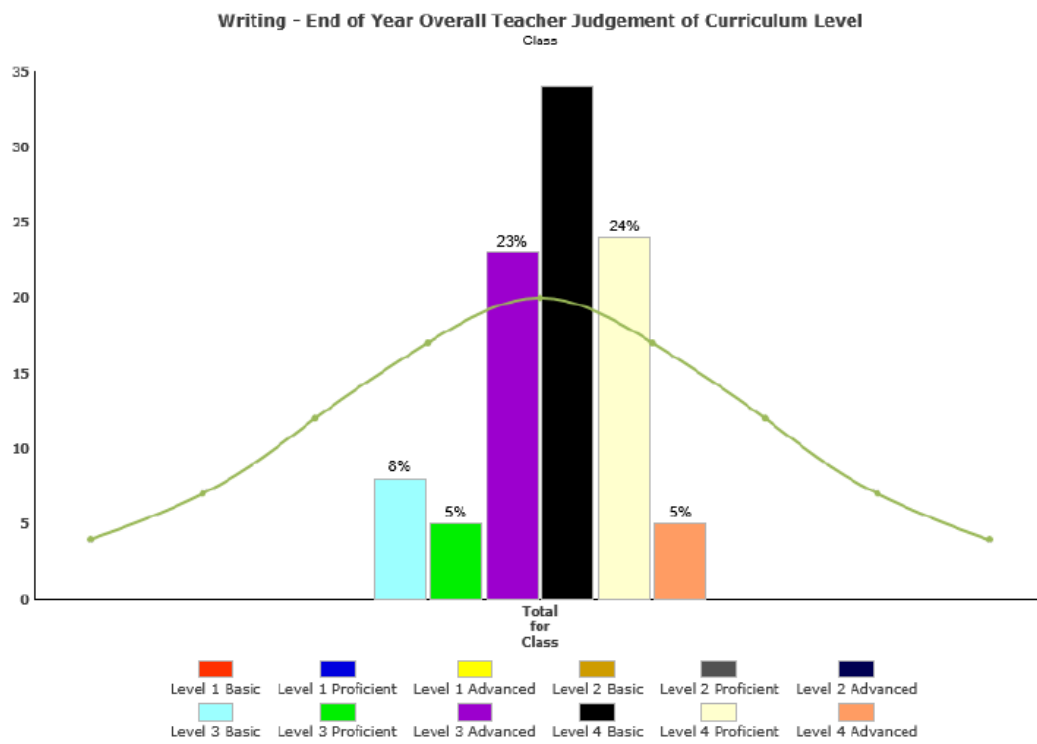
Year 7 Reading: Ethnic and Gender Comparisons



Commentary / Analysis:

- 22% of males and 13% of females had not reached the expected level by the end of the year. These results do sit above the most recent national averages (Based on the National Standards).
- A similar number of boys and girls are sitting at the expected level for the end of Year 7
- A higher proportion of girls are above the level expected for the end of Year 7.
- 2 Maori and 2 Pasifika pupils were not at the expected level for the end of Year 7. These pupils will be given targeted support in 2019 as Year 8 pupils. In each case, pupils have entered Year 7 well below the expected level and have shown progress (Sub-level movement) during the year.

Year 7 Writing:

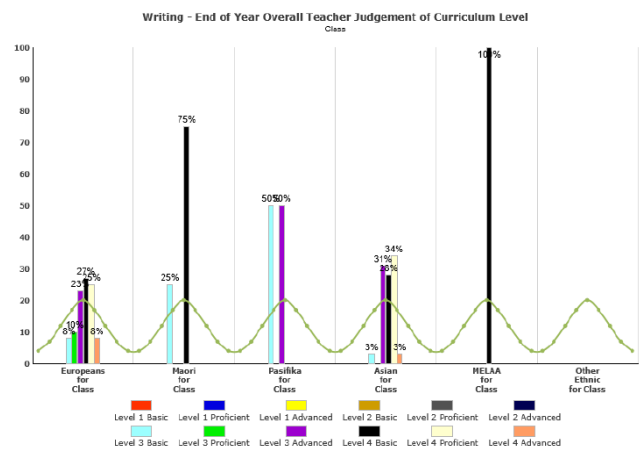
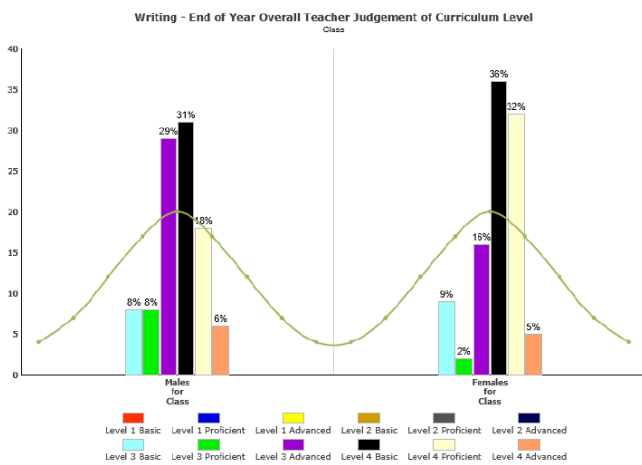




Commentary / Analysis:

- 63% of pupils are at the expected level for the end of Year 7 in Writing. This is lower than the most recent national average. While this is a higher percentage than in previous years, 23% of pupils are just one sub-level below the expected level and with focused support in 2019 these pupils should be bought up to the expected level.
- The majority of pupils in this cohort moved between 1 and 3 sub-levels demonstrating that they have progressed despite a higher percentage of pupils not yet being at the expected level.

Year 7 Writing: Ethnic and Gender Comparisons:



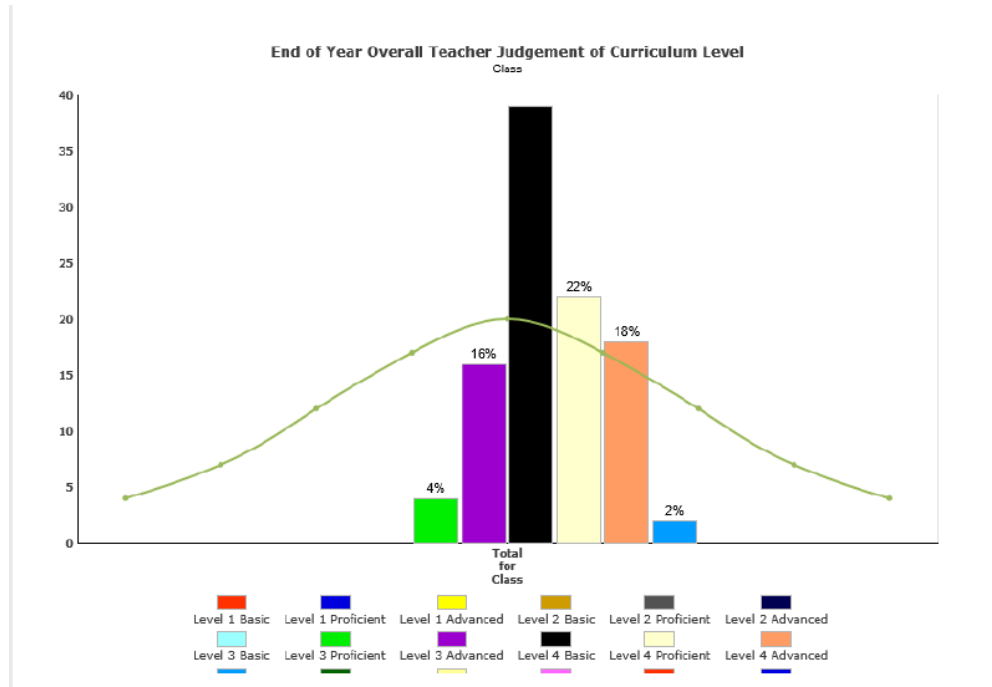
Commentary / Analysis:

- In Writing, 73% of girls were at the expected level for Year 7 compared to 54% of boys. As we embed the 'Write that Essay' PLD into our programmes we would like to see the percentage increase for both boys and girls. Achievement information and specific target setting will occur in this area for Year 8 pupils in 2019.
- 75% of our Maori pupils are at the expected level for Year 7 pupils in Writing.
- All three Pasifika pupils have been identified as requiring targeted support in 2019 given that each of them were not at the expected level for the end of Year 7 in Writing.



Year 7 Mathematics:

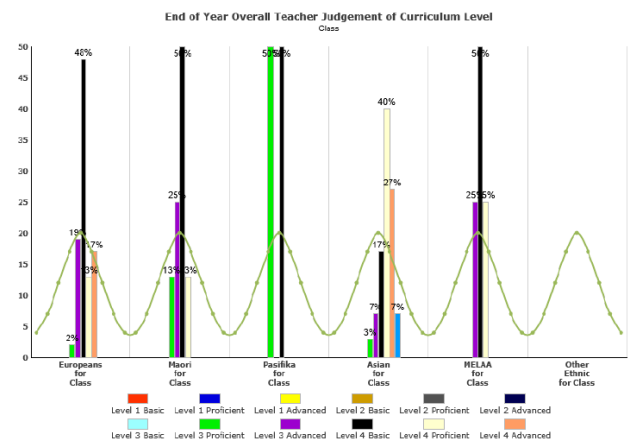
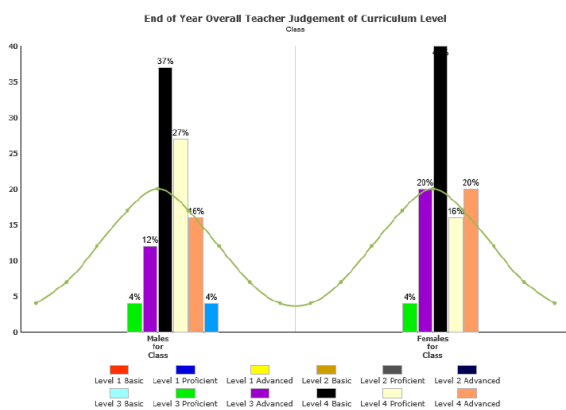
Overall:



Commentary / Analysis:

- 80% of pupils were at the expected level at the end of the year in Mathematics. This sits above the most recent national average. A further 15% of pupils sit one sub-level below the expected level.
- This has been a slight drop from last year (85% were at the expected level) though the comparison is against a different cohort.

Year 7 Maths: Ethnic and Gender Comparisons:



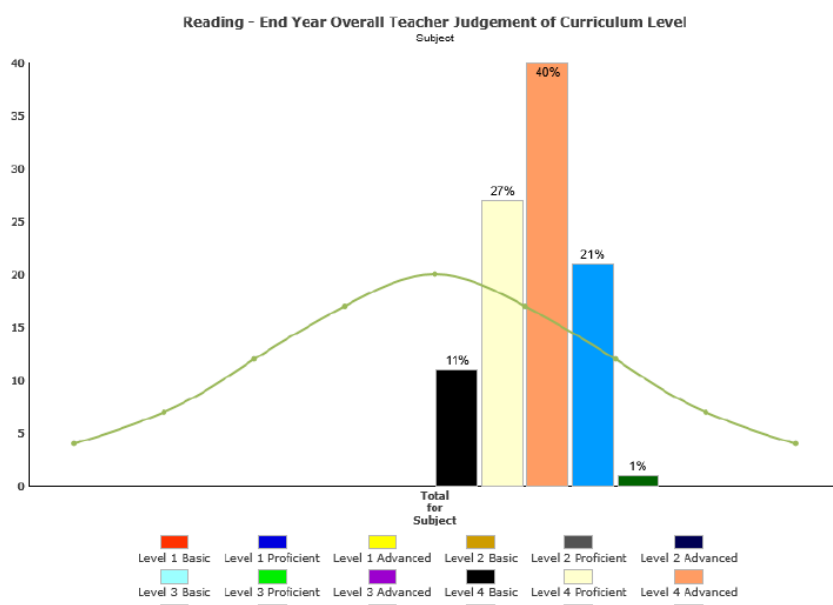


Commentary / Analysis:

- A higher percentage of boys were at the expected level in Mathematics compared to girls (boys 82% and girls 76%)
- 12% of the boys and 20% of the girls were only one sub-level below the expected level at the end of Year 7
- 5 of our 8 Maori pupils and 1 of 3 Pasifika pupils were at the expected level in Mathematics at the end of Year 7. It was pleasing to note that 8 of 8 Maori pupils progressed 1 or 2 sub-levels over the course of the year. 2 of the 3 Pasifika pupils also showed sub-level movement (the one who didn't did not have any entry data so we were unable to make the same comparison for this pupil)

YEAR 8

Year 8 Reading:

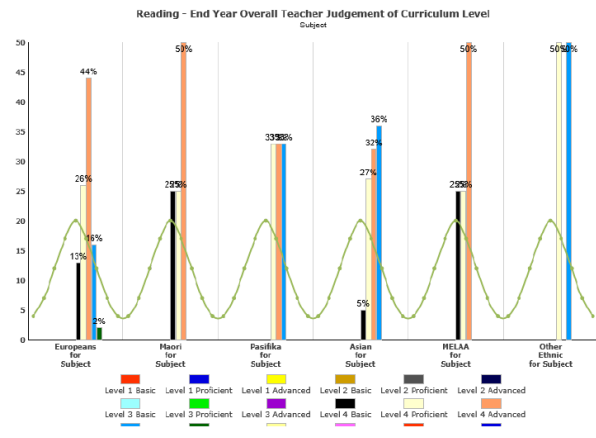
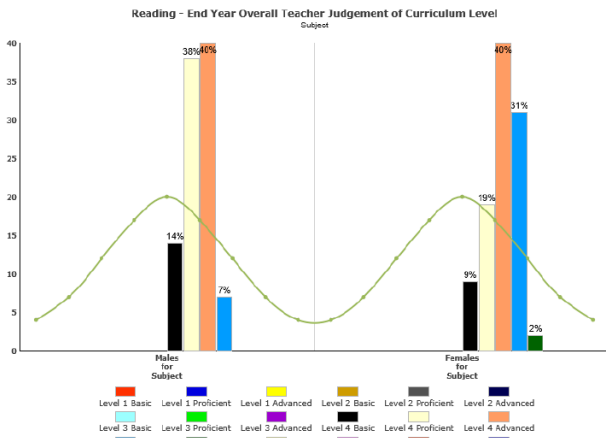


Commentary / Analysis:

- In Reading, 89% of all Year 8 pupils were at the expected level for the end of Year 8. This was a very pleasing result and was well above the most recent national average. It was also an increase when comparing the same cohort as Year 7 pupils.
- The remaining 11% of pupils currently sit one sub-level below the expected level and these pupils should progress to expected levels as they move through Years 9 and 10.



Reading: Ethnic and Gender Comparisons:

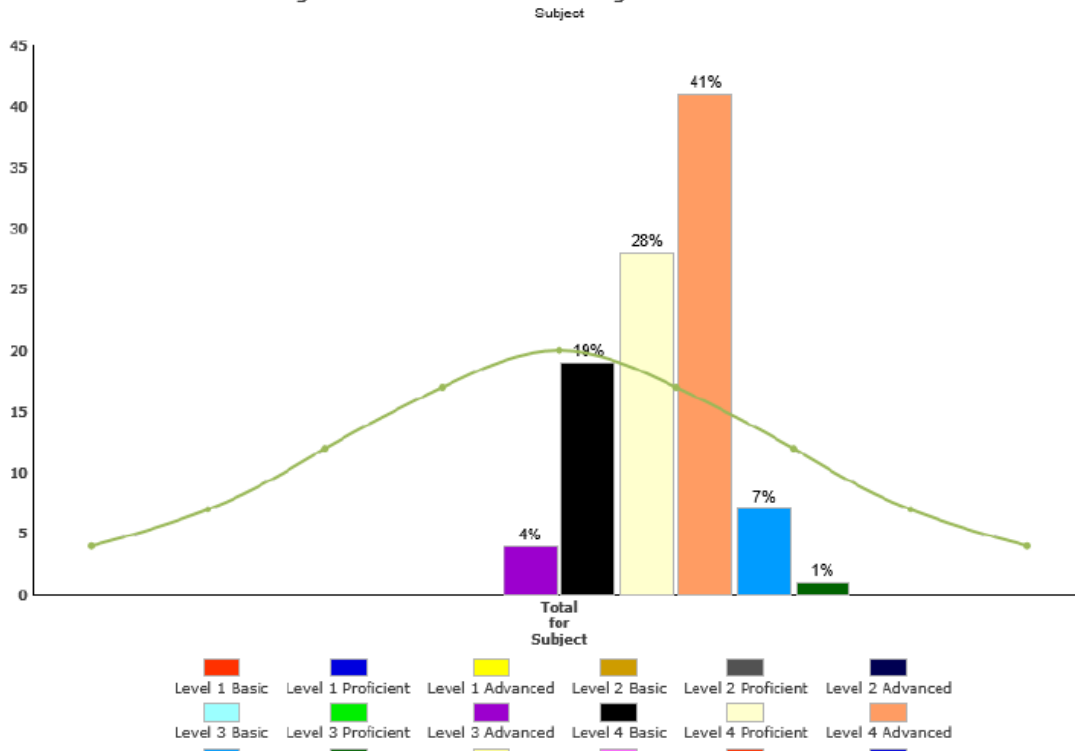


Commentary / Analysis:

- 86% of male pupils and 91% of female pupils were at the expected level for the end of Year 8. This is pleasing as the percentage of both males and females who have reached or exceeded the expected level has increased. The same cohort as year 7 pupils had 75% males and 89% females at or above the expected level in 2017.
- 3 out of 4 Maori and 6 out of 6 Pasifika pupils were at the expected level for the end of Year 8 in Reading. The one Maori pupil who had not reached the expected level was only one curriculum sub-level below the expected level. These results were well above the most recent national average.

Year 8 Writing:

Writing - End Year Overall Teacher Judgement of Curriculum Level

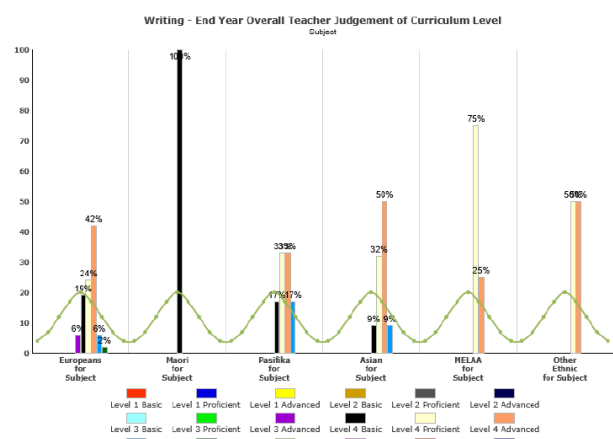
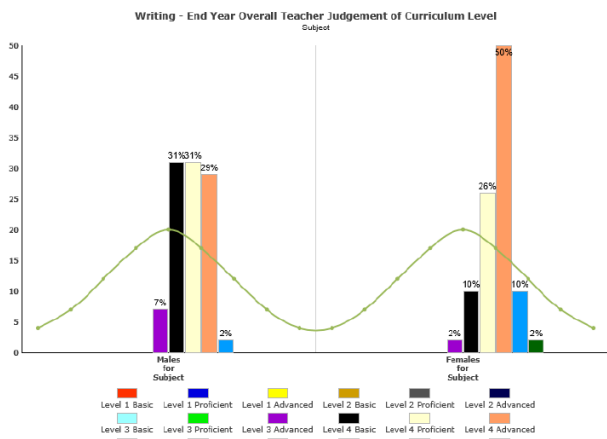




Commentary / Analysis:

- 77% of all pupils were at the expected level for Year 8 pupils in Writing at the end of the year. This has been an increase in the same cohort compared to the 2017 results. (2017 70% at the expected level).
- 19% of pupils sit only one sub-level below the expected level. This means that 96% of our Year 8 cohort were at or very close to the expected level in 2018.
- The 77% of pupils who are at the expected level remains above the most recent national average.

Writing: Ethnic and Gender Comparisons:

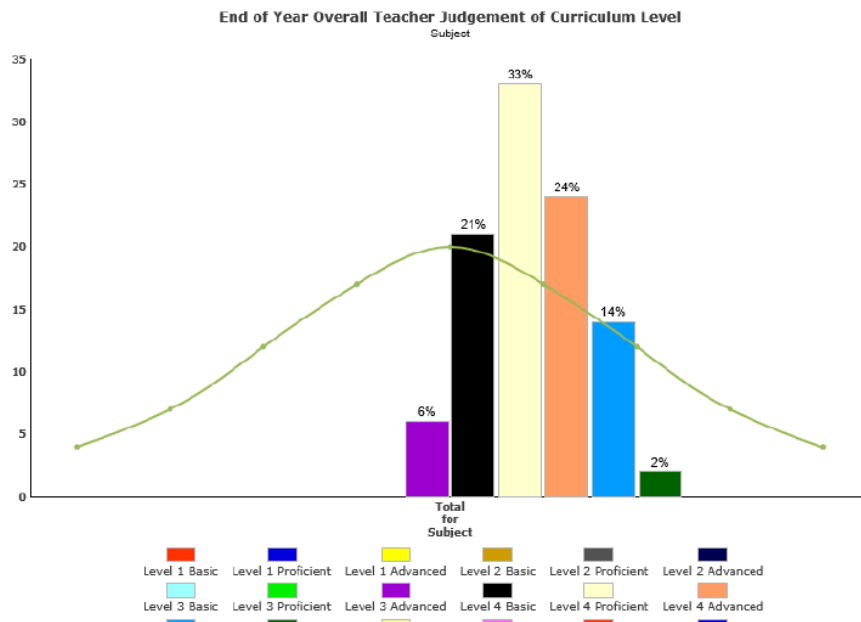


Commentary / Analysis:

- 88% of girls were at the expected level for Writing. This is significantly higher than the boys who were at 62%.
- When comparing the same cohort at the end of Year 7, 50% of boys were at the expected level so it is pleasing to see a further 12% of boys come up to the expected level (Which also increases from 7 – 8). This is very pleasing even though we have a number of boys still to come up to the expected level.
- 31% of boys sit only one sub-level below the expected level meaning that 93% of boys are at or very close to the expected level in Writing.
- 5 out of 6 Pasifika pupils are at, or have exceeded, the expected level for Year 8 pupils in Writing. This is an excellent result.
- All 4 Maori pupils sit one sub-level below the expected level for the end of Year 8 in Writing. This is disappointing for us; however, these pupils have made progress and should come up to the expected level as they progress through Years 9 and 10.



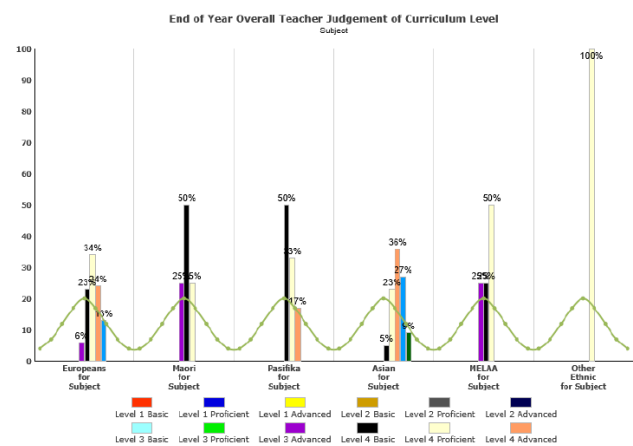
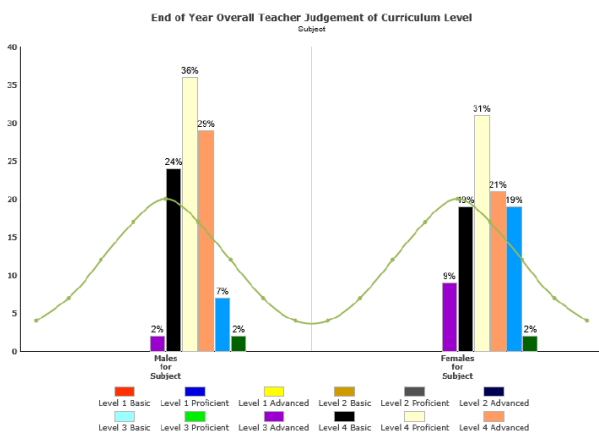
Year 8 Mathematics:



Commentary / Analysis:

- 65% of Year 8 pupils were at the expected level for Year 8 pupils in Mathematics. This has been a decrease in comparison to the same cohort at the end of Year 7 (2017) While the expected level does increase we would have expected most pupils to have maintained their progress to be at the expected level.
- 22% of pupils sit one sub-level below the expected level meaning that they are very close. When including these pupils 87% of pupils are at or very close to the expected level. These pupils will be catered for through differentiated instruction in Year 9 and we would expect them to come up to the expected level as they progress through Year 9 and 10.

Year 8 Mathematics: Ethnic and Gender Comparisons:



Commentary / Analysis:

- Boys and Girls had very similar levels of achievement in Mathematics with 66% of boys and 64% of girls at the expected level of Year 8 pupils. The boys have closed the gap slightly when compared to the same cohort in Year 7.
- Maori and Pasifika pupils followed the same trend when compared to the overall cohort with the majority either exceeding or being very close to being at (1 sub-level below) the expected level.



YEAR 9

YEAR 9 English (Literacy)

Year 9 pupils are assessed according to Curriculum Levels

In English Results are calculated by combining assessments in Reading and Writing to give an average level of achievement at a curriculum sub- level.

Reading:

	4B or Less	4P	4A / 5B	5P and above
All Pupils	3%	5%	61%	31%
Maori	-	-	91% (10 Pupils)	9% (1 pupil)
Pasifika	-	33% (1 pupil)	67% (2 pupils)	
Males	-	8%	66%	26%
Females	7%	2%	54%	37%

Writing:

	4B or Less	4P	4A / 5B	5P and above
All Pupils	3%	12%	60%	24%
Maori	9% (1 pupil)	9% (1 pupil)	63% (7 pupils)	18 % (2 pupils)
Pasifika	-	-	75% (3 pupils)	25% (1 pupil)
Males	6%	19%	63% %	33%
Females	-	5%	57%	38%

Analysis / Commentary:

More detailed commentary and analysis can be found in the Annual Report from the English Department. For the purpose of this report I have made some general observations.

- While this is a different cohort it is pleasing to see increased achievement for boys in Reading compared to the year 9 cohort of 2017. Only 8% of are at level 4P of the curriculum for Reading.in Writing 25% of boys are at 4P or below compared to 40% in 2017. Targeted strategies in Writing appear to have been effective in raising achievement.
- It is extremely pleasing to see success in both Reading and Writing for our Maori and Pasifika pupils
- Girls have out-performed boys in both Reading and Writing; However, the gap has reduced significantly. Of pleasing note is that more boys are considered to be at the expected level compared to the same cohort in 2017 (Reading 2017: 27% below compared to 8% in 2018 and Writing: 2017: 36% below compared to 25% in 2018)

YEAR 9 Mathematics (Numeracy)

Year 9 pupils are assessed according to Curriculum Levels

In Mathematics, six assessments are combined to give an average percentage of assessments achieved at a particular curriculum sub-level. These assessments are based on strands and some strands are only assessed once per year. This makes it difficult to determine progress from Year 8 as pupils in Year 8 are given an Overall Teacher Judgement.



	4B or Less	4P	4A / 5B	5P and above
All Pupils	9%	14%	45%	32%
Maori	5%	19%	61%	16%
Pasifika	-	-	59%	41%
Males	12%	15%	48%	25%
Females	7%	12%	43%	38%

Analysis / Commentary:

More detailed commentary and analysis can be found in the Annual Report from the Mathematics Department. For the purpose of this report I have made some general observations.

- It is extremely pleasing to see that all Pasifika pupils have achieved successfully in Mathematics. No Pasifika pupils are currently below where we might expect them to be at the end of Year 9
- It is also pleasing to see that boys and girls have achieved at a similar level in this cohort. While slightly more girls have achieved at higher sub-levels of the Curriculum, 83% of boys and 81% of girls are at or above the expected level by the end of Year 9. This trend has remained

YEAR 10

English: (Reading)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	22%	-	40%	30%	14%
Merit	47%	63%	40%	50%	44%
Achieved	27%	37%	20%	17%	38%
Not Achieved	4%	-	-	3%	3%

English: (Writing)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	38%	29%	50%	51%	25%
Merit	28%	14%	-	32%	25%
Achieved	25%	57%	50%	12%	38%
Not Achieved	9%	-	-	6%	12%



Analysis / Commentary:

More detailed commentary and analysis can be found in the Annual Report from the English Department. For the purpose of this report I have made some general observations.

- It is extremely pleasing that 96% of our Year 10 pupils have Achieved in relation to Reading and 91% in relation to Writing.
- I am delighted that all of our Maori and Pasifika pupils achieved in both Reading and Writing in Year 10. This is an excellent result.
- The number of boys who have achieved in relation to both Reading and Writing is also very pleasing. Boys (particularly in Writing) have regularly achieved at lower (in Years 7-9 both nationally and at MGS) so it is excellent to see it reduced to 3% in reading and 12% in Writing. Targeted strategies to raise student achievement across the Middle School years are seeming to be effective.

Mathematics: 6 Achievement Standards per pupil

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	23%	10%	13%	27%	19%
Merit	47%	41%	44%	51%	43%
Achieved	25%	41%	34%	16%	33%
Not Achieved	5%	8%	9%	5%	5%

Analysis / Commentary:

More detailed commentary and analysis can be found in the Annual Report from the Mathematics Department. For the purpose of this report I have made some general observations.

- It is excellent to see that we have high pass rates across the cohort for Numeracy. 95% overall and 91/92% for Maori and Pasifika pupils is excellent.
- 95% of both boys and girls have achieved in Mathematics though I note that slightly more girls (78%) compared to boys (62%) are achieving at the Merit and Excellence level.

ATTENDANCE

Pupil Group	% Attendance				
	All Pupils	Male	Female	Maori	Pasifika
Year 7	93.8	93.4	94.3	95.1	96.1
Year 8	92.7	93.2	92.3	93.2	91.1
Year 9	94.7	94.7	94.7	94.0	91.6
Year 10	92.4	92.7	92.0	87.1	84.5
Overall(Y1-13)	93.0	93.6	92.4	91.2	92.1



2018 DEVELOPMENTS

Schools are constantly reviewing, reflecting and changing their practice in response to the ever-shifting needs of the learners in our care. While innovation and strategic modifications occur at every level of our school, the following list provides a snapshot of some of these developments within the Middle School:

- The Middle School Subject and Form Teachers Guide was reviewed and updated. This document outlines many of the key practices that we wish to embed within the Middle School and aims to create consistency in our approach to teaching and learning.
- We introduced and developed a new pupil leadership structure across the Middle School. We were pleased with the new structure and will look to strengthen this in 2019. The programme was most successful at Year 7 and 8. Like any new initiative it can take a while to grow and thrive so we look forward to seeing this growth continued in the coming years. A particular highlight was the development of a Year 4 - 9 plan for writing including learning progressions. This was a collaborative piece of work developed by Christine Buckley, Jan Kennedy, Shane McConnell and the Write that Essay team.
- In 2018 The Year 7 and 8 teams undertook some intensive professional development in relation to the teaching of writing. A new programme was introduced from Term 2 and both staff and pupils have enjoyed the online writing tool. Anecdotally, engagement in writing has increased and we look forward to seeing how this initiative will increase pupil achievement as it is embedded over 2019.
- In 2018 I represented the Middle school as part of the Canterbury-Wide Community of Practice on student Wellbeing. As a result, we formed a Pupil Wairoa team here at school which has been extremely beneficial in identifying and supporting pupils with high pastoral needs. As part of this initiative we surveyed MS pupils using the New Zealand Council of Educational Research wellbeing survey. The results have been collated and analysed by the team. This has led to the MS leadership team developing a set of guidelines to assist pupils in developing their understanding of both positive learning and positive social culture. We have set our focus on positive social culture to include developing a culture of belonging, a culture of honour and a culture of resilience. These have their foundation in Matthew 22:37-39.

2019 Initiatives:

- One of our strategic goals for 2019 is to embed our Pupil Leadership structures within the Middle School. This has been established as an annual goal through the school's wider strategic plan.
- The embedding of 'Write that Essay' will continue to be an area of focus in 2019. Staff will do further professional development and the online writing tool will continue to be used. Later in the year we will do a comparative analysis of results to see how the programme is benefitting achievement.
- In the Middle School we will continue to look at the implementation of and development of our Social culture plan. This is in collaboration with the wider wairoa team and is again a part of the annual goals.
- Upon analysing our Year 7 and 8 Data the areas identified for focus include Year 8 Writing (based on their Year 7 results in 2018) and Year 9 Mathematics (based on Year 8 results in 2018).



CLOSING COMMENTS

2018 was a year filled with evidence of the Lord's hand of blessing upon us. As Head of Middle School I am so deeply grateful for his provision. I am also thankful for the dedicated staff who teach across the curriculum areas within the Middle School.

In Christ,

Matt Barlow
Head of Middle School



Senior College Annual Report 2018

SPECIAL CHARACTER

The school-wide theme of HOPE was an apt one for 2018, which was a testing time for many pupils. Our entry into a focus on Waiora was well timed for a year of increased need for emotional and mental health support. The 24/7 Youth Workers were a huge asset to the work of “strengthening the hands that hang down and the feeble knees”.

Christian Focus Days for Y13 covered the pupil-requested topics of relationships, waiora (including mental health, knowing God and knowing the enemy), and an apologetics delve into Why Christianity?

Y11 Christian Studies programme review was implemented and was found by pupils to be more relevant than previously.

NCEA 2018 – Summary of Results

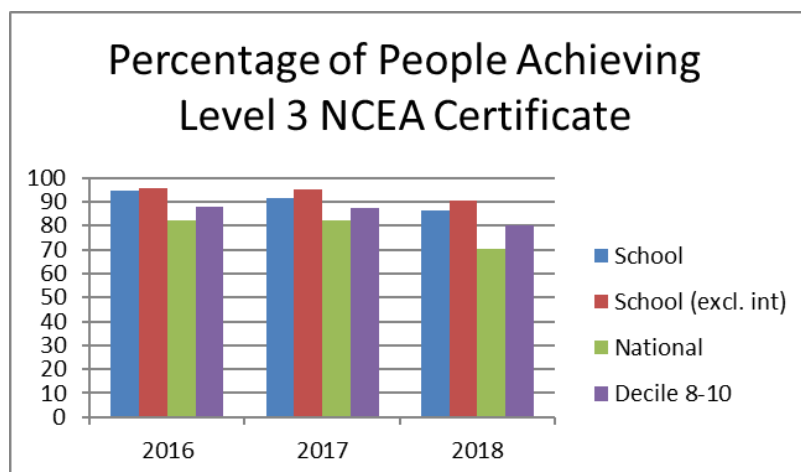
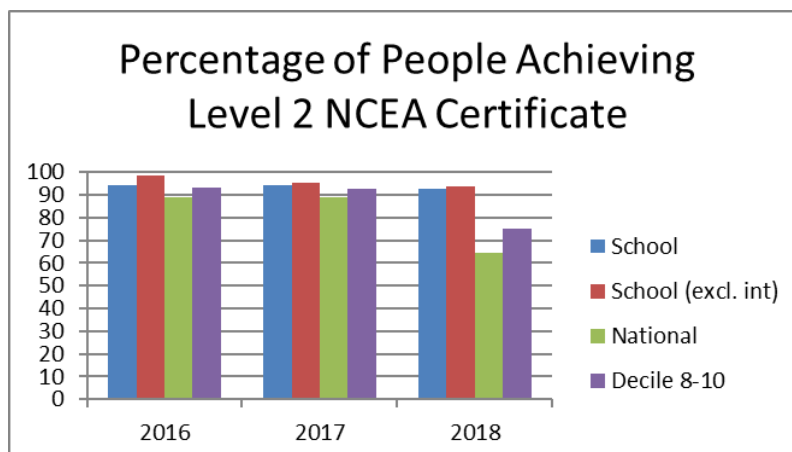
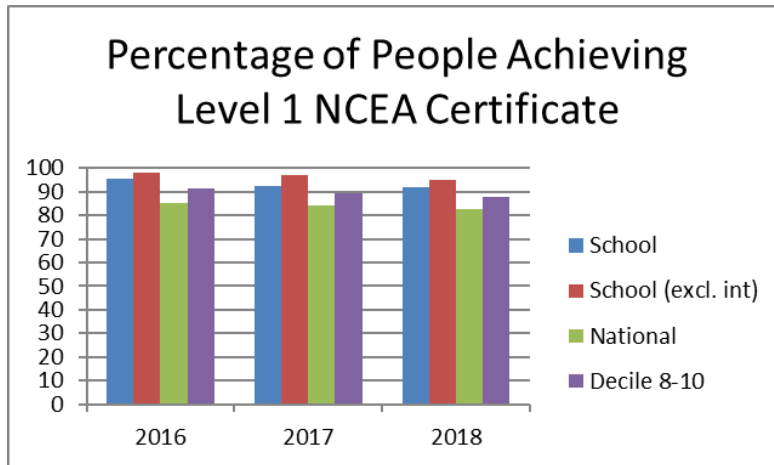
Overall Results

	LEVEL 1				LEVEL 2				LEVEL 3			
	2018	2017	2016	2015	2018	2017	2016	2015	2018	2017	2016	2015
Incl IC	86.5	92.3	96.0	96.5	88.7	94.1	94.3	95.5	93	93.5	94.	89.4
Excl IC	90.4	97	98.2	96.9	96.6	95.2	98.5	96	94	95.2	95.6	91.7
Excellence	29	37	30	32	30.2	26	28	28	14	23	18	15
Merit	40	30	41	4	36	35	38	34	33	26	3	30
Maori	80	100	93.3	10	89	86.7	100	89	100	90	100	81.8
Pasifika	62.5	100	88.9	75	100	90	80	75	100	100	100	100
Male (Inc IC)	89.1	91.9	94.3	96.8	100	89.5	93.0	90.	92.5	91.7	91.2	89.1
Female (Inc IC)	91.6	92.	96.7	96.2	98	98.9	97.3	98.	96.1	95.1	97.0	89.8
UE Lit					80	79						
UE									78.3	77.0	76.3	
Schol									10	10	19	



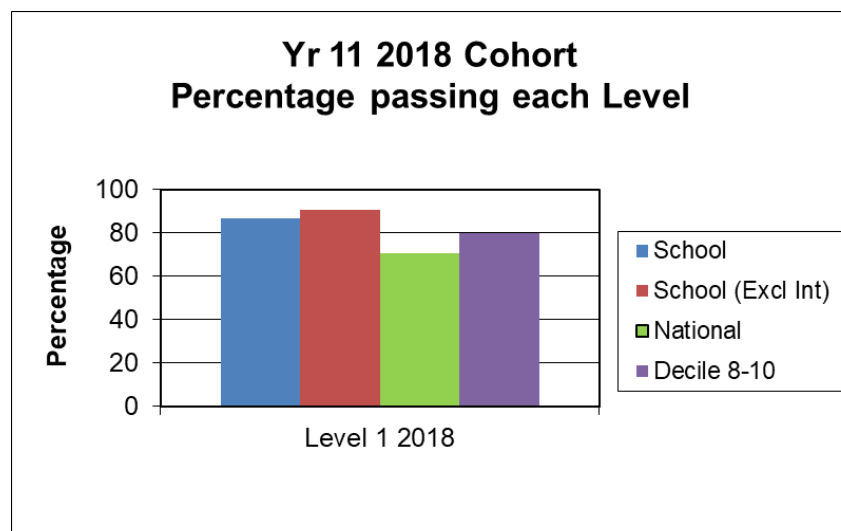
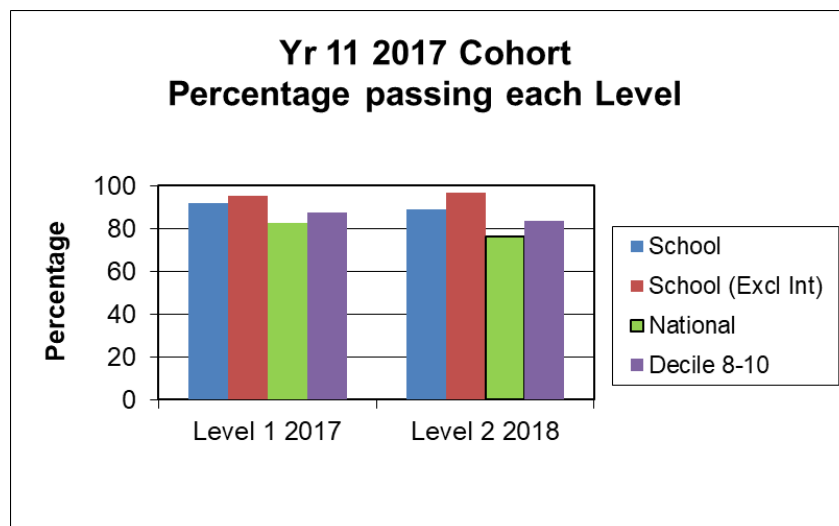
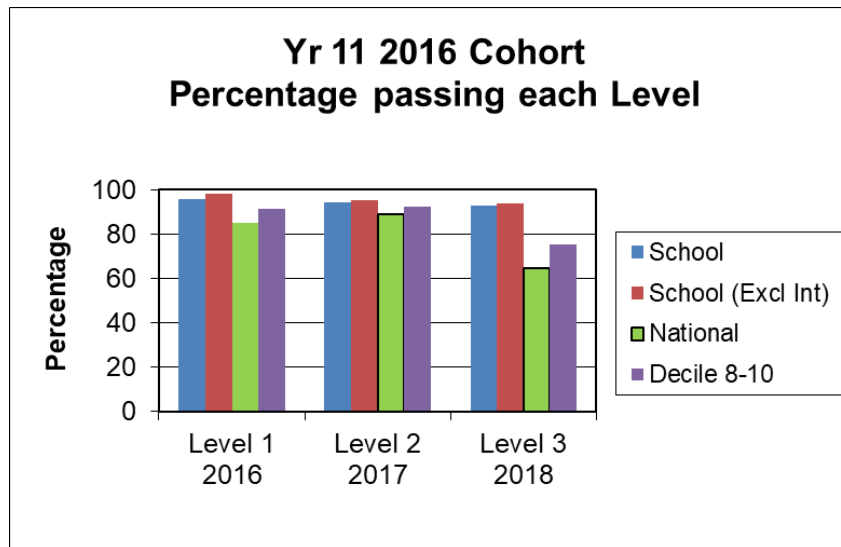
NCEA Certificate Achievement

Overall endorsements were generally up and compare favourably with National and Decile 8-10. This is confirmed by the greatly increased number of Gold Academic Awards presented recently, especially at Level 2.





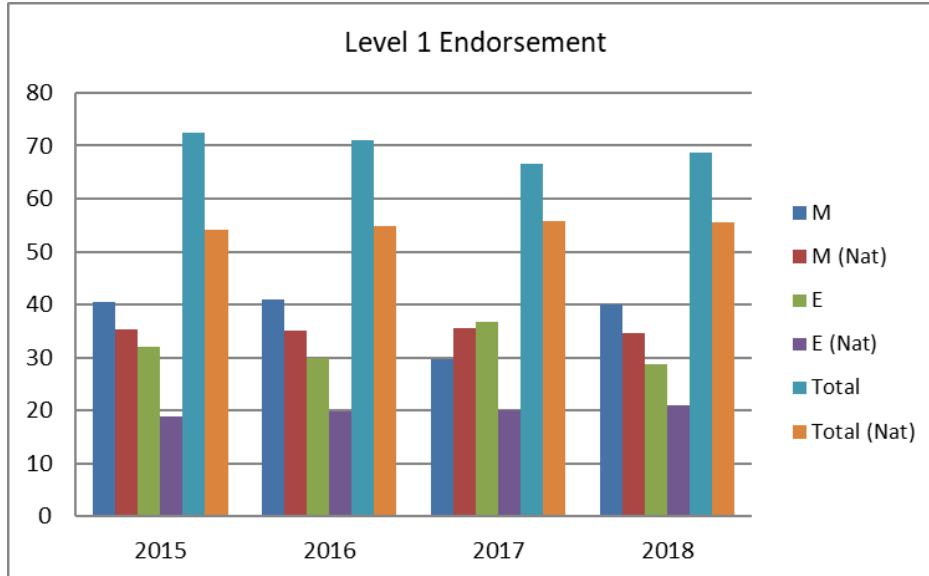
Cohort Graphs





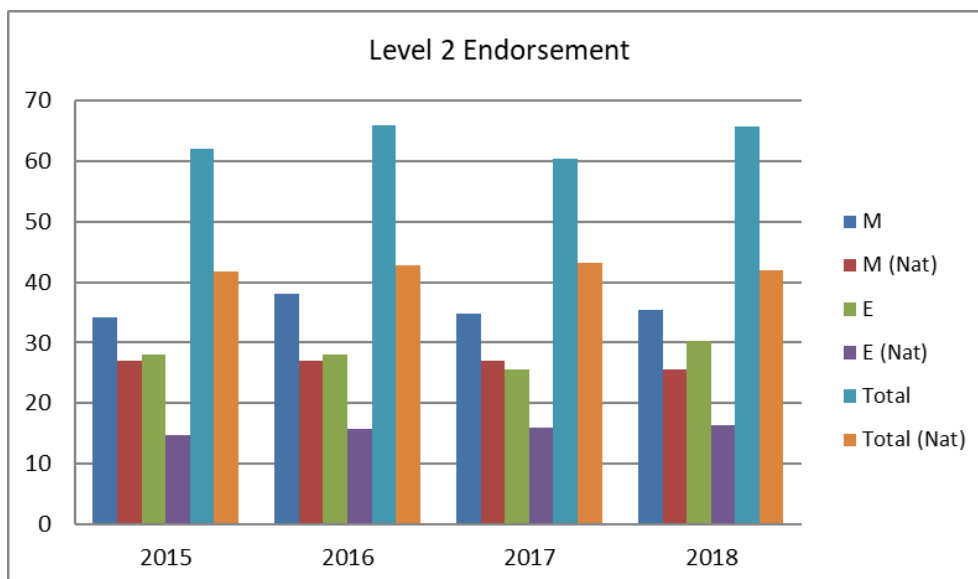
Certificate Endorsements

Level 1 endorsement



Year	M (MGS)	M (Nat)	M (8-10)	E (MGS)	E (Nat)	E (8-10)	Total (MGS)	Total (Nat)
2015	40	35	41	32	27	27	72	62
2016	41	35.1	41	30	19.8	28	71	54.9
2017	30	35	41	37	20	28	67	55
2018	40	35	40	29	21	30	69	56

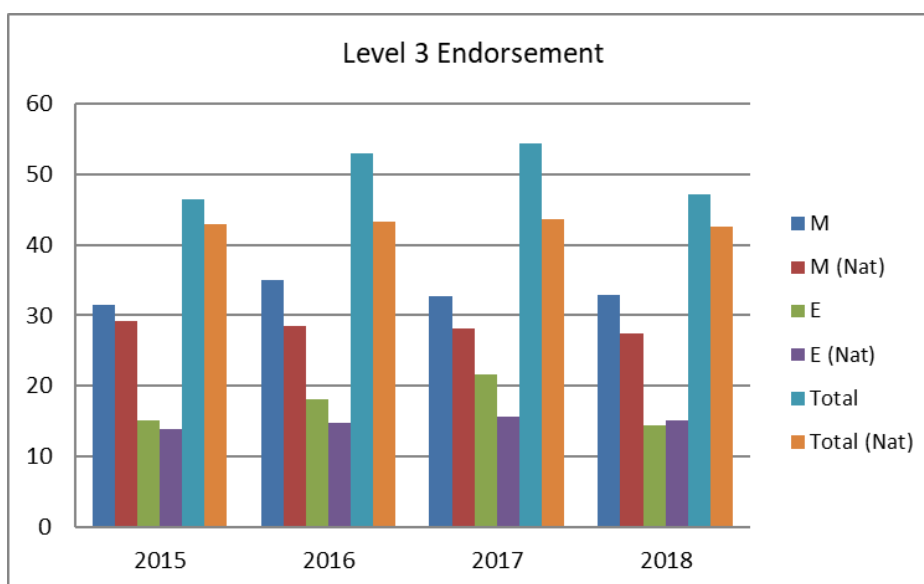
Level 2 endorsement





Year	M (MGS)	(Nat)	M (Decile 8-10)	E (MGS)	E (Nat)	E (Decile 8-10)	Total (MGS)	Total (Nat)
2015	34	27	27	28	15	34	62	42
2016	38	27	34	28	15.8	23	66	42.8
2017	34	27	34	25	16	23	59	43
2018	36	26	32	30	16	24	66	42

Level 3 endorsement



	M (MGS)	(Nat)	M (Decile 8-10)	E (MGS)	E (Nat)	E (Decile 8-10)	Total (MGS)	Total (Nat)
2015	30	29	35	15	14	17	45	43
2016	35	28.5	35	18	14.7	19	53	43.2
2017	33	28	34	22	15.6	20	55	43.6
2018	33	27	34	14	15	19	47	42



Priority Learners

Maori Achievement 2018

	Level 1			Level 2			Level3		
	2018	2017	2016	2018	2017	2016	2018	2017	2016
Number of pupils	20	10	15	9	14	10	12	10	10
Certificate	75	100	93.3	88	87	100	92	90	100
Merit	40	40	35.7	25	44	50	30	33	20
Excellence	13	20	21.4	13	15	20	10	11	10
Num	95	100	100						
Lit	100	100	100						
UE Lit				66	66	90	92	90	90
UE							75	90	80

Pasifika Achievement 2018

	Level 1			Level 2			Level3		
	2018	2017	2016	2018	2017	2016	2018	2017	2016
Number of pupils	9	6	9	5	10	5	7	3	7
Certificate	63	100	88.9	100	90	80	100	100	100
Merit	50	50	50	60	22	50	29	0	28.6
Excellence	25	0	25	0	11	0	0	0	0
Num	100	100	100						
Lit	100	100	100						
UE Lit				80	70	80	86	67	85.7
UE							71	67	71.4

Special Learning Needs Achievement 2018

Level 1 17/17 pupils attempted NCEA L1. Two of these are on a two year program. Another two did not gain level 1 but will complete this year (and possibly level 2 concurrently). All gained literacy requirements and one is yet to gain the numeracy requirement. 1 gained an Excellence endorsement and 4 gained a Merit endorsement.

Level 2 10/13 pupils completed L2. 2 gained Merit Endorsement. 7 gained UE Literacy.

Level 3 10/13 pupils completed L3. 1 left early to go into the workforce. 9 gained UE literacy and 2 gained University Entrance. 1 gained Excellence Endorsement. 5 gained UE (i.e. UE Literacy as well). 1 pupil was on an IEP with the Learning Centre and was not on a NCEA programme.



Analysis of NCEA Results

	Significant Features	Explanation
Certificate passes	<p>Level 1 – The pass rate for L1 domestic pupils has dropped but this is reflected nationally and Decile 8-10.</p> <p>Endorsements were slightly up at this level.</p> <p>An insignificant differential in gender rates, still favouring girls.</p> <p>Some of the Maori/Pasifika pupils were on the Medical At Risk list. Of these, one Maori and one Pasifika pupil left for other schools</p> <p>Level 2 – Domestic pass rate slightly up on 2017.</p> <p>Gender gap reversed – all of our boys gained L2., with girls close behind.</p> <p>Maori and Pasifika pupils profile well again: Maori – 89% (1 person missed out); Pasifika – 100%</p> <p>Level 3 – Similar achievement to 2017 for both full cohort and domestic pupils (92% cf 93.5% 2017)</p> <p>Gender gap continues to close with girls still holding the upper hand.</p>	<p>Some weaker pupils attempted fewer Standards and should possibly have been on a 2-year Level 1 projectory.</p> <p>Achievement Target: 70% pupils gain Endorsements. Actual: 68.8% - higher than 2017.</p> <p>Our expectations of Maori/Pasifika pupils continue to be high, but one pupil affects the statistics more dramatically as the sample size is small.</p> <p>Achievement Target: Endorsement: 65% pupils gain Endorsements. – actual:65.7% - up 8% on previous year.</p> <p>We compare very well on Equity and STEM reports for science, mathematics, technology and engineering</p> <p>All Maori and Pasifika pupils gained Level 3</p> <p>Achievement Target: 70% pupils gain Endorsements. Actual: 47% (cf 49% 2017). Cohort less focused on Endorsements (L2 endorsements are the criteria for entry to Halls of Residence)</p>
Level 1 Literacy and Numeracy	<p>100% of domestic pupils gained Literacy</p> <p>97.8% including Internationals.</p> <p>99.6% (98.6 including Internationals) of domestic pupils gained Numeracy.</p>	<p>All domestic pupils achieved Literacy including our Priority Learners.</p> <p>All pupils in the Core Maths class achieved it this year.</p>
UE Literacy	80% gained UE Literacy cf 79% 2017.	Others will be contacted over this 2019 year and IEPs put in place where required. All who wanted to completed UE Literacy requirements
UE	<p>UE pass rate at 78% - is up slightly on 2017 (76%)</p> <p>9/12 Maori pupils gained UE</p> <p>5/7 Pasifika pupils gained UE.</p>	2 pupils have made up the credits needed to get UE this year through Hagley and Te Kura.



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Certificate Endorsements	<p>Increased overall. Merit endorsements were up with a slight decrease at Excellence level.</p> <p>Our Ethnic Priority groups have shown healthy Endorsement achievement.</p>	<p>Endorsements have been promoted continued to be profiled over the year as a useful and sometimes necessary doorway to higher study. Again, health issues have been instrumental in derailing the goal of some pupils to gain these advantages.</p> <p>Links between endorsements and entry to various courses were made explicit.</p>
Scholarship	<p>10 Scholarships. Number of pupils entering Scholarship declined in 2018 as other priorities took over. 59 entries; 15 exams were not sat. Some pupils attempt multiple Scholarship exams, and might be better focusing on fewer (35 pupils across the 59 entries). To be investigated 2019.</p>	
General Comment	<p>While the statistics appear lower than in 2017, they still sit at a healthy level, and are higher in all cases than National and Decile 8-10. Large numbers of pupils experienced severe mental health issues during the year. Some of them exceeded our expectations and achieved regardless. Opportunities for extra-curricular activities continue to increase in our recognition of developing the whole person, not just the academic "head".</p>	

ATTENDANCE

Attendance levels were up over the 2018 year in Years 11 and 12. The lower Y13 attendance was down on account of 2 pupils who had severe mental health issues the prevented them from coming to school. Those pupils were provided with support from school in the form of work sent home and dispensation from some assessments.

One of those pupils did not achieve their Level 3 Certificate, but has communicated this year that they are in purposeful training and are managing their ongoing health issues as best they can

Attendance Comparison (%)

	2016			2017			2018		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
All	92	92	90	90	89	88	91	90	86
Male	92	91	91	89	88	89	93	91	87
Female	91	92	90	92	89	87	89	89	84
Maori	92	92	89	92	84	87	90	87	82
Pasifika	93	93	95	92	91	90	91	90	86



YEAR LEVEL HIGHLIGHTS AND CHALLENGES

	Highlights	Challenges
11 Girls	<ul style="list-style-type: none">Intervening in pupils' academic outcomes where achievement was at riskPraying with individualsIntegration of Contributing Schools pupils – a welcoming entry to MiddletonOvercoming anxieties around attendance (a very small number of pupils)	<ul style="list-style-type: none">Increased incidence of mental and physical fragility, such as depression and anxiety issues; chronic painA few parents not engaging with the school where concerns were raised
11 Boys	<ul style="list-style-type: none">Introduction of the Men of Honour programme and exposure to some outstanding speakersMajority of boys determined to excel in their studies	<ul style="list-style-type: none">Proactively encouraging good behaviour rather than reacting to incidentsStabilising boys' personal faith to acquire depth and resilience
12 Girls	<ul style="list-style-type: none">Genuine desire of most girls to succeed academically and willing to apply the effortDeveloping resilience through some difficult times	<ul style="list-style-type: none">Managing relationships amongst a small number of girlsIncreased number and severity of mental health fragilities
12 Boys	<ul style="list-style-type: none">Boys responding to the challenge toward greater maturity	<ul style="list-style-type: none">Keeping motivation up for some boys
13 Girls	<ul style="list-style-type: none">Year 13 camp and Formal – girls developing great friendshipsSeeing pupils get through difficult times and gaining good results despite the hardship	<ul style="list-style-type: none">Some pupils wanting to give up under the pressure of assessments
13 Boys	<ul style="list-style-type: none">Being able to reason with some boys and seeing results from thatSupporting many young men through some tough stages in the year	<ul style="list-style-type: none">Some immaturity among a group of boys who were unpredictable in their behaviour at timesHaving to let a couple of boys leave because of background situations over which they had little or no control

SERVICE THROUGH LEADERSHIP

The first year of the new Senior College Pupil Leadership structure was generally judged to be a beneficial initiative. This evaluation came from staff and a large group of pupils. The team of Pupil Leaders themselves were very helpful in their 'voice' in lauding the good aspects and suggesting some tweaks for the next year. The major benefits were seen to have been a more logical coupling of areas of activity with God-given giftings and interests. This was certainly evident through the Environment Team's Recycled Art Exhibition, to which neighbouring schools were invited to take part. The judging of entries drew those schools to participate in an evening of viewing, fun and refreshment, and was greatly enjoyed by all of the visitors and our own community. Many such projects were undertaken, as well as thoughtful and sustained service activities, such as reading and singing to the folk at Maples Rest Home on a fortnightly basis.

A real highlight of the year was the addition of the Haka Competition, which at first met with strong resistance from many pupils, but gained momentum and enthusiasm as knowledgeable staff spoke into the unrest and as practices began. The competition day was a watershed moment in the history of MGS, and a tangible shift in attitude and identification took place. It was a very moving experience to observe pupils putting heart and soul into it and gathering conviction as they declared the Lordship of God into the atmosphere in Māori.



The core team for 2019 was selected in September, and team members following that. The "Book of Wisdom", a compilation of what the 2018 team did and how they went about those things was passed on to the new team as a guide of suggestions, some of which will no doubt continue, some will be refined and enhance, some may well be deleted.

We are truly blessed at Middleton Grange School with the outstanding calibre of our young people and their hearts to be a blessing to others. All glory to God for what He is doing amongst this generation. He has not forgotten our land.

STRATEGIC GOALS 2018

PUPIL LEADERSHIP YEARS 7-13

S.G. 5.1 *An authentic culture of service exists across our school community*

A good start to this goal was made this year through opening up wider access for pupils to experience training and practical leadership opportunities. A number of formal training afternoons were held, as well as Meeting times focused on critical thinking about aspects of Leadership. This will be enhanced in 2019 as the Centre for Leadership Development and Influence is established and begins to seriously invest in our young people to enable them to be more effective as agents in the work of God's Kingdom.

S.G. 5.3 *Pupils are using their gifts to serve*

Again, the new structure has begun to identify the opportunities for service in a range of areas that attract the particular gifts that pupils carry in their persons. Pupils were encouraged throughout the year to consider their Leadership position as simply a vehicle through which to serve the school community, whether through bringing teams together to achieve a goal, to care for the waiora of their peers and teachers, or to go out on 'missions' by taking their bodies to areas of need or by raising funds to enable Bibles to be distributed, or by simply being a kind face to someone they might normally pass by.

Next Steps: In 2019:-

1. With the arrival of a new IC Dean, the rationalisation of the number of credits IC pupils are attempting vs number they are achieving will continue.
2. Maintain and enhance IC monitoring of At Risk pupils and the number and type of credits offered.
3. Continue to emphasise the profile of Endorsements across the Senior College.
4. Maintain the At Risk register for domestic pupils;
eg, Consider a programme for a select few on the basis of need – 2 years for one level
Tighter monitoring of At Risk pupils, number of Achievement Standards attempted
5. Monitoring the dual purpose of offering a robust pathway for individuals and protecting workload for staff and pupils.
6. Waiora – develop and implement the Social Culture Plan: principles of Honour, Belonging and Resilience
7. Pupil Leadership – further develop a programme of training in leadership, including awareness of disposition; identification and development of the essential godly leadership elements of character; relevant practical skills; increased sensitivity to the leading of God's Holy Spirit.

Ruth Velluppillai

Head of Senior College



International College Annual Report 2018

1 Peter 4 vs 8 – 11

"Above all, love each other deeply, because love covers over a multitude of sins. Offer hospitality to one another without grumbling. Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. If anyone speaks, they should do so as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides, so that in all things God may be praised through Jesus Christ."

SPECIAL CHARACTER

The International Assemblies and Christian Studies programmes delivered to the international pupils are designed to challenge non-Christians and to encourage Christian young people in their walk with God. Lilee Checketts taught the higher level of English pupils and Chris Walker, the newer or lower level of English pupils.

Sue Yoon, an ex-Middleton pupil, continued to support our international pupils in her 24/7 role at school. At the end of 2018 it was decided that the International College would support another 24/7 youth worker to work specifically with international pupils. Sophie Bates, also an ex-Middleton pupil, has been contracted for this role in 2019.

We have met with the 24/7 Canterbury Regional Coordinator, Luke Gardiner, to confirm the role that Sophie Bates will have at the International College and in the wider school and the expectations from both sides.

South West Baptist ran events throughout the year and the International College worked very closely with them in encouraging our pupils to participate in events, including a sports evening, Easter Camp, the Alpha Course and much more. Please see the attached report from Claire Russell from South West Baptist highlighting their work with the International College and some of the outcomes. We are truly blessed to have Claire and her team work with us. This fills the gap between school and out of school and continues our mission of helping our international pupils discover the true meaning of life and their place in it.

The staff at the International College meet weekly to pray for international pupils and the staff of the school.

INTERNATIONAL BOARD OF ADVISORS (IBOA)

The IBOA members changed in 2018. We welcomed David Gillon to the IBOA early in the year and in Term 4, Craig Utting and Dean McKenzie. Members of the IBOA are Amanaki Misa, Mel Hikuroa, David Gillon, Richard Vanderpyl, Craig Utting, Colleen Steyn and Dean McKenzie. The IBOA met regularly throughout the year, with all major decisions and activities being discussed at these meetings. The advice and support of this group has been invaluable to the leadership of the International College.

MARKET REPORT BACK

By the end of 2018, we had welcomed 147 pupils in total, to our school. Some of these visited us for a week, while some are still with us. We enrolled 117.5 EFTS (Equivalent Full-Time Students) and budgeted for 118. For comparison, historical figures are:



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2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
115.5	89.75	98.75	94.75	89	72	108	118	132	121

The composition of pupils for 2018 and 2017:

	Korea	PR China	Japan	Thailand	Germany	Vietnam	Hong Kong	Taiwan	Argentina	Indonesia
2018	11	80	29	8	14	0	0	1	2	2
2017	7	84	30	14	11	3	0	2	2	2

Marketing events for 2018 included the following:

Germany – Richard Vanderpyl visited partner schools and visited an agent in Prague.

Thailand – I visited Thailand in May, to be part of Chrischurch Educated events in Bangkok and Chaing Mai, as well as visiting Hat Yai to look at partnering with a school in the region. I visited Thailand again in August to take part in the Education New Zealand events and visit a school in Udon Thani who are also interested in working with Middleton Grange School.

Korea – David Gillon travelled to Korea and represented Middleton Grange School at the Kokos Fair in Seoul. He travelled through Taiwan and caught up with ex-pupils and agents in Taipei.

Japan – I visited Japan in September and October. This was to judge a speech competition in Tottori Prefecture, take part in the Education New Zealand events and to visit all our partner schools. I was also able to catch up with agents, alumni and current parents in the various cities.

Vietnam – in April we hosted five agents from Vietnam for a week. The idea behind this was to invite key agents to visit Christchurch and a small group of schools, to try and develop the relationship between Christchurch and these agents. The local schools involved were Middleton Grange School, Burnside High School, Riccarton High School, Christchurch Boys High School and Rangiora High School.

Louise Whitehead and I attended the ANZA workshop in Auckland in April. Yolandy Stander and I attended the New Zealand International Education Conference in August.

Christchurch Educated has worked with the Tottori Prefecture's Board of Education for a few years, hosting students who have won their regional speech competitions. Middleton Grange School and Christ's College have hosted the students and staff when they have visited Christchurch. In April it was decided that Middleton Grange School and Christ's College would sign an agreement with the Tottori Board of Education to partner in an exchange programme where students winning their speech competition would travel to Christchurch for a week in March and in December a pupil from each of the schools in Christchurch, along with a staff member, would travel to Tottori. In December 2018, the first pupil from each school and a Middleton Grange School staff member visited the Tottori Prefecture, spending the week in school and met the officials from the Board of Education. This is a project that we hope will continue for many years, although the initial agreement has been signed for three year. Amanda Wright was the staff member from Middleton, and while there, she visited our other partner schools, along with our pupil, and spent time at the school. This has strengthened our relationship with our partner schools.



The International College contracted a company to make 3D videos of the school for marketing purposes. These were completed early in the year, allowing us to use these for marketing of the school.

Through the year we hosted many visiting teacher groups. One group from Japan were interested in how New Zealand teach pupils with learning needs. They were extremely impressed with the Primary Learning Centre and the main Learning Centre of the school.

While Middleton Grange School continues to see many walk-ins from Chinese people and agents looking for schools for students to study at, we have seen a marked decrease in interest directly from China. Where in previous years there were many Chinese visitors presenting in the city and wanting to partner with New Zealand institutions, for 2018 there were none of these. This is of concern and has been noted in the International College's marketing plan for the future.

Middleton Grange School along with a few other schools in Christchurch, has partnered with an agent from Argentina who will be working with specific schools in the country. We welcomed two short term pupils at the beginning of 2018 from this agent and for 2019 we will see our first group of five pupils from one school in the South of Argentina.

All marketing activities for 2018 have resulted in our numbers for 2019 being constant and for some countries, growing.

PUPIL ACHIEVEMENT

Senior College

In the latter half of 2018 we carried out a Cycle of Enquiry on the performance of international pupils in NCEA levels 1 – 3. This enquiry has highlighted some very interesting facts – please see attached document. One area that has been noted is the performance of Middleton Grange School's international pupils in comparison to the National average and other schools in Christchurch. Middleton Grange School pupils outperform all others considerably and the school is by far the most successful in comparison to those reviewed, in assisting international pupils gain Level 3 NCEA as well as University Entrance. Our thanks to Rosemary and Dean for this enquiry.

Year 13 – 21 pupils

No. in Yr level entered for NCEA	UE	Level 3	Endorsements
21	12	18	2 Excellence, 7 Merit

1 Scholarship in Chemistry

Three pupils did not gain Level 3. One boy was returning to study in Japan and did not require NCEA. The other two were on our At Risk register and were not expected to gain Level 3 despite the help they received from teachers and the International College staff.

Eight pupils are studying at the University of Canterbury, seven have returned to their home country for study, two are studying in the USA, one in London, one in Holland and two in Australia. While statistical data available in New Zealand only accounts for those remaining in country, we are able to see that the success of our Year 13 pupils for 2018 has allowed them to study anywhere in the world, and even the pupils who did not achieve Level 3 have been able to enter an institution in their own countries for tertiary study.

A group of Year 13 pupils attended a work shop run by Fab Lab, which is a digital fabrication laboratory, part of the international network of Fab Labs.



Year 12

No. in Yr level entered for NCEA	Level 2	Did not gain Level
25	12	13

We have been disappointed with the results for Level 2. Some in this year level were new to school at the beginning of the year and so it was unlikely for them to gain Level 2 and the goal for this group was to gain at least 20 credits. For the rest however, there is a lot of work required for 2019 if they are to achieve NCEA Level 3. Dean McKenzie and Rosemary Allison as the Deans for international pupils, will be monitoring and tracking this group closely. Reviewing the results for 2017 shows that there was a similar trend then and we now see the amount of work that the current Year 13's have put into achieving the results they have. We are therefore optimistic for the 2019 group.

Year 11

No. in Yr level entered for NCEA	Level 1	Did not gain Level
21	9	12

Year 11 is always our Senior College intake year and for the majority of international pupils, there is not the requirement to gain Level 1 NCEA. This is the year where second language learners settle and try to adjust to the new style of learning in a foreign language. We are extremely pleased with the results that some did achieve, which has set them up for Level 2.

We had a very large group of German pupils who were with us for Term 1 or half the year. The group took part in the Outdoor Education programme run by Adventure Specialties.

Rosemary Allison organised and accompanied all the Year 12 pupils to the University of Canterbury's 'Have A Go Day'.

Amanda Wright and Debbie Smit worked in some classes to assist international pupils and the teachers. This proved extremely helpful.

Primary and Middle School

The International College provided support for the Primary School by providing hours for English Language Learning Coordinator (Primary) and maintaining the English Language Assistants hours, although there was a slight decrease in numbers from the previous year. The result has been excellent with the majority of pupils showing good progress and families feeling their children are well supported. The learning environment in the Primary School is a real credit to the teaching staff and English Language team. Colleen and Catherine Moore met each month to discuss the progress of the pupils and the needs of both pupils and staff.

There was a slight increase in numbers for the Middle School, and a large portion of this was for short term places. While this places additional pressure on classes, it has proven to be very successful and pupils have reluctantly left Middleton Grange School, with some families even choosing to enrol their children for 2019, either long term or short term again. The various year level learning teams have provided excellent support for the international pupils and there is a definite culture of inclusion in the Middle School.



PASTORAL

For the third year, the International College took all new pupils on an overnight orientation camp to Living Springs at the end of the second week of school. We were joined by some of the International Ambassadors, who prepared and ran activities for the group. This proved to be an excellent opportunity for the new pupils to connect with each other and the Ambassadors.

Rosemary Allison co-ordinated the International Ambassadors programme and had a wonderful group of ambassadors who performed their duties to an extremely high standard. The ambassador group again welcomed all new pupils to the school, assisted as buddies to short term groups, welcomed guests to the school and took part in all the various activities put on by the International College. These activities included assisting with the International BBQ, co-ordinating activities for International Festival and many more.

The International College had the annual BBQ early in the year to welcome all new pupils, families, homestay families and care providers to the school. This is always a successful event and was again very well attended. At least once a term a morning tea or lunch was provided for the international pupils as a way of getting the group together and interacting with the whole group. All school staff were invited and the Ambassadors ran most of these events.

The University of Canterbury provided a sausage sizzle for all international pupils. They brought a group of their international pupils along, including some who had graduated from Middleton Grange School.

The Queenstown trip for pupils took place in the April school holidays. This has become an annual event that the school has become known for. The trip is four days and three nights, with pupils enjoying all the activities that Queenstown has to offer as well as visiting Arrowtown and seeing the countryside along the way. This year we only allowed a group of twenty-five pupils and in Years 10 – 12.

We also offered a few day trips to Hanmer Springs. Our International Festival was celebrated in the second term with our food festival in the fourth term. Both were very well supported.

We celebrated Chinese Language Week in September.

International College staff carry out regular checks on the welfare of all international pupils. Included in this is the pupil interviews in Terms 1 and 3 and the student survey in Terms 2 and 4. We are seeing an increase in mental health issues with pupils. We saw an increase in the number of international pupils needing to see a counselor through the year, which included the guidance staff of the school, but also our own counselor employed for the first term and then as required for the remainder of the year.

We had two pupils this year who needed to return to their home country due to mental health concerns.

SHORT-TERM PROGRAMMES

During 2018 we welcomed 5 groups to the school:

- St Paul Girls' High School – Korea
- Cheongnam Wolbong High School - Korea
- Doshisha Kori School – Japan
- Koryo High School – Japan
- Kwansei Gakuin – Japan



We continue to receive requests from many schools and agents for short term programmes, but due to the timing of the trips being in the home countries school holidays, they usually request to all come at a similar time. We unfortunately cannot host all and so are able to choose to work with our regular groups for the most part.

STAFFING

We appointed Leisha Ferguson, David Gillon and Cristina Huggings to short term programme teaching for 2018.

Tibor Toth resigned at the end of June and Dean McKenzie was appointed as Assistant Director. He commenced his duties in the fourth term.

Lillee Checketts and Chris Walker taught the Year 11 and 12 international Christian Studies classes. At the end of the year, funding was provided to employ Lillee to develop a Christian Studies programme for English Language Learners. Rosemary Allison worked with Lillee in developing this programme and as a result, new resources have been purchased for 2019 which will enhance the programme considerably.

Vivian Yeo taught our parent class for the year.

All staff undertook various forms of professional development. Yolandy Stander attended the KAMAR Conference in May. Other workshops and seminars were offered by Christchurch Educated, Education New Zealand, ISANA, University of Canterbury and others. The International College purchased a student management system called eSchool Pro, which was implemented from the fourth term. All staff involved with using this programme will undergo training.

I attended numerous workshops and events held throughout New Zealand and was reelected to the ISANA NZ Executive Board for 2019. I presented for ISANA NZ at a training in Southland to the various educational institutions there, on Proactive Pastoral Care for international students.

Through the year we saw an increased awareness from main school teaching staff on the needs of English Language Learners and individual teachers were proactive in asking for assistance and putting measures in place to support the pupils. We also saw staff looking at developing their Cultural Intelligence (CQ) and a workshop was presented to teaching staff by two staff members who attended a CQ workshop run by Christchurch Educated.

Staffing was reviewed at the end of the year in planning for 2019, with some changes made to align with increased numbers of international pupils coming to the school. Rosemary was confirmed as girls' Dean and Dean Mc Kenzie as the boys' Dean. New systems are being developed to monitor and support all the international pupils and it is wonderful having Dean on board with his wealth of knowledge in this area.

GENERAL

The International College reviewed our procedures for Education (Pastoral Care of International Students) Code of Practice 2016 "The Code" compliance in accordance with the Code and confirmation was received from the NZQA that this was satisfactory and no further action required.

Colleen Steyn

Director International College



Report to the Māori Community 2018

ĀHUATANGA, HIRANGA, MANAAKITANGA MŌ TE KORŌRIA O TE ATUA



MĀORI PUPIL NUMBERS AND MOVEMENT

In 2018 there were 99 pupils enrolled at the start of the year and 96 pupils enrolled at the end of the year who identified themselves as Māori. This represented approximately 7.0 % of the total school roll. These pupils identified with a range of iwi from broad geographic regions.

MĀORI PUPIL ROLL 2018

MĀORI PUPIL ROLL 2018		
Māori	Males	Females
Year 1	3	3
Year 2	2	2
Year 3	2	0
Year 4	0	3
Year 5	2	1
Year 6	2	2
Year 7	3	5
Year 8	3	1
Year 9	8	5
Year 10	2	6
Year 11	10	10
Year 12	3	6
Year 13	5	10



CURRICULUM

PRIMARY SCHOOL Teaching of Māori within the Primary School Te Reo Māori continued to be a focus in the Primary School in 2018. Pepeha and mihi are encouraged throughout the primary and by Year 5 and 6 children are becoming confident to present in front of others. We have especially enjoyed the input of Whaea Tamara. Each year level attended weekly 30-minute lessons in the whare for a term and a half. These were very beneficial for students and teachers in promoting oral Te Reo. The linking of words and actions which show meaning has enabled tamariki to retain the vocabulary and progress to simple sentences. Tikanga is also woven into the lessons. We are looking forward to this continuing in 2019 as this is the first time a secondary Te Reo teacher has taken primary pupils. This consistency will be hugely beneficial.



Matariki celebrations were a highlight this year with each House group producing a korowai in their house colour. These can now be seen in the Primary Hall above the internal entrance. Thank you to the members of the Senior Leadership Team who came and assisted.



Matua Steve Reid continued to take Kapa Haka for weekly sessions. This group is compulsory for all Year 4 pupils and voluntary for those in Years 5 and 6. The Year 5 and 6 group performed at the heats of the Tuhono Festival at Hillview and then in the finals at MGS. Unfortunately, a couple of hiccups on the night meant they did not receive any trophies in a tight competition. Another highlight of Kapahaka is the number of cultures represented by the participants. The recipients of the Primary School Kapa Haka Awards 2018 were Rachel Jiang and Jireh Pearson.

Te reo Māori, and te ao Māori are more than a curriculum area; they are a component of who we are as New Zealanders. Part of the challenge at Middleton Grange is to integrate the importance of this into many cultures and to align beliefs with our faith.



MIDDLE SCHOOL

In the Middle School Te Reo Māori is taught across all Year levels.

- Year 7 and 8 pupils - it is a compulsory subject for 2 hours for 16 weeks.
- Year 9 and 10 - the course is a full year option.

2018 Pupil Numbers:

- Year 9 Māori 7 pupils
- Year 10 Māori 5 pupils



SENIOR COLLEGE

In the Senior College, Te Reo Māori is offered across all Year levels as an optional class.

2018 Pupil Numbers:

- Year 11 Māori 10 pupils
- Year 12 Māori 5 pupils
- Year 13 Māori 6 pupils

[In Term 3, most of the Year 13 cohort entered into partnership with Ara Institute of Technology in the Ka Hao Te Rangatahi Te Reo Academy Programme for one day a week on the Te Puna Wānaka campus.]

STAFFING

Whaea Tāmara Rochford-Kerr is of Raukawa ki Wharepuhunga descent from the Tainui waka and teaches Years 1-13 Te Reo Māori. Whaea comes to us from the Te Wānanga o Aotearoa, trained in Ako Whakatere with a focus on Māori pedagogy. She is a real blessing to us all. Kristy Hitchens teaches Year 7-8 compulsory Te Reo Māori. Matua Steve Reid continues in his role as Kapa Haka tutor. Staff who identify as Māori: Nick Pomare, Ngai Tahu (Year 5 teacher) Amanda Wright Ngai Tahu (International Homestay Manager) and Kristy Hitchens.



KAPAHAKA and Tūhono Cultural Festival

The Year 7-13 Kapa Haka group of approximately 60 pupils practice every week, as preparation for various events in the school; for example, Founders' Day Assembly, School Prizegivings and Cultural Festivals. A mixture of both Māori and non-Māori pupils participate, including pupils of European, Polynesian, Indonesian, Philippine, Asian and African descent. Kapa haka was blessed with a group of strong Year 13 performers and leaders who set a good example to the rest of the group. Therefore, the group had excellent results at the Tūhono kapa haka festival winning it for the third time in a row. Our Māori leader Rosa Hibbet-Schooner did a fantastic job initiating the first ever school haka competition. It was performed with power and passion and was a high point for the whole school in 2018. We had a hāngi in term 4 and at the end of year prize giving a first time kapa haka award was presented to a graduating student, so the new Toa Kapa Haka patu (kapa haka warrior club) was presented to Keith Millar.

SPECIAL CHARACTER HIGHLIGHTS

Corporate worship as a whare whānau This Year at Manu Kōrero we took a team of 20 pupils to support our two speakers Maia Keepa and Rosa Hibbert-Schooner. Before the speeches each school is allowed a warm up room. Within that time, the pupils, Curriculum Leader and Senior Leadership spent the time standing together praying over pupils, particularly the speakers and worshipping corporately.

Manu Kōrero: Maori Speech Competition This year, Rosa's speech was about the purpose of education opening doors of opportunities. Within her speech Rosa used a famous whakatauki from Sir Apirana Ngata expressing his faith 'E tipu, e rea, mō ngā rā o tōu ao, ko tō ringa ki ngā rākau a te Pakeha hei ora mō te tinana, ko tō ngākau ki ngā taonga a ō tīpuna Māori hei tikitiki mō tō mahuna, ā ko tō wairua ki tō Atua, nānā nei ngā mea katoa.' (Thrive in the days destined for you, your hand to the tools of the Pākehā to provide physical sustenance, your heart to the treasures of your ancestors to adorn your head, your heart to God to whom all things belong.)



Referencing scripture As well as this, Maia Keepa used a piece of scripture within her speech, ki te kāore he whakakitenga, ka ngaro ai te iwi. 'Where there is no vision, the people perish'-Proverbs 29;13. When there is a link in classroom content or discussion to scripture, pupils undergo a 2-3 minute discussion in buddies finding the scripture and giving their thoughts on its connection to the lesson.

Waiata and haka Waiata taught during the kapa haka time have a strong Christian influence. In fact, each practice is started with the school's prayer in Te Reo followed by a worship song translated into Te Reo. There is a karakia (prayer) to begin and finish each lesson standing collectively together in a circle in our hui space at either the front or back of the class. However, other times there is a short discussion together and prayer for each other.

Inaugural Haka Competition The inaugural haka competition for Years 7-13 was championed by 4 Rosa Hibbert-Schooner, Amiria Reid, Rongopai Tickell and Mia Makaafi. They were also assisted by Helena Tulia and Yr 11 Amy Carpenter and Sarai Chapman. The school haka has been written by Matua Steve and was adapted to a shortened format. The haka speaks of Middleton's purpose to revere God, share the gospel, love all people and that in his light we shall see the light. The haka was presented to the school on the Friday before Māori Language Week. On the following Monday it was taught to the whole school. Practice times were extended into intervals and extra practices were organised for pupils and staff at lunchtimes and after school. The buy-in from the members of the school was amazing. In comparison to the house singing, the houses were facing each other with a clear central area for the judges to sit. Each house performed their haka individually to the others with their own variations in style and action. Finally, the whole school formed up into rows in mixed houses to perform the haka to the parents sitting on the bleaches. Many staff spoke of how powerful this was citing a sense of unity never seen before amongst the pupil body. Many others commented on a powerful move of God's spirit as they physically felt the feeling and emotions of the pupils glorifying God as one.

HIGHLIGHTS 2018

The Waitangi Trip covered Polyfest, two nights on the Waitangi Marae and the Treaty Grounds, Russell, to see the site famed for Hone Heke cutting down the British flagpole. The group also went to Ruapekapeka Pā and Marsden's Cross. All involved were delighted to have the opportunity and experiences.

Pupils are returning to the whare kai at lunch, choosing to study in the whare. The sense of ahuru mōwai is developing. Pupils also are becoming more comfortable in basic out workings of tikanga within the whare kai and whare ako. Pupils are becoming more confident to stand and deliver their pepeha

Manu kōrero

Rosa Hibbert-Schooner placed third in Senior English improptu and second in Senior English prepared. Maia Keepa ranked well in Junior Māori.

ENGAGEMENT WITH SCHOOL AND SPECIFIC SUPPORT FOR MĀORI PUPILS

All pupils are cared for:

- Years 1 – 8, through their classroom teacher.
- Years 9 – 13, through the pastoral networks which include teachers, Deans, Counsellors, Heads of School and Senior Leaders.

In March 2018 the annual Whānau Hui was held and all Māori families were encouraged to attend. Approximately 50 parents, teachers and children were present at this hui. Whaea Tāmara was introduced and warmly welcomed into the school. She spoke about the concept of Ako - reciprocal teaching, developing the space as an ahuru mōwai (safe haven) for rangitahi (youth) and wanting to develop a kaupapa with the Lord as the foundation.



ATTENDANCE

The school monitors attendance daily and provides a report to the Board of Trustees on a termly basis. Attendance by pupils is crucial to their academic success and engagement with staff and pupils. There are systems in place whereby the Deans identify patterns of absences and follow up on these. Attendance overall for Whānau Group was 90.1% [90.4% 2017] and the overall attendance for the school was 92.0 [92.7% 2017]. The small percentage of unjustified absences for Māori pupils at 2.5% [2.2% 2017] was slightly larger than the school overall at 1.9% [2.6% 2017]. Justified absences for Māori pupils was 6.6% while the school overall was 5.3%.

Absence largely falls into two groups – explained (parent note or contact) and unexplained. Every effort is made to contact parents by the School's Early Notification Service on the day of absence. Within the 'explained' group of absences, not all are 'justified' reasons for absence. Justified absences according to the Ministry of Education are for sickness, bereavement and exceptional family circumstances. A code has been added that identifies absence from school for a holiday during term time and will be coded as 'G'. To assist with monitoring the attendance of our Māori pupils we have added a new step with the Assistant Head of Senior College providing the Associate Principal with an end of term attendance report and analysis for discussion and action if required.

DISCIPLINE

The school monitors and tracks discipline at two levels – serious incidents that lead to Stand-Down or Suspensions, through to lower levels that lead to detentions.

Stand-Downs and Suspensions

In 2018 there was one suspension for the whole school. There were 10 Stand-Downs, 1 of whom was a Māori pupil. All pupils returning from Stand-Down or Suspension are given counselling as of right when they return to school and are supported by their Dean and Head of School. These statistics do not give us any cause for concern for our Māori pupils.

Detentions

Detentions are either lunch-time detentions (minor discipline) or after-school for more serious discipline. All detentions are electronically recorded in the pastoral notes. Examination of patterns in relation to detentions [21 Māori pupils received a detention of some sort across the 2018 year] does not highlight any concerns for Māori pupils in both the Middle School and the Senior College for 2018. This is carefully monitored by Mrs Gomez in the Middle school/Senior College Administration area.

EVENTS AND PROGRAMMES THROUGH THE CAREERS DEPARTMENT

- Limitless conference for Year 10 pupils; a three day conference
- Emerging Leaders' Conference at Christ's College
- GRIP Conference for Year 13 Leaders at Celebration Centre
- ChangeMakeHer Workshop run by Girlboss Alexia Hilbertidou from Auckland, who had just returned from London where she received a Commonwealth Youth Award for her work encouraging young women to do STEM subjects and be leaders in their organisations
- Year 12 EKEA! Day for Māori pupils at UC where pupils were encouraged to consider the tertiary options available to them and set goals
- Year 10 EKEA! Day for Māori pupils as above
- Rongopai Tickell organised a Sustainable Art exhibition



- Rongopai Tickell won two scholarships from UC: Law and Business and Emerging Leaders; Logan Foster won a Leaders of Tomorrow scholarship from University of Otago
- Rosa Hibbert-Schooner received the Tauria Award from Ara for her excellent achievement in the Ka Hao Te
- Rangatahi programme that three Year 13 pupils participated in at Ara once a week in Terms 2 & 3
- Andrew Crequer attended the University of Otago Hands On! Science Programme in the school holidays at the end of last year.

ACHIEVEMENT

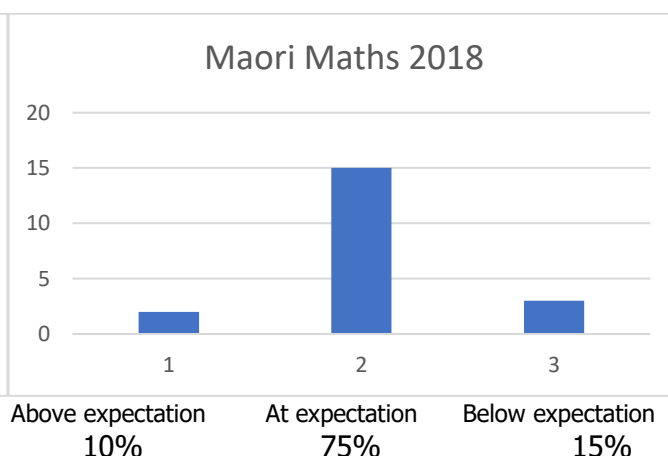
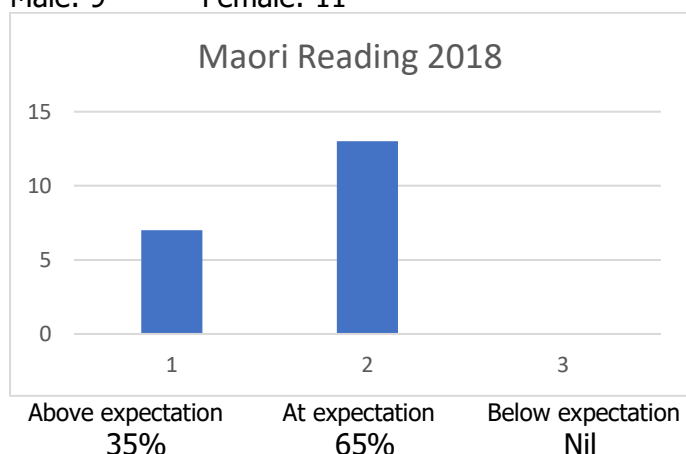
PRIMARY SCHOOL ACHIEVEMENT

Primary staff keep comprehensive records of achievement and progress for every Māori pupil. Parents are warmly invited to meet and discuss their child's achievement with their teacher.

MĀORI ACHIEVEMENT INFORMATION

Male: 9

Female: 11

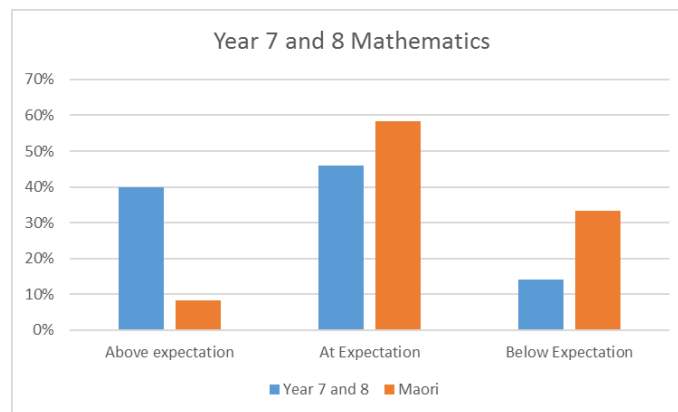
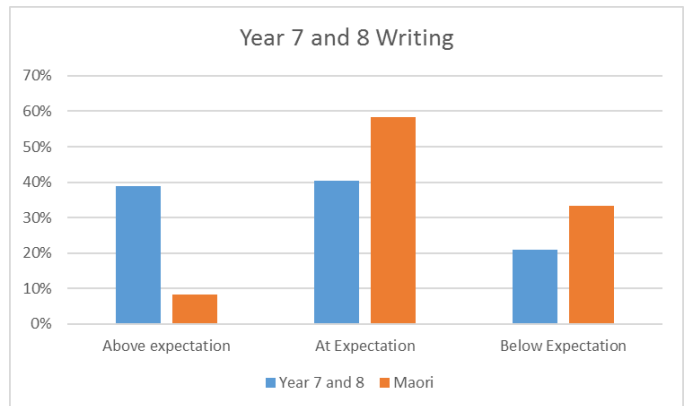
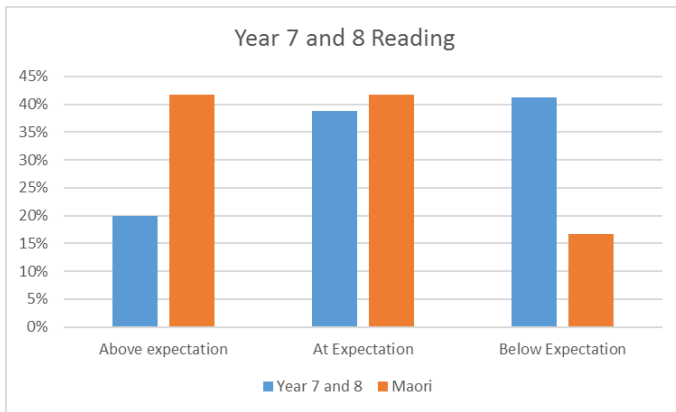


Summary: The achievement of Māori pupils does not differ significantly from all other pupils. All Māori pupils who were below expectation in Mathematics and Writing were receiving in-class support.



MIDDLE SCHOOL ACHIEVEMENT

YEAR 7 and 8: 12 PUPILS



YEAR 9 and 10:

In Years 9 and 10, academic results are shown in Science, English and Mathematics Curriculum Areas as these 3 subjects have all pupils included in their analysis. All other Curriculum Leaders conduct their own analysis where they have Māori pupils in their classes. This analysis is shown in the 2018 Curriculum Area Report. For the standards-based assessments, the academic results below are calculated on the basis of how many standards were passed by Māori pupils, not how many Māori pupils passed a standard. For example, looking at Year 10 English, there are 6 Achievement Standards available. For the Māori pupils in Year 10, only 2% of the standards assessed were at 'Not Achieved', and 16% of the standards assessed were at 'Excellence' level.

YEAR 9: 13 PUPILS

In Year 9 pupils should be at or above level 5b by the end of the year



Science: 4 topics per pupil.

Assessed to Curriculum Levels

Level	All Year 9 Pupils (%)	Māori Pupils (%)
6+	0	0
5p-5a	46	34
5b	41	59
4p-4a	13	7
4b and below	0	0

English: 8 topics per pupil

Level	All Year 9 Pupils (%)	Māori Pupils (%)
6+	2	0
5p-5a	24	18
5b	27	32
4p-4a	41	40
4b and below	6	10

Mathematics: 6 topics per pupil.

Level	All Year 9 Pupils (%)	Māori Pupils (%)
6+	1	0
5p-5a	31	16
5b	32	34
4p-4a	27	45
4b and below	9	5

YEAR 10: 8 PUPILS

Science: 7 Achievement Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Māori Pupils (%)
Excellence	23	2
Merit	37	33
Achieved	32	52
Not Achieved	7	13



English: 6 Achievement Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Māori Pupils (%)
Excellence	28	16
Merit	34	31
Achieved	29	51
Not Achieved	8	2

Mathematics: 7 Achievement Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Māori Pupils (%)
Excellence	23	10
Merit	47	41
Excellence	25	41
Not Achieved	5	8

MIDDLE SCHOOL PRIZE-GIVING AWARDS

Year 7/8 Excellence and Leadership in Māori (The Audrey Phillips Award – Te Taurapa) – Madi Barr
 Year 9/10 Excellence and Leadership in Māori (Te Ariki o te Rangimarie (God of Peace) – Maia Keepa

First in Te Reo Māori Year 9 Joshua Bedggood
 Year 10 Maia Keepa

SENIOR COLLEGE ACHIEVEMENT

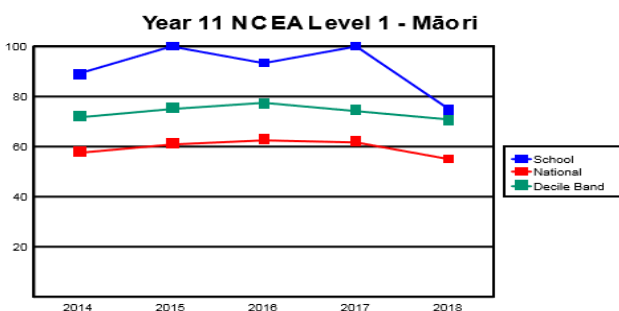
NCEA LEVEL 1-3

The following information is based on the Participation Comparative Statistics made available by the New Zealand Qualifications Authority for 2018. Details are provided as follows:

- By percentage in text form
- As a % comparison to National statistics and Decile 8 – 10 school statistics

Level 1 NCEA: 20 Pupils

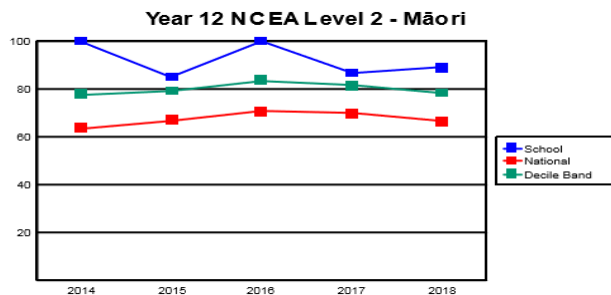
- 75% Māori pupils gained Level 1 NCEA.
- 40% Merit Endorsement
- 13% Excellence Endorsement
- 95% gained level 1 and level 2 numeracy
- 100% gained level 1 literacy





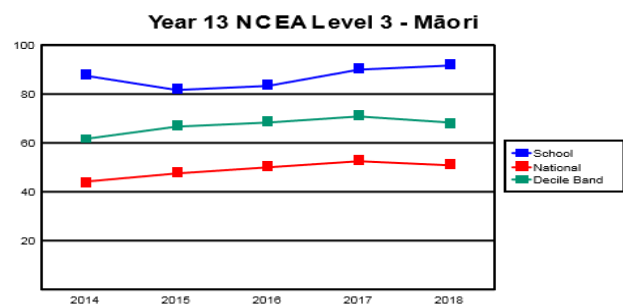
Level 2 NCEA: 9 Pupils

- 88% gained Level 2 NCEA
- 25% Merit Endorsement
- 13% Excellence Endorsement
- 66% UE Literacy



Level 3 NCEA: 15 Pupils (12 by end of year) percentages are out of 12 so not including those pupils who left.

- 92% Gained Level 3 NCEA
- 75% gained UE Entrance
- 30% Merit Endorsement
- 10% Excellence Endorsement
- 92 % UE literacy



SENIOR COLLEGE PRIZE-GIVING AWARDS

First in Te Reo Māori	Year 11	Amy Carpenter
	Year 12	Chantelle Gribben
	Year 13	Rosa Hibbert-Schooner

Te Ao Mārama Maori Award [The Miles Kaukau Trophy] – Rosa Hibbert-Schooner
Aproxime Accessit – Rongopai Tickell

LITERACY AND NUMERACY

All pupils are required to gain 10 credits at Level 1 in each of the Literacy and Numeracy Standards.

- 100% Māori pupils gained Level 1 Literacy
- 95 % Māori pupils gained Level 1 Numeracy

For University Entrance, pupils need to gain 10 credits in Literacy. They can achieve these credits in Year 12 or, if needed, in Year 13. In 2018, 67% Māori pupils gained UE Literacy in Year 12 and 73% Māori pupils gained UE Literacy by the end of Year 13.

DESTINATION OF MĀORI LEARNERS

Out of the 12 Māori pupils, 9 are intending to study at UC, 1 at Otago, 1 at Ara, and 1 plans on getting into employment of some kind.



LEARNING SUPPORT

Years 1 – 6

In 2018, six Māori pupils were identified by their classroom teachers as being at risk in their learning. All of these pupils were on the Learning Support register and were supported by interventions at the Learning Centre (STEPS, in class Maths support, Early Literacy skills, Fine Motor, Reading Recovery) or by Teacher Aides in the classroom. Two of these pupils were also supported by external agencies (Educational Psychologist, Counsellor).

Years 7-13

The Senior Learning Centre worked with 16 pupils from years 7-13.

Year 7 (3 pupils) two were involved with literacy groups and one being monitored with assistive technology for his hearing.

Year 8 (2 pupils) monitoring only due to anxieties and therefore behaviours associated with this. Both would spend time out in the Learning Centre at least one period a week.

Year 9 and 10 (4 pupils) all these pupils have been placed into Support PODs in English classes where a support teacher is present to help and guide these pupils.

Year 11 (6 pupils) all of these pupils use Special Conditions for exams and five of the pupils were in Senior Study Support classes four times a week.

Year 13 (1 pupil) this pupil was in Senior Study Support classes four periods a week and also had the use of Special Conditions for exams.

REFLECTIONS AND HIGHLIGHTS FROM 2018

General

- Founders' Day mihi whakatau now embedded
- Re-wording of Founders' day Mihi whakatau, looking at Karanga- acknowledging the dead, lifting of Tapu, Tewhatewha and significance.
- Many staff working on confidently delivering their mihi linking identity to place, people and faith to establish connections.
- Increasing numbers attending our whanau Hui and breakfast hui with our Whānau Advisory Rōpū
- The inaugural school Haka Competition mentioned previously

- **Staff Professional Development**
- School theme- "Pupuri te tūmanko, Held in hope".
- Primary School focus on the Treaty of Waitangi and follow up about Treaty- Tangata whenua and Tangata
- Tiriti as well as native plants on the primary campus
- History- PD work with staff on Yr 13 History trip to Waitangi and surrounds as well as discussion around Parihaka and its teaching. Onuku Runanaga History teachers' Professional Development day at Putathitanga- looking at the culturally significant story of Takapuneke.
- Science- Māori view of time and integrating Mātauranga Māori into science.
- Meeting with Languages re Māori mythology and Christian faith.
- Discussion with lead staff around Hillary challenge and connections with local iwi, mihi whakatau protocol.
- Integration of Māori culture into primary school with Huia Come Home. Mauri, wairua and Tane and 12 baskets of Knowledge story to critique for use with pupils.



- Work with ELL [English Language Learners] teacher in primary, showing cultural narrative of MGS, and discussion around 2nd language students' Mihi work.
- Art Department support and engagement re Kōwhaiwhai panel artwork photos and details for Art Triennial report.
- Cultural narrative and Māori voices work in the Primary School. Social Studies curriculum Level 2 Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.
- Humanities looking at matariki and bicultural learning. Creating a teaching resource that encompasses all these areas
- Bicultural perspectives and teaching tamariki te reo Māori to teacher of Early Childhood Education classes.

Curriculum Development

- English Pilot group for Christian Bi-Cultural Learning completed 2 full day Professional Development sessions including the Why and How as well as feedback and feed forward for integrating into the English curriculum
- Humanities' Pilot group for "Māori achieving educational success as Māori". 5 meetings involving surveying, analysis and feedback from 8 senior college Humanities Māori pupils, Curriculum Leader Māori, Curriculum Leader Humanities. The aim is future integration of Tikanga Māori into Humanities teaching practice and curriculum contexts.
- Citations and photos collated for kōwhaiwhai panels and tewhatewha for Māori report to the community and school newsletter to be used as a teaching resource for pupils throughout the school
- Business studies. Presentation to Yr 12 class- Why it's important for them to engage with things Māori and why they are important re Māori business principles/values and MGS similarities.
- Presentation to Yr 8 pupils re Treaty of Waitangi and its relevance to the pupils today.
- Yr 7 Staff and pupil attended the annual visit to Rehua Marae, including pōwhiri and mihimihi protocols as well as a debrief of spiritual aspects of the visit from a Christian perspective.
- Te wiki o te reo Māori- Māori Language Week was promoted by senior pupils with lunchtime games, words across the school all week and assembly presentations. Pupils and staff engaged with and enjoyed the whole week.



Campus design

- Kōwhaiwhai panel placement in the whare

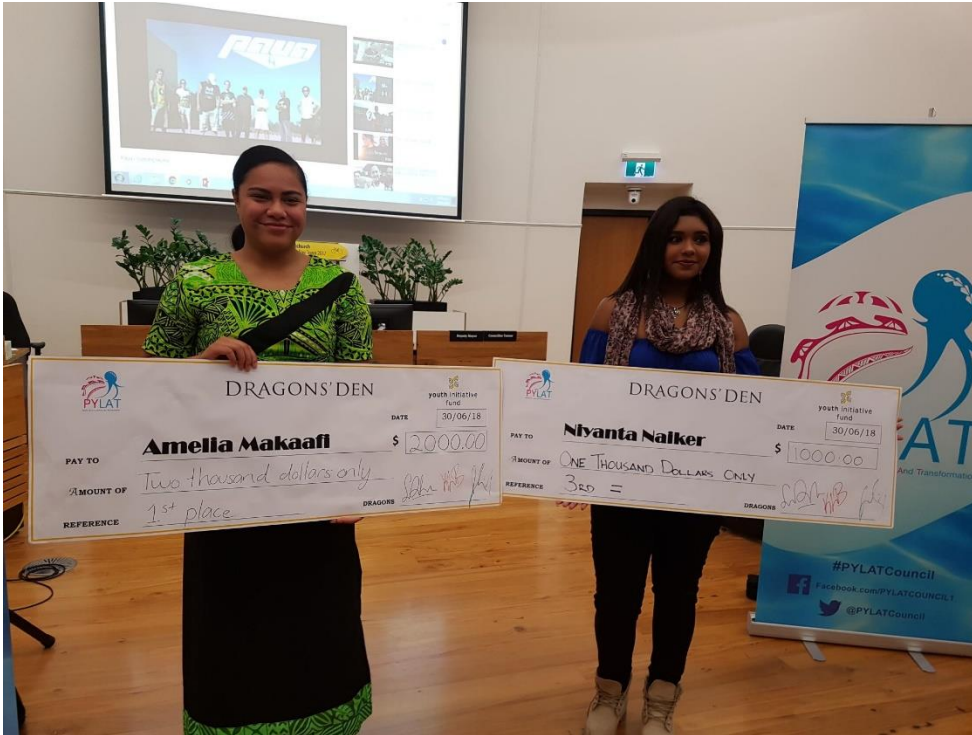
Future Focus

- Investigating a Korowai/Māori cloak use at MGS- a scriptural foundation for including/integrating tikanga Māori while upholding our special character. Staff, parent, pupil and iwi consultation will be required.

Megan Cassidy
Associate Principal



Report to the Pasifika Community 2018



PASIFIKA PUPIL NUMBERS AND MOVEMENT

In 2018 there were 59 pupils enrolled at the start of the year and 57 pupils enrolled at the end of the year who identified themselves as Pasifika. This represented approximately 4.25 % of the total school roll. These pupils identified with a range of islands: Samoa, Fiji, Cook Islands, Solomon Islands, Vanuatu and Tonga.

PASIFIKA PUPIL ROLL 2016		
Pasifika	Males	Females
Year 1	1	0
Year 2	1	2
Year 3	0	1
Year 4	2	1
Year 5	2	4
Year 6	0	0
Year 7	2	2
Year 8	4	2
Year 9	2	2
Year 10	3	2
Year 11	1	8
Year 12	2	5
Year 13	1	9



SENIOR COLLEGE

In the Senior College, Tongan external and internal standards were offered across NCEA Level 1, 2 and 3 through a partnership with Christchurch Boys' High School. Six pupils completed internal and external NCEA Tongan standards at Levels 1, 2 and 3 and we gained 7 Excellences and 5 Merits across Listening, Reading and Speaking Achievement Standards. NCEA pupils who participated in the Pasifika Cultural Group were awarded NCEA Dance Standard credits according to their level. Ten Pasifika pupils attended the Pasifika Careers Expo at Ara in March. A select number were part of the XL Holiday programme, where extra NCEA tuition was given by University of Canterbury students. For the first time three Year 13 pupils interested in Law attended the Pasifika Culture and Law Conference at University of Canterbury, alongside university students. Lei Mohi and Mia Makaafi attended a Pasifika Leaders' Breakfast at Shirley Boys' High School and listened to a motivational speaker and mentor for the Hurricanes, David Ardern. Niyanta Naiker was fortunate enough to meet the Governor General, Dame Patsy Reddy, at an event celebrating Pasifika community work.

PASIFIKA CULTURAL GROUP

This was open to all pupils from Year 7 to 13, and 32 pupils were part of the group. It was encouraging to see pupils of European, African, Indian, Filipino and Pasifika descent joining the group and learning about Pasifika culture. We were fortunate to have Lapana Soli, from St Paul's Church, teaching the pupils the Samoan dance, and Dara Nickel doing the drumming, and Lei Mohi in Year 12 teaching the Tongan dance. Practices for Polyfest were intense but rewarding, and the final product was well-performed. The Associate Principal, parents, siblings and teachers were at the Red Zone Park on the east side of Christchurch to support them. All those who participated in Polyfest were awarded a badge at a Principal's Assembly. The Pasifika group also performed for Cornerstone Pre-School during Samoan Language Week.





HIGHLIGHTS 2018

SCHOLARSHIPS

We were delighted to hear that Gabrielle Horne received an Emerging Leaders scholarship and a Law and Commerce scholarship from the University of Canterbury. We praise God for this blessing!

SPACPAC SPEECH CONTEST

Two pupils participated in the SPACPAC Speech contest this year, and Esmarelda Malua (Year 11) was first in the Tongan Senior section, up against nine other speakers from Years 11 to 13, from nine different schools. Dawson Misa came third in the Junior English section.

SUPREME SPACPAC AWARDS

We were delighted that Middleton Grange pupils received SPACPAC Awards at this ceremony. Lei Mohi, Niyanta Naiker, Helena Tulia and Mia Makaafi were prayed for as Year 12/13 Pasifika leaders of the school, and Mia Makaafi and Gabrielle Horne received High Achiever awards for having the top NCEA Level 2 results at Middleton Grange School 2017. It was a privilege to see Gabrielle Horne receive the Amosa Faafoi Memorial Award for being the top Pasifika High Achiever in Canterbury with the top NCEA Level 2 results.

BIZ NINJA CHALLENGE

This year we entered two teams in this challenge, which was facilitated by the Ministry of Awesome at St Paul's Hall. Team one with Niyanta Naiker, Gabrielle Horne, Mia Makaafi and Rongopai Tickell, got second place and a certificate for Teamwork for their idea of a Beach Day that would incorporate a clean-up, well-being and water safety. Team 2, comprised of Malia Lenati, Mele Fifita, Lei Mohi and Sioli Ofa made a presentation about creating Evening Classes for pupils who have dropped out of school.

PYLAT DRAGON'S DEN

Niyanta Naiker and Mia Makaafi each made a presentation at the Christchurch City Council Chambers and Niyanta Naiker was awarded 3rd = place and \$1000 to help develop her coconut butter spread product and Mia Makaafi was awarded 1st place for her pitch to run workshops for teachers to help them understand Pasifika culture. Mia presented her 'Fakaola' (growth in learning) talk to Middleton Grange and Burnside staff.

PASIFIKA LEADERSHIP TEAM: Mia Makaafi, Gabrielle Horne and Niyanta Naiker (Year 13) and Lei Mohi and Helena Tulia (Year 12) showed great leadership in many areas of the school and had success in sporting, cultural and academic and community events outlined in this report.



Gabrielle Horne with her award for top academic results in Canterbury



Pasifika dance group performing for Cornerstone children during Samoan Language Week



Pasifika leaders: Niyanta Naiker, Mia Makaafi and Gabrielle Horne



PASIFIKA FONO

About eight different families were represented, and parents received the Pasifika Report 2017 as well as a report back on different activities provided for Pasifika pupils. Esmarelda Malua and Dawson Misa gave their speeches and Sua Tauti, the Youth and Community Development Representative of Pasifika students at Ara, summarized the opportunities for pupils at Ara. We also had a meeting with parents about the Pasifika Graduate profile, and received feedback from them about what this would look like.

MISSION TRIPS TO TONGA

There was a trip to Tonga in July 2018 with 3 staff members and 16 Year 12s. The group focused on Tupou High School, a local kindergarten, the Alonga Centre where they interacted with adults with disabilities and Acts Community School, where the team got stuck into manual labour. All the pupils were blown away by the hospitality, gratitude and friendliness of the Tongan people and loved serving the communities there. The pupils had prepared songs, skits and kapa haka items to perform at these places. They interacted extensively with the children, developed their leadership skills and grew their relationships with each other and their faith in God.

SCHOOL SUPPORT

All pupils are cared for:

- Years 1 – 8, through their classroom teacher
- Years 9 – 13, through the pastoral networks which include teachers, Deans, Counsellors and Heads of School.
- Year 7 – 13: six Pasifika pupils received learning support from the Learning Centre

ATTENDANCE

The school monitors attendance daily and provides a report to the Board of Trustees on a termly basis. Attendance by pupils is crucial to their academic success and engagement with staff and pupils. It has been said the 80% of success is being in class. There are systems in place whereby the Deans identify patterns of absences and follow up on these. In 2016, we had no truancy concerns in the Primary School, Middle School and Senior College for Pasifika pupils. Attendance overall for Pasifika was 93% in Years 1 – 6 and 88.8% in Years 7 – 13. The overall attendance for the school was 91.6%. This shows us that we have no cause for concern re pupil attendance.

Absence largely falls into two groups – explained (parent note or contact) and unexplained. Every effort is made to contact parents by the School's Attendance Officer on the day of absence. Within the 'explained' group of absences, not all are 'justified' reasons for absence. Justified absences according to the Ministry of Education are for sickness, bereavement and exceptional family circumstances. A new code has been added that identifies absence from school for a holiday during term time and will be coded as 'Q'.

DISCIPLINE

The school monitors and tracks discipline at two levels – serious incidents that lead to Stand-Down or Suspensions, through to lower levels that lead to detentions.

Stand-Downs and Suspensions

In 2018 there were no suspensions for the whole school. There were 10 Stand-Downs, none of whom were Pasifika pupils.

Detentions

Detentions are either lunch-time detentions (minor discipline) or after-school for more serious discipline. All detentions are electronically recorded in the pastoral notes. Examination of patterns in relation to detentions does not highlight any concerns for Pasifika pupils in both the Middle School and the Senior College.



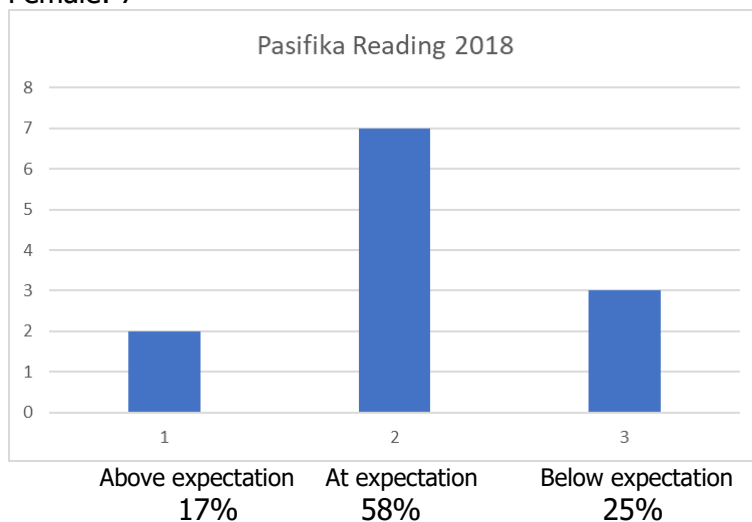
PRIMARY SCHOOL ACHIEVEMENT

Most of the academic achievement is shown in the National Standards data, however, Primary staff keep comprehensive records of achievement and progress for every Pasifika pupil. Parents are warmly invited to meet and discuss their child's achievement with the staff member.

PASIFIKA ACHIEVEMENT INFORMATION – Primary School 2018

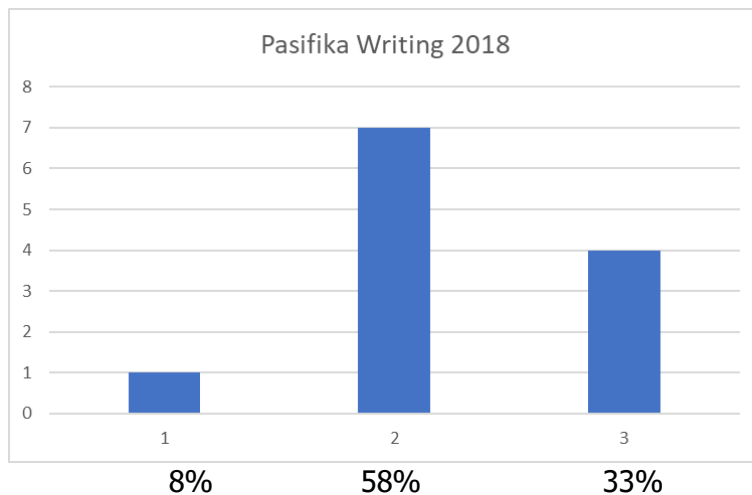
Male: 5

Female: 7



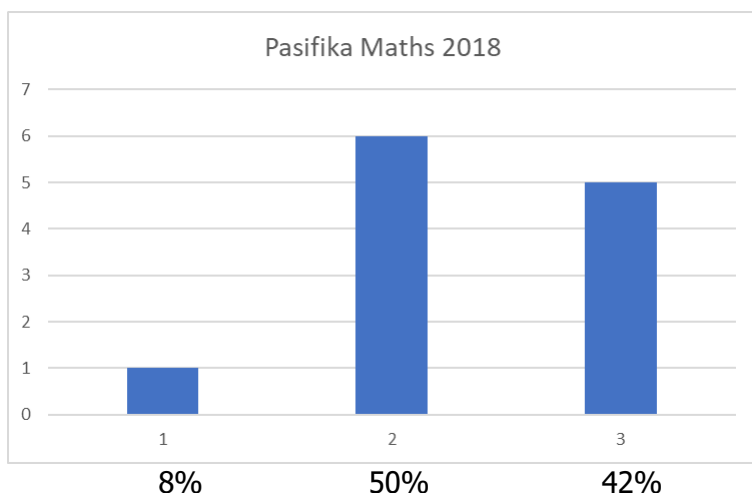
Interventions:

(Below) Learning Support
Reading Recovery
(At) Learning Support



Interventions:

(Below) In-class support
Learning Support



Interventions:

(Below) In-class support
Learning Support

MIDDLE SCHOOL ACHIEVEMENT

Prizegiving

In Middle School Ana Togiasso, Year 8, received the Scripture Award, Tevita Akau'ola received a Service Award and Moriya Karati, a Diligence Award. In Year 7 Victory Isaako received the Citizenship Award and in Year 8, Ana Togiasso did the same. It was a real honour for Pasifika pupils to receive these high awards. In Year 9 Folau Havea came 1st in Music Minor

In Years 9 and 10, academic results are shown in English, Mathematics and Science Curriculum Areas as these 3 subjects have all pupils included in their analysis. All other Curriculum Leaders conduct their own analysis where they have Pasifika pupils in their classes. This analysis is shown in the 2016 Curriculum Area Report. For the standards based assessments, the academic results below are calculated on the basis of **how many standards** were passed by Pasifika pupils, not how many Pasifika pupils passed a standard. For example, looking at Year 10 Science, there are 6 Standards available. For the Pasifika pupils in Year 10, 67% of the standards assessed were at 'Achieved', and 11% of the standards assessed were at 'Merit' level.

YEAR 9: 5 PUPILS

Science: 4 topics per pupil. Assessed to Curriculum Levels

- In Year 9 pupils should be at or above level 5b by the end of the year

Level	All Year 9 Pupils (%)	Pasifika Pupils (%)
6+	0	0
5p-5a	22	21
5b	36	32
4p-4a	27	32
4b and below	15	15

English: 6 topics were assessed to Curriculum Levels 2016

% Passed at:	All Year 9 Pupils (%)	Pasifika Pupils (%)
6+	4	0
5p – 5a	10	0
5b	12	0
4p -4a	39	15
4b and below	35	75



Mathematics: 6 topics per pupil. Assessed to Curriculum Levels

- In Year 9 pupils should be at or above level 5b by the end of the year

Level	All Year 9 Pupils (%)	Pasifika Pupils (%)
6+	0	0
5p-5a	18	4
5b	18	7
4p-4a	37	61
4b and below	25	28

YEAR 10: 3 PUPILS

Science: 6 Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Pasifika Pupils (%)
Excellence	27	17
Merit	32	11
Achieved	29	67
Not Achieved	11	6

English: 5 Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Pasifika Pupils (%)
Excellence	33	6
Merit	27	59
Achieved	23	29
Not Achieved	15	6

Mathematics: 6 Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Pasifika Pupils (%)
Excellence	26	0
Merit	56	20
Achieved	17	80
Not Achieved	1	0

SENIOR COLLEGE ACHIEVEMENT

NCEA LEVEL 1-3

All pupils are required to gain 80 credits at the appropriate Level 1,2 and 3 and 10 credits at Level 1 Literacy and Numeracy.

For University Entrance, pupils need to gain 10 credits in Level 2 Literacy. They can achieve these credits in Year 12 or, if needed, in Year 13.

Level 1: 9 Pupils

89% of our Pasifika pupils passed Level 1: 50% gained a Merit endorsement and 25% gained an Excellence endorsement

100% gained Level 1 and Level 2 Numeracy



Level 2: 5 Pupils

80% of our Pasifika pupils passed level 2. 50% gained a Merit endorsement
80% gained University Entrance literacy

Level 3:7 Pupils

Pleasing results here with 100% pass rate and 71% University Entrance gained. 29% gained a Merit endorsement and 86% gained UE literacy

The achievement of our Pasifika pupils at Middleton Grange School compares favourably nationally, especially at Level 3.

NCEA	Middleton Grange (Pasifika)	National Pasifika	Decile 8 to 10 Schools (Pasifika)	National (all ethnicities)
Level 1	89	74	84	85
Level 2	80	82	88	89
Level 3	100	70	76	82
University Entrance	71	35	54	61

At Senior Prizegiving, Nadia Karati Year 11, received a Certificate for Academic Excellence for coming 1st in Food and Nutrition and the Senior College Language Cup for her commitment to the Chinese language and her excellent participation on the China Service and Culture Trip. Esmarelda Malua, Year 11, received a Service Award. Mele Fifita, Year 12, received 1st place in Textile Technology and Helena Tulia received a Service Award and her Gold Colour Award for representing New Zealand in Korfbal in Paris. Gabrielle Horne, Year 13, was 1st in Accounting, 1st in Mathematics and Statistics and 2nd in Business Studies and received Book Prize. She also placed 2nd in the Mike Pero Entrepreneur of the Year Award. Mia Makaafi also received a Service Award.

DESTINATION OF PASIFIKA LEARNERS

Of the ten Year 13s leaving school, four intend going to University of Canterbury, one would like to travel overseas, one is going to Ara, one to the International Travel College, two would like to work and have a gap year and one will go to Hagley College to complete her NCEA Level 3.

Nicole Bailey

February 2019





Strategic Goals Analysis of Variance 2018

NAG 1 Curriculum

- 1.1 See attached Analysis of Variance reports

NAG 2 Self Review

- Complete 2018 Board of Trustees cycle of self-review
 - Completed
- Consult with Māori and Pasifika communities
 - Completed.
 - Consultation recorded in 'Report to Māori and Pasifika Communities 2018'

NAG 3 Personnel

- Review Personnel Procedures
 - Completed

NAG 4 & 5 Property, Finance, Health & Safety

- Review Finance Handbook
 - Completed

NAG 6 Legislation

- Review International College Code of Practice
 - Completed

NAG 7 Charter

- Complete Charter
 - Target met

NAG 8 Analysis of Variance

- Complete Analysis of Variance
 - Target met



Strategic Plan 2014 – 2019 (Update)

CURRICULUM

At Middleton Grange School pupils experience a seamless, biblically-based Curriculum that is authentic and encourages critical engagement with contemporary society.

In 2019 our curriculum is

- Biblically-based and authentically infused by the Foundational Principles for Curricula (FPC)
- seamless across Years 1 – 13
- innovative in meeting the needs of akonga
- challenging, develops critical thinking, and inspires action
- Turangawaewae – encouraging confidence in pupil identity, language and culture with Christ as the foundation.

BUILDING PROFESSIONAL CAPACITY

At Middleton Grange School all teachers are reflective, lifelong learners. They deliver the highest quality teaching and learning within and across Year Levels and learning areas.

In 2019:

- professional learning and development is regular, differentiated and of the highest quality
- a de-privatised teaching culture is built on trust and strong, professional relationships
- new and appropriate technologies are integrated into teaching practice
- effective practice is clarified, personalised and embedded
- achievement data (qualitative and quantitative) is easily accessed and regularly used in meaningful ways to improve the learning of all akonga
- pupil voice regularly informs planning and teaching through inquiry and reflective practice
- middle leaders are instructional leaders

CULTURE

At Middleton Grange School pupils, parents and staff work within a culture of excellence with Christ's character permeating every aspect of school life. As a connected family, we serve together, celebrate with one another, and realise the gifts God has placed in us.

In 2019, our culture is:

- Christ-centred, striving for personal best in all endeavours – "My utmost for His highest"
- one of personal and professional commitment to a rigorous learning community – Ako
- respectful, restorative, and holds one another accountable – whanaungatanga
- connected, practising hospitality and kindness – manaakitanga
- one where effort, success and the school's ethos are appreciated and celebrated

PARENT COMMUNITY

At Middleton Grange School there is high quality communication and a strong partnership between home and school. Parents are actively involved in the life of the school for the benefit of pupils, and have a clear understanding of a biblically-based education.

In 2019:

- parents are involved in the life of the school for the benefit of the pupils.
- two-way communication between home and school supports teaching and learning

SERVICE

At Middleton Grange School pupils, parents and staff are motivated by love and compassion to serve purposefully within school, local and wider communities. Opportunities for all pupils to use their giftings for practical acts of service are provided through our curriculum and school life.

In 2019:

- an authentic culture of service exists across our school community
- the curriculum provides opportunities for service
- pupils are using their gifts to serve
- sustainable programmes of local, national and international mission operate
- parents serve within classroom, co-curricular and mission activity
- Learning with the Christchurch Christian Schools Network and the Riccarton Learning Community Cluster



Strategic Goals Analysis of Variance 2018

Middleton Grange School Annual Plan 2018

Strategic Goal 1 CURRICULUM *Middleton Grange School provides pupils with a seamless, biblically-based Curriculum that is authentic and encourages critical engagement with contemporary society*

Annual Goal BI-CULTURALISM

1.5 Turangawaewae – encouraging confidence in pupil identity, language and culture with Christ as the foundation.

Key Improvement Strategies (KIS)

When	What –Cycle of Inquiry- Christian Bicultural Learning (CBL)	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> • Whole day PD English pilot group Wednesday 9-230pm “The Why and a little of the how of CBL” Tātaiako (Cultural competencies for teachers of Māori learners- MOE) • Consultation with community and school around Commissioning of 3 Korowai/Māori Cloaks for School leaders 	<p style="text-align: center;">Hr English CA Pilot group Cassie Foster, Nathan Sinclair and Tim Lalahi</p> <p style="text-align: center;">WAG Cs, Tr, Hr</p>	<p>☺</p> <p>☹</p>	<p>Humanities have chosen a different trajectory to PD. Beginning with a survey of senior college “Māori pupils achieving educational success as Māori”. Referring to key areas including use of Te reo me ōna tikanga (Māori language & culture) in humanities craft, culture & curriculum design</p> <p>Cloak consultation has not begun while the new Māori CL becomes familiar with school policies and practices & Whānau advisory Group is convened in term 3.</p>
Term 2	<ul style="list-style-type: none"> • Whole day PD English pilot group Wednesday 9-230pm. The How of CBL: Integrating into school culture, curriculum and class learning + investigating challenges Ka Hikitia (Māori Educational Strategy- MOE) • 3 Lunchtime meetings with Humanities and 2 including pupils giving quantitative feedback on previous/current integration of Bicultural learning & ideas for further integration 	<p style="text-align: center;">Hr English CA Pilot group Cassie Foster, Nathan Sinclair and Tim Lalahi</p> <p style="text-align: center;">Humanities CA pilot group Courtenay van Maastricht, Steven Checketts</p>	<p>☺</p> <p>☺</p> <p>☹</p>	<p>2 Further meetings with humanities staff and pupils</p>



	<ul style="list-style-type: none"> • <i>Korowai Design team formed to act on consultation information. Meeting with Rangiora New life Staff and pupils who have undergone this process.</i> • <i>Confirmation of colours, design patterns, artwork to be incorporated into the korowai that reflect school Christian special character and history</i> 	and David Elder, 8 Māori pupils, CL Māori Whaea Tamara		
Term 3	<ul style="list-style-type: none"> • Individual teacher meetings (& curriculum area if needed) on integration into teaching practice • Implementation of practice • Reflection & inquiry cycle on success of practice shared in curriculum area meetings <ul style="list-style-type: none"> • Data gathering from senior English pupils and analysis for cycle of inquiry • Humanities integrating Bicultural learning into units of work and delivery of teaching practice • <i>Final design for Korowai sent for making ready for 2019 presentation</i> 	<p>Hr Humanities CA English CA</p> <p>Hr Whaea Tāmara 10 Yr 12/13 Te Reo Māori pupils</p> <p>WAG</p>	<p>☹</p> <p>☹</p> <p>☹</p>	<p>Due to pressure of senior course teaching for English pilot group CBL integration into teaching. Analysis of data has been shifted to term 4 with Junior classes.</p> <p>WAG convened but Korowai idea was not able to be tabled due to other agenda items taking precedence. Focus placed on Māori Graduate Profile, end of year poroporoaki/farewell for seniors, Te wiki o te reo Māori events & having a wānanga at Tuahiwi Marae</p>
Term 4	<ul style="list-style-type: none"> • Final meeting with Humanties staff and pupils (see commentary for synopsis) <p>Two half day PD sessions are planned once the seniors leave incorporating pupil voice Ka Hikitia (Māori Educational Strategy) & Tātaiako (Cultural competencies for teachers of Māori learners)</p> <p>Final Meeting with English staff scheduled for Friday 8/11</p>	Hr Humanities CA English CA		

Resourcing: Relief and Photocopying as required

Commentary (added to during the year as the KIS are reviewed)

Term 1/2

- Competed 2 full day PD sessions with the English CA staff.
- 3 lunchtime meetings re survey data gathering, analysis & feedback from 8 senior college Humanities Māori pupils, CL Māori, CI Humanities + Humanities staff & Bicultural guide Aidan Harrison of "Māori achieving educational success as Māori"



Term 3

- WAG breakfast meeting,
- Data gathering & analysis for Humanities & English pupils of “Māori achieving educational success as Māori”
- There are some areas for further work – use of teaching strategies that appeal to our Maori pupils
- Clear strengths – use of Maori language, pronunciation of te reo and especially pupil names. Making a particular effort at the start of the year to identify and engage with the pupils in our classes who identify themselves as Maori, to find out about them and their level of confidence with Tikanga Maori, and to invite them to be part of normalising the bi-cultural environment in the classroom.
- Areas of future focus- not knowing exactly what pupils mean by “protocols” given that we thought we had addressed the particular issue of sitting on desks (our CA invested in tall stools for each teacher to use in classes) – but we saw no noticeable change in rating for this. Also, it seems that the use of examples from te Ao Maori in our teaching is strongly differentiated by subject – in History and Geography we find it relatively easy, but Classics is harder to make natural connections. Although work on a compare contrast cosmology of Greek, Roman and Maori is taking shape

Term 4

- Feedback and feed forward of Humanities Cycle of Inquiry data for Humanities and English pilot groups
- Two half day PD sessions are planned once the seniors leave incorporating pupil voice Ka Hikitia (Māori Educational Strategy) & Tātaiako (Cultural competencies for teachers of Māori learners)
- Final Meeting with English staff scheduled for Friday 8/11

Abbreviation Key: **Hr:** A Harrison, **CA:** Curriculum Area, **PD:** Professional Development, **CL:** Curriculum Leader
KIS: Key Improvement Strategies,
CBL: Christian Bicultural Learning **WAG-** Whānau Advisory Group (parents of Māori pupils- Nathan Tau, Steve Reid, Mel Hikuroa, Ariana Kaa)



Middleton Grange School Annual Plan 2018

Strategic Goal 1 CURRICULUM *Middleton Grange School provides pupils with a seamless, biblically-based Curriculum that is authentic and encourages critical engagement with contemporary society*

Annual Goal ASSESSMENT

- 1.1 Biblically-based and authentically infused by Foundational Principles for Curricula [English Authentic Christian Teaching (ACT) programme 2016-7]
- 1.2 Seamless across Years 1-13 [e Learning]
- 1.3 Innovative in meeting the needs of the akonga
- 1.4 Curriculum – challenging, develops critical thinking and inspires action

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<p>1.1 CL English to present FPC Unit/Lesson planning templates developed 2017 from ACT programme to CLs as evidence of best practice. Vp/Rod to continue reviewing and re-writing FPC documents from 2017 to prepare for presentation to PS/MS/SC staff via CC Term 3.</p> <p>1.3 & 1.4 Source reading materials regarding assessment practices Years 1-13 in a secular/Christian, International/NZ context. Begin the research process. Years 1 – 6 to implement Linc-Ed as the primary assessment tool.</p>	<p>ML, Cs Vp/Rod</p> <p>Cs Cs/Rod</p>	<p>😊</p> <p>😊</p> <p>☹️</p> <p>😊</p>	<p>KIS met</p> <p>Work in progress</p> <p>Spiral of Inquiry put on hold [see comment below]</p> <p>Work in progress</p>
Term 2	<p>1.1 CLs to trial 1 unit to develop using FPC Planning templates. Any suggestions to be fed back to the Curriculum Committee for dissemination and discussion to the CLs. Vp/Rod to continue reviewing and re-writing FPC documents to prepare for presentation to PS/MS/SC staff via CC Term 3.</p> <p>1.2 Meet with relevant CLs and LTLs, collate current e-Learning practices and processes documenting across all year levels</p> <p>1.3 & 1.4 Continue reading and research</p>	<p>CLs Vp/Rod</p> <p>Cs/Ut</p> <p>Cs</p>	<p>😊</p> <p>☹️</p> <p>😊</p>	<p>CLs/LTLs reminded to trial FPC Planning template at CL/LTL meeting. Rod has not made any further progress on the 'Key indicators for Living and Learning' document or implementation.</p> <p>See note below.</p> <p>Progress made. See note below.</p>
Term 3 & 4	<p>1.1 CLs to develop of plan of Unit Writing authentically incorporating revised FPC documents from VP and Rod and the Planning templates trialed Term 1 to be documented and in place by the end of 2019 at the latest.</p> <p>1.2 Begin development of a school-wide co-ordinated e-Learning plan across all year levels [to be incorporated into the next 5 year SG cycle?]</p>	<p>CC, CLs Rod</p> <p>Cs/Ut</p> <p>Cs Rod</p>	<p>😊</p> <p>😊</p> <p>😊</p>	<p>KIS met KIS met</p> <p>See note below.</p> <p>KIS met</p>



	1.3 & 1.4 Develop a biblical rationale for assessment, explore what we assess and why and document best practise with view to presenting options and recommendations to the SLT and BOT by the end of the year. Years 1 – 6 to finalise their assessment plan, based on Linc-Ed.			
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From 2017 [as operational best practice not as a SG focus]

The ACL English and LTL Literacy MS to work with Year 6 teachers

regarding assessment tasks and consistency of judgements. (Cs/ML)

TOD Planning Tuesday 27th February: Staff PD around consistent use of the LCP, Learning Outcomes at the start of every lesson [Cs to design and purchase magnetic Learning Outcomes banners for white boards] and creating a rigorous learning environment. Both the Year 10 Engagement Pupil voice summary and the Learning Walks feedback will be presented. [Actioned]

Term 1 Commentary

1.1 The FPC Planning document was presented to all CLs by Shane at the first CL/LTL meeting 2018 and was well received. The expectation was clearly relayed that all CLs were to trial this document and give feedback via CL/LTL meeting Term 3. Some CLs mentioned they have their own document that achieves the same result. This was discussed and will be looked again Term 3. Rod and Ruth are still working on the FPC document independently.

1.3 & 1.4 Eleven documents have been sourced for the Assessment Spiral of Inquiry from the MOE, NZQA, Christian editorial/opinion pieces from various publications and texts on Christian education. Cs had two weeks of starting the research process and making notes. However, the BOT requested an alternative enquiry be initiated looking into possible gender disparity regarding academic success which came out more girls than boys receiving awards in the Middle School Prize giving and Awards ceremonies end of 2017. Thus the Assessment Inquiry has been put on hold.

Cs met with Rod mid-term and he is making great progress with implementing Linc-Ed into the Primary School. It is too early in that process to look at it regarding assessment at this stage. The intention is to have it up and running as the PS assessment tool Term 4. [See SG 2 Building Professional Capacity-Linc-Ed]

Term 2 Commentary

1.1 Agreement across all CLs to trial the English template. No issues raised or identified. Cs met with Rod to view the progress of the PS FPC document and thought it was inspiring, linking FPCs to particular symbols and clear language, using the acronym KILLS Key Ideas for Learning and Living. Ruth has completed her FPC document and is waiting for feedback. At this stage, Cs has a concern that 3 projects have been worked on regarding FPC and there is no overall cohesion between the three.

1.2 This has become a process that is now operating outside of the Curriculum Strategic Goal focus for 2018 owing to the changes we are making with our BYOD and E-Learning strategies 2019-2020. Stephen and Jenny have completed an audit via survey monkey that asks all staff to self-assess their capabilities, capacity and current use of E Learning to inform staff PD going forward. This provides the information that 1.2 was aiming to gather.

1.3 & 1.4 Cs has made progress in researching assessment from a Christian and biblical perspective and is really enjoying the process! All going well, the copious notes will transform into a sound biblical rationale. Owing to the failure of the NCEA Review to address teacher/pupil workload, Cs will initiate a review process of our Internal/External Achievement Standard delivery during the first 2 CL/LTL meetings Term 3. Cs's evolving thinking around the development of a biblical rationale, why we assess and how we assess will inform this process.



The Gender Disparity Inquiry Term 1 has morphed into an understanding that teacher efficacy [the ability to produce and desired or intended result, or effectiveness] and bias is the first step to address in order to encourage our boys [and girls] to develop a growth mindset, grow in the giftings that God has placed in them and flourish. To that effect, Cs has suggested that a CENCOL role looking at 'Removing Bias' be introduced. As Cs has not received any communication from the other CENCOL schools that they would like to look at gender disparity, Cs has suggested this role be a within-school role. [Not actioned as a with-in school role so will be a SG foci for 2019.]

Term 3 Commentary

1.1 All Curriculum Leaders have trialled the modified template Term 3 as requested. Responses were varied as to whether it was any more comprehensive than the ones they were already using. It was agreed that some CLs would use this template, some were going to use parts of it to strengthen what they already had and some were going to continue with what they were already using. It became clear that the template was very similar to what was already in play and all CLs agreed that the process was useful in reviewing the tool and that they were now better served in using a version of the FPC template in lesson unit preparation with their teaching staff.

1.3 and 1.4 The Biblical Rationale for Assessment document has been completed and is awaiting critiquing/feedback from Dave Elder. When that is completed the paper will be disseminated to the SLT and the BOT.

A comprehensive review of NCEA delivery was carried out with the Curriculum Leaders, the Principal's nominee and Martin de Ruiter. A report was compiled and the following conclusion was reached:

*In essence, the Curriculum Lead team agreed that, after carrying out the review, NCEA was more than capable of meeting the needs of our pupils, was not 'broken', and had enough flexibility within the existing framework should it be required. We did not see any of the above proposals being more beneficial to our pupils. However, we agreed there was a need to, with careful consideration, **decrease the number of credits being offered**, while still being cognizant of the need to meet UE/Literacy/Numeracy requirements and potential endorsements.*

- Year 11 **7** subjects [18] 6 x **18** credits + 6 CS **114** credits available as **baseline** minimum
- Year 12 **6** or **7** subjects [18] 6 x **18** credits + 6 CS **114** credits available as **baseline** minimum
5 x **18** credits + 6 CS **96** credits available as **baseline** minimum
- Year 13 **5** or **6** subjects [20] 6 x **20** credits **120** credits available as **baseline** minimum
5 x **20** credits **100** credits available as **baseline** minimum

Term 2 Next Steps

Begin the Assessment Spiral of Inquiry [Actioned]

Contact all CENCOL schools re Gender Disparity Spiral of Inquiry [Actioned]

Term 3 Next Steps

NCEA AS Delivery review. Recommendations and actions. [Actioned]

Collect in FPC Lesson Unit Plan from all CLs. Assess and discuss. [Actioned]

Drill down to the essence of Assessment Biblical rationale, why we assess and how. [Actioned]

Term 4 Next Steps

The Curriculum Leaders will meet in Term 4 to discuss and develop some cross-curricular opportunities that already exist in our current curriculum delivery Years 11-13.



Middleton Grange School Annual Plan 2018

Strategic Goal 2 BUILDING PROFESSIONAL CAPACITY *At Middleton Grange School all teachers are reflective, lifelong learners. They deliver the highest quality teaching and learning within and across Year Levels and learning areas.*

Annual Goal e-LEARNING

- 1.5 Seamless across Years 1-13 [e Learning]
- 1.3 Curriculum - innovative in meeting the needs of akonga
- 1.4 Curriculum – challenging, develops critical thinking and inspires action
- 2.1 Building professional capacity - professional learning and development is regular, differentiated and of the highest quality
- 2.3 Building professional capacity - new and appropriate technologies are integrated into teaching practice
- 3.2 Culture - one of personal and professional commitment to a rigorous learning community with a focus on *Digital Discipleship*

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> • 1.3/1.4 Investigate resources available regarding innovative practice using technology as a tool in a Christian School context. • 2.1 Ma and IT team continue to provide PLD for teaching staff in the area of elearning. This is done in consultation with AP (Ut). Voluntary workshops focused on IT (As) • 2.3 Ma and IT team to investigate new technologies and trial in some classrooms. Ut to develop MGS App as administrative tool. • 3.2 All staff to be reminded at staff meetings of the importance of responsible Digital Citizenship – form teachers to continue discussion and dialogue with pupils in form groups and VG. 	Ma, As, Ut, Wal Ma, MI, Wal Ma, IT Ma, As	☹️ 😊 😊 😊	Stephen M to begin in term 2 using COL time
Term 2	<ul style="list-style-type: none"> • 1.3/1.4 Conduct focus groups to hear pupil voice regarding current practice and innovative technologies. • 2.1, 2.3 Voluntary workshops continue with focus on IT eg. OneNote, Microsoft teams, Kamar, intranet, PD portal. • 3.2 Parent meeting for interested parents re dealing with appropriate use of technology. Outside parties to speak. • 3.2 Form teachers to continue discussion and dialogue with pupils in form groups and VG. • 1.2 Begin development of a school-wide co-ordinated e-Learning plan across all year levels [to be incorporated into the next 5 year SG cycle? 	Ma, MI, Wal, Bg As, Ma, IT As, Ma, Ut Ma, As CS, Ut	☹️ 😊 😊 😊 😊	Will take place early in Term 3 Rescheduled to Term 3.
Term 3 & 4	<ul style="list-style-type: none"> • 2.1, 2.3 Voluntary workshops continue with focus on IT eg. OneNote, Microsoft teams, Kamar, intranet, PD portal. 	As, Ma, IT Ut, As	😊 😊	



	<ul style="list-style-type: none"> • 2.3 A cohesive, school wide strategy for the use of new and appropriate technologies and a plan for the integration into teaching practice. Report to SLT at the end of the year for feedback • 3.2 All documentation for staff appraisal in OneNote. All staff actively utilising the software. Embedded as common practice for 2019. 	As, Ma	😊	
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Resourcing: PLD Budget, ICT Budget, Stephen McConnachie, Geoff Wallis, SL

Commentary (added to during the year as the KIS are reviewed)

Term 1

- 1.3/1.4 Investigate resources available regarding innovative practice using technology as a tool in a Christian School context.

This has not happened with a specific Christian school lens, however, Stephen M, Patrick B and Natalie T have all researched and investigate the use of new tools that could support the teaching and learning. Eg Spheros in Year 7

- 2.1 Ma and IT team continue to provide PLD for teaching staff in the area of elearning. This is done in consultation with AP (Ut).
Voluntary workshops focused on IT (As)

Workshops were held in Term 1 for staff. These focused on oneNote, Microsoft teams, Outlook and Kamar

Updates to Kamar to assist with efficiency include a change to using the booking system away from the outlook calendar (previous practice).

- 2.3 Ma and IT team to investigate new technologies and trial in some classrooms. Ut to develop MGS App as administrative tool.

The MGS app is functioning and has been downloaded by 510 users to date. The app provides access to a range of information quickly and effectively.

The current barrier to the addition of some new technologies is finance. Ongoing discussion with VI and Ut re the addition of new technologies for trialling in some classrooms.

- 3.2 All staff to be reminded at staff meetings of the importance of responsible Digital Citizenship – form teachers to continue discussion and dialogue with pupils in form groups and VG.

The digital citizenship programme will commence in Term 2 in years 7-13. A meeting with Vp, Bw, Ma and Ut was held to clarify the intent of the programme and to establish the timeline for rollout. This programme will continue each year and all pupils will cover new content.

Term 2

- 1.3/1.4 Investigate resources available regarding innovative practice using technology as a tool in a Christian School context.

Ma to visit other Christian schools to investigate their practice with a specific focus on BYOD and biblical world view.

- 2.1 Ma and IT team continue to provide PLD for teaching staff in the area of elearning. This is done in consultation with AP (Ut).
Voluntary workshops focused on IT (As)

More workshops were held in Term 2 for staff. These focused on oneNote, Microsoft teams, Outlook and Kamar. Staff were presented with the strategic plan for IT 2019-2022.

Continuation of further updates to Kamar to assist with efficiency include a change to using the booking system away from the outlook calendar (previous practice).

- 2.3 Ma and IT team to investigate new technologies and trial in some classrooms. Ut to develop MGS App as administrative tool.

Ongoing discussion re the addition of new technologies for trialling in some classrooms. Science are using Wacoms effectively. IT committee to consider new opportunities for devices and technologies and implement in some settings.

- 3.2 All staff to be reminded at staff meetings of the importance of responsible Digital Citizenship – form teachers to continue discussion and dialogue with pupils in form groups and VG.

The digital citizenship programme will run throughout the course of term 3. Ma and Vp/BW to continue encouraging staff with the introduction of the programme.

Term 3

- 2.1, 2.3 Voluntary workshops continue with focus on IT eg. OneNote, Microsoft teams, Kamar, intranet, PD portal.

Jumbo days were held in Term 4 for all secondary staff. These focused on the move to BYOD (visiting speakers from other schools and cyclone), oneNote, Microsoft teams, Outlook and Kamar.

Continuation of further updates to Kamar to assist with efficiency eg relief package, exam timetables.



- 2.3 A cohesive, school wide strategy for the use of new and appropriate technologies and a plan for the integration into teaching practice. Report to SLT at the end of the year for feedback
This ICT strategy has been discussed by the SLT and ICT committee – the strategy was presented to the BOT throughout the year. Final documentation to BOT in November for discussion.
- 3.2 All documentation for staff appraisal in OneNote. All staff actively utilising the software. Embedded as common practice for 2019. This is now CORE practice – continuation in 2019. All staff well equipped in using OneNote as an appraisal tool. Focus for 2019 moves to Teams and OneDrive as content storage and sharing tools.

Next Steps

This is an ongoing strategic focus and detailed outcomes and strategies will be discussed and ratified at the DTHM hui and also in consultation with Cyclone who we have enlisted as our PLD provider for 200 ministry funded hours for 2019.



Middleton Grange School Annual Plan 2018

Strategic Goal 2 BUILDING PROFESSIONAL CAPACITY *At Middleton Grange School all teachers are reflective, lifelong learners. They deliver the highest quality teaching and learning within and across Year Levels and learning areas.*

Annual Goal COMMUNITY OF LEARNING GOALS

- **Spiral of Inquiry** To upskill staff in their understanding and use of 'Spiral of Inquiry' so that it is used naturally and authentically in teaching and learning.
- **Leadership** To develop and implement a professional development programme for Senior, Middle and aspiring leaders which will increase their professional capacity to lead others.

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> • Dr Michael Lindsey – 2 day Conference with the second day focussed on leadership. 12th and 13th March • 1 day workshop for all CENCOL within school teacher focussed on change management, communication • Provide relevant readings for Senior/Middle Leaders. • Senior Leaders mentor/coach small groups of Middle leaders twice a term. • Invite some staff to attend NZACS Leadership Conference • Middleton Grange School Within School Teacher (Spiral of Inquiry) plan professional development programme with the CENCOL Across-School teacher. This will inform the KIS to be implemented in Terms 3-4. • Each Middleton Grange School Within School teacher will prepare a plan for their area of responsibility and present this to the Lead Principal and Across-School teachers for comment and appraisal. 	CENCOL staff UT SLT SLT CENCOL staff CENCOL staff	☺ ☺ ☺ ☺ ☺	
Term 2	<ul style="list-style-type: none"> • 1 day workshop for CENCOL Within School teachers and Middle Leaders – leadership focus • Leadership development targeted for staff with non-curriculum leadership responsibilities. • Provide relevant readings for Senior/Middle Leaders. • Senior Leaders mentor/coach small groups of Middle leaders twice a term • Regular monitoring of Within School teachers and progress made towards these goals. 	CENCOL staff UT UT SLT	☺ ☺ ☺ ☺ ☺	
Term 3	<ul style="list-style-type: none"> • 1 day workshop for CENCOL Within School teachers and Middle Leaders – leadership focus • Leadership development targeted for staff with non-curriculum leadership responsibilities. • Provide relevant readings for Senior/Middle Leaders. 	CENCOL staff UT UT	☺ ☺ ☺ ☺	



<ul style="list-style-type: none"> • Senior Leaders mentor/coach small groups of Middle leaders twice a term • Regular monitoring of Within School teachers and progress made towards these goals. 	SLT	☺	
<p>• Resourcing: CENCOL Resourcing. Suzanne Tennant – Across School Teacher with responsibility in Leadership; Shane McConnell – Within school teacher (Leadership). Best evidence Synthesis – Leadership Resource; Across School Teachers: Andy Vosslamber – Spiral of Inquiry and Suzanne Tennant – Leadership; Within School Teachers: Christine Buckley – Writing Years 7-8, Shane McConnell – Leadership Development, Stephen McConnachie – e-Learning Years 9-13, Geoff Walls – Data and SMS Years 1-6, Jane Dixon – Spiral of Inquiry, Tim Lalahi – Spiral of Inquiry, Anne Aiken – Pupil Wellbeing</p>			
<p>Commentary (added to during the year as the KIS are reviewed)</p> <p>Term 1</p> <ul style="list-style-type: none"> • Please read the "Report to the CENCOL Stewardship Group" for term 1. • The 1 Day workshop for all within school teachers was not held in term 1 given the 2 day Dr Michael Lindsay Conference. This has been planned for Term 2 (11 May) • Various readings have been provided throughout the term. • Senior leaders have met with their middle Leaders during term 1 to set up appraisal goals. Megan has developed an excellent template to use in those meetings. This will be provided to all the Senior Leaders for use. • A number of staff attended the NZACS Conference and have reported back to SLT on the benefit of attending the conference. • Some of the Within school teachers have prepared their spiral of inquiry, follow up is needed for the remainder. • <p>Term 2</p> <ul style="list-style-type: none"> • Work continues for the CENCOL staff. One day conference held on Leadership. Very successful. See the Newsletter Report provided to the Kahui Ako School • Various readings have been provided throughout the term. • Senior leaders have met with their middle Leaders during term 2 to set up appraisal goals. • <p>Term 3</p> <ul style="list-style-type: none"> • Thursday 9th August - a 1 Day workshop on leadership was held for aspiring leaders and those who could not make it to the term 2 meeting. Once again a very successful leadership day (based on Survey Monkey feedback). The day was led by two staff from a Human Resource Company, and in the afternoon Suzanne Tennant and Shane McConnell led the sessions. It is anticipated that similar days will run in 2019 as part of the Kahui Ako work. • Thursday 23rd August: Within School Teachers day held for all the within school teachers across the kahui Ako. Based on Survey Monkey feedback this day was of significant benefit to those attending. One of the workshops was based on John Kotter's work on Leading Change. This workshop proved to be very beneficial to the attendees. It was great to have the 7 within school teachers talking about their work they are leading at Middleton Grange School. I felt that they were in most cases doing more than what was happening in other schools. • All the MGS Within School teachers spoke at a staff meeting on the work they are doing. Subsequent to this, a number of the within school teachers were asked to work alongside individual staff. 			



- The principal began meeting with two staff members in a mentoring/coaching role using Peter Drucker's book "The Effective Executive" as a means to improve their understanding of leadership. This will continue in term 4.
- Senior leaders have met with their middle Leaders during term 3 to set up appraisal goals.
- For more detailed information on term 3 work, refer to the CENCOL Newsletters

Next Steps

Appoint 2019 Within School teachers. Craig to co-write job descriptions and key performance indicators with them.

Abbreviation Key

KIS: Key Improvement Strategies; **CENCOL:** Christian Education Network Community of Learning; **UT:** Craig Utting;



Middleton Grange School Annual Plan 2018

Strategic Goal 2: BUILDING PROFESSIONAL CAPACITY - At Middleton Grange School all teachers are reflective, lifelong learners. They deliver the highest quality teaching and learning within and across Year Levels and learning areas.

Annual Goal LINC-ED

2.5 Achievement data (qualitative and quantitative) is easily accessed and regularly used in meaningful ways to improve the learning of all akonga

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> Linc-Ed to be introduced and developed as the primary SMS in years 1 – 6, with appropriate PLD for staff. KAMAR/Linc-Ed data transfer to be fine-tuned, and any problems eliminated. (NOTE: KAMAR is still the main SMS for attendance and pupil enrolment details.) 	Rod Geoff PS staff Craig	😊	KIS met
Term 2	<ul style="list-style-type: none"> Staff Appraisal to be developed in Linc-Ed. (One-Note applies to 7 – 13 staff only) 	As above	😊	KIS met
Term 3 & 4	<ul style="list-style-type: none"> Further staff PLD and development of our assessment plan, using Linc-Ed as the main tool. Assessment plan to be finalised in term 4 - refer to Curriculum goals 1.3 and 1.4 	Rod Geoff PS staff Megan	😊	KIS met

Resourcing:

Commentary (added to during the year as the KIS are reviewed)

Term 1 and 2: Linc-Ed implementation has been progressing. The move away from National Standard has created additional challenges, but we have clarified the way in which we would like to report to parents, and what we want to report on, so we are now moving forward slowly and confidently.

Term 3 and 4: The Primary School Staff have developed Learning Progressions (in the form of goals) for Reading, Writing and Maths, and have set these up in Linc-Ed. The progressions will be the basis on which we report electronically to parents. Geoff Wallis is leading PLD on how to use these progressions as a way of tracking achievement, progress, and also identifying next learning steps. Primary Staff have also clarified which assessments they are going to use in Linc-Ed and have learned how to record this data. Pastoral Care, Learning Support and Behavioural concerns are also being logged using Linc-Ed. Once enrolment forms have been scanned in to Linc-Ed, all pupil records will be stored electronically.



Middleton Grange School Annual Plan 2018

Strategic Goal 4 PARENT COMMUNITY

At MGS there is high quality communication and a strong partnership between home and school. Parents are actively involved in the life of the school for the benefit of pupils, and have a clear understanding of a biblically-based education.

Annual Goal PARENT EDUCATION

4.2 Two-Way Communication between home and school supports teaching and learning.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> Transformational Education – Presentation by Dr Michael Lindsay to all parents of CENCOL schools – 12 March 2018. Parent Evenings – start of year Friday parent Coffee Mornings Include in Newsletter articles relating to Christian Education and Learning 	VI CENCOL HOS/Deans Rod VI/SLT	☺ ☺ ☺ ☺	
Term 2+3	<ul style="list-style-type: none"> e-Learning and Digital Discipleship evening. Friday parent Coffee Mornings Parent Education morning focussing on how our Curriculum is designed within our Foundational Principles for Curricular. 	UT/Ma Rod VI / Cs / Ut	☺ ☺ ☹	
Term 4	<ul style="list-style-type: none"> Primary School to begin opening the 'parent portal' features in Linc-Ed in Term 4 Friday parent Coffee Mornings New parent Special Character Induction Evening (14 November) 	Rod Rod SLT	☺ ☺ ☺d.v.	

Resourcing:

Commentary

Term 1

Very successful parent evening was held with Dr Michael Lindsay. Over 440 parents from the CENCOL schools attended. Feedback from parents post the event was hugely positive. Topic of the evening was "Growing acorns into Oaks of Righteousness"

Parent meetings this term have included:

Start of the year we held parent evenings for Year 7 – 13. Some included a meal to provide a fellowship opportunity, other meetings were to provide information about the year ahead. Middle School numbers are generally strong for these events. Senior College numbers generally lower than hoped for but this can be as a result of parents feeling they know the school and systems. Year 11 attendance better than Year 12/13.

Primary School: parents attended with their child a first day interview with the teacher. The purpose was to introduce the teacher, meet the family, establish learning goals for the year.

Parents are invited to Athletics and swimming days and a number have come along.

Maori Whanau Hui held with excellent numbers attending. A wonderful evening of manaakitanga and learning. The 2017 Maori Report to the Community was discussed as well as future plans for the Maori Curriculum Area.



Real Talk parent evening: organised by Geoff Steyn who invited speakers to the school to talk on the issue of pornography, sexual activity.

International College held an evening for Homestay parents many of whom are MGS families.

Year 7 – 13 PPTC: Large increase in number of parents attending. Possible reasons for this: we did not send out the “You must come letter because we have concerns about your child” – this may have stopped parents actually coming in the past. We also encouraged pupils to come along to the evening as well. There appeared to be higher numbers of pupils attending the interviews with their parents.

When	Term 1 2017	Term 3 2017	Term 1 2018
Number of Parents	554	364	530
Total appointments	2610	2026	2805

Friday Morning Coffee with parents, on average 9-10 parents come along. A great time of fellowship and an opportunity to canvass opinion on a number of school issues.

Term 1 newsletters (including Primary School Newsletter) have contained articles relating to education.

Term 2

- All of the newsletters this term have included aspects of special character and assisting parents in the education of their children.
- Study Skills Evening for parents of pupils in Years 11-13
- Pasifica Fono led by Nicole Bayley and Craig Utting
- David Kobler evening for parents with a focus on dealing with issues around pornography, social media. A very valuable evening.
- Primary School 3 Way conferences.

Term 3

- The list below covers the “formal” occasions that have taken place during term 3 to support teaching and learning communication between the school and home. What is not highlighted are the numerous emails, phone calls and meetings staff (Deans, Senior Leaders) have had with parents to discuss the learning (and behaviour) of pupils.
- Year 7 – 13 Parent Teacher Evening
- Options Evening for parents of Year 9 pupils
- Course selection evening for parents of Year 10 – 12 pupils
- Performing Arts Awards evening
- Various curriculum evenings, e.g. Drama evening
- Newsletters (Whole-school and Primary) that convey pupil successes, NCEA information and special character messages

Term 4

- Art Exhibitions (Senior College)
- Prize-giving (Senior College)

Abbreviation Key

KIS: Key Improvement Strategies; **CENCOL:** Christian Education Network Community of Learning; **HOS:** Head of School; **UT:** Craig Utting; **Ma:** Stephen McConnachie; **SLT:** Senior Leadership Team; **Cs:** Megan Cassidy



Resourcing:

Commentary (added to during the year as the KIS are reviewed)

Term 1

Senior College

Head Boy and Girl presented with badges at Founders' Day Assembly. Other Team Leaders presented at 7-13 Assembly.

Applications for team membership received and processed.

First meeting with Team Leaders took place at Y13 camp – the way forward and responsibilities were outlined. Heads began weekly meetings with HOSC for encouragement, spiritual input, trouble-shooting.

A range of projects have been planned and implemented throughout the term (by the Leaders)Senior

A training event occurred in early March, which ended with a meal with Leaders' parents

Middle School

- Pupil Leaders met regularly during term one. These meetings allowed for the definition of roles and leadership attribute as well as discussion around projects and structures. These will continue in Term 2
- Applications were received from the pupil body for members of the leadership teams. These have been selected at Year 7/8 Level and will be finalised for Year 9/10 early Term 2 due to the absence of the HOMS (China Delegation)
- Leaders were presented to the Middle School and awarded their badges at a Middle School Assembly. The badges were presented by the Principal.

Term 2

Senior College

Some unrest arose during the term, largely as a result of the Facebook Chat Group conversations, which got a bit sidetracked by 'issues', leading to some disruptions in relationships. This was closed down in favour of more face-to-face communication, which seemed to resolve a bit of the issues. Other teething problems developed as assessment-weariness raised its head. These were addressed through the term and the focus is now on regaining group unity.

The 'Climate Survey' completed by the leaders this term indicated some drop in enthusiasm due to having to spread their energy across so many areas of commitment other than leadership, and this wore them a bit thin. However, they are determined to renew their passion and to measure themselves better over the rest of the year. They report considerable enjoyment in their roles and have been able to identify highlights and lowlights.

The teams have been busy implementing a range of initiatives, old and new, and feedback from the wider pupil community is very positive. It is good to see that these activities have included all 4 schools, with the Service Team also taking their light on a regular basis to the elderly at Maples Rest Home.

The wider team met for another training afternoon, focused on translating ideas into actions as well as debriefing what had already been learned about leadership. It was good to hear the pupils sharing how they had negotiated their way through different challenges and were able to help each other to problem-solve their issues.

Middle School

- Pupil Leadership groups, particularly in Year 7 and 8 continued to meet on a regular basis. These groups discussed potentially projects and ideas and will look to the implementation of these in Term 3 and beyond. It is particularly pleasing to see the enthusiasm of these pupils and the groups and staff have talked about helping them to discern which of the ideas are best to undertake in terms of logistics and implementation. These groups are functioning very well and have good support structures in place. Tony Kendrew is leading and managing these groups effectively through his role as AHOMS.



- At Year 9/10 Level the pupil leaders have met less frequently in Term 2. It has been a challenge to have the group together at the same time due to the significant number of other engagements and activities these pupils are involved with. A number of the leaders were involved with production, sports and cultural groups etc. I have reflected on this, feeling a little deflated about the fact that at Year 9 and 10 level the Leadership Groups are not functioning as effectively as they are at Year 7/8. However, as with any new initiative, a change in culture and expectation can take time and I am particularly pleased that the strength at Year 7/8 will grow as these pupils move through the Middle School over the coming years. Term 3 provides an opportunity to engage these pupils again and continue with planned initiatives and ideas.
- The big projects for the Year 9 and 10 leaders this term will include: Year 9/10 Dance, Middle School Creativity Competition, Middle School Leadership Conference and the re-introduction of the '30 seconds of Fame' trophy. Some of these initiatives will be shared with the Year 7/8 teams as well.

Terms 3 and 4

Senior College

A lot of activity this term – leaders tired but enthused.

Highlight: Haka Competition – full involvement from pupils and a moving display of energy and strength.

Outside initiative: The Recycled Arts Exhibition, run by the Environment team, and opened to local schools to participate. Great opportunity to interact with a range of schools.

Feedback from pupil leaders was helpful – some minor tweaks for 2019.

A fine set of new leaders has been appointed for 2019.

General Comments:

- This first year of the new structure has been very successful in achieving its aim of including more pupils in leadership. Next year's aim is to focus more on training the young leaders and getting in speakers to assist their growth.
- There has been a swarm of interest by pupils for involvement in Teams for next year, which suggests they like what they have seen and experienced.
- A good foundation has been laid in pupil leadership for future development

Middle School:

The Leadership team successfully ran the Year 9/10 Dance with 180+ tickets sold. The event was hugely successful in relation to the theme, decoration and logistics of the event. The pupils were able to effectively put their leadership skills to use!

The Wellbeing Team are planning for a week of focus on mental health in Term 4. They are looking to involve 'Attitude' our 24/7 youth workers and have a focus on the Mental Health Foundation's top tips for maintaining mental health. The team is enthusiastic about the opportunity this focus will provide.

Teams were allocated a variety of events to plan, including: 30 Seconds of Fame and the Creativity Competition. Unfortunately, these events were not followed through with. The Creativity competition clashed with the SC Environment Teams 'Art Exhibition' - timing has been noted and a broader view of the school calendar will be implemented for 2019. There is still possible scope for the 30 Seconds of Fame competition to run towards the end of Term 4, which may prove to be a fun way to end the year.

Next Steps

Senior College

- Develop a programme for training "Followership" amongst all pupils – including leaders
- Provide stronger guidance for Teachers in Charge of Teams to ensure good oversight and mentoring for leaders
- More regular opportunity for gathering feedback from Leaders to improve support, systems and general needs



Middle School:

- Begin selection process much earlier – Term Four of the Year prior – limit the applications for Leadership positions to Years 8 and 10 which will aid with this process. Maintain applications for team members from all year groups.
- Embed a programme of leadership development and regular scheduled meetings. Be aware of time pressure points and other activities in the community which will impact on involvement.
- Make effective use of the School-wide calendar early in the year to incorporate the key events we will hold in 2019.
- Look for intentional ways to have teams from different year levels planning and implementing projects together.



Parent Voluntary Donation and Special Character 2018

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

The greatest resource God has given Middleton Grange School is committed Christian staff, however, most have not been trained in Christian institutions. Middleton Grange School has developed a professional development programme funded by parents to coach teachers in teaching Christianly. This sets us apart as a Christian school and is essential to maintaining the Christian foundation in our Curriculum.

In 2018 the focus of the Special Character funding was to support Science Teachers in developing their understanding of the rationale and philosophy underpinning Christian education. This has been particularly beneficial to the Science Curriculum Area.

Mr David Elder, Curriculum Leader Humanities continued to lead weekly sessions and provided the teachers with readings, organized speakers to attend meetings and worked alongside individual teachers to assist them in their understanding of Christian Education. Through-out the year the teachers engaged in robust discussion and this led to a common understanding and appreciation for Christian education. Current school practices were measured against a maturing understanding of the principles necessary for an authentic Christian school.

Another portion of the Special Character Donation is spent to support activities funded in the same way as other schools eg: the donations are used to support the school magazine, school library, handbooks, staffing of classes where numbers are small, sports funding. This part of the donations is essential to ensure we can offer a first rate general education and a wide range of activities that, if these funds were not available, we would not be able to offer.

The school is blessed with a good number of donations annually and is grateful to the parents for their support.