

Charter



**February
2020**

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SECTION 1: INTRODUCTION

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.

Mission Statement

At Middleton Grange School we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. We equip pupils with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society. We work with parents to encourage pupils in their gifts and abilities to serve God and others.

Ethos Statement

Character, Excellence, Service for the Glory of God.

Foundational Principles for Curricula

The link between the NZ Curriculum and the School's Special Character is defined in the school designed document "Foundational Principles for Curricula" (FPC). The Foundational Principles for Curricula identify thirteen key Biblical principles that underpin and shape the conceptual basis of the nature of the curriculum that is designed and taught at Middleton Grange School.

Values Statement

The values statement identifies what we believe to be important qualities for our pupils. At Middleton Grange School we call these virtues as we believe they are not bound by time and are at the heart of what we wish to develop in the character of our pupils.

The Foundational Principles for Curricula identify these virtues:

Mercy	Fairness	Humility	Prudence
Compassion	Faith	Love	Respect
Courage	Gratitude	Magnanimity	Self-Sacrifice
Courtesy	Hope	Obedience	Temperance
Patience	Truthfulness		

School Verse

"In Thy Light Shall We See Light" Psalm 36: 9

"Ma Tou Marama ka kite ai matou i te marama" Ngā Waiata 36:9 (Māori)

Description of the School

Middleton Grange School is a Decile 9, state integrated co-educational Area School, catering for pupils from new entrants to Year 13. The roll on 10 February 2020 was 1252. Our pupil body is predominately European with a small but significant representation of Māori, Pasifika and Asian. The school also has a large number of international fee-paying pupils. See Section 3 for details.

A distinguishing feature of Middleton Grange is a seamless educational 'journey' through Primary (Years 1-6), Middle (Years 7-10) and Senior (Years 11-13) parts of the school.

Community

The School was founded in 1964 to meet the educational needs of Christian families and present the message of the gospel to the children and the community within the context of Biblical truth and practice as recognised by adherents to the evangelical Christian faith. The same Biblical truth and practice encourages a mission perspective. Pupils and parents are required to support the Special Character of the School.

The Middleton Grange community includes pupils, staff, parents, Board of Trustees and Christian Schools' Trust and others who are committed to or sympathetic to the School's special character. The school community, although spread out across the city, is held together by a common understanding of this purpose. Parents share the conviction that they are the primary educators of their children. Consequently, they tend to take considerable interest in what actually happens in the classroom and playground. The school is supported by a high level of parent voluntarism in practical help and fundraising.

The school maintains a strong interdenominational flavour and is careful to focus upon the areas of denominational unity. The maintenance of a genuinely interdenominational Christian stance is achieved on the basis of three main principles:

1. A clear commitment by all members of staff and Board to the Statement of Belief which includes the profession of personal faith in Jesus Christ as Saviour, Lord and God.
2. An adherence to the whole counsel of Scripture and a straightforward understanding of the truths, duties and mysteries of the Christian faith which are set forth in it.
3. A clear understanding that within the life of the School no exclusively denominational emphasis is permitted. This is understood to include the particular doctrinal emphases held by certain Christian groups or denominations on a range of subjects (eg predestination, the last days, the gifts and works of the Holy Spirit, infant and adult baptism, timeline of Creation).

Special Character Considerations

The Middleton Grange Story quotes this statement ... "Middleton Grange School will at one and the same time provide a first-rate general education ..." and ... "Biblical teaching in the Christian faith".

The statement – first rate general education and Biblical teaching in the Christian faith – suggests that these are separate matters. They are in fact not separate but occur simultaneously and are held in dynamic tension. That Middleton Grange has been successful in being **perceived** as first rate and authentically Christian stems from its commitment to promoting high standards of endeavour while safeguarding its Christian character.

Safeguarding the Special Character

Middleton Grange School takes the threat of compromising its Christian character very seriously. That compromise is much more likely to come from within.

The Special Character of the School is determined by Biblical principles and practice. The Christian Schools' Trust, the Board of Trustees and all staff endeavour to work out those Biblical principles and practices in the School. The Christian Schools' Trust reserves the right to determine from time to time what is necessary to preserve, interpret, and safeguard the Special Character.

Goals and Principal Features of Special Character

The School is a caring community built on Christian beliefs, which permeate all aspects of School life. These beliefs recognise God's purposes are revealed in the Scriptures and in the risen Lord Jesus Christ. They are dynamic and determine the purpose and content of the curriculum in a changing community. They were originally expressed, for the School (in a summary form subordinate to the Scriptures), in the annexed statement of belief incorporated in the Trust Deed for the Christian Schools' Trust when the School was founded.

Because these beliefs encompass all aspects of School and permeate the mind and heart of each staff member all staff must demonstrate unqualified commitment to the School's Special Character.

The objective of the Christian Schools' Trust is to pass on to pupils the truth that all creation is subordinate to the Will of God as expressed in the Scriptures; that all truth finds its meaning and centre in God and that God gives purpose and hope to individuals as well as His creation by virtue of the redemptive work of Jesus Christ. It is the redemptive work of Jesus Christ, communicated by the Holy Spirit operating in the human individual, that gives substance to intellectual, physical, spiritual, ethical, emotional, social and aesthetic development.

The curriculum, including all the New Zealand Curriculum Statements, is presented within a Christian worldview. Such a worldview gives perspective and meaning to all learning in the School.

Implicit in the curriculum is the development of character, exemplified by the Decalogue and Beatitudes. Such character is the foundation for personal and social peace, just government, responsible citizenship, compassionate neighbourliness, wise parenting and a responsible attitude to creation. Such character also recognises that a life of self-renouncing love is one of liberty.

Special Character and the New Zealand Curriculum

As a State Integrated school Middleton Grange teaches the New Zealand Curriculum. The point of difference with a non-integrated State school is that Middleton Grange teaches the New Zealand Curriculum within a Christian context and from a Biblical worldview. The links between the New Zealand Curriculum and its Special Character is spelt out in the 'Foundational Principles for Curricula' (FPC). The Foundational Principles for Curricula identify thirteen key Biblical principles that underpin and shape the conceptual basis of the nature of the Curriculum that is designed and taught at Middleton Grange. In this way the New Zealand Curriculum taught here reflects the views and beliefs of the school community and gives 'real meaning' to the purpose of the New Zealand Curriculum. A copy of the Foundational Principles for Curricula (FPC) is available from the school or the website. The school has subsequently written documents that inform how the NZ Curriculum is designed and taught from a biblical worldview perspective. These include 'A Biblical Rationale for the Key Competencies'.

Statement of Belief

We Believe in -

1. The unity of the Father, the Son and the Holy Spirit in the Godhead.
2. The Sovereignty of God in creation, revelation, redemption and final judgement.
3. The divine inspiration and trustworthiness of Holy Scripture, as originally given and its supreme authority in all matters of faith and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering humankind subject to God's wrath and condemnation.
5. Redemption from the guilt, penalty, pollution and power of sin only through the sacrificial death (as our representative and substitute) of Jesus Christ, the incarnate Son of God.
6. The bodily resurrection of Jesus Christ from the dead, His ascension, His mediatorial work and His personal return in power and glory.
7. The necessity of the work of the Holy Spirit to make the death of Christ effective to the individual sinner, granting repentance toward God and faith in Jesus Christ.
8. The indwelling and sanctifying work of the Holy Spirit in the believer.
9. The one holy, universal church, which is the Body of Christ, to which all true believers belong and in which they are united through the Spirit.
10. The resurrection of the body and life everlasting.

National Education Guidelines and the Bible

This aspect of the School Charter highlights how Middleton Grange School, a Special Character Integrated school, interprets its relationship with the State from a Biblical perspective.

NATIONAL EDUCATION GUIDELINES

NATIONAL EDUCATION GOALS	NZ CURRICULUM	NATIONAL ADMINISTRATION GUIDELINES
<p>The National Education Goals establish a common direction for education within New Zealand. Boards of Trustees and teachers will consider how they can best contribute to each of these goals given their local circumstances – for example, the size of the School, the needs of the pupils, and the aspirations of the school community.</p>	<p>The School Curriculum is based on <i>The New Zealand Curriculum</i>. There are 8 Learning areas:</p> <ul style="list-style-type: none"> • English • Mathematics • Science • Languages • Technology • Social Sciences • Health & Physical Well-Being • The Arts 	<p>The National Administration Guidelines support learning and assist Schools to work towards the National Education Goals. They provide direction in these areas of school operations:</p> <ul style="list-style-type: none"> • Curriculum requirements • Documentation and self-review • Employer responsibilities • Financial and property management • Health and safety • Administration • Legislation • Analysis of Variance

Education is at the core of our nation’s effort to achieve economic and social progress. In recognition of the fundamental importance of education, the government sets the following goals for the education system of New Zealand.

1. *The highest standards of achievement, through programmes which enable all pupils to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand society.*

From a Biblical perspective full potential at Middleton Grange is not so much a process of self-realisation as it is a growth in faith and dependence on God. Self-realisation will grow from this base. Because the teachers at Middleton Grange believe that the traditional values of honesty, faithfulness, self-control, self-respect, patience and so on are rooted in a universal perennial truth they will apply to both an academic and non-academic environment. The *values* of the NEG will in fact rise out of those virtues mentioned above. The word *virtue* is used in this context because they are directly related to character and rise out of a belief in perennial truth. Consequently, academic achievement should be accompanied by a belief in the importance of personal virtue.

2. *Equality of educational opportunity for all New Zealanders by identifying and removing barriers to achievement.*

Again, the recognition and practice of traditional virtue is fundamental. Barriers in a school can be institutional, educational and conceptual. Because all human beings are created in the image of God this School has a realistic basis to the issue of equal opportunity in racial, gender and cultural/social diversity. Equal opportunity is assured by the Board of Trustees who will encourage a close liaison between parents and teachers.

3. *Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.*

Knowledge, how one acquires it and what knowledge should be acquired is fundamental to the programme at Middleton Grange. One learns at Middleton Grange because there is a God and we are His creatures. The exploration of this relationship lies at the heart of learning. This, however, in no way compromises what might be seen as the secular reasons for learning. They are absorbed in the broader vision. Skills remain practical and ordered. Such thinking is fundamental to the shaping of attitudes to the environment, the culture, the community and individuals.

4. *A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.*

Parents are the children's first teachers because God has so ordained it. The teacher is a trained professional supporting parents and providing skills that the parent is unable to provide.

5. *A broad education through a balanced curriculum covering essential learning. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.*

The question of breadth and balance is enhanced by a Christian education because it attends to the whole child in both theory and practice.

6. *Excellence achieved through the establishment of clear learning objectives, monitoring pupil performance against those objectives and programmes to meet individual need.*

Excellence, that is striving to do one's best, is intrinsic to the Christian faith. Again, the model is Jesus Christ. As a model He is not the embodiment of some pious hope, but the focus of human hope in both a general and specific sense. Achievement in literacy, mathematics, science, the arts, technological expertise and all other fields of learning is entirely consistent to the vision of Christ as model.

7. *Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.*

Support for those with special needs has its roots in the Christian Gospel. Very simply, I am my brother's and sister's keeper.

8. *Access for pupils to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.*

9. *Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.*

10. *Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori and New Zealand's role in the Pacific and as a member of the international community of nations.*

Because we are all created in the image of God, respect for diversity in culture and race is a given. Emphasis, however, is in our common humanity and in this context real respect can be given to those who are different. Individual and cultural uniqueness is part of God's plan consequently the recognition of the unique place of Māori is consistent with our understanding of human nature and culture.

SECTION 2: STRATEGIC GOALS

The Strategic Goals section sets out the Board's aims and direction for pupil progress and achievement for the next 3 years. 2020 marks the commencement of these Strategic Goals following consultation with the School community to determine the Strategic direction of the school for 2020 – 2022.

This section also shows the Board's strategic planning for all aspects of school life as identified by the National Administration Guidelines (NAGS) to support the Board's over-arching goals for pupil achievement and success.

Each Strategic Goal supports pupil achievement. The more successful we are in achieving the Strategic Goal the greater the opportunity for higher pupil achievement. This is particularly the case for priority learners.

The three strategic goals determined by the Board with consultation with parents, pupils, Board and staff are:

SG1. Strengthening Capability Whakapakari āheitanga

***Our Mission:** We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture*

SG2. Responsive Christ Centered Curriculum Mātauranga - a - Karaiti

We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.

SG3. Building Partnerships Whakarahi Rangapū

We work with parents to encourage students in their gifts and abilities to serve God and others.

The Board recognises the importance of delivering an engaging and effective education for priority learners and at-risk pupils. Within the Strategic Goals are specific actions to meet the needs of priority learners, for example, within the 'Building Partnerships' Strategic Goal there is a focus on 'two-way communication between home and school that supports teaching and learning'.

Strategic Plan 2020 – 2022

BOARD OF TRUSTEES	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.	
	MISSION STATEMENT	
	At Middleton Grange School we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. We equip pupils with the knowledge and skills to understand their heritage and their place in it, and to critique and engage contemporary society. We work with parents (and our community) to encourage pupils in their gifts and abilities to serve God and others.	
	<p>1. Strengthening Capability: <i>Whakapakari āheitanga</i></p> <p>Our Mission: We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture.</p>	<p>In 2020:</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>1.2 Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised and embedded.</p> <p>1.3 Leadership opportunities are encouraged and supported for both staff and students.</p> <p>1.4 Students will have a voice in decision making and opportunity to shape the future direction of the school.</p>
	<p>2. Responsive Christ Centred Curriculum <i>Mātauranga-a-Karaiti</i></p> <p>We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.</p>	<p>In 2020 our curriculum:</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>
	<p>3. Building Partnerships: <i>Whakarahi Rangapū</i></p> <p>We work with parents to encourage students in their gifts and abilities to serve God and others.</p>	<p>In 2020:</p> <p>3.1 Parents are involved in the life of the school and regular communication between home and school supports teaching and learning</p> <p>3.2 We are actively involved in the CENCoL/Kahui Ako and other professional associations to improve the learning outcomes of all students.</p> <p>3.3 Service and mission are an integral part of being ‘a light’ in our community.</p> <p>3.4 We will establish an active and functioning parent and Alumni community.</p> <p>3.5 We will build our relationship with local Iwi and our Mana whenua and CEN.</p>
Senior Leadership	ANNUAL PLANS 2020 – Strategic Goals, NAGS, Pupil Achievement Targets	
	ANNUAL REPORT 2019	
	CHARTER 2020	

Middleton Grange School – Strategic Plan 2020-2022

Vision: MGS assists families in the education of their children by providing an environment in which the Biblical truths of Jesus Christ are taught and lived.

Strategic Goal 1: Strengthening Capability: <i>Whakapakari āheitanga</i>	Our Mission: We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture.	TEACHING CHRISTIANLY	E-LEARNING	CULTURALLY RESPONSIVE PRACTICES	LEADERSHIP DEVELOPMENT	NCEA REVIEW	CHARACTER EXCELLENCE SERVICE FOR THE GLORY OF GOD
Strategic Goal 2: Responsive Christ Centered Curriculum: <i>Mātauranga-a-Karaiti</i>	We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.						
Strategic Goal 3: Building Partnerships: <i>Whakarahi Rangapū</i>	We work with parents to encourage students in their gifts and abilities to serve God and others.						

Strategic Plan 2020 - 2022

Strategic Goal (SG)	Focus	2020	2021	2022
SG 1 Strengthening Capability <i>Whakapakari āheitanga</i> Our Mission: We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture.	1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.	Regular School wide PLD Revised ACT program and ongoing review NCEA review begins	Regular School wide PLD Revised ACT program + review. NCEA PLD	Regular School wide PLD Revised ACT program implemented with changes. NCEA PLD
	1.2 Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised and embedded.	Intro Y9-13 BYOD Staff supported with e-Learning practice	E-Learning practices becoming embedded	E-Learning practices reviewed and modified as needed
	1.3 Leadership opportunities are encouraged and supported for both staff and students.	CLDI Strategic plan developed Etu Tangata trial ASTCoL leadership support	CLDI opportunities further developed Etu Tangata implemented Ongoing leadership opportunities for staff & students	CLDI practices embedded Etu Tangata implemented Ongoing leadership opportunities for staff & students
	1.4 Students will have a voice in decision making and opportunity to shape the future direction of the school.	Student forums	Student forums	Student forums

<p>SG 2 Responsive Christ Centered Curriculum</p> <p><i>Mātauranga -a-Karaiti</i></p> <p>We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.</p>	2.1	Is Christ-centred and authentically infused with biblical truth.	Review of Y1-13 Scripture/Christian Studies	Revised Y1-13 Scripture/CS program implemented.	Ongoing monitoring and review
	2.2	Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them	Audit pathways delivery Look at alternative programs Year 7/8 Curriculum Design and Delivery Review	CC & CL's explore alternative pathways programs & feasibility Year 9/10 Curriculum Design and Delivery Review	Implement proposed new programs if feasible Ongoing NCEA review
	2.3	Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission	Needs analysis PD for LTLs/CLs Years 1-13	LTLs/CLs explore opportunities for service & mission Years 1-13	New opportunities for service and mission are implemented Years 1-13
	2.4	Promotes engagement, excellence, waiora and equity for all students	Social culture plan introduced Audit equity for Y1-13 re: Cultural/Gender	Social culture plan embedded Opportunities for equity [Gender/Cultural] introduced if required	Follow up NZCER Surveys Years 5-13
<p>SG 3 Building Partnerships</p> <p><i>Whakarahi Rangapū</i></p> <p>We work with parents to encourage students in their gifts and abilities to serve God and others.</p>	3.1	Parents are involved in the life of the school and regular communication between home and school supports teaching and learning	Regular meeting opportunities and communications. Review communication strategies	Regular meeting opportunities and communications. Trial other communications	Regular meeting opportunities and communications. Refine implementation of communications
	3.2	We are actively involved in the CENCoL/Kahui Ako and other professional associations to improve the learning outcomes of all students.	AST/WSTCoL supporting staff PLD	AST/WSTCoL supporting staff PLD. NCEA support through subject associations	AST/WSTCoL supporting staff PLD NCEA support through subject associations
	3.3	Service and mission are an integral part of being 'a light' in our community.	Survey to audit 'Service' activities	Explore new opportunities for Service	Implement new opportunities for Service
	3.4	We will establish an active and functioning parent and Alumni community.	Parent and Alumni community established and will assist with MEM	Parent and Alumni community functioning well Alumni database updated	Parent and Alumni community both functioning well
	3.5	We will build our relationship with local iwi and our Mana whenua and CEN.	Cultural Narrative SLT Tuahiwi visit CEN involvement ongoing	Share Cultural Narrative with CL's Other staff to visit Tuahiwi CEN involvement ongoing	Share Cultural Narrative with other staff Other staff to visit Tuahiwi

Areas of National Interest

Middleton Grange School recognises the Government's Areas of National Interest in its Strategic direction:

- Improving Māori pupil outcomes.
- The achievement of Pacific pupils.
- The improvement of Literacy and Numeracy with an emphasis in Year 9 and 10.

The school's Strategic Objectives from which the 2020 Annual Plans are derived take into account the above Areas of National Interest as well as the National Education Guidelines (NEGs) and National Administration Guidelines (NAGs) at governance and operational levels.

Cultural Diversity and Responsiveness

Every endeavour is made to reflect New Zealand's cultural diversity and the unique position of the Māori culture under the authority of the Bible and the School's Special Character.

The school recognises that there are many nationalities and cultural ethnicities in the school, including Māori, Pasifika, European, African and a strong Asian presence. A wide range of strategies and activities are implemented to ensure all ethnicities and pupils are valued.

To achieve this the school will:

- Hold an International Week each year where International pupils (domestic and overseas) can share different cultural experiences.
- Appoint International Ambassadors to welcome all International pupils.
- Fly national flags on special days.
- Incorporate pupil voice and acknowledge different cultural experiences into Curriculum planning.

Tikanga Māori and Te Reo Māori

- Curriculum Leader of Māori is a native speaker of Te Reo
- Regular consultation with the School's Māori community.
- To offer Te Reo as a language and to encourage all pupils through curriculum planning to consider taking Te Reo as a subject.
- To strengthen the place of Tikanga Māori in the school through the use of the whare.
- Māori pupil leadership is encouraged through the establishment of the Senior Māori Leader position.
- Opportunities for pupils Year 1-6 to participate in the Primary School Kapahaka group and the Senior Kapahaka groups for Year 7-13 pupils. This is yet another way pupils can develop their Te Reo skills.
- The Board employs a Māori tutor to lead the school Kapahaka group and advise staff on matters of Tikanga Māori.
- Ka Hikitia initiatives and Tātaiako cultural competencies
- Comprehensive Annual Report focussed on Māori pupils sent to all Māori families.
- The school holds an International week each year to celebrate cultural diversity.

- Mentor Māori pupils into leadership roles
- Kupu o te wiki (word of the week) for staff

Māori and Pasifika Achievement

- The Board's Treaty of Waitangi policy states that, "The Treaty of Waitangi secures certain identifiable rights and obligations for Māori in our school". These include tracking Māori achievement in order to better support their progress through the school toward meeting personal and group objectives. Māori \Pasifika achievement is reported upon in the annual report.
- As a group Māori /Pasifika pupils achieve at or above cohort levels. This group is not at risk of underachievement in the view of the school. However, Middleton Grange School recognises the importance of monitoring the achievement of these pupils as a group, and as individuals, with a view to promoting greater learning.
- Māori /Pasifika pupils demonstrate high levels of engagement in wider school activities and in co-curricular achievements.
- In 2020 there are 91 Māori and 55 Pasifika pupils (total 146 or 10.8% of the roll). What is particularly pleasing to see is that over the past five years this figure has grown each year.
- Working with the Curriculum Leader Māori (Years 7-13) and the Head of Primary, the Principal will monitor Māori /Pasifika achievement as follows:
 - a. Collection and analysis of various achievement data for Māori and Pasifika pupils.
 - b. Gathering data on Years 7-13 Māori /Pasifika engagement in wider school activities.
 - c. Annual hui / fono
 - d. Reporting to the Board
- Māori /Pasifika pupil achievement is reported on in the School's Annual Report and reports to the school community
- For Pasifika, the School will focus on the Pacific Education Plan and prepare an Annual Report to the Pasifika community.
- In 2019 a group of Senior pupils visited Tonga to continue our sister school relationship with Tupou High School. The Missions group also worked in orphanages and prison ministry.

SECTION 3: PLANNING AND REPORTING

Part A: Annual Plans 2020

1. Strategic Goals
2. National Administration Guidelines

Part B: Analysis of Variance for 2019 Strategic Goals

1. National Administration Guidelines
2. Strategic Goals

Part A: Annual Plans 2020

1. Annual Plans for identified Strategic Goals
2. Annual Plans for National Administration Guidelines

These Annual Plans incorporate strategies for priority learners.

Individual Curriculum Area Leaders have also set Pupil Achievement Targets specific to their curriculum area and based on their analysis of 2019 pupil achievement.

These individual Pupil Achievement targets have been presented to and discussed with the Senior Leadership Team in Term 1 of this year.

Achievement is holistic and takes many forms. Middleton Grange School monitors achievement in the following forms, including:

- Academic
- Service and Character Formation
- Extra-Curricular

EVIDENCE is gathered as follows:

- Pupil work
- Academic testing
- Overall teacher Judgement
- School data
- Surveys
- School profile
- Research and educational literature

Strategic Goal 1 STRENGTHENING CAPABILITY

Middleton Grange School Annual Plan 2020

Strategic Goal 1: Strengthening Capability

We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of scripture.

Annual Goal:

- 1.1 Professional Learning and development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.
- 1.2 Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised and embedded.
- 1.3 Leadership opportunities are encouraged and supported for both staff and students.
- 1.4 Students will have a voice in decision making and opportunity to shape the future direction of the school.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<p>1.1 Professional Development Committee to set outline for the weekly PLD sessions focussing on delivering differentiated coverage of e-Learning, BYOD implementation, Waiora, Teaching Christianly and Culturally responsive practices.</p> <p>1.1 Modified ACT program is implemented to support key staff and assist with Teaching Christianly PD.</p> <p>1.2 Continue to raise digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students</p> <p>1.2 Continue to embed e-Learning as a core classroom practice</p> <p>1.3 Staff are given opportunity to develop their leadership practice</p> <p>1.3 CLDI is officially named & CLDI strategic plan is developed</p> <p>1.3 E tū Tangata / Standing Together pilot is introduced</p> <p>1.4 Student forums on a range of school wide topics</p>	<p>PLD Com</p> <p>Ed, Ar, La, Rod As, Mn WST (CoL) Mn</p> <p>Tn, Mo</p> <p>Mo, SLT</p> <p>Sn</p> <p>SLT</p>		
Term 2	<p>1.1 Professional development Committee lead the PLD for all teaching staff, ensuring differentiation is a key objective</p> <p>1.1 Monitor and ongoing review of ACT programme implementation</p> <p>1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools</p> <p>1.3 CLDI continues to offer leadership development opportunities for staff and students</p> <p>1.3 E tū Tangata / Standing Together programme is monitored</p>	<p>As, PLD Com</p> <p>Va, Ed</p> <p>Mn, PLD Com</p> <p>Mo</p> <p>Sn</p>		

	1.4 Discussion on suggested recommendations from student forums	SLT		
Term 3 & 4	1.1 Professional development Committee lead (review in Term 4) the PLD for all teaching staff 1.1 Staff to participate in MOE TOD's in August and November 1.2 Embed the PLD regarding digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students 1.2 School wide Jumbo days to equip and upskill staff with tools, strategies and build confidence 1.3 E tū Tangata / Standing Together programme is evaluated and reviewed for 2021 1.3 Selected staff attend NZACS Leaders' conference 1.4 Action agreed recommendations from student forums	As, PLD Com SC staff WST CoL As, Mn Sn As, Ut SLT		
Ongoing	1.1 Review ACT programme to determine its effectiveness Term 1-2: prepare for ERO visit			
Resourcing:				
Commentary (added to during the year as the KIS are reviewed)				
Term 1				
Next Steps 2021: NCEA review + e-Learning cont. 2021: Modified ACT program implemented for key CL staff & review undertaken for future use.				
Abbreviation Key: PLD – Professional Learning & Development Committee; CLT – Curriculum Leaders Team; LTL – Learning Team Leaders; WST CoL – Within School Teachers Community of Learning; Ar – Louise Arndt; Ed – Dave Elder; Cs – Megan Cassidy; Bw – Matt Barlow; Sn – Geoff Steyn; Vp – Ruth Velluppillai; Mo – Kerry Malcolm; As – Jenny Addison; RT – Rod Thompson; La – Judi Lawrence; Mn – Dean Mackenzie; SLT – Senior Leadership Team, Ut – Craig Utting; Va – Mike Vannoort; Tn – Suzanne Tennant				

Strategic Goal 2 RESPONSIVE CHRIST CENTRED CURRICULUM

Middleton Grange School Curriculum Annual Plan 2020

Strategic Goal 2: Responsive Christ Centred Curriculum

We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.

Annual Goal:

- 2.1** Is Christ-centred and authentically infused with biblical truth focusing on Christian Studies and Scripture programmes and delivery.
- 2.2** Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them with a focus on learning pathways.
- 2.3** Is challenging, develops critical thinking, inspires action and offers opportunity for service and mission.
- 2.4** Promotes engagement, excellence, **waiora** and **equity** for all students.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<p>2.1 Scope out costings and external reviewer to conduct a full review of the Christian Studies/Scripture programmes and delivery across Years 1-13.</p> <p>2.2 Carry out audit of current pathways delivery for Y7-13 at MGS.</p> <p>2.3 CLTs/LTLs to meet with Allison Joubert [Jo-Time allocated to head up Services and Mission] to conduct a needs-analysis. [SWOT potentially used as an analysis tool.]</p> <p>2.4 Social Culture Plan explained and rolled out to community, students and staff.</p>	<p>Curriculum Committee</p> <p>Cs, Vp, Ba, Bw</p> <p>Jo, CLT, LTL Team</p> <p>WLT</p>		
Term 2	<p>2.1 Determine scope of review of the Christian Studies/Scripture programmes</p> <p>2.2 Visit similar schools and providers to look at alternative programmes offered and how they are implemented.</p> <p>2.2 Initiate Year 7/8 Curriculum delivery review.</p> <p>2.3 Jo to prepare action plan based on findings from needs-analysis.</p> <p>2.4 Social Culture Plan embedded. WLT to monitor and visit classes.</p> <p>2.4 Audit equity within Years 1-13 looking at current data. Initial scope: Gender focus.</p>	<p>External Review, CC, La, NL</p> <p>Cs, Vp, Ba,</p> <p>Curriculum Committee</p> <p>Jo</p> <p>WLT</p> <p>Curriculum Committee [CC]</p>		
Term 3 Term 4	<p>2.1 Review completed and report written up with recommendations and suggestions</p> <p>2.2 Construct student surveys for current Year 10-13. Collate responses. Carry out focus groups Years 10-13 to disseminate survey findings and gauge responses.</p> <p>2.2 Collaborative sense-making and implementation of suggested changes to the Year 7/8 programme</p> <p>2.3 Jo to deliver Professional Development to CLT/LTLs and support CLs/LTLs one-on-one on programme design and delivery.</p> <p>2.4 Social Culture Plan reviewed through Learning Walks and focus Groups.</p>	<p>External Reviewer</p> <p>Cs, Vp, Ba, Bw</p> <p>Curriculum Committee</p> <p>Jo</p> <p>WLT</p>		

	2.4 Audit equity within Years 1-13 looking at current data. Complete Gender focus and move to Cultural focus.	Curriculum Committee [CC]		
<p>Commentary (added to during the year as the KIS are reviewed)</p> <p>Term 1</p>				
<p>Next Steps:</p> <p>2021</p> <p>2.3 Focus on critical thinking & challenging curriculum in 2021</p> <p>2.4 Waiora: Staff focus-developing Growth Mind set and resilience to model and teach</p> <p>2.4 CC to identify, from evidence, areas of curriculum inequity at MGS. Crossmatch with Learning Pathways review in SC if identified as a concern. Action Plan presented at the end of the year for 2022 implementation</p> <p>2022</p> <p>2.4 Waiora: NZCER Surveys</p> <p>Engagement & excellence focus in 2022</p>				
<p>Abbreviation Key: CC – Curriculum Committee; CLT – Curriculum Leaders Team; LTL – Learning Team Leaders; WLT – Waiora Lead Team; SWOT – Strengths, Weaknesses, Opportunities, Threats; Cs – Megan Cassidy; Bw – Matt Barlow; Ba – Nicole Bailey; Vp – Ruth Velluppillai; Jo – Joanna Bisseker; NI – Anita Nielson; RT – Rod Thompson; La – Judi Lawrence</p>				

Strategic Goal 3 BUILDING PARTNERSHIPS

Middleton Grange School Annual Plan 2020

Strategic Goal 3: Building Partnerships:

We work with parents to encourage students in their gifts and abilities to serve God and others

Annual Goal:

3.1 Parents are involved in the life of the school and regular communication between home and school supports teaching and learning

3.2 We are actively involved in the CENCoL/Kahui Ako and other professional associations to improve the learning outcomes of all students.

3.3 Service and mission are an integral part of being 'a light' in our community.

3.4 We will establish an active and functioning parent and Alumni community.

3.5 We will build our relationship with local Iwi and our Mana whenua and CEN.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<p>3.1 Parent Evenings for each cohort in Years 1-13. Staff to contact parents within the first 4 weeks to introduce themselves and courses</p> <p>3.2 MGS AST/WSTCoL will work with other staff to support their professional learning</p> <p>3.3 Conduct a survey to audit current 'Service' activities across the school</p> <p>3.4 Parents will be contacted and invited to attend a parent community meeting during Term 1</p> <p>3.5 Key staff to experience Cultural narrative of MGS and Christchurch/Canterbury/SI/NZ history</p>	<p>Rod, Bw, Vp Ut, Tn, Hr</p> <p>Ut</p> <p>SLT</p> <p>Rod, Va, Ut</p> <p>Hr, Pi, Col</p>		
Term 2	<p>3.2 MGS staff will attend the CENCoL TOD for professional learning</p> <p>3.3 Review and explore the barriers for 'Service' activities in our community</p> <p>3.4 There will be at least one further parent community meeting and 'Parent community guidelines' will be drafted</p> <p>3.5 Explore Ngai Tuahuriri Powhiri process - Christian and Maori interface</p>	<p>Staff</p> <p>Ut</p> <p>Rod, Va</p> <p>Hr, Pi, SLT</p>		
Term 3 & 4	<p>3.1 Review the communication strategies between home and school to determine consistency, effectiveness, participation and areas for improvement</p> <p>3.3 MS students are involved in a 'service' day in the community in Term 4</p> <p>3.4 The parent community will be involved in the co-ordination of the Middleton Evening Market</p> <p>3.5 SLT to visit Tuahiwi - whole day. Reflections and develop strategy for moving forward into 2021 and beyond</p>	<p>Cs</p> <p>Bw, Ke</p> <p>Rod, Ut</p> <p>Hr, Pi, SLT Col</p>		
Ongoing	<p>3.1 Regular communication (Newsletter, Friday Notices) between school and home outlining key events, Maori Whanau hui, Whanau Advisory Group, Pasifika Fono, information, 3-way</p>	<p>Va, Rod, Cs, Bw, Ut, Vp, As</p>		

	<p>conferences PS, Friday morning coffee PS, New Parent induction evening, Formal reporting & KC reporting, IC events, identification of issues, etc. a copy of the 'communicating your concerns document' sent home.</p> <p>3.2 Staff are regularly attending subject and other professional association meetings</p> <p>3.5 We will continue to build our relationship with CEN as a key member of this organisation</p>	<p>CL's</p> <p>Va, BOT</p>		
Resourcing:				
Commentary (added to during the year as the KIS are reviewed)				
Term 1				
<p>Next Steps 2021:</p> <p>Term 1: 3.4 Progress will be made on developing the database of MGS Alumni (2021)</p> <p>Term 2: 3.4 The database of MGS Alumni will be checked for accuracy and updated (2021)</p> <p>Term 3-4: 3.5 All Alumni will be contacted and will receive an MGS Alumni newsletter including request for financial support of the school (2021)</p>				
<p>Abbreviation Key eg: CL, Curriculum Leader; MS: Middle School; LTL: Learning Team Leader; Bw: M Barlow; Va: Mike Vannoort; Rod: Rod Thompson; As: Jenny Addison; Ut: Craig Utting; Vp: Ruth Velluppillai; Ke: Tony Kendrew; Hr: Aidan Harrison; Pi: Pairama Moon; Cs: Megan Cassidy; Tn: Suzanne Tennant</p>				

National Administration Guidelines

	2020	2021	2022
NAG 1 CURRICULUM	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>
NAG 2 SELF-REVIEW	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete 2020 BOT cycle of self-review • Annual Hui and consultation with Māori community • All Senior Leaders undertake one Self Review 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete 2021 BOT cycle of self-review • Annual Hui and consultation with Māori community • All Senior Leaders undertake one Self Review 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete 2022 BOT cycle of self-review • Annual Hui and consultation with Māori community • All Senior Leaders undertake one Self Review
NAG 3 PERSONNEL	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review effectiveness of School New Appraisal • Middle Leadership plan PLD initiatives 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review effectiveness of School New Appraisal • Review all Personnel procedures 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review effectiveness of School New Appraisal • Review all Personnel procedures
NAG 4 & 5 PROPERTY, FINANCE, HEALTH AND SAFETY	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Establish effective Health & Safety committee • Review Finance Handbook 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review effectiveness of Health & Safety committee • Review MOU with CST 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Monitor effectiveness of Health & Safety committee and school practices
NAG 6 LEGISLATION	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review IC Code of Practice • Meet requirements of Food Act • Ensure Education and Training Bill Act requirements are met 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review Stand-down and Suspension procedures • Review IC Code of Practice • Ensure Education and Training Bill Act requirements are met 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Ensure Education and Training Bill Act requirements are met
NAG 7 CHARTER	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Strategic Plan 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Charter 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Strategic Plan
NAG 8 ANALYSIS OF VARIANCE	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Analysis of Variance 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Analysis of Variance 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Analysis of Variance

Part B : Charter : Analysis of Variance 2019

This section of the Charter contains an analysis of variance for the 2019 Strategic goals.

National Standards analysis of variance is shown in Part B

NAG 1 Curriculum

- 1.1 See attached Analysis of Variance reports

NAG 2 Self Review

- Complete 2019 Board of Trustees cycle of self-review
 - Completed
- Consult with Māori and Pasifika communities
 - Completed.
- Implementation of Pacific Education Plan
 - Completed and has now been transferred to Tapasa

NAG 3 Personnel

- None specified

NAG 4 & 5 Property, Finance, Health & Safety

- Review MOU with CST
 - Not met – postponed to 2021

NAG 6 Legislation

- Ensure Education Act amendments in place
 - Target met and monitoring changes to Education and Training Bill Act

NAG 7 Charter

- Complete Charter
 - Target met

NAG 8 Analysis of Variance

- Complete Analysis of Variance
 - Target met

Analysis of Variance 2019

Middleton Grange School Annual Plan 2019

Strategic Goal CURRICULUM

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

Annual Goal: Years 11–13 Curriculum Delivery and Assessment

Key: **Blue = Middle School**




Green = Senior College

1. Remove undue pressure on pupils and staff caused by assessment loading and timing
2. Monitor rigorously: any changed Assessment loading; assessment calendar; e-assessment trials, advances and readiness
3. Respond to NCEA review changes in a way that
 - Promotes waiora for MGS pupils and staff; and
 - Enhances teaching and learning opportunities

Ruth Velluppillai

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> • Identify and communicate deleted Achievement Standards to pupils and parents via email • Document the above changes in the Course Booklet for 2020 • identify assessment bottlenecks and address these where possible • Clarify with CLT - all assessment date changes to be run through Curriculum Committee before actioning • Identify subjects for e-assessment trialling at CLT meeting • Monitor progress of NCEA Reform Review • Investigate potential impact on staff and pupil waiora of changes 	<p>Vp</p> <p>De CC</p> <p>Ma CC CLT</p>	<p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p>	<p>KIS Met</p> <p>KIS Met</p> <p>KIS Met</p> <p>KIS Met</p> <p>KIS Not met</p>
Term 2	<ul style="list-style-type: none"> • Feedback from staff and pupils end of Term on a) impact of assessment changes and b) other assessment issues • Seek update on e-assessment developments, progress and readiness (processes and infrastructure) • Monitor assessment calendar and resolve issues leading to unnecessary stress • Monitor progress of NCEA Reform Review • Identify any changes required to curriculum delivery and/or content • Explore implications of changes for Timetabling/Staffing 	<p>CLT Dn, Cs</p>	<p>😊</p> <p>😊</p> <p>😞</p>	<p>KIS Met</p> <p>KIS Met</p> <p>On-going</p>

Term 3 & 4	<ul style="list-style-type: none"> • Feedback from pupils on impact of fewer Achievement Standards (+ve/-ve) • Review assessment load and make recommendations • Monitor progress of NCEA Reform Review • Prepare for changes required (as above), minimising negative impact • Communicate these to parents and pupils if appropriate 	CC CLT Vp	  	KIS Met KIS Met On-going On-going On-going
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Resourcing:

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

Term 1
Many changes to assessment credits have been made and are printed in the Course Booklet for this year as well as available on the Website. Some Curriculum Areas (CAs) elected to make extra Standards optional for those pupils who wanted to enhance their qualifications. No 'essential' Standards have been removed. Level 1 Christian Studies removed one of two 6-credit assessments, in 2018 as a means of reducing the increasing stress and weariness of pupils, and Level 2 Christian Studies is doing the same this year. Feedback will be sought from pupils and staff next term on the effectiveness of assessment reduction across all curricula for achieving this.

CLT were encouraged at a recent meeting to signal their wish to participate in trial e-assessment so no further progress on that at this stage.

There has been no real progress on the NCEA Reform Review to date.

Progress of NCEA Reform Review - silence on this for some time. Many of the projected changes to date have aroused concern around the country's school leaders and some iteration of the original proposal can be expected – or a completely new direction. Until this comes forth, the potential impact on Staff waiora remains unquantifiable. The impact of uncertainty on Waiora appears at present to be minimal.

Term 2
Deans have done much of the de-stressing as it has applied mainly to individuals and arising from their personal situations. There has been less of a mass-frailty than we experienced last year. There are one or two subjects that cause stress annually – room for finding ways to alleviate this systemically, perhaps.

NCEA Update became available late this term with an unpalatable directive for schools' curriculum content and delivery. The details are hazy and implementation of the plan problematic in terms of administrative complexity. This is seen as a backward step, away from individual needs programme design that we all know is essential for young people's development and preparation for life. The targets set have proven to be premature due to the Ministry's meanderings. Awaiting details and next steps before embarking on any form of timetable and/or staffing tinkering.

Term 3 and 4
Varying responses from pupils – some concerned about the number of credits available, some keen to do extra (eg, Level 1 Christian Studies) to do an extra Standard. At present no other adjustments to be made; although on-line assessment is still being trialled and investigated. The full picture will emerge after the exam results are in and pupils are able to reassess their responses.
Similarly, Curriculum Area end of year debriefs + exam results will bring forth data and analysis of the effect of credits reductions.

NCEA reforms are still unclear so there has been no movement in terms of curriculum design. We can only await further consultation outcomes and MOE decisions on this before making any responsive plans. The transition into becoming a BYOD school has overtaken any focus on what might be involved in the "Change, Challenge and Compromise" promised by the Ministry. 2020 may be the time of revelation of actual and detailed directions.

Next Steps

Implement BYOD and be prepared to respond to further Ministry publications on NCEA reform/review when and if they are distributed. Middleton Grange School will continue to offer a rigorous curriculum and to apply the PLD that is offered on Monday mornings in the most advantageous way for our akonga.

Abbreviation Key Vp: Ruth Velluppillai; De: Martin de Ruiter; Ma: Stephen McConnachie; CC: Curriculum Committee; Dn: Janet Dixon; CLT: Curriculum Leadership Team; BYOD: Bring Your Own Device

Middleton Grange School Annual Plan 2019

Strategic Goal CURRICULUM

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

Annual Goal – Assessment and Reporting Years 1-10

Post National Standards, we aim to provide timely and accurate reporting to parents and pupils that has of consistency from Years 1 – 8.




The assessment methods chosen will provide:

1. Up to date and accurate information
2. Feedback to pupils and parents
3. Achievement that will clearly show progress as well as next learning steps.

Rod Thompson / Matt Barlow

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> • In Years 1 – 6, preparation to move from paper reporting to electronic reporting using Linc Ed • Continued development and embedding of Writing Progressions and Assessment linked to Write that Essay Professional Development (Years 5-10) (KIS determined by success of next round of central PLD funding) • Participation in Kahui Ako Assessment and Reporting Project (Years 1-10) <i>all year</i> • Years 7/8 Reporting Review (Spiral of Inquiry – Investigating and Collaborative Sense-Making Phase) 	<p style="text-align: center;">Rod</p> <p style="text-align: center;">Jan K/Bc</p> <p style="text-align: center;">Matt/Rod Kāhui Ako</p> <p style="text-align: center;">Bw/Bc/Ke</p>	<p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p>	<p>KIS met</p> <p>KIS met</p> <p>KIS met</p> <p>KIS in Progress deferred from Terms 1 and 2</p>
Term 2	<ul style="list-style-type: none"> • Years 1 – 6 mid-year reports will be provided to parents electronically using Linc Ed (With an alternative hard copy for some families) • Years 7/8 Reporting Review (Spiral of Inquiry - Prioritising to Take Action Phase) Mid-year reports to trial any proposed changes to the way progress is reported. 	<p style="text-align: center;">Rod</p> <p style="text-align: center;">Bw/Bc/Ke</p>	<p>😊</p> <p>😊</p>	<p>KIS met</p> <p>KIS met (initial phase)</p>

Term 3 & 4	<ul style="list-style-type: none"> • Embedding of Assessment and Reporting Practices using Linc Ed in the Primary School. End-of-year reporting to be electronic format. 	Rod/Geoff Ke, Geoff, Nick		KIS met
	<ul style="list-style-type: none"> • Sharing of Assessment information for the transition between Year 6 and 7 – particularly given the change from Linc Ed to KAMAR at this point. 	Bw/Bc/Ke		KIS Met
	<ul style="list-style-type: none"> • Years 7/8 Reporting Review (Spiral of Inquiry - Prioritising to Take Action an Implementation Phase) Feedback will be sought from the parent community about changes to Mid-year reports. End of Year reports will have adopted any recommended changes from the spiral of inquiry 	Bw		KIS not met

Resourcing:

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

Term 1

Year 7/8 Reporting Review: The initial phases of this review have been shifted to Term 3 in order to embed / focus on our Middle School Social Culture Plan.

Term 2:

See above in relation to the Mid -Year reports – survey has been finalised and will be presented to the Curriculum Committee in Week 3 of Term 3 prior to it being sent to families of Year 7 and 8 pupils.

Data was provided in relation to Year 7 and 8 Writing as part of the Kahui Ako assessment project. We have not had any further requests for involvement or participation from leadership group. We continue to be willing to be involved as required.

Term 3:

During term 3 we began transition proceedings for Year 6 – 7. This extended beyond just reporting and assessment information to behavioural expectations etc. Bw spoke with the Year 6 students about expectations in the MS. Nick communicated these to parents and has adopted the same practices in order to prepare the students for 2020. Communication about assessments and the types of data we would like from the Year 6 team have occurred as has the ability to gain access to LincEd.

The 7/8 Reporting review has been on hold - a survey has been created and is ready to send out to parents. I have held back on sending this for two reasons. 1. There has been some initial discussion about whether this needs to go wider than just Year 7/8. 2. The realisation that we won't be making or adopting any changes to the EOY reports and any changes will be likely for Mid -Year 2020.

Term 4:

Electronic reporting in Years 1 – 6 worked well. The quality and quantity of information provided to parents was very good, and included the next learning steps in Reading, Writing and Mathematics as well as comments on the Key Competencies and 'Heart' (Character) aspects of a child's development. 'Reports' can be printed out if parents wish to keep a paper copy. They are cumulative which means that a parent can see everything a child has achieved during the years spent in the Primary School.

The Year 7/8 Reporting review was not completed in 2019 – this will be absorbed into 2020's annual plan (Annual goal 2.2) looking at Middle School Curriculum with a wider scope.

Next Steps

Abbreviation Key Bc: Christine Buckley; Bw: Matt Barlow; Ke: Tony Kendrew

Middleton Grange School Annual Plan 2019

Strategic Goals

CURRICULUM

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

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 and BYOD pedagogy

Increase staff confidence in the use of IT and shift the current levels of digital fluency, seamlessly integrate eLearning pedagogy through the lens of a culturally responsive curriculum, develop a collaborative and supportive staff professional development program which follows the spiral of inquiry to meet the needs of the akonga

Jenny Addison / Craig Utting

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> • Assess the staff level of digital fluency across the school • Create a shared understanding about what culturally responsive practice looks like • Outline the PLD program to the staff for the 2019 – share vision and expectations • DTHM advisory group meet and set priorities and timelines for implementation into the curriculum (includes consultation with CLT). • Lead the targeted and differentiated eLearning PLD 	Ma As, Ma, Ut As DTHM, ICT & CLT Ma, As	    	KIS met KIS met KIS ongoing throughout 2019/2020
Term 2 & 3	<ul style="list-style-type: none"> • Continue to embed eLearning as a core classroom practice • Encourage pupil voice through focus groups • Expose teaching staff best practice in other schools 	Ma Ma Ma, As All staff	   	KIS met

	<ul style="list-style-type: none"> Teaching staff to work through their own spiral of inquiry as part of appraisal. This involves raising digital fluency, use of digital tools and pedagogical knowledge to impact the akōnga. Celebrate milestones 	Ma, As		KIS met
Term 4	<ul style="list-style-type: none"> eLearning Jumbo days to equip and upskill staff with tools strategies and build confidence Reassess staff digital fluency Reflect on progress to date to inform next steps and approach for 2020 	Ma, As Ma As, Ma, Ut	  	KIS met (continue in 2020) KIS not met

Resourcing:

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

Term 1

A very successful Term with progress made on all KIS. Staff are well equipped in their understanding of Digital Fluency and aware of areas for improvement. The PLD programme has been articulated with all staff as have the expectations regarding the new DTHM. A small group continues to focus on staff fluency and awareness for the DTHM. Stephen M is doing a great job in coordinating the digital fluency PLD with Jenny Addison.

Term 2/3

We continue to make excellent progress towards our eLearning and Digital Fluency targets. Staff are becoming more and more confident in the use of various technologies along with a range of digital tools to use in the classroom. A priority for the remainder of Term 3 is the pupil focus groups along with the socialization of the BYOD programme to the school community. CL are visiting local schools to view BYOD best practice and to facilitate conversation with CL in those schools.

Term 4

The eLearning Jumbo days were a great success with staff having the opportunity to increase their digital fluency and continue an inquiry as to how they will incorporate the DTHM into the various curriculum areas.
The ICT committee has focused on the DTHM implementation, BYOD and core infrastructure.

Next Steps

Abbreviation Key: As = Jenny Addison, Ma = Stephen McConnachie, Ut = Craig Utting, DTMH = Digital Technologies and Hangarau Matihiko, CLT= Curriculum Leaders

Middleton Grange School Annual Plan 2019

Strategic Goals

CURRICULUM

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

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: CENCOL Kāhui Ako – Writing, Leadership, ESOL

That all staff with a role in the Kahui Ako have a clear understanding of the nature of the role and a plan to achieve the goals for their area of responsibility. Regular monitoring of progress will ensure staff will meet Key performance Indicators.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> Ensure that all Across school teachers have a clear job description and Key Performance Indicators in place for the year. Goals for the year are identified and a plan is prepared to achieve the goals. Present to SLT by Week 2. All Within School Teachers have clear job descriptions with Key Performance Indicators in place for the year. Goals for the year are identified and a plan is prepared to achieve the goals. Present to SLT by Week 2. Twice termly meeting with Within School teachers to discuss progress towards the goals set. Progress report of work for all Across school teachers and Within School teachers is provided to the SLT in Week 9. 	VL	😊	KIS met
		UT	😊	KIS met
		UT	😬	KIS not met
		UT	😬	KIS met (WST not AST)
Term 2	<ul style="list-style-type: none"> Twice termly meeting with Within School teachers to discuss progress towards the goals set. 	UT	😊	KIS met
		UT	😬	KIS met (WST not AST)

	<ul style="list-style-type: none"> Progress report of work for all Across school teachers and Within School teachers is provided to the SLT in Week 9. 			
Term 3 & 4	<ul style="list-style-type: none"> Twice termly meeting with Within School teachers to discuss progress towards the goals set. Progress report of work for all Across school teachers and Within School teachers is provided to the SLT in Week 9. Interview for WST CoL roles in 2020 	UT	😊	KIS met
		UT	😊	KIS met
		UT	😊	KIS met

Resourcing:

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

Term 1
Excellent progress against all KIS. Within school teachers have clear job descriptions with KPI. All WST are meeting the KPI and have met with AP (Ut). No reports have been presented to the SLT from the AST.

Term 2/3
WST meet with Ut to highlight the work they are focussing on. All WST teachers are meeting targets set through the KPI. The CoL lead Principal (Steve Frost) meets with the AST to discuss progress.
Some WST personnel have facilitated workshops for other staff to attend eg Shane McConnell has hosted an event for CL to attend.

Term 4
WST meet with Ut to highlight the work they are focussing on. All WST teachers met the majority of targets set for 2019. Applications were received from over 20 staff for 8 WST CoL positions for 2020. 13 staff were interviewed and 8 appointed for roles: Teaching Christianly, Bi-Cultural practice, Writing, eLearning and Waiora.

Next Steps

Abbreviation Key UT – Craig Utting; VI: R Vanderpyl

Middleton Grange School Annual Plan 2019

Strategic Goal CULTURE

At Middleton Grange School pupils, parents and staff work within a culture of resilience, belonging and honour 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.

Annual Goal –iWaiora

To build on the Waiora progress from 2018 and develop an improved social culture programme at all levels of the school based on needs identified from pupil voice, NZCER surveys and emerging challenges identified by the Pastoral Team.

- We will continue with Chris Jansen as Wellbeing Community of Practice (COP) Mentor [Has not been offered as we expected]
- We will continue with weekly Waiora Guidance Meetings
- The Waiora Lead Team will meet once a term
- The Waiora Pupil Leaders will attend and will take assemblies
- SLT Learning walks around all classes Years 1-13 will include Waiora foci in the questions around emotional safety in class and assessment pressure which will provide pupil voice
- We will offer a variety of approaches for delivery other than one-off sessions and assemblies
- We will link/connect the language relating to our Pro-social culture across the whole school
- We will provide follow-up and wrap-around from pastoral Team after all key events
- S Bissek [CENCOL Waiora role] will co-ordinate the oversight of the Social Culture Plan [S.C.P.]

Emerging Challenges:

- Employment pressures. Pupils not able to make assessments owing to outside jobs. Parent supported decision
- Increasing pressure of domestic duties owing to both parents working or single parent situation
- Social media increasingly addiction interfering with sleep and brain processes
- Changing social norms applying pressure [sex, pornography, sexting]
- Fallout from viewing pornography at a younger age [Years 7]

- Using a social media platform to threaten and extort, also at a younger age
- Social media influencers; dangerous diets, challenges, expectations
- Expectations from family and school regarding Christianity
- Mental health; depression, anxiety, cutting and suicide ideation

Key Improvement Strategies (KIS) for Social Culture at MGS

	What	Who	Alert	Analysis of Variance
Staff	<ul style="list-style-type: none"> • Staff TOD Report back on Pupil and Staff Surveys January 29th • Staff PD slot once a term Restorative Practice (RP): Recognising conflict, harassment and bullying • Restorative Practice training to all staff • Leading by example by teaching pupils the strategies to use RP and restore relationships. • Attention to 'Duty' Roster and how to support staff in out of class with conflict recognition and management. • Re-establish a staff social committee. [Not SLT] 😞 • Present MS Form Teachers with the Strategy for development of the Social Culture Plan. • Staff and Parent evening; PD Collett Smart 'They'll be OK- 15 Conversations to Help you Child through Troubled Times.' 	<p>Waiora Lead Team</p> <p>Matla/Jansen Staff/Waiora Lead Team</p> <p>Cs</p> <p>Bw</p>	<p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p>	<p>KIS Met</p> <p>KIS met and well received!</p> <p>KIS met</p> <p>KIS met</p> <p>KIS met</p>
Pupils	<ul style="list-style-type: none"> • S Bisseker to co- ordinate resources and prepare devotions for Form Time/Vertical Group 😞 • NZCER Full Survey for 12/13 and targeted tracking for 6-11 • Study Skills Year 11 Term 1 • Christian Focus Day with Waiora Focus re spiritual wellbeing • Term 1 Presentation re Sexting and the Harmful Digital Communications Act (HDCA) now to Years 9 and 11 	<p>Bi</p> <p>Bi</p> <p>Vp</p> <p>Vp/NL</p> <p>Cs</p>	<p></p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p>	<p>Not met. Will carry over to 2020</p> <p>KIS met</p> <p>KIS met</p> <p>KIS met</p> <p>KIS met for Year 11</p>

	<ul style="list-style-type: none"> •Koblers will be presenting on Healthy Relationships alternating year levels. 2019: Year 12/13 and parents •Men of Honour Years 11/12 •Real Talk Seminars and Reflections all day Year 11-12 [sex, relationships and personal identity...looking at the repercussions of poor choices and the fruits of positive choices] in the Men of Honour programme. Parent Evening •Martin Swann 'What Women Want' Year 12 •Driver /education for Life Skills Year 12 offered •Endometriosis Talk Year 11 <ul style="list-style-type: none"> • Activity pack being used in Years 1-10 classes •Promotion of the Growth Mind Set Years 1-6 and 7-10 •Removing bias 1-13 [See SG Building professional capacity 😞] •Digital Discipleship •24/7 Worker Female and 1 male; lunchtime meetings • Middle School Leadership Team: Development of a 'Social Culture Plan' which promotes, encourages and holds pupils accountable to actions and behaviours that form a positive social culture. •MSLT will develop a strategy for the implementation of the Social Culture plan based on a 'culture of belonging, a culture of honour and a culture of resilience.' •Y13 Focus Days – Speakers on alcohol and drugs; relationships; current issues (LGBTQI); maintaining faith after school 	<p>Vp</p> <p>Sn</p> <p>Sn</p> <p>Vp</p> <p>Vp</p> <p>Rod/Bw</p> <p>Cs</p> <p>Ma</p> <p>Bw</p> <p>Vp and team</p>	<p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p>	<p>KIS met</p> <p>KIS met</p> <p>KIS met</p> <p>KIS met</p> <p>KIS met</p> <p>KIS not met – MS didn't use it this year</p> <p>KIS met - MS</p> <p>KIS not met</p> <p>KIS Met</p> <p>KIS met</p> <p>Work in progress and forms the basis of Waiora COL work 2020</p> <p>KIS Met</p>
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Resourcing:

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

Term 1 NZCER surveys for year levels 5-13 have been successfully completed. Simon Bisseker has carried out extensive analysis and written similarly extensive reports on all year levels, identifying what are areas of great practice and areas requiring development. We have also surveyed all teaching staff with the NZCER Wellbeing survey this year.

Many of our plans above are a direct result of areas identified in these surveys.

Koblers attended – presented to Y12 and Y13 pupils (Y11 were addressed as Y10 in 2018). Parents were invited to an evening presentation but due to a number of meetings requiring their presence, numbers were lower than usual. Those who came felt ALL parents should attend!

Stuart Wright presented Study Skills to senior pupils and parents. Greatly appreciated - by parents in particular.

Term 2 Still sourcing effective presenters on driver education. Some Vertical Group teachers are using longer form times for teaching basic life skills. The Term 3 Christian Focus Day (CFD) include a component on life skills such as choosing flatmates, budgeting, planning meals etc.

24/7 Youth Workers are closely involved with pupils across the board. One is doing Teacher Aid work on a paid basis with outstanding results.

Pupils know the young people are available and are very comfortable with them. Prisca is particularly active and 'present' - a very safe confidante.

Head pupils are contributing to CFD planning and guiding the usefulness of the content and delivery. The hope is to set Y13 up with some solid tips on how to be in their worlds yet separated from ungodly practices and life-styles. The Middle School did not use the anti-bullying resource kit this year but have included these principles in other forums – assemblies, form time discussions, devotions etc.

Term 3 Term 3 was an exciting term of our Waiora work starting to come together. We had a full staff meeting with Restorative Practice gurus, Richard Matla and Greg Jansen working with our staff on low level Restorative Practice conversations. This was an excellent PD session where staff learned the underpinning principles of RP and also went through various scenarios, practising how to have RP conversations predominantly outside the classroom, which was identified by staff through the NZCER Survey as an area they needed support in. The Men of Honour programme continued to bring speakers into the school, the Year 13 Christian Focus Day excelled with past pupils telling their stories post leaving MGS which was hugely encouraging with the best pupil feedback recorded for years. We saw breakthrough with some year 12 girls after much intervention from the Dean and the 24/7 team. Our counselling Team continued to meet with pupils and parents, while guiding many to outside agencies for extra support. The Waiora Lead Team continued to develop the Social Culture Plan working towards a graduate profile-where do we hope our young people are when they leave MGS regarding their sense of belonging, resilience and honour.

Of particular note, the Waiora Lead Team had an opportunity to present their work to the Staff at the CENCOL TOD in September. The other CENCOL schools were reviewing which model of wellbeing to adopt whereas MGS had started working of developing our own in 2018, based on the Māori health model – Te Whare Tapa Whā' – the four cornerstones (or sides) of Māori health. Our Waiora Framework is based on the foundation stone of the Christ-our tūrangawaewae-, is three sided with pou reflecting our school motto of Character, Excellence, Service, encompassing our Social Culture Plan foci of Resilience, Honour and Belonging, and has a shelter of protection from factors that affect our waiora...social wellbeing, mental/emotional wellbeing and physical wellbeing. We presented our visual model to staff asking for feedback. We also presented an update on the work done so far with the results of the NZCER surveys, the SCP to date. Staff had identified a need to develop how to deal with pupils in duty situations, so a presentation based on the PB4L [Positive Behaviour for Learning] was developed Years 1-13 and delivered to all staff.

Term 4

Planning for 2020 Strategic goals began and Waiora has been incorporated into 2020 Strategic Goal 2: Responsive Christ-centred Curriculum- sub section 2.4: *[that our curriculum] promotes engagement, excellence, waiora and equity for all*. The core Social Plan documents were worked on and wording aligned between the Primary, Middle and Senior schools.

Next Steps

Abbreviation Key Cs: Megan Cassidy; Bw: Matt Barlow; Bi: Simon Bisseker; Vp: Ruth Velluppillai; NI: Anita Neilson; Sn: Geoff Steyn; COP; Community of Practice; SCP Social Culture Plan' TBA: To Be Determined; MSLT: Middle School Leadership Team

Middleton Grange School Annual Plan 2019

Strategic Goal Leadership and Service

Middleton Grange School equips pupils through opportunities for training and experience in both leadership and followership to prayerfully discern their society and to respond as drivers of godly transformation and bearers of godly character who are positioned to transform their spheres of influence

Annual Goal : Centre for Leadership Development and Influence

Middleton Grange School offers a comprehensive, age-appropriate leadership and service programme from Y1-13 that seeks to grow strong and godly young leaders who:

- Understand that the heart of leadership is active service
- Understand and practice a biblical expression of leadership
- Exemplify the characteristics of effective leaders
- Are motivated by a genuine desire to serve God and others
- Are passionate about seeking and fulfilling God's place for them in His redemptive purposes
- Can, when confronted with a wide range of opportunities, identify roles that complement their own gifts and abilities
- Have received training in leadership
- Have gained experience in meaningful leadership and service roles
- A key support for this Annual Plan is the Leadership Hub





Craig Utting / Ruth Velluppillai / Matt Barlow

 MS

 SC

 Both

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> • Embed the new pupil leadership structure • Brainstorm further opportunities for pupil leadership and service • Create a dossier of potential speakers on the specific skills of leading and following • Establish an operational framework and working relationship with the LHF Coordinator • Develop a wider Leadership Development Strategy that will develop MGS pupils in general (ie not just those in leadership roles or teams) with a variety of attributes consummate with influencing society both as a leader and a follower 	Bw, Vp, LHF Lr		KIS Met
				KIS still in progress
		Vp / Bw Ut / Lr LHF		KIS still in progress
		Bw / Ke		KIS still in progress

	<ul style="list-style-type: none"> • Develop a structured leadership programme for pupils within Leadership Roles and Teams • Establish both Year 7/8 and 9/10 Leadership teams for the year (plan meetings, outline programmes, assemblies etc) • Ascertain which aspects of the wider leadership development strategy are most suitable and applicable to the Middle School • Application process for members for each leadership team. • Profile leaders and leadership opportunities in Assemblies • Pupils attend workshops to discuss and discern the nature of Godly leadership • Equip TiC to offer quality support and mentoring to pupils • Pupil leaders and their parents share a meal and korero (to bring parents on board) • Develop a training programme and activities calendar • Gather feedback from pupil leaders on experience to date and support needs 	<p>Bw / Ke</p> <p>Bw / Ke</p> <p>Vp Leaders LHF</p>	<p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p>	<p>KIS Met</p> <p>KIS Met</p> <p>KIS Met</p> <p>KIS Met</p> <p>KIS Met</p> <p>KIS Met</p> <p>KIS Met KIS Met verbally</p>
Term 2	<ul style="list-style-type: none"> • Confirm and Implement the wider Leadership Development Strategy including connections with the Leadership LHF Coordinator. • Continue regular leadership team meetings that include both leadership development and event planning / implementation. • Facilitate opportunities for the leadership teams to interact with each other (7/8 and 9/10 as well as MS with PS and SC) • Discern school and wider community needs and target activities toward serving those needs • Invite interested parents to explore with us opportunities for further service and leadership opportunities that might draw more pupils into these experiences • Implement the training programme • Bring in speakers on specific topics for assemblies • Seek feedback from pupils on impact of leaders' activities and suggestions for further opportunities in the areas of service and leadership 	<p>Bw / Ke</p> <p>Bw / Ke</p> <p>Bw / Ke / Vp / Rod</p> <p>Senior Pupil Leaders LHF</p>	<p>😊</p> <p>😊</p> <p>😞</p>	<p>KIS Met</p> <p>KIS Met</p> <p>KIS Met in part</p>
Term 3	<ul style="list-style-type: none"> • Select the Senor Pupil Leaders for 2020 • Year 7/8 and 9//10 Leadership Teams planning and running initiatives across the various teams. 	<p>Vp</p> <p>Bw / Ke</p>	<p>😊</p>	<p>KIS Met</p>

	<ul style="list-style-type: none"> Wider pupil leadership development strategy is being executed – speakers, opportunities advertised, LHF being utilised etc Continue training and activities programmes Bring in speakers on specific topics for assemblies Design and implement feedback and suggestions activity 	Bw / Ke LHF	   	<p>KIS met in part</p> <p>KIS Met KIS Not Met KIS Met</p>
Term 4	<ul style="list-style-type: none"> Select Senior Pupil Leaders for the following year via application and selection process Year 7/8 and 9//10 Leadership Teams planning and running initiatives across the various teams. Wider pupil leadership development strategy is being executed – speakers, opportunities advertised, LHF being utilised etc New Pupil Leaders attend a day of Visioning for 2020 (after NCEA exams) 	Bw / Ke Bw /Ke Bw / Ke LHF Vp/LHF	   	<p>KIS Met</p> <p>KIS Met</p> <p>KIS Met in part</p> <p>KIS Met</p>

Resourcing:

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

Term 1

Middle School:

Both the Year 7 and 8 and Year 9/10 Leadership teams have been established and are up and running effectively. The Year 7 and 8 teams are brimming with enthusiasm and ideas and the structure of staff support and input is working well. The Year 9/10 team enjoyed an afternoon of specific leadership development although this was cut short by the lockdown that occurred on March 15th. The leadership teams are becoming well established now since their inception at the end of 2017.

Events of Term one meant that some planned meetings and conversations were deferred. This included conversations with Keryn Malcolm and Vp. These will be continued in Term 2.

It was pleasing to have a combined informal meeting with the Senior College, Middle School and Primary Leaders. It was great to have the leaders meet and pray for each other during this time.

Senior College

The 2019 team have started strongly and are led by an impressive group of Head leaders with an extra-ordinary passion for the spiritual health and development of their fellow pupils, right through the school. The parent evening of sharing dinner and thoughts was valuable and has provided a good support for the pupils.

Ideas are flowing more rapidly than there is space in the school calendar for them. Their heart to improve the circumstances of the 'needy' compels them into dreaming up all kinds of projects to raise the funds necessary to be effective. We are trying to be more creative than just mufti days, which are in shorter supply than their wishes and this is good for sharpening their initiative. The TiC training has not really taken off, largely on account of the number of trauma situations experienced through the term. Most teams have connected with their TiC, but there will be more support for those teachers from next term.

The whole team have done their Strengthsfinder surveys and coaching and the team coaching will occur in Term 2.

Term 2: Middle School

The leadership teams are functioning effectively in across the Middle School. Both Teams (7/8 and 9/10) have planned an implemented a variety of activities and events and this will continue in Term 3. The MS production will have an impact on pupil's availability given it's major focus and the fact that it includes a significant number of pupils who are in leadership roles. It continues to be a challenge to have groups working with each other due to time constraints and the full and busy schedules that our pupils have. We will continue to look for ways to effectively prioritise these. We are still awaiting the final developments of the Centre for Leadership and Influence. Term 3 will see opportunities for further dialogue for the Middle School.

Term 3: Middle School

The leadership teams continue to function effectively. There is a ground-swell of enthusiasm particularly at Year 7/8 level. They successfully ran a social event to raise money for World Vision. The Year 9 and 10 Dance was successfully run by the leadership teams. As predicted, the production has limited participation as a number of the leaders are involved. Several meetings have occurred with the director of the Centre of Leadership and Influence. In Term 4 we will finalise the programme and opportunities for leadership development with leadership teams as well as other wider opportunities.

Term 3: Senior College

Training this term focused on transitioning to a new leadership group. The Head Leaders had on-the-job training in interviewing during the new Leader Selection process. Due to the busyness of the term and the small number of assemblies, there was no space for speakers to assembly. Feedback centred around gathering student voice from the current leaders, who chose to present their comments in the form of a "Suggestions and Advice" booklet for the incoming new leaders. This was distributed to the leaders immediately upon selection. The team leaders from 2019 paired up with the 2020 leaders to talk them through their experience and observations. A further "round table" discussion took place in the regular meeting time to debrief the year, with strongly positive input from the students about the process, the structure and the freedom-within-boundaries that they enjoyed over the year.

Term 4: Middle School

2020 Leadership groups were selected and announced at our final assembly – this was via the application process. The current leadership teams continued to implement activities and ideas. Now that the CIL has been opened we will be looking to utilise it and Keryn as the director more fully in 2020.

Term 4: Senior College

The newly selected leaders took part in a 2-day initiation programme where they mused over aspects of leadership and began to develop a vision as an entity and within their portfolios.

Next Steps**Term 2:**

Bw to meet with Vp and Keryn Malcolm to discuss wider leadership development strategies

Select Leaders for 2020

Abbreviation Key Bw: Matt Barlow; Vp: Ruth Velluppilai; Ut: Craig Utting; LHF: Leadership Hub Facilitator; Ke: Tony Kendrew;

Board of Trustees Declaration

The Middleton Grange School Board of Trustees in accordance with the Education Act 1989 and amendments has prepared the Middleton Grange School Charter to establish the mission, aim, objective, directions and targets of the Board that will give effect to the governments National Education Guidelines and the Board's priorities.

The Charter is a reference for all Board activity.

In the preparation of this Charter the following have been consulted:

- | | |
|-------------------|-------------------------------------|
| Parents of Pupils | <input checked="" type="checkbox"/> |
| Board | <input checked="" type="checkbox"/> |
| Staff | <input checked="" type="checkbox"/> |
| Proprietors | <input checked="" type="checkbox"/> |
| Māori Communities | <input checked="" type="checkbox"/> |
| Pupils | <input checked="" type="checkbox"/> |
| Other specific | _____ |
| | _____ |
| | _____ |

The Middleton Grange Board of Trustees hereby approves the Middleton Grange School Charter 2020.

Board of Trustees Chairperson

Date

ⁱ Waiora: total wellbeing of the individual and the family

ⁱⁱ Waiora Biblical Rationale

God's desire for us is to experience hope, shalom and waiora (total wellbeing of the individual and the family). He wants us to be fulfilled, live with purpose and live the abundant life (*John 10:10*). He wants us to experience love, joy and all the fruits of the Holy Spirit; to be free from worry and stress even in the midst of trials and tribulations (*Gal 5:22, 1 Peter 5:7*). God wants us to enjoy right relationship with Himself and others (*Matt 12:29-31*). More importantly, God wants us to know Him intimately, worship Him and spend eternity with Him (*John 3:16, John 17:3*).