



# **Annual School Report 2019**

## **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

This year has seen some significant changes in the life of Middleton Grange School. Mr Richard Vanderpyl resigned after nine years as Principal and left in March to take up a position as Head of School for an International School in Hong Kong. Mr Rod Thompson acted as Interim Principal until the end of Term 2, after which I took over as the seventh Principal of Middleton Grange School. I would like to thank the Board of Trustees and the wider school community for their warm welcome and support of me during my first six months as Principal. I feel very humbled to be able to return to Middleton Grange School to serve our Lord and lead the school through its next season.

None of us will likely ever forget the March 15 terror attacks in Christchurch at the two Mosques. Our deepest sympathies and condolences went out to the Muslim community and those affected by this tragedy and now we are all adjusting to the 'new normal' and the awareness that New Zealand and Christchurch are no longer free from such dangers.

The school continues to be blessed with a strong and capable Board of Trustees who have a heart for ensuring the school delivers biblically based teaching and a first-rate general education. The school had Board of Trustees elections in the middle of the year with three members finishing their terms and three new Parent Trustees being elected. Thanks to Amanaki Misa and Glenn Buckner who were the Board of Trustees Co-Chairs who completed their term on our Board this year, as well as to Jeremy Ferguson who also completed his term this year. A special thank you also to Madi Millar, our Student Trustee for 2019. Mr Andy Van Ameyde retired from the Board of Trustees after approximately 25 years of service including as Chair and Deputy Chair on several occasions. He also retired from his role as CEN Co-ordinator after many years of service to the Christian Education Network and it was wonderful to acknowledge and celebrate his faithful service in these areas with many of the people that he worked closely with.

With all change however, we can be sure in the knowledge that "Jesus Christ is the same yesterday and today and forever." Hebrews 13:8 (ESV) and that "I am the Alpha and the Omega, the first and the last, the beginning and the end." Revelation 22:13 (ESV)

One of the very special moments in the life of the school this year was the House Haka competition, held only for the second time towards the end of Term 3. The school Haka, written by Matua Steve Reid, speaks of the Gospel and hope in God and includes the school verse in te reo "Mā tōu mārama ka kite ai mātou i te mārama" which we know in English as "In thy light shall we see light". Each House performed the school Haka with a wonderful spirit and then all four Houses united to perform the Haka against each other and then to staff, parents, and guests. The gym resounded with strong voices, actions, and culture. This event was a wonderful climax to Te Wiki o te reo Maori and demonstrates our schools strengthening of our school spirit and enhancing of our bi-cultural bonds.

Each year we are blessed with a strong Student Leadership Team and this year was no exception: Head Leaders Zinan Bennett and Jess Swan were ably supported by Jono McPheat and Gloria Agnew. Chantelle Gribben as Māori Leader ensured the school had growth and support in this important aspect of our school lives. This team were wonderful examples of servant leadership to the school community.

Middleton Grange School has continued to be a part of a Community of Learning (Kāhui Ako) with five other Christian schools, two Early Childhood Centres and two Tertiary institutions. We held a Teacher Only Day on the 20 September with a focus on 'Wellbeing' and were very fortunate to have Dr Lucy Hone and



# Middleton Grange School |

## Annual Report 2019 |

Sally Murray work with us for the day. This event and the ongoing work within the Kāhui Ako show the benefit of schools working collaboratively together for the benefit of our students and communities. We look forward to this work progressing in the future with both staff and students benefitting from improved outcomes.

May the Lord continue to watch over and bless Middleton Grange School and may we continue to be obedient to his Word.

"Be strong and courageous. Do not fear or be in dread of them, for it is the LORD your God who goes with you. He will not leave you or forsake you." Deuteronomy 31:6 (ESV)

**Mike Vannoort**  
Principal



## Finance Report 2019

### MIDDLETON GRANGE SCHOOL

### ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 00335

**Principal:** Michael Vannoort

**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	How Position Gained	Occupation	Term Expired/ Expires
Michael Smith	Chair Person	Elected role	General Manager - Farming/ IT	Till next elections / May 2022
Michael Vannoort	Principal ex Officio	Staff Appointment Role	Principal	Continuous
John Peez	Deputy Chairperson	Elected role	Quantity Surveyor	Till next elections / May 2022
Melanie Hikuroa	Parent Trustee	Elected role	Manager Kip McGrath	Till next elections / May 2022
Rachael Hurren	Parent Trustee	Elected role	Human Resources / Psychology	Till next elections / May 2022
Tony Kan	Parent Trustee	Elected role	Finance Consultant	Till next elections / May 2022
Becky George	Proprietor Trustee	Proprietor Appointed	Clinical Lead, CDHB	Continuous
David Gillon	Proprietor Trustee	Proprietor Appointed	Teacher	Continuous
Mark Larson	Proprietor Trustee	Proprietor Appointed	CEO Proprietor	Continuous
Peter Marshall	Proprietor Trustee	Proprietor Appointed	Dev Manager (Retired)	Continuous
Debbie Malcolm	Pupil Trustee	Student Election	Student	September 2020
Christine Buckley	Staff Rep	Staff Elected Role	Teacher	Till next elections / May 2022
Hillary Carley	Non-Voting Secretary	Staff Appointment Role	EA to the Principal	Continuous

**Accountant :** Paul Hartstonge  
**MGS Business Manager**



## MIDDLETON GRANGE SCHOOL

Annual Report - For the year ended 31 December 2019

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### Middleton Grange School

### Statement of Responsibility

For the year ended 31 December 2019

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 ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Michael Smith

Full Name of Board Chairperson

Signature of Board Chairperson

29-May-20

Date:

Michael Vannoort

Full Name of Principal

Signature of Principal

29-May-20

Date:



### Middleton Grange School

### Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	9,753,518	9,599,095	9,499,490
Locally Raised Funds	3	1,919,354	1,989,863	1,854,667
Use of Land and Buildings Integrated		3,182,400	3,112,000	3,112,000
Interest income		118,481	138,162	143,271
Gain on Sale of Property, Plant and Equipment		-	-	2
International Students	4	2,688,694	2,057,335	2,860,696
Other Revenue		-	-	-
		17,662,447	16,896,455	17,470,126
<b>Expenses</b>				
Locally Raised Funds	3	669,724	650,049	617,628
International Students	4	2,520,384	1,634,652	2,395,890
Learning Resources	5	9,294,955	9,017,372	8,963,141
Administration	6	944,647	889,659	838,457
Finance		8,297	7,125	8,239
Property	7	4,122,489	4,125,125	4,065,193
Depreciation	8	516,338	432,686	445,967
Loss on Disposal of Property, Plant and Equipment		13,189	-	5,436
Loss on Uncollectable Accounts Receivable		5,325	-	(3,775)
Amortisation of Intangible Assets	14	43,944	-	13,812
		18,139,292	16,756,668	17,349,988
<b>Net Surplus / (Deficit) for the year</b>		(476,845)	139,787	120,138
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(476,845)	139,787	120,138

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.







### Middleton Grange School

### Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		<u>2,850,359</u>	<u>2,024,587</u>	<u>2,691,922</u>
Total comprehensive revenue and expense for the year		(476,845)	139,787	120,138
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		45,412	42,500	38,299
<b>Equity at 31 December</b>	25	<u>2,418,926</u>	<u>2,206,874</u>	<u>2,850,359</u>
Retained Earnings		2,418,926	2,206,874	2,850,359
Reserves		-	-	-
<b>Equity at 31 December</b>		<u>2,418,926</u>	<u>2,206,874</u>	<u>2,850,359</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.





### Middleton Grange School Statement of Financial Position As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	275,563	2,180,888	2,106,569
Accounts Receivable	10	627,235	594,720	626,567
GST Receivable		170,493	165,200	160,893
Prepayments		50,431	58,500	69,399
Inventories	11	133,578	129,000	121,361
Investments	12	3,569,609	1,550,000	2,544,279
		<u>4,826,909</u>	<u>4,678,308</u>	<u>5,629,068</u>
<b>Current Liabilities</b>				
GST Payable		-	-	-
Accounts Payable	15	983,022	1,019,500	977,642
Revenue Received in Advance	16	2,249,920	2,225,500	2,215,432
Provision for Cyclical Maintenance	17	74,000	57,000	74,000
Finance Lease Liability - Current Portion	18	188,864	198,500	218,840
Funds held in Trust	19	58,812	55,200	94,506
Funds held on behalf of Learning Community Cluster	20	-	-	-
		<u>3,554,618</u>	<u>3,555,700</u>	<u>3,580,420</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>1,272,291</u>	<u>1,122,608</u>	<u>2,048,648</u>
<b>Non-current Assets</b>				
Investments	12	-	-	-
Property, Plant and Equipment	13	1,764,138	1,734,519	1,391,595
Intangible Assets	14	-	30,444	43,944
		<u>1,764,138</u>	<u>1,764,963</u>	<u>1,435,539</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	17	431,808	492,197	418,197
Finance Lease Liability	18	185,695	188,500	215,631
		<u>617,503</u>	<u>680,697</u>	<u>633,828</u>
<b>Net Assets</b>		<u>2,418,926</u>	<u>2,206,874</u>	<u>2,850,359</u>
<b>Equity</b>	25	<u>2,418,926</u>	<u>2,206,874</u>	<u>2,850,359</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.





### Middleton Grange School Statement of Cash Flows For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,509,226	2,457,382	2,493,834
Locally Raised Funds		1,975,254	1,995,443	1,748,465
International Students		2,709,315	1,977,335	2,427,099
Goods and Services Tax (net)		(9,600)	15,300	57,340
Payments to Employees		(3,233,962)	(2,844,601)	(2,850,269)
Payments to Suppliers		(3,880,560)	(3,128,277)	(3,784,893)
Cyclical Maintenance Payments in the year		(43,389)	(22,599)	(22,599)
Interest Paid		(8,297)	(7,125)	(8,239)
Interest Received		130,109	147,162	144,362
Net cash from Operating Activities		148,096	590,020	205,100
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	(12,102)	(434)
Purchase of PPE (and Intangibles)		(664,552)	(594,169)	(336,312)
Purchase of Investments		(1,025,330)	1,450,000	2,158,242
Proceeds from Sale of Investments		-	-	-
Net cash from Investing Activities		(1,689,881)	843,729	1,821,496
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		7,154	4,200	38,299
Finance Lease Payments		(260,681)	(251,428)	(265,334)
Funds Administered on Behalf of Third Parties		(35,694)	(40,600)	(16,905)
Net cash from Financing Activities		(289,221)	(287,828)	(243,940)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(1,831,006)</b>	<b>1,145,921</b>	<b>1,782,656</b>
Cash and cash equivalents at the beginning of the year	9	2,106,569	1,084,200	323,913
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>275,563</b>	<b>2,230,121</b>	<b>2,106,569</b>

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 which form part of these financial statements..





### Middleton Grange School Notes to the Financial Statements For the year ended 31 December 2019

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

##### *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, where applicable.

#### **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.

##### **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.







### Middleton Grange School Notes to the Financial Statements For the year ended 31 December 2019

#### 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

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

#### Prior Year Policy

*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 are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

#### Prior Year Policy

*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.*

#### 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. The school has recently gone through an intensive process of reconciling their physical assets against records held. Of those not able to be identified they have been written off, as showing within these Financial Statements.





### Middleton Grange School Notes to the Financial Statements For the year ended 31 December 2019

#### Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

#### 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
Land improvement	10 years
Motor vehicles	8 years
Library Books and Textbooks	8 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

#### 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. Its 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 three 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.





### Middleton Grange School Notes to the Financial Statements For the year ended 31 December 2019

#### **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.





### Middleton Grange School Notes to the Financial Statements For the year ended 31 December 2019

#### 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 in December 2019.

#### 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.







2019	2019	2018
Actual	Budget	Actual
\$	(Unaudited)	\$
	\$	
2,201,228	2,180,210	2,148,302
7,225,365	7,138,179	7,030,306
9,126	12,000	11,843
220,149	191,119	222,291
97,650	77,587	86,748
9,753,518	9,599,095	9,499,490

2019	2019	2018
Actual	Budget	Actual
\$	(Unaudited)	\$
394,179	439,288	405,098
707,140	755,700	713,164
38,514	41,400	73,140
781,521	753,475	663,265
1,919,354	1,989,863	1,854,667

669,724	650,049	617,628
669,724	650,049	617,628

1,249,630	1,339,814	1,237,039
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2019	2019	2018
Actual	Budget (Unaudited)	Actual
\$	\$	\$
2,648,694	2,057,335	2,860,696

2019	2019	2018
Actual	Budget	Actual
\$	(Unaudited)	\$
\$	\$	\$
2,688,694	2,057,335	2,860,696
94,950	91,350	97,672
162,657	179,390	189,719
41,663	46,678	41,590
876,499	844,228	758,665
1,344,615	473,006	1,308,244
2,520,384	1,634,652	2,395,896

168,310	422,683	464,806
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# Middleton Grange School |

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### 5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	364,367	453,893	351,532
Information and Communication Technology	60,761	71,687	41,562
Library Resources	8,361	11,250	6,918
Employee Benefits - Salaries	8,777,120	8,410,542	8,435,945
Staff Development	84,346	70,000	127,184
	<b>9,294,955</b>	<b>9,017,372</b>	<b>8,963,141</b>

### 6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	9,542	9,600	9,265
Board of Trustees Fees	7,735	7,000	7,460
Board of Trustees Expenses	32,048	23,500	7,262
Communication	9,871	12,000	11,221
Operating Lease	16,640	28,303	7,612
Other	83,650	89,348	103,913
Employee Benefits - Salaries	639,547	579,910	550,631
Insurance	15,290	18,378	17,814
Service Providers, Contractors and Consultancy	130,324	121,620	123,279
	<b>944,647</b>	<b>889,659</b>	<b>838,457</b>

### 7. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	28,329	29,000	27,699
Consultancy and Contract Services	207,114	221,000	205,631
Cyclical Maintenance Provision	57,000	57,000	74,000
Grounds	34,973	34,500	31,208
Heat, Light and Water	222,725	253,700	232,827
Repairs and Maintenance	144,775	173,625	161,089
Use of Land and Buildings	3,182,400	3,112,000	3,112,000
Security	14,042	19,200	11,363
Employee Benefits - Salaries	231,131	225,100	209,376
	<b>4,122,489</b>	<b>4,125,125</b>	<b>4,065,193</b>

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.





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## 8. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Furniture and Equipment	125,502	96,600	92,700
Information and Communication Technology	93,529	72,740	66,131
Land Improvements	3,034	-	-
Motor Vehicles	10,330	7,000	7,109
Textbooks	24,855	23,660	14,249
Leased Assets	250,088	232,686	265,778
	<u>516,338</u>	<u>432,686</u>	<u>445,967</u>

## 9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	888	888	888
Bank Current Account	64,648	65,000	82,917
Bank Call Account	210,027	265,000	286,679
Short-term Bank Deposits	-	1,850,000	1,736,085
	<u>275,563</u>	<u>2,180,888</u>	<u>2,106,569</u>

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

## 10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	86,554	78,500	128,587
Receivables from the Ministry of Education	24,225	15,800	5,298
Allowance for credit losses	(8,548)	(6,580)	(3,223)
Interest Receivable	19,151	22,000	30,779
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	505,853	485,000	465,126
	<u>627,235</u>	<u>594,720</u>	<u>626,567</u>
Receivables from Exchange Transactions	97,157	93,920	156,143
Receivables from Non-Exchange Transactions	530,078	500,800	470,424
	<u>627,235</u>	<u>594,720</u>	<u>626,567</u>

## 11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
School Uniforms	133,207	128,500	120,776
Canteen	371	500	585
	<u>133,578</u>	<u>129,000</u>	<u>121,361</u>





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## 12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset Short-term Bank Deposits	3,569,609	1,550,000	2,544,279
Non-current Asset Long-term Bank Deposits	-	-	-
<b>Total Investments</b>	<b>3,569,609</b>	<b>1,550,000</b>	<b>2,544,279</b>

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

## 13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Furniture, Plant and Equipment	561,542	325,594	(8,292)	-	(125,502)	753,341
Information and Communication	218,543	240,812	(4,893)	-	(93,529)	360,933
Land Improvements	28,931	23,561	-	-	(3,034)	49,458
Motor Vehicles	19,477	51,140	-	-	(10,330)	60,288
Library Resources	130,883	60,189	-	-	(24,855)	166,218
Leased Assets	432,219	200,769	-	-	(259,088)	373,900
<b>Balance at 31 December 2019</b>	<b>1,391,595</b>	<b>902,065</b>	<b>(13,185)</b>	<b>-</b>	<b>(516,338)</b>	<b>1,764,138</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2019</b>			
Furniture, Plant and Equipment	1,204,794	(451,453)	753,341
Information and Communication	744,995	(384,062)	360,933
Land Improvements	52,492	(3,034)	49,458
Motor Vehicles	117,516	(57,228)	60,288
Library Resources	502,841	(336,623)	166,218
Leased Assets	1,109,805	(735,905)	373,900
<b>Balance at 31 December 2019</b>	<b>3,732,443</b>	<b>(1,968,305)</b>	<b>1,764,138</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2018</b>						
Furniture, Plant and equipment	472,586	187,093	(5,436)	-	(92,700)	561,542
Information and Communication Technology	205,721	78,953	-	-	(66,131)	218,543
Land Improvements		28,931			-	28,931
Motor Vehicles	26,586	-	-		(7,109)	19,477
Library Resources	103,359	41,773			(14,249)	130,883
Leased Assets	629,051	68,946			(265,778)	432,219
<b>Balance at 31 December 2018</b>	<b>1,437,303</b>	<b>405,696</b>	<b>(5,436)</b>	<b>-</b>	<b>(445,967)</b>	<b>1,391,595</b>





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	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2018</b>			
Furniture, Plant and equipment	921,971	(360,428)	561,542
Information and Communication Technology	549,942	(331,399)	218,543
Land Improvements	28,931	-	28,931
Motor Vehicles	66,375	(46,808)	19,477
Textbooks	442,652	(311,768)	130,884
Leased Assets	909,037	(476,819)	432,218
<b>Balance at 31 December 2018</b>	<b>2,918,908</b>	<b>(1,527,312)</b>	<b>1,391,595</b>

### 14. Intangible Assets

The School's Intangible Assets are made up of an Equitable Leasehold Interest resulting from Classroom relocations and extensions

	Equitable Leasehold Interest	Total \$
<b>Cost</b>		
Balance at 1 January 2018	99,192	99,192
Additions	-	-
Disposals	-	-
Balance at 31 December 2018/1 January 2019	99,192	99,192
Additions	-	-
Disposals	-	-
Balance at 31 December 2019	99,192	99,192
<b>Accumulated Amortisation and impairment losses</b>		
Balance at 1 January 2018	55,248	55,248
Amortisation expense	-	-
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2018/1 January 2019	55,248	55,248
Amortisation expense	-	-
Disposals	-	-
Impairment losses	43,944	43,944
Balance at 31 December 2019	99,192	99,192
<b>Carrying amounts</b>		
At 1 January 2018	43,944	43,944
At 31 December 2018/ 1 January 2019	43,944	43,944
At 31 December 2019	-	-

This Equitable Leasehold Interest resulted from Classroom relocations, which have subsequently been removed from site during the year and now needed to be written off.





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## 15. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	159,688	233,500	260,376
Accruals	91,052	75,500	90,681
Banking Staffing Overuse	19,073	-	-
Employee Entitlements - Salaries	688,644	685,000	600,592
Employee Entitlements - Leave Accrual	24,565	25,500	25,993
	<u>983,022</u>	<u>1,019,500</u>	<u>977,642</u>
Payables for Exchange Transactions	958,457	994,000	951,649
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	24,565	25,500	25,993
	<u>983,022</u>	<u>1,019,500</u>	<u>977,642</u>

The carrying value of payables approximates their fair value.

## 16. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	2,138,984	2,120,000	2,118,363
Other	110,936	105,500	97,069
	<u>2,249,920</u>	<u>2,225,500</u>	<u>2,215,432</u>

## 17. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	492,197	492,197	440,796
Increase/ (decrease) to the Provision During the Year	57,000	57,000	74,000
Use of the Provision During the Year	(43,389)	-	(22,599)
Provision at the End of the Year	<u>505,808</u>	<u>549,197</u>	<u>492,197</u>
Cyclical Maintenance - Current	74,000	57,000	74,000
Cyclical Maintenance - Term	431,808	492,197	418,197
	<u>505,808</u>	<u>549,197</u>	<u>492,197</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:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	145,092	198,500	168,850
Later than One Year and no Later than Five Years	261,481	188,500	154,715
	<u>406,573</u>	<u>387,000</u>	<u>323,565</u>







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### 19. Funds held in Trust

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	58,812	55,200	94,506
	<u>58,812</u>	<u>55,200</u>	<u>94,506</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 2020 Student overseas trips plus their 2020 Student funds related to camps, trips and extra curricular activities for future periods.

### 20. Funds Held on Behalf of Learning Community Cluster

Middleton Grange School was the lead school which held 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.

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held at Beginning of the Year	-	-	990
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	-	-	-
Funds Spent on Behalf of the Cluster	-	-	(990)
Funds Held at Year End	<u>-</u>	<u>-</u>	<u>-</u>

### 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 have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

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 the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".



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### 22. Remuneration

#### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<b>Board Members</b>		
Remuneration	7,735	7,460
Full-time equivalent members	0.67	0.49
<b>Leadership Team</b>		
Remuneration	784,036	846,505
Full-time equivalent members	7	7
Total key management personnel remuneration	791,771	853,965
Total full-time equivalent personnel	7.67	7.49

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:

	2019 Actual \$000	2018 Actual \$000
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments:		
Principal 1	20-30	210-220
Principal 2	10-20	-
Principal 3	80-90	-
Benefits and Other Emoluments:		
Principal 1	0-5	0-5
Principal 3	0-5	0-5

#### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	4	1
110-120	1	0
120-130	1	1
	6	2

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

### 23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: 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. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.





### 24. Commitments

#### (a) Capital Commitments

As at 31 December 2019 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2018: nil)

### 25. 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.

### 26. Financial Instruments

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

#### Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	275,563	2,180,888	2,106,569
Receivables	627,235	594,720	626,567
Investments - Term Deposits	3,569,609	1,550,000	2,544,279
Total Financial assets measured at amortised cost	4,472,407	4,325,608	5,277,415

#### Financial liabilities measured at amortised cost

Payables	958,457	994,000	951,649
Finance Leases	374,559	387,000	434,471
Total Financial Liabilities Measured at Amortised Cost	1,333,016	1,381,000	1,386,120

### 27. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closures.

At the date of issuing the financial statements, the school has been able to absorb some of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A reduction in locally raised funds revenue because the school's lack of ability to undertake fund raising events in the community.
- Anticipated, yet unknown reduction in receipt of school donation contributions from parents.
- Anticipated, yet unknown reduction in revenue from student activity fees.
- Confirmed cancellation of all planned 2020 International College's short-term trips will result in loss of subsequent budgeted income.
- Likely reduced International College student numbers for the remainder of 2020 due to the closing of the borders. Currently expecting approx. 19FTE fewer international students for the remainder of 2020.
- Concern with the possible effect on 2021 International Student numbers. This will depend entirely on government initiatives with opening the New Zealand borders to the international students before the start of 2021 academic school year commencing.
- A reduction in revenue with hiring of the school's various venue facilities.
- A reduction in budgeted income with the schools trading activities.





Because of the matters noted above, the school is anticipating experiencing a considerable reduction in expected revenue, particularly from its International College operations. The School's Finance Committee are presently undertaking an urgent review of all its operations plus staffing with a view to reducing expenses to lessen such an impact on its anticipated deteriorating budgeted deficit position. These measures include, but are not limited to the following:

- Reduced spending or a freeze on the 2020 Professional Learning and Development budget.
- Reduced expenditure on curriculum budgets.
- Reduced expenditure on school photocopying.
- Teaching staff covering for day relief as opposed to getting in external relievers.
- Not replacing a minivan lease for the school.
- Reduced spending on international student marketing, advertising, staffing and professional development.
- Reduction in library expenditure.
- Reduction in capital expenditure and maintenance.
- Reduction in ICT support.
- Reduction in discretionary spending.
- Re-allocation of staffing to mitigate losses.
- Non replacement of fixed term staff or staff on short term contracts.
- Reduction in staffing for 2021 if Covid-19 continues to impact our borders and restricts entry into NZ for international students.

The Ministry of Education has provided the school with a letter of support to ensure it can meet its obligations as they fall due.

### 28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements





**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF MIDDLETON GRANGE SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Middleton Grange School (the School). The Auditor-General has appointed me, Nicole Dring 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 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/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 2019; 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 29 May 2020. 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.

### **Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

### **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.





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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.

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



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Middleton Grange School

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.

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information 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.

Nicole Dring  
Deloitte Limited  
**On behalf of the Auditor-General**

Christchurch, New Zealand



## Property Annual Report 2019

### A YEAR IN SUMMARY

#### 10-Year Property Plan (10YPP) Update

##### B Block Relocatable buildings

After much planning and, with the removal of the existing B Block buildings, the 5 buildings purchased from UC arrived in early January 2019. Then followed extensive work to re-join and make good the buildings fit for purpose. Lighting was replaced with LED units, Autex pinboard was added to the rooms and substantial decking was added to provide access and outdoor areas. These buildings have replaced our older B Block Pre-fab buildings with the same number of classrooms (7) plus additional toilets and our new Centre of Learning, Development & Influence.

It is fair to say that this project has taken longer and cost more than anticipated and I would like to acknowledge staff for their patience while the required work was carried out. It is fair to say the end result has been worth the effort and the buildings will be there for many years to come.

Due to the size, complexity and cost of this project, no other major upgrade work was planned for the year.

##### Primary School Cycle Track.

Rod Thompson along with a team of supporters has created an amazing cycle track along with an activities track running down the middle. There was amazing and generous support from the local community for this with the end result being much more than was ever anticipated.

### SUMMARY

We are blessed with a site that has many trees and natural beauty. A credit to those who had the original vision to create this school.

I would like to acknowledge the work of the Property/Health & Safety Committee which is made up of both School and Proprietor representatives. Both entities work well together for the common purpose, to maintain modern, fit for purpose, well equipped buildings and grounds to enable our pupils to have an appropriate environment to learn and develop as well as appropriate facilities for staff and visitors. I would also like to acknowledge the Maintenance Team; Nick Braithwaite, Steve Wright and Joy Kochakkan and all the work they do around the site to ensure it is well maintained.

**Kevin Wakeham**

Property Manager



## Primary School Annual Report 2019

Percentage of students who are at or above the expected curriculum level in years 1- 6

	All students at Middleton Grange Primary School			Māori at Middleton Grange Primary School (19)			Pasifika at Middleton Grange Primary School (8)		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
<b>Reading</b>	87%	88%	86%	84%	100%	77%	75%	75%	75%
<b>Writing</b>	86.5%	83%	81%	84%	90%	82%	87.5%	66%	58%
<b>Maths</b>	75%*	88%	85%	69%*	85%	71%	75%	58%	50%

Comments: 2018 was the final year where achievement targets were used to try and improve National Standards results, so there is no achievement target commentary in this report due to National Standards no longer being used. In the Primary School each teacher carries out a thorough review of their class early in term 1. Where children are identified as 'at risk', specific targets/goals are set to assist them in their learning and to ensure that they make the best possible progress. These *Class Reviews* are updated mid-year to ensure that goals are being met. The aim with Māori and Pasifika students is to see them progressing at the same rate as all other students if at all possible.

The results above are generally pleasing. We expect minor variations from year to year as the abilities within each year-group will vary. Regarding Maths 2019 \*(All Students & Māori Students), we would have expected results of 85% or more. This lower result came about because the Maths programme in year 2 was too difficult. We have to benchmark PR1ME Maths in relation to the NZ Curriculum and the benchmarked levels were too high. This has now been fixed and we expect to see the data return to an average of about 85% in 2020.

**2019 Te Kohango Ako, The Primary Learning Centre:** This section written by Susan Meredith, SENCO

The Primary Learning Centre is used to support pupils who are at-risk in their cognitive, emotional, behavioural and/or social development.

2019 was another busy period for the Primary Learning Centre (PLC). By the end of the year we had seven staff (6 staff working part-time) supporting pupils and their teachers within the 13 classrooms in the Primary School as well as providing more intensive support to 93 pupils.

Whilst we still focus on academic learning needs within Reading, Writing and Mathematics, there has been a growing diversity in our pupils particularly in relation to social and emotional needs. This has resulted in a re-directing of some of our resources so we can provide greater help in this area. The most immediate impact has been for myself as SENCO providing support to pupils with self-regulation difficulties, the teachers that work with them and the parents that care for them. I ran a series of lessons for the Year 2 to Year 6 cohorts presenting the language and tools to help children recognise when they are becoming less regulated, what to do to manage their feelings and how to get themselves to a healthy place in different contexts and within their relationships. Both teachers and pupils found this a very helpful series, and it provided the springboard for on-going conversations and practical applications in the classroom and



playground. My expertise in this area is a direct result of participating in Professional Development in the previous two years, so I would like to thank the Board of Trustees for continuing to allocate funds for our on-going development. This is essential so we can offer the most up-to-date information and care to our learning community.

We requested support from the School Counselling team for four pupils in 2019, in addition to the two pupils already being supported due to concerns for their well-being. This is an essential resource for at-risk Primary pupils, particularly as they transition to Middle School.

Below is a description of the other support we have provided in 2019.

### Years 1 and 2:

As well as providing essential support in classroom programmes during Reading and Writing, more targeted support has been given to individuals and groups for Reading Recovery (9 pupils) fine motor (5 pupils) and handwriting (3 classes), phonological awareness (3 pupils), writing (1 pupil), reading (2 pupils), speech and language (3) and numeracy development (1 pupil).

Here is some specific data on two of the interventions we offered in 2019.

### Reading Recovery

Mrs Linda Bucknell has continued to provide quality literacy support for children making the slowest progress in literacy learning after one year at school. Pupils who have received Reading Recovery continue to be monitored for three years beyond their discontinuation. The data collected in the monitoring provides helpful information for conversations between the PLC and classroom teachers.

In total we have had five pupils successfully discontinued from Reading Recovery (including two pupils carried over from 2018), two pupils referred to other Ministry of Education agencies and two pupils who will be carried over to 2020. The two carry-over pupils for 2020 are at a level which suggests they will discontinue successfully during Term 1.

### 2019 Reading Recovery results:

Child	Gender	Language other than English	Weeks in Programme	Expected level at school	Entry Level	Exit Reading Level	Entry BURT Reading Score	Exit BURT Reading Score	Entry Writing Vocab Score	Exit Writing Vocab Score
A	Male	Yes	23	17-18	7	18	20	30	21	67
B	Female	No	23	17-18	8	18	17	29	24	50
C	Male	No	24	17-18	7	18	15	28	10	54
D	Male	No	8 Referred to RTLB	17-18	1	2	1	4	2	8
E	Male	Yes	23	17-18	5	19	11	32	16	69





# Middleton Grange School |

## Annual Report 2019 |

Child	Gender	Language other than English	Weeks in Programme	Expected level at school	Entry Level	Exit Reading Level	Entry BURT Reading Score	Exit BURT Reading Score	Entry Writing Vocab Score	Exit Writing Vocab Score
F	Female	No	27 Referred to RTLit	14-17	1	10	9	18	15	36
G	Male	No	20	17-18	10	21	21	23	27	54
H	Female	Yes	(still in intervention)	14-17	3	-	13	-	26	-
I	Female	No	(still in intervention)	14-17	7	-	23	-	32	-

### Handwriting support

As mentioned last year current research suggests that until Year 4 the motor planning involved in handwriting is essential for developing important neural pathways. We also know that early intervention is important to ensure incorrect habits are not practiced and reinforced. Correct letter formation aids in the ease of writing and can affect pupil's attitude towards writing and experiences of success.

Based on these ideas, we assess every pupil in Years 1 and 2 in relation to the formation of all 26 letters and numbers 1-9. Children who have incorrect letter formation and pencil grips are provided with individualized home handwriting packs, and those with a significant number of errors are provided with individual support in the classroom, in addition to the handwriting lessons provided by their teachers. This three-pronged model – classroom, home and individual help has proven effective in creating change.

At the beginning of each year the progress of the previous year's 5-year olds are assessed to monitor progress made, and the data collected demonstrates that significant change has occurred. Of 21 children who were provided with individualized packs and support, 17 had a reduction in errors of between 50 to 100%, two had a reduction in errors of between 38-43% and only 2 had a reduction of less than 20%.

### Years 3 and 4

As well as providing essential support in classroom programmes during Reading, Writing and Mathematics, more targeted support has been given to individuals and groups for literacy using a software programme (16), reading (3) numeracy (2), writing (3), and social skills (5).

We had two new Year 4 pupils who required significant teacher aide support because of the levels they were working at. One pupil was externally funded for additional support but the other was not.

Here is some more specific information on one of the new interventions we offered in 2019.

### Social Skills

This year we trialed a social skills group to help support a group of Year 3 pupils who struggled in their social interactions. The programme was based on 'Socially Speaking' by Alison Schroeder, a New Zealand



Speech and Language Therapist. The carefully structured programme provided opportunity for the at-risk pupils alongside a group of socially adept peers, to engage in practical experiences that focused on developing their listening skills and expressive language abilities.

Activities included direct teaching and role play of conversation skills (making eye contact, keeping still and looking interested, taking turns and joining in conversations) and friendship elements (what is a friend, how to make friends, how to keep friends). Explicit teaching of these skills and an opportunity to practice is very important for children who struggle with the social skills that come more naturally for others.

Both groups of pupils participated fully in the programme and looked forward to the activities each week. The skills taught will need on-going re-enforcement for these pupils, but as I witnessed in the playground several months after the programme had finished, a simple verbal prompt was all that was needed to encourage one of the pupils to implement some of the listening skills.

### Years 5 and 6

As well as providing essential support in classroom programmes during Reading and Writing, more targeted support has been given to individuals and groups for literacy using a software programme (18 pupils), spelling (6 pupils), numeracy (3 pupils) and listening comprehension (2 pupils).

Here is some more specific information on one of the new interventions we offered in 2019 in Year 5/6.

### Listening Comprehension

This year we trialed a new intervention with two pupils who were struggling with reading comprehension. Some pupils have strong decoding skills when reading but struggle with understanding the text, at both a surface and deeper level. Recent research has made a link between poor reading comprehension and poor listening ability – the children involved in the research would not have understood the text material even if it had been read aloud to them. To improve their reading levels, it has been suggested that listening comprehension had to improve.

In this intervention, once a week for nine weeks, two pupils worked on practical listening comprehension activities with a teacher aide. This included breaking down a retelling sequence to the word level, and listening and retelling in short bursts of time, as well as guided listening activities.

Initial data was inconclusive for these pupils, as although one pupil made progress in reading comprehension the other did not. The limited time available for the intervention may have been a significant factor in its effectiveness, as research suggests three times a week for interventions results in the most benefit. We will look to trial it again in 2020 for more frequent sessions over a ten week period.

### External support

- Three pupils had access to MOE Speech Language Therapy. This included teacher aide funding to implement SLT programmes. We have requested SLT support next year for two additional pupils for whom we have concerns for in their language development.
- Two pupils received High Health Funding to provide support for their physical health needs.
- One pupil was supported by the Public Health Nurse in regards to their health needs.



- In class support funding was requested for two pupils with high learning needs. One was successful in getting funding for 2020, but unfortunately the other was not. We will look to refer them to the RTLB early in 2020.
- One pupil continued to access Language and Learning Intervention from the MOE for Terms One and Two. He has made such significant gains in his language that he no longer needed this support beyond Term Two. His progress will continue to be monitored.
- One pupil was referred to the Resource Teacher of Learning and Behaviour (RTLB) and Mana Ake.
- Three pupils were referred to Socially Speaking for their social and sensory needs. The team at Socially Speaking worked with teaching staff to implement strategies for one pupil.
- One pupil was referred to a Paediatrician in regard to learning delays.
- Two pupils were supported by Van Asch and Resource Teachers of the Deaf

I would also like to acknowledge the caring, professional and committed staff in the Primary Learning Centre. They each seek to honour God in their work and do their very best for the pupils and parents in our school. We have fortnightly meetings to provide both professional and spiritual input for our Support Staff.

We have also had a number of pupils needing additional support with physical health needs including toileting and skincare. This has necessitated in two of our teacher aids supervising daily or twice daily toilet sits for two pupils and application of skin cream for one pupil. Whilst these are often funded by the Ministry of Education under School High Health Needs, it illustrates what can be required of our Teacher Aides and the unseen work they do to care for our pupils and to enable them to function successfully at school.

I have again worked closely with Catherine Moore, the ELL Co-ordinator for the Primary School, and I would like to acknowledge her collegial support. We are finding more and more that the needs of our ELL pupils cross-over between language and learning, so a close working relationship is essential for providing the best support for our pupils.

None of our programmes would be as effective without the Primary teachers who provide high quality learning opportunities in their classrooms, and the expertise to identify at-risk pupils. Thank you to Rod Thompson for his acknowledgement of the work the teacher aides do, and for valuable collaborative conversations about how to maximise the effectiveness of the Primary Learning Centre.

*EHARA TAKUTOA, HE TAKITAHU, HE TOATAKITINI*

*My success should not be bestowed to me alone, as it was not individual success but success of a collective.*

I would also like to thank the Board of Trustees for the additional funding in 2019 for my role as SENCO. This has enabled me to provide more adequate support to teachers, pupils and their families this year. Understandably this cannot continue in 2020 due to financial constraints, however I must acknowledge that this will impact the number of pupils that can access support, and the time frame within which support can be provided.



To conclude I would like to share two other perspectives of the support that the Primary Learning Centre provides:

### **A Parent's Perspective**

Our son has received support from the Primary Learning Centre for the past two years. As parents we have felt included, encouraged and supported on every step of the journey; filling in forms to apply for the appropriate funding, the teacher aide supporting our son, decision making and how we can further assist our son as parents. There has always been open, two-way communication between us, as parents, Susan, as the head of the Learning Centre, and the teacher aide. Our son has built a lasting and trusting relationship with the teacher aide, which in turn has contributed to his amazing progress. We absolutely believe the Learning Centre has been instrumental in helping our son and are grateful for this support as parents.

### **A Teacher's Perspective**

I would like to share how amazing the Primary Learning Centre is under the leadership of Susan Meredith and her Teacher Aides. In 2019 I had a challenging class, where the needs of the class were so diverse it would have been impossible to do justice to all the children's needs, let alone their wellbeing. Without the support of Susan and the Teacher Aides it would have been too challenging as I would not have been able to support all learners in my classroom. The time that was invested into the children by Susan and Teacher Aides was invaluable for myself and the learners. The progress results are proof of this.

The teachers at MGS are dedicated and experienced but without the professional support we receive from the Learning Centre for the 'high needs' children, we would not get the excellent results that we do. If the children were left without this extra support, they would struggle to make progress. The learning would, without a doubt, be severely compromised and so would the children's self esteem! The support the children receive helps them to believe they can learn, and they are an asset not only to themselves and their own families, but to Gods kingdom too. This is also the truth!

To me, this means all the time and investment given to them, via the support of the Learning Centre, is totally worth it and should never be compromised. In my opinion, every bit of support these children receive now, helps to prevent the 'ambulance' collecting them all at the bottom of the hill!

### **English Language Learner Report 2019** (This section written by Catherine Moore, ESOL co-ordinator)

#### Overview:

There are 22 different home languages in the primary school with learners sharing heritage with more than 30 countries. The year was quite different than 2018 in that the majority of English Language Learners (ELL) weren't reliant on time intensive support. It was a productive year with some good progress made by many of the ELLs. One learner has moved up six levels in her reading and has gained the confidence in all areas to take more risks. This has led to her growing and progressing so much so that she was given the Academic award for her class at final prizegiving. We have very much appreciated the support of Rod Thompson, Head of Primary School, Mike Vannoort, Principal, and close collaboration with Susan Meredith, SENCO.



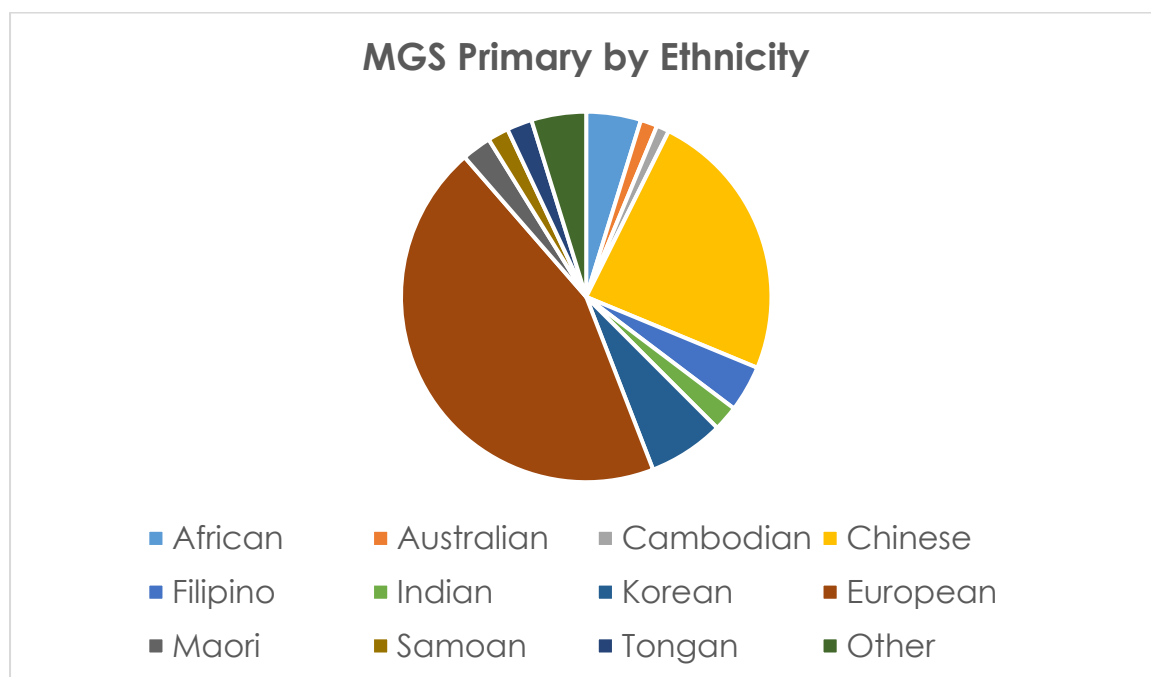
**Staffing:** There have been two staff working 14 hours a week and 2 at just on 7 hours a week. Staff worked well together but due to budget restrictions we have not renewed the contracts of the staff on 7 hours weekly for 2020.

**2020:** Applications that have been accepted for this year indicate that there will be an increase in learners who will need a higher level of support. Some of these learners have already been at school elsewhere so this increase is over many year levels rather than just new entrants. We are looking forward to welcoming some shorter-term International Students also.

### The learners:

142 out of 297 of our learners (48%) speak another language at home. Of these 48 (33%) are funded by the MOE. 15 are migrants and 33 are NZ born. In 2018 at the same time, the funded students were made up of 19 migrants and 23 NZ born students. The trend for funded students is increasingly for NZ born children rather than migrants. This has some implications as NZ born children are funded for 12 terms at school while migrants for 20. Some children will still need support after their funding is complete and this may be something to be considered more in future years. We have had five International pupils enrolled through the International College in 2019, and some short-stay pupils as well.

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



### Our work:

#### **Day to day:**

ELAs work alongside learners in class to support core learning times (literacy and numeracy).



### Foundation studies units

Three learners worked in a withdrawal class where they were exposed to, practiced and integrated basic English language skills for school. 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. As a result, these learners became more confident. This program will continue to run as needed and extended to cover more themes.

### Specialist classes:

A need to withdraw some 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:

- |   |                        |
|---|------------------------|
| • Oral language                         | (3 students, 2 terms)  |
| • Grammar                               | (8 students, 1 term)   |
| • Social and emotional language support | (20 students, 2 terms) |
| • Reading                               | (1 student, 2 terms)   |

There were fewer learners withdrawn in 2019 than in the past for a combination of reasons. One is that our ELLs are very well supported by their classroom teachers, meaning that ELAs are able to support them in class. Many learners were at or above cohort, again a testimony to the great work being done and the high expectations of the teaching staff. In 2019, we had fewer IC students and learners coming into the school who found English difficult.

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 2020, should teachers indicate the need for support.

### ESOL cluster meetings:

ELAs and myself attended a termly ESOL Cluster meeting where around 80 teachers and teachers' aides meet to learn and network in order to support our learners, the school and the community better. We were able to host the final meeting of the year and parents very kindly assisted in contributing delicious snacks from around the world for morning tea. We will continue to attend these meetings in 2020.

### ELLP's on Linc Ed.

ELLPS are the reports given to the MOE to receive funding for our ELLs. They record what level the ELL is working at and what they have achieved. ELLPs are now on Linc Ed. The transition from paper to online has been smooth however the limitations of Linc Ed have caused some difficulties. These are not confined to MGS and we will continue to work with Linc Ed to resolve these. If we cannot work this out we may need to go back to paper to meet MOE requirements.

### Goals set in 2018 that have been achieved:

Linc ed has been useful in tracking learner progress and allows easier monitoring.

Earlier in the year a cultural assembly was held, and many learners commented that they really enjoyed and valued it.

A couple of mothers were able to read in their first language in the library although there was not as much uptake as hoped.





# Middleton Grange School |

## Annual Report 2019 |

ELA's and I undertook the TALL program. This enabled us to take a good look at what we are doing at MGS and evaluate. We are thankful for the support the school has given in allowing this PD to be undertaken. Some of the gains from this course were:

- The ELL team were able to identify needs in our target learners and address those.
- We are more aware of the reasons for in class work vs withdrawing learners and this has helped us use our resources more wisely.
- After 'taking a walk around the school' we felt that classrooms would benefit from reflecting visually the diversity inside the classroom. At the end of the year packs were made up to give teachers which contained flags and common greetings of all their learners in 2020. Teachers have put these on display.
- IC very generously paid for around 40 large flags which will be hung in the Primary Hall and used on occasions such as the cultural assembly. Flag holders were purchased through the ESOL budget and I am thankful for this.

### Plans for 2020

#### He waka eke noa

*A canoe which we are all in with no exception.*

This is a focus theme for the Primary School in 2020 and very much sums up the hope of the ELL team for the learners we support together with the school community. Specifically, some of our goals for 2020 are:

- Extend the cultural assembly to a cultural day
- Continue to support the theme of turangawaewae through celebrating our diversity.
- To better understand why around 45% of our students at risk are ELLs.
- Have a more ordered and formal assessment program for ELLs that compliments what is going on in class.
- To better understand the needs of all students who speak another language at home so we can target their specific needs.

### Steps Behaviour Programme Summary 2019:

2019			2018			2017			2016		
Incidents	Pupils involved	Repeat offenders	Incidents	Pupils involved	Repeat offenders	Incidents	Pupils involved	Repeat offenders	Incidents	Pupils involved	Repeat offenders
8	6	2	6	3	1	17	14	3	28	16	7

#### Summary of 2019 incidents:

- Bullying 1
- Rude/disruptive 5
- Violence 2

We always work closely with pupils and their parents when misbehavior occurs in order to ensure that relationships are restored and that the behaviour does not reoccur.



### **Other programmes, initiatives and special character considerations:**



Our 2019 theme was Belonging/Turangawaewae. We have encouraged children to welcome others and help them to feel that they belong at school. We've also learned about being part of God's family and knowing his grace, love and forgiveness.

A major project in 2019 was the completion of the Cycle track and fitness trail, which we have been planning for a couple of years. I'd like to especially acknowledge the commitment of Nick Pomare to this project and the help that we received from many school families and the Board Property Committee.

Kapahaka has continued to grow in popularity, thanks to the enthusiasm of Steve Reid and Rebecca Thompson. The standard of performances has improved hugely in recent years, and bigger and bigger venues are needed as more schools join in the Tuhono Festival.

Outdoor Education has once again been an important feature of our Primary School programme. Year 4 enjoyed 2 days at Living Springs, but without staying overnight. Year 6 spent 4 days at Hanmer, experiencing a number of outdoor challenges. We have recently been reminded by the Ministry of Education that any such curriculum related activities must be free, and we can ask parents for donations to offset the cost. This will create challenges for the staff involved in trying to budget for these great activities.

Counselling hours were allocated to the Primary School in 2018, and we have had limited access to a counsellor in 2019 (4 students). This is invaluable in some situations where counselling will really help a child, but the urgency of MS and SC cases do make it difficult for our guidance staff to spend much time in the Primary School.

The Linc-Ed student management system was used to report to parents in 2019 for the first time. Paper reports weren't issued. Parents were able to access a range of information about their children's learning. They were able to see progress in relation to the NZ Curriculum, the next steps in their child's learning, and teacher comments about academic skills, social skills and character development.

The Christian Character of our school is infused into our learning experiences in the Primary Classes. Although there are scripture lessons, times of Bible reading, prayer and worship together, the Christian 'content' is just as evident in the way that we care for one another, spontaneous prayer, and conversations that arise out of curriculum topics.

### **Concerns and Challenges:**

E-learning and access to ICT has improved in 2019 due to the purchase of multiple i-pads and improvements in the speed and stability of our school network. There are still areas of frustration, but progress is being made, and staff are becoming more familiar with the Digital Technologies Curriculum and a variety of ways of teaching with technology (e-learning).





English Language Learners and cultural diversity: As discussed by Catherine Moore in her report above, 48% of our Primary School students speak another language at home. Ministry of Education funding for these students is inadequate, which means that the school has to provide additional resources to support them. Our English Language Learners are also over-represented in groups needing additional learning support in a range of subjects and they require considerable extra help from their teachers. As these learners move through the school, these same challenges may be seen in Middle School and Senior College, unless we can bring them up to the same level as their peers by the time they complete year 6.

**Rod Thompson**

Head of the Primary School



## Middle School Annual Report 2019

### Introduction:

The following Annual Report provides an overview of Special Character, Academic Progress and Extra Curricular Initiatives from within the Middle School during 2019. We are grateful for the loving hand of the Father whose gentle guidance and abundant blessings were evident throughout the course of the year.

### MIDDLE SCHOOL OVERVIEW:

	Classes	Maori	Pasifika	IC	Pupils
<b>Year 7</b>	4	4	2	4	103
<b>Year 8</b>	4	8	2	6	100
<b>Year 9</b>	5	3	7	12	120
<b>Year 10</b>	5	10	4	14	126
<b>Total</b>	18	25	15	34	449

### SPECIAL CHARACTER

At the centre of all that we undertake in the Middle School sits our distinctive Christian special character. This is both the foundation upon which we build our curriculum and character development and the filter through which we pass all that we do from design to delivery. Our school values of Character, Excellence and Service to the Glory of God have been incorporated into the classroom as well as the pastoral care we have delivered to students, with the goal of glorifying Him! The following highlights provide a small but beautiful snapshot of how special character was outworked during 2019.

- The Middle School wholeheartedly embraced the Year 7-13 school theme of 'Tūrangawaewae' (Belonging). This theme was delivered through assemblies, form class devotions and other teaching programmes. As a Middle School we were delighted that the theme connected with the findings of our NZCER Wellbeing survey and our plans to develop a Biblical understanding of positive social culture within the Middle School students.
- The Middle School Leadership developed and implemented an initiative to grow the Biblical understanding of positive social culture within our students. While this was not an area in which there was a glaring issue, the NZCER wellbeing survey results highlighted voice from students as well as staff that suggested this was an area that could be further strengthened. The Middle School Social Culture plan was based in Matthew 22: 37-39 *"The school atmosphere / culture must honour the commands to "Love God with all your heart, soul and mind and Love your neighbour as yourself."* To assist students in developing their understanding of this we unpacked three key areas with them: Belonging, Honour and Resilience.
- Middle School students participated in their regular Scripture programmes as well as having each curriculum subject delivered through the integration of Biblical truth and understanding.
- The Middle School Service days ran successfully in December with groups of students blessing members of the wider community through a variety of activities. An example of this was the Year 10 cohort who continued the partnership we have developed with the Department of Conservation; assisting them with work at a reserve at Yarr's Flat – near Lake Ellesmere.



### MIDDLE SCHOOL HIGHLIGHTS IN 2019

There were a significant number of initiatives, projects and events that occurred in the Middle School in 2019. The summary below provides a snapshot of some of the key highlights:

- The introduction of our Social Culture plan was a real highlight of the year. It has been wonderful to invest in the understanding of how we can work together to support positive growth and development in belonging, honour and resilience. We are excited to continue this important work in the coming years.
- 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 Year 10 pupil leaders did a superb job of planning and running this event.
- The Year 10 Leaders successfully reinstated the 'Middle School's Got Talent' competition in Term 2. It was wonderful to see such talent on show from singing to dancing! We look forward to this competition continuing in 2020.
- The Middle School Production 'Peter Pan Jnr' was exceptional. The quality of each show was testament to the talent in our students and in the staff that worked tirelessly to make the show a success!
- The Year 8 cohort enjoyed their field trips to the Museum and Adrenalin Forest in Term 1. They also enjoyed their ski trip to Porters in August.
- The Year 7 cohort enjoyed their activities day at Spencer Park in Term One, a variety of field trips and their Peer Support Programme.
- The Middle School Picnic Days were a wonderful way to end the year with the Year 10's going to Waipara Boys Brigade Camp; Year 9's to Blue Skies and the Year 7 and 8's having a combined day of fun at Jellie Park.
- The Year 10's service day with the Department of Conservation was successful as the cohort assisted with the 1 Billion Trees project at Yarrs Flat, near Lake Ellesmere. 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.

### PUPIL ACHIEVEMENT ANALYSIS

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

#### Notes:

#### Year 7 & 8:

The results below provide an indication of which level (with included sub-level) of the New Zealand Curriculum our student have reached. Teachers make an overall judgement based on the whole year's work across a variety of Curriculum objectives. 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 2019 Curriculum Area Report.

### Curriculum Sub-levels: (Used across Years 7-9)

Final judgements are made against each level of the New Zealand Curriculum. We use sub-levels to indicate which part of a particular level is achieving at. These sub-levels are as follows:

B – Basic: A student is at the beginning of mastering the objectives of that particular level. They may meet some but not all of the requirements or may be inconsistent in their meeting of those objectives

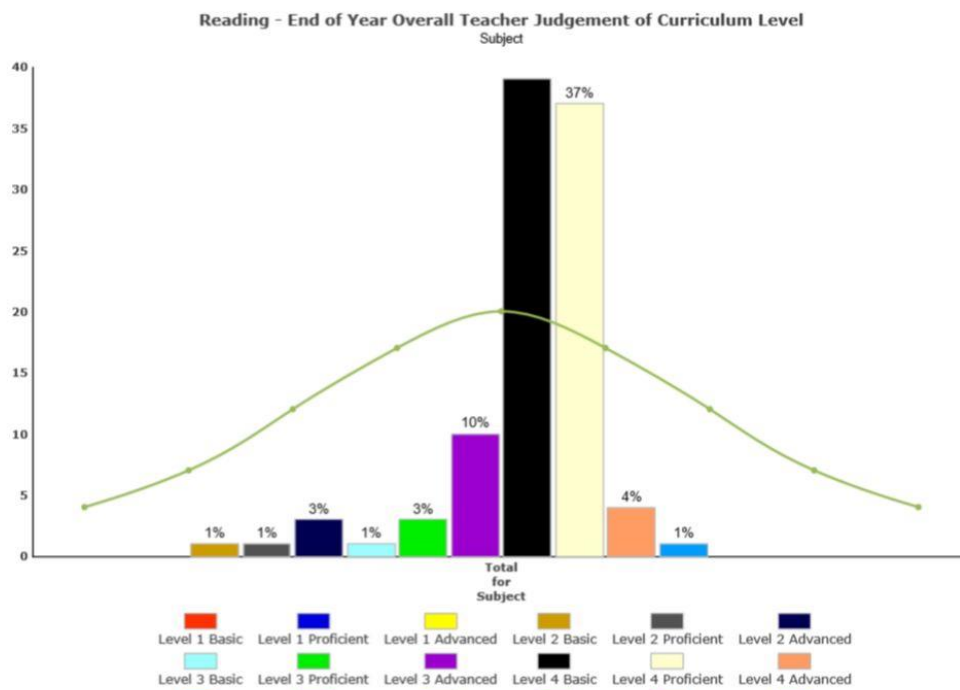
P – Proficient: A student has largely mastered the requirements or objectives at this level and is consistent in meeting these

A – Advanced: A student is consistently meeting requirements widely across the level objectives and may be beginning to meet the objectives of the level above

In Year 10 student achievement is measured using the language of NCEA (Not Achieved – Excellence) This standards-based assessment is aligned to the levels of the NZ curriculum. For example, a Year 10 student achieving at Merit level is likely to be at the advanced end of Level 5.

## YEAR 7

### Year 7 Reading:

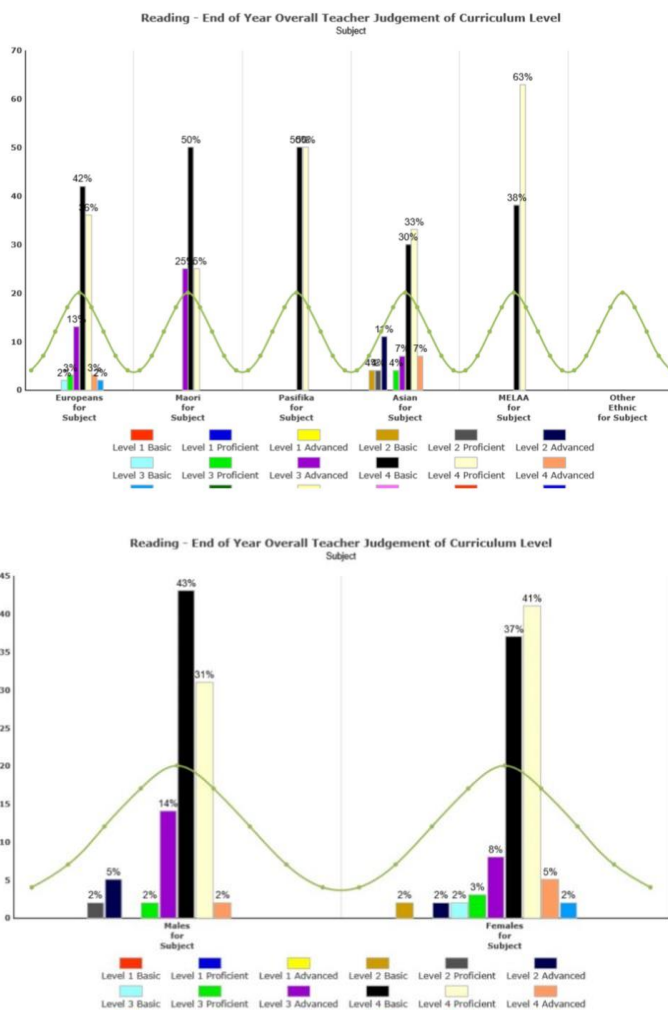


### Commentary / Analysis:

- 81% of our pupils have reached Level 4B of the curriculum by the end of the year. A further 10% of students sit one sub-level below this. This is a pleasing result for us as
- [Sub-level Progress](#)



## Year 7 Reading: Ethnic and Gender Comparisons



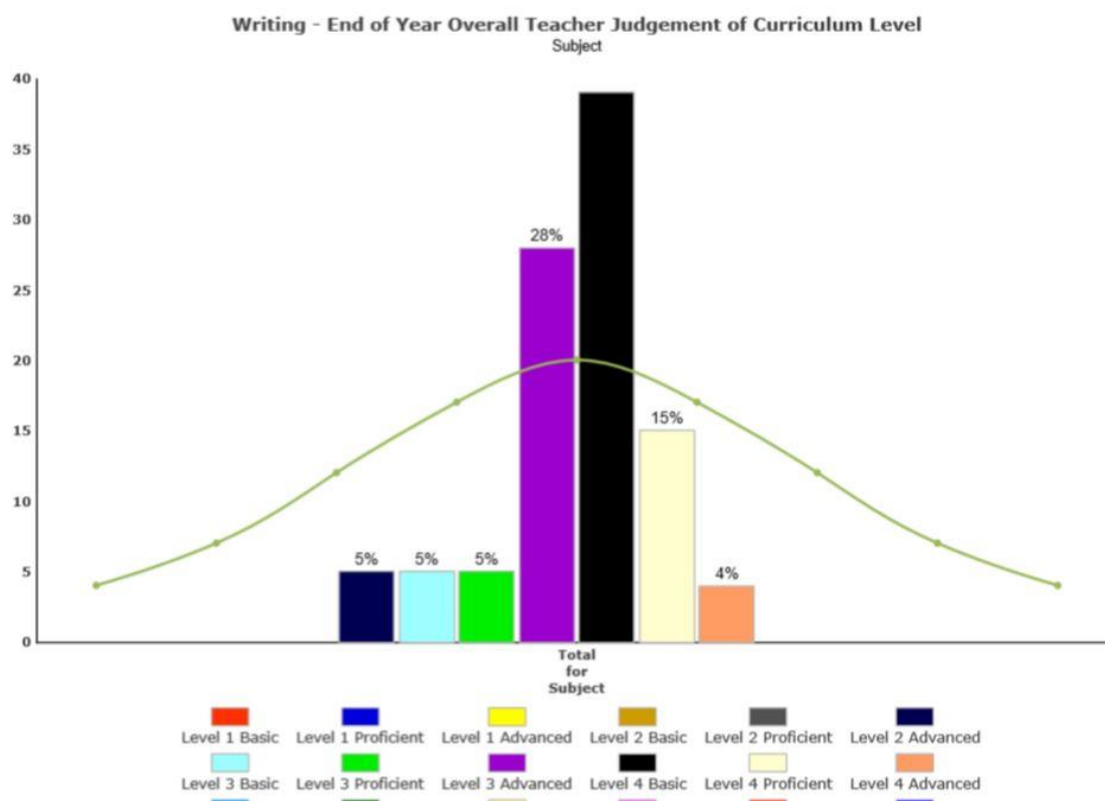
### Commentary / Analysis:

- 100% of our Pasifika Students are achieving at or above the expected level for Year 7 Students (2 students total)
- 75% of Maori Students are achieving at or above the expected level for Year 7 Students. (4 Students) The one student who has not yet reached the level is one sub-level below and will be identified for Year 8 staff in 2020.
- 24% of males and 15% of girls had not reached the expected standard by the end of the Year in Reading. This trend sits in line with previous years and is above the most recent national comparison (this statistic has been phased out along with National Standards).
- A similar amount of boys and girls are at either Level 4B or 4P (74% Boys and 78% Girls) There are slightly more girls achieving well above the expected level compared to boys.





### Year 7 Writing:

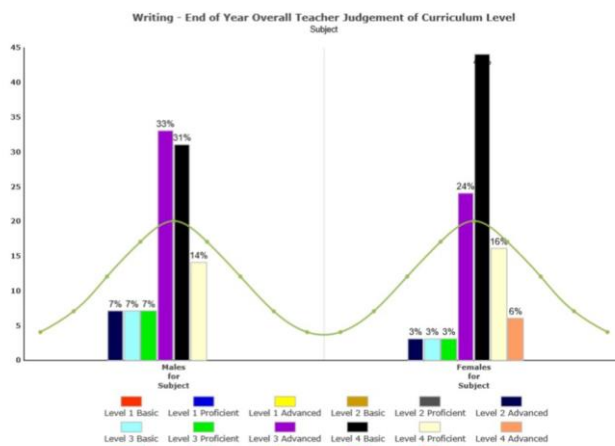
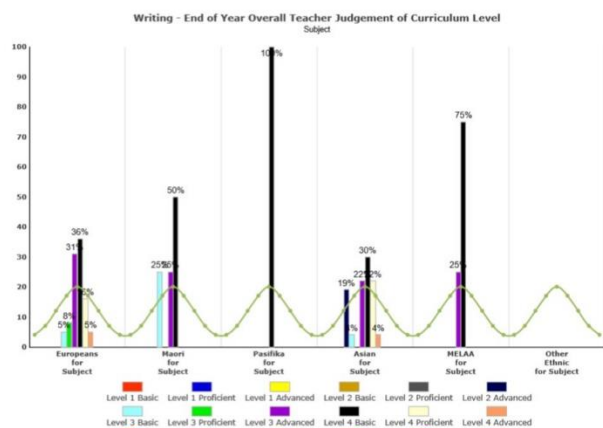


### Commentary / Analysis:

- 57% 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, 28% of pupils are just one sub-level below the expected level. This cohort will need close support as they move into Year 8 and focussed support will aim to improve their progress.
- As our Primary have shifted to LincEd – we have been unable to obtain comparative sub-level data to compare this cohort accurately to their 2018 results.
- 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



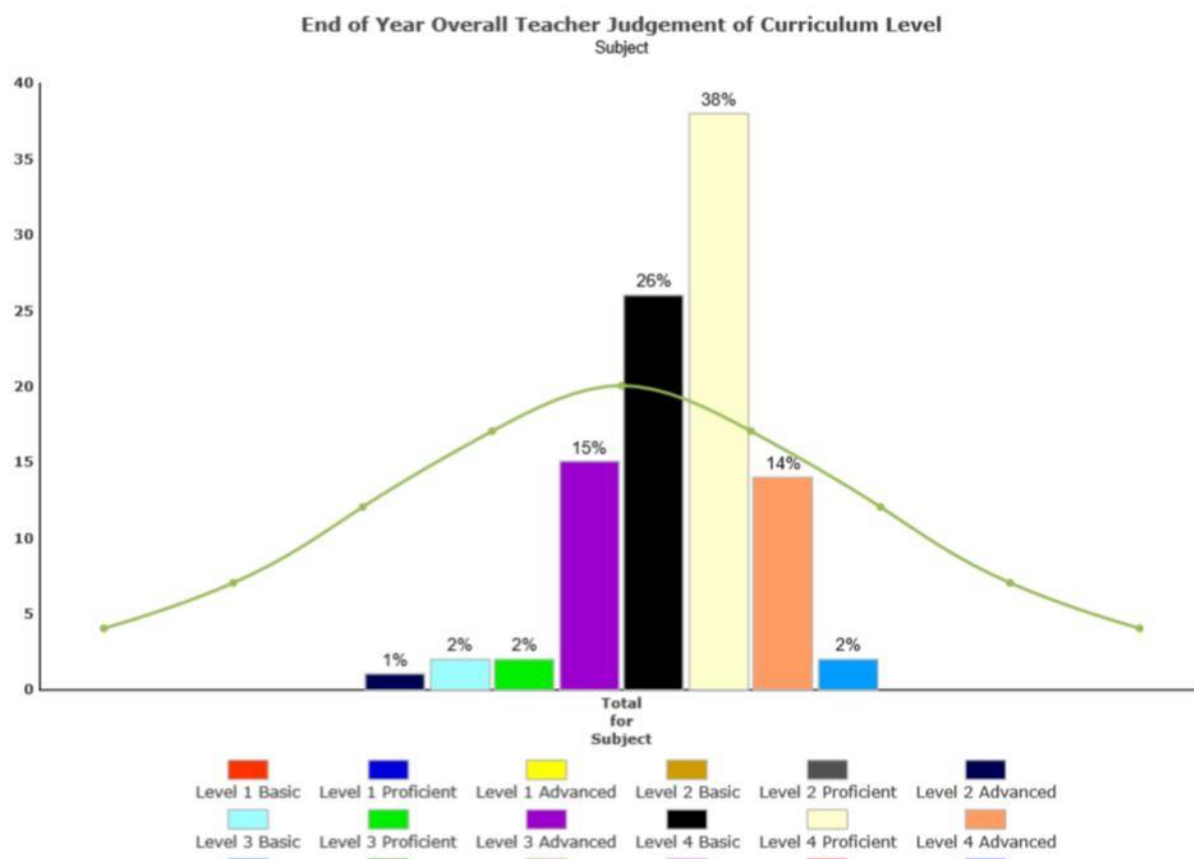
## Comparisons:

### Commentary / Analysis:

- In Writing, 66% of girls were at the expected level for Year 7 compared to 46% of boys.
- 2 of our 4 Maori pupils are at the expected level for Year 7 pupils in Writing. Of the other two, one is one sub-level below the expected level. Both of these students will be identified as requiring further support in Year 8.
- Both Pasifika pupils have reached the expected level for the end of Year 7 which is a pleasing result.

## Year 7 Mathematics:

### Overall:

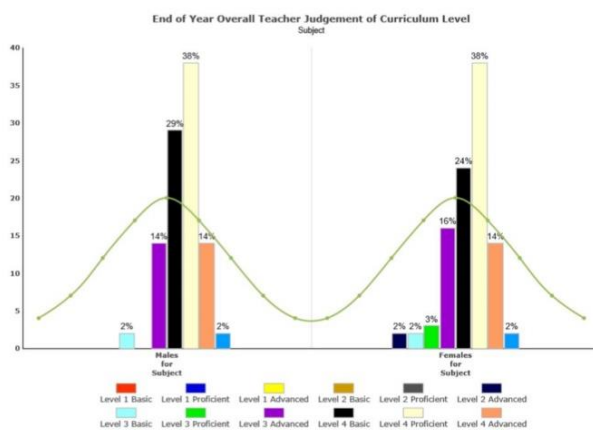
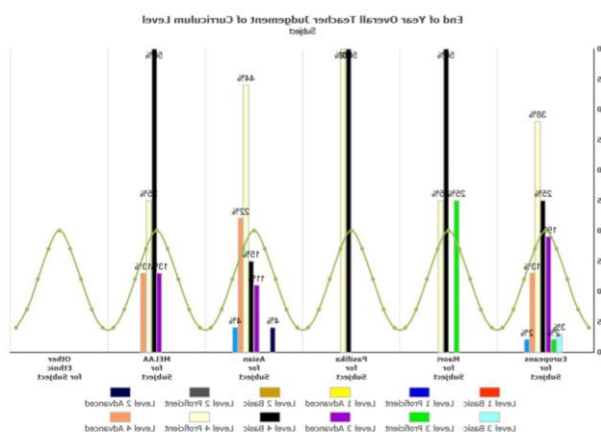




### Commentary / Analysis:

- 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:



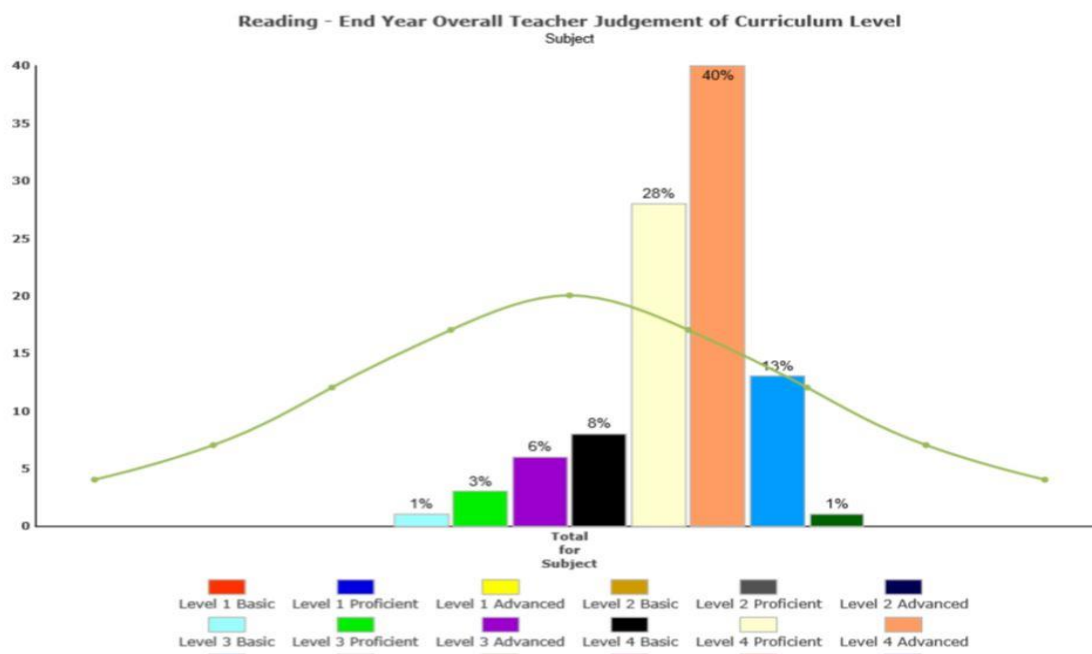
### Commentary / Analysis:

- A higher percentage of boys were at the expected level in Mathematics compared to girls (boys 84% and girls 77%)
- 14% of the boys and 16% of the girls were only one sub-level below the expected level at the end of Year 7
- 3 of our 4 Maori pupils and both of our Pasifika pupils were at the expected level in Mathematics at the end of Year 7. It is pleasing to note that all of our Maori and Pasifika students progressed at least one sub-level over the course of the year.



## YEAR 8

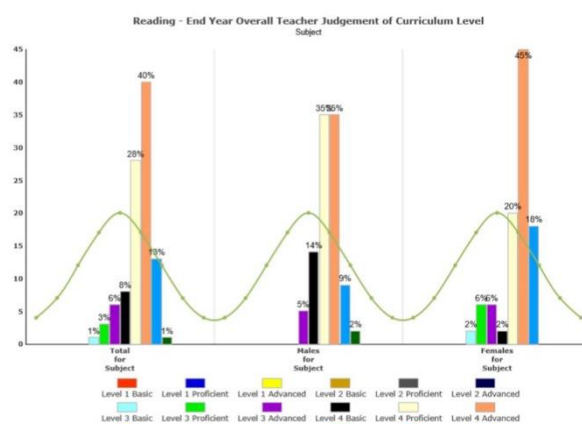
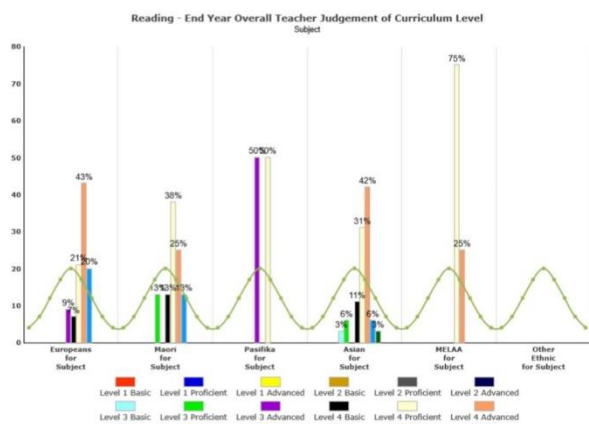
### Year 8 Reading:



### Commentary / Analysis:

- In Reading, 82% 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. This cohort have stayed on par with their progress when compared to 2018.
- The remaining 8% 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.
- A small percentage will need further support as they enter Year 9 and these will be identified to the staff in the English Department

### Reading: Ethnic and Gender Comparisons:

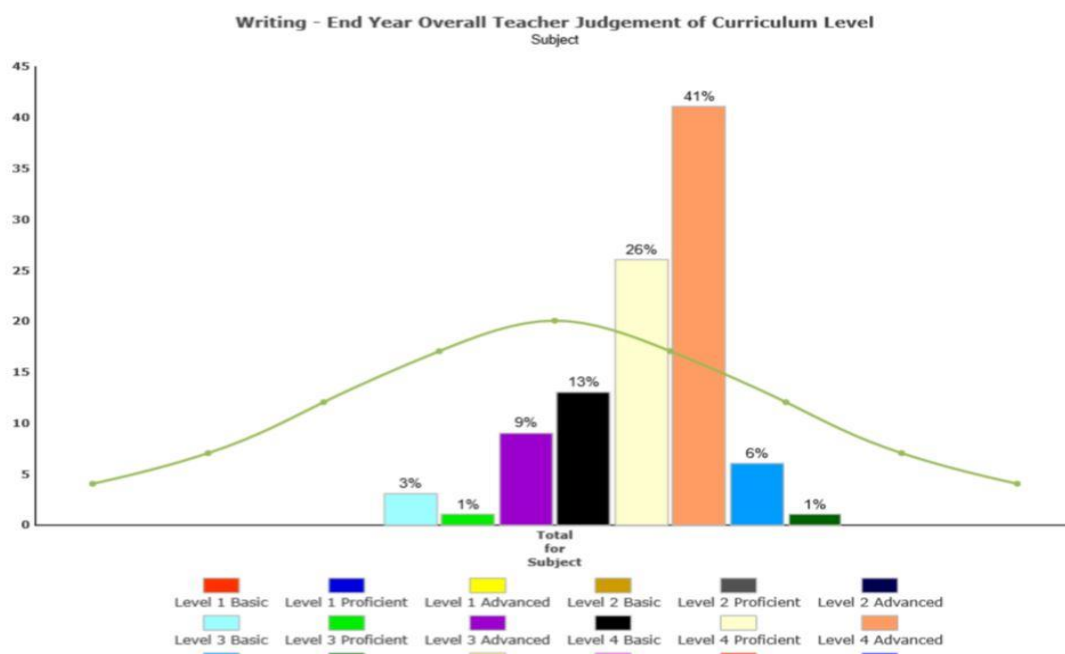




### Commentary / Analysis:

- 81% of male pupils and 84% of female pupils were at the expected level for the end of Year 8. This result is also on par with the same cohort as Year 7 students.
- 6 out of 8 Maori and 1 out of 2 Pasifika pupils were at the expected level for the end of Year 8 in Reading. Those students who are below the expected level have progressed compared to the end of Year 7 but remain below the expected level. These students will continue to receive support as they enter into Year 9. As indicated in previous annual reports, a number of these students entered our school well below the expected level and are making steady progress each year.

### Year 8 Writing:



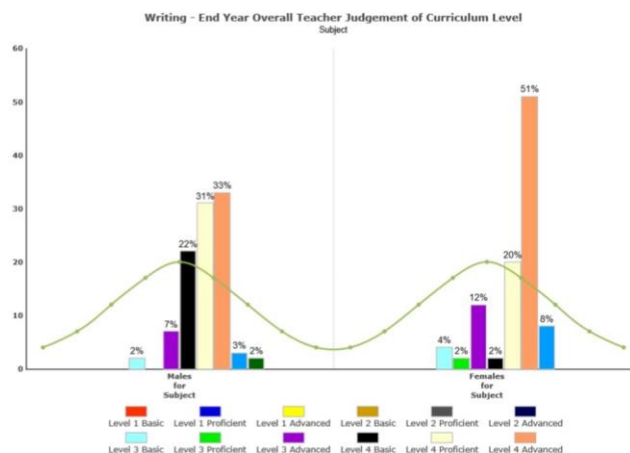
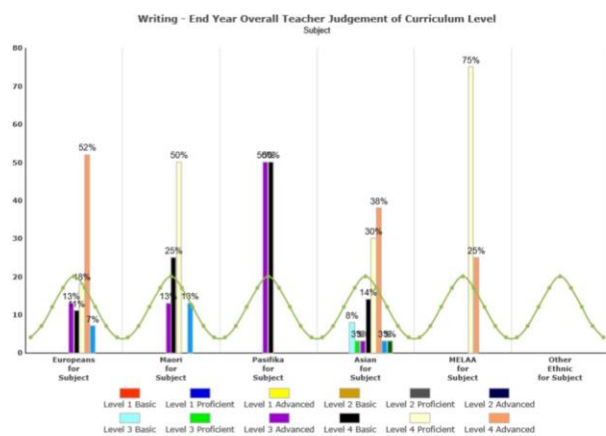
### Commentary / Analysis:

- 73% 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 2018 results. (2018: 63% at the expected level). This is a pleasing result as targeted support for learners in this area was identified as a key initiative in 2019. It also provides some evidence that our Write That Essay PLD has been effective in improving student achievement.
- 13% of pupils sit only one sub-level below the expected level. This means that 86% of our Year 8 cohort were at or very close to the expected level in 2018.
- It is pleasing to note that this cohort has progressed significantly over the course of Year 8. In Year 7, 36% of students were not at the expected level; whereas at the end of Year 8 this has dropped to 27%. These students have progressed significantly considering the expected level also shifts from one year to the next.





## Writing: Ethnic and Gender Comparisons:

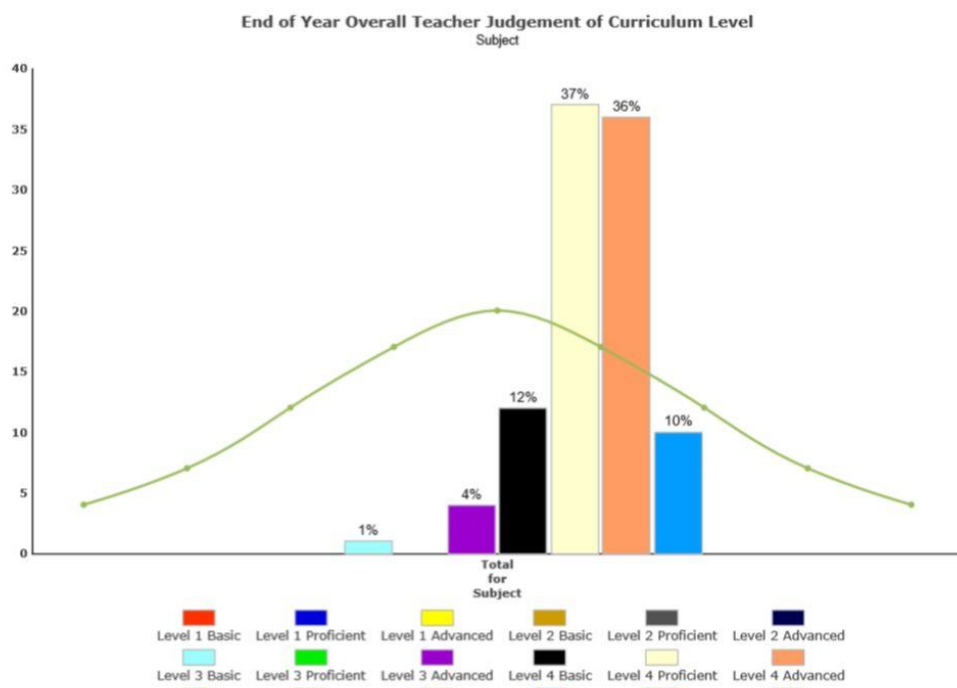


## Commentary / Analysis:

- 80% of girls were at the expected level for Writing. This is significantly higher than the boys who were at 69%.
- When comparing the same cohort at the end of Year 7, 54% of boys were at the expected level so it is pleasing to see this increase to 69%. While this is very pleasing, we have a number of boys still to come up to the expected level. Equally pleasing is the fact that in Year 7 73% of girls were at the expected level in Writing and this has increased to 80%.
- 22% of boys sit only one sub-level below the expected level meaning that 76% of boys are at or very close to the expected level in Writing.
- 5 out of 8 Maori pupils are at, or have exceeded, the expected level for Year 8 pupils in Writing. This is a pleasing result. 2 further pupils sit at Level 4B – just one sub-level below where they are expected to be.
- Our Pasifika students have progressed but remain beneath the expected level for a Year 8 student. As with reading, targeted support will be identified and provided for these students in Year 9.



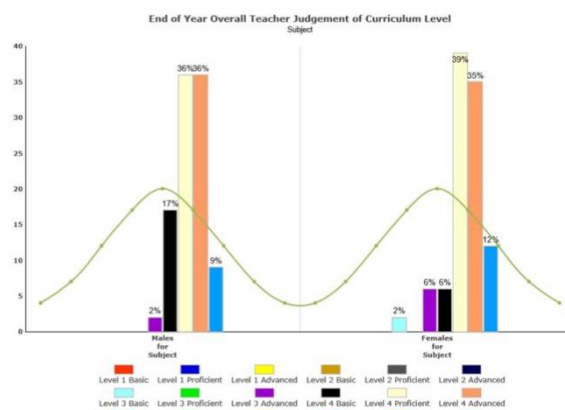
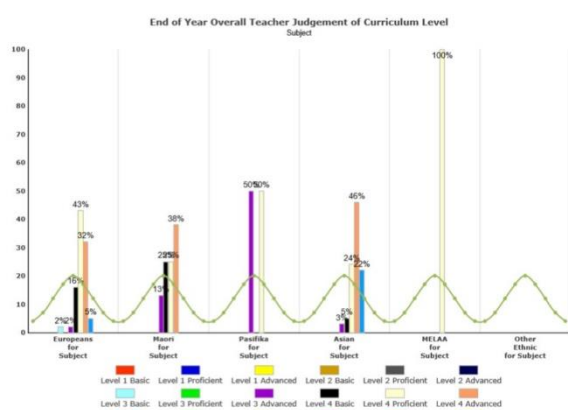
## Year 8 Mathematics:



### Commentary / Analysis:

- 83% of Year 8 pupils were at the expected level for Year 8 pupils in Mathematics. This has been an increase in comparison to the same cohort at the end of Year 7 (2018) where 80% of students were at or above the expected level
- 12% of pupils sit one sub-level below the expected level meaning that they are very close. When including these pupils 92% of pupils are at or very close to the expected level.

## Year 8 Mathematics: Ethnic and Gender Comparisons:



### Commentary / Analysis:

- Boys and Girls had very similar levels of achievement in Mathematics with 81% of boys and 86% of girls at the expected level of Year 8 pupils. Interestingly, girls have progressed significantly in comparison to 2018 where as Year 7's 76% were at or above the expected level. This increase of 10% is pleasing.
- 5 of our 8 Maori students have reached the expected level for the end of Year 8. 2 more sit just one sub-level below this. For our Pasifika students, one was at and one 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
<b>All Pupils</b>	8%	10%	55%	25%
<b>Maori</b>	33% (1 Pupil)	-	33% (1 Pupil)	33% (1 pupil)
<b>Pasifika</b>	-	14% (1 pupil)	71% (5 pupils)	14% (1 pupil)
<b>Males</b>	12%	11%	59%	19%
<b>Females</b>	4%	10%	53%	33%

#### Writing:

	4B or Less	4P	4A / 5B	5P and above
<b>All Pupils</b>	8%	14%	51%	27%
<b>Maori</b>	33% (1 pupil)	33% (1 pupil)	33% (1 pupil)	-
<b>Pasifika</b>	-	43% (3 pupils)	57% (4 pupils)	-
<b>Males</b>	14%	24%	49%	14%
<b>Females</b>	4%	7%	52%	37%

#### 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 pleasing to note that in Reading 80% of students are at Level 4A/5B – 5P and above. We do have an extra 25-30 students join at Year 9; however, for the point of comparison, as Year 8's 62% of students were at this level at the end of 2018. This provides evidence that students have continued to progress towards and beyond the expected level.
- Similarly in Writing 78% is pleasing as the comparative number for the same cohort in 2018 was 49%
- It is extremely pleasing to see success in both Reading for our Maori and Pasifika pupils. There are 4 Maori and Pasifika students who will require further support in 2020.
- Girls have out-performed boys in both Reading and Writing.



### 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	12%	12%	44%	32%
Maori	12%	13%	50%	25%
Pasifika	19%	26	45%	10%
Males	11%	11%	46%	32%
Females	13%	13%	42%	32%

### 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.

- 76% of all assessments sat by Year 9 pupils were passed at the expected level for a Year 9 student.
- 75% of assessments by Pasifika students were at the expected level for Mathematics at the end of Year 9. This number is lower for Maori at 55% of assessments. This statistic will be passed on to the teachers of Year 10 Maths in 2020.
- Boys and girls have achieved at similar levels with a slightly higher percentage of boys being at the expected level compared to girls. (78% Boys and 74% Girls)

## YEAR 10

### English: (Reading)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	10%	9%	-	11%	8%
Merit	32%	9%	60%	52%	13%
Achieved	46%	73%	40%	34%	58%
Not Achieved	12%	9%	-	2%	22%



### English: (Writing)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	22%	10%	-	35%	10%
Merit	31%	33%	56%	37%	25%
Achieved	32%	33%	44%	25%	40%
Not Achieved	15%	24%	-	4%	25%

### 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 88% of our Year 10 pupils have Achieved in relation to Reading and 85% in relation to Writing.
- Our results for both Reading and Writing for Maori and Pasifika students is pleasing
- Girls have out-performed boys in both Reading and Writing within this cohort.

### Mathematics: 6 Achievement Standards per pupil

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	22%	9%	3%	26%	18%
Merit	40%	46%	66%	46%	35%
Achieved	32%	37%	28%	24%	40%
Not Achieved	6%	8%	3%	5%	7%

### 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. 94% overall and 92/97% for Maori and Pasifika pupils is a very pleasing result indeed,
- Boys and Girls have very similar pass rates though girls have out-performed boys at the Merit and Excellence level.





### ATTENDANCE

Pupil Group	% Attendance				
	All Pupils	Male	Female	Maori	Pasifika
Year 7	93.4	94.1	92.9	90.0	95.2
Year 8	91.3	91.9	90.6	91.1	93.1
Year 9	94.5	95.2	93.8	90.8	91.9
Year 10	91.2	92.0	90.2	89.3	87.3
Overall(Y1-13)	92.5	93.1	91.8	90.1	91.5

### 2019 DEVELOPMENTS

- 2019 saw the successful introduction of the Middle School Social Culture plan. This was introduced through assemblies, in form times and through the work that Deans have done working with students in disciplinary and pastoral support.
- The embedding of Write that Essay in our Year 7 and 8 programmes continued throughout 2019. This will continue as common practice in 2020 and beyond. This programme seems to be providing a positive impact: as an example, in Writing our 63% of our 2018 Year 7 cohort were at the expected curriculum level for writing, by the end of 2019 this same cohort had 73% at the expected level. This is pleasing progress and we believe that the programme has contributed to this progression.
- 2019 was the first year of our revised Year 9 options delivery with Technology, Language and Art courses moving to half year from the old major-minor system. Anecdotal feedback from Curriculum Leaders has been that this shift has been a positive one. In 2020 a curriculum review is scheduled in the annual plan and we will look at this element as part of this review.
- In 2019 our weekly Waiora meetings (AP, HOS, Guidance Team) were an extremely beneficial development. Regular conversations to identify and assist with pastoral needs for students and their waiora were an excellent addition to the pastoral care offered to students.
- Our Student leadership groups were embedded as indicated in our plan for 2019. This will be further strengthened with the opening of the Centre for Leadership and Influence and we plan to incorporate this resource in further into these programmes in 2020 and beyond.

### 2020 Initiatives:

- The implementation of the BYOD programme for Year 9 and 10 will be undertaken. Teachers in this part of the Middle School will incorporate blended learning based from BYOD into their teaching.
- As indicated above, beginning in Term 2 we will open a review into the delivery of Curriculum in the Middle School. This will be a wide scope and will cover a number of areas.



- We will continue to implement our Middle School Social Culture Plan and refine this to be integrated fully with the school wide Social Culture Plan that is being developed and delivered by the Waiora Lead Team.
- Targeted support for students that have been identified in our data analysis will be provided. We will continue to provide relevant information to all teaching staff via both our class profiles and via the Learning Centre.
- The Year 7 and 8 Team will implement a new combined unit in Term One 2020. This is with the aim of refining the delivery of Curriculum in this part of the school to include a 2-year cyclical plan. This is an exciting development for the Year 7 and 8 Teams who desire to work closely together.

### CLOSING COMMENTS

2019 was another year in which we saw the hand of the Lord and his blessing upon us as a Middle School. Despite navigating some difficult seasons within the school year (bereavements and the tragedy of March 15<sup>th</sup>), the atmosphere of belonging and support remained strong through the love and care provided for our students by dedicated staff. We continue to pray that we are aligned with the Lord's will and purpose as we seek to educate our students from a Scriptural foundation and through a Biblical lens. I would like to extend my heartfelt thanks to all staff who have taught Middle School classes and programmes in 2019.

**In Christ,**

**Matt Barlow**

Head of Middle School



## Senior College Annual Report 2019

### SPECIAL CHARACTER

Turangawaewae – Middleton Grange School, a place for staff, students, family and friends to stand accepted, valued and free in the grace emanating from our Lord Jesus Christ and His death and resurrection on our behalf. Led by our Head Students in assemblies, in prayer-walks around the school, in community initiatives and in their own carriage and demeanour, the message that this is a school where everyone can be safe and can develop according to the call of God on our lives was declared into the entire environment. Paramount was the reminder that the foundation of our sense of belonging and security is the Word of God and that every one of us needs to meditate on His Word day and night (Psalm 1) in order to remain steadfast, honouring and resilient.

The design and detail of the school's Social Culture Plan as a Waiora tool was canvassed with the Senior College staff and refined by the Dean Team as it might specifically apply within the Senior College landscape. This work is still in progress across the school, and the "fit" for Senior College is in developmental stage.

Year 13 continued their Christian Focus Days (CFD) each of Terms 1-3, again aiming to prepare our graduands for their exit from school and entry into tertiary, workforce and gap pursuits. A range of folk, including ex-pupils were invited along to share their experiences of operating as Christians in a secular workplace, and of ministering in an overtly Christian environment. An Apologetic focus of the CFDs encouraged, challenged and armed students to develop a world view and determine whether or not they will conform to the world's standards and "wisdom". This aim governed the choice of themes and speakers throughout the year. Student attendance was excellent and feedback was positive.

The Men of Honour programme, initiated and developed by Geoff Steyn, moved into Year 12 this year, building on the foundation laid in 2018. Dr Martin Swan has been a key speaker in this programme, bringing a thoroughly biblical basis for relating to others with integrity and respect. Real Talk and Healthy Living were also brought in to provide understanding and tools for looking after others' and own holistic health.

### NCEA 2019 – Summary of Results

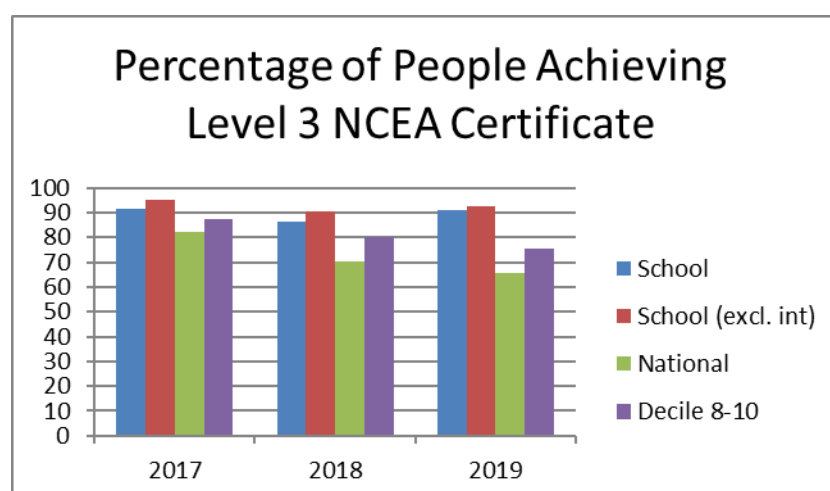
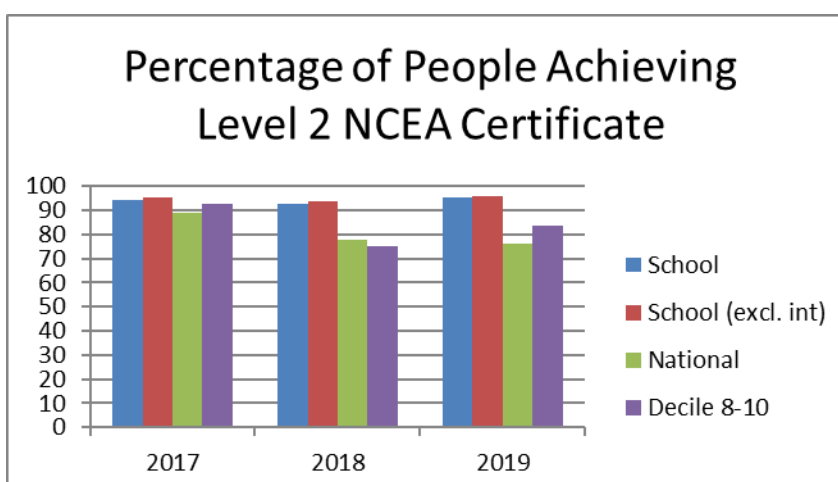
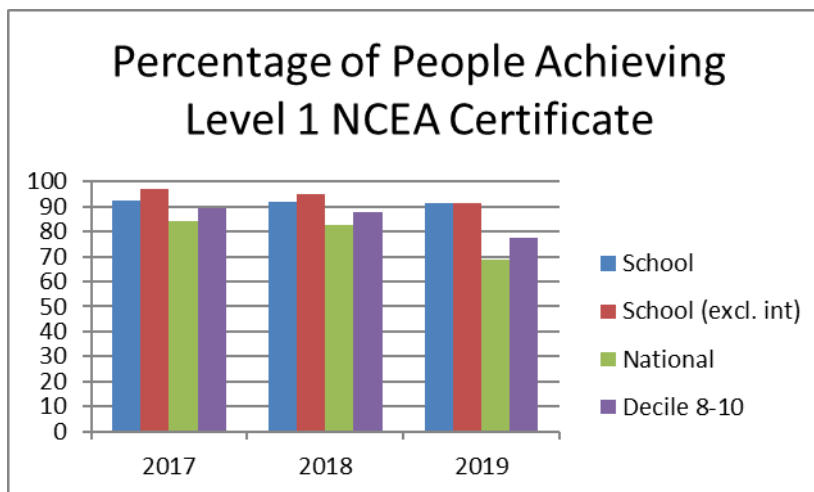
#### Overall Results (%)

	Level 1				Level 2				Level 3			
	2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Including Internationals	91	86.5	92.3	96.0	95.1	88.7	94.1	94.3	90.8	92.9	93.5	94.0
Excluding International	91.6	90.4%	97.2%	98.2%	96.1	96.6	95.2	98.5	92.7	93.9	95.2	95.6
Excellence Endorsements	27.3	27	37%	30	20.7	27.6	26	28	18.9	14	22	18
Merit Endorsements	48.5	38.8	30	41	27	36	35	38	34.3	35.7	33	35
Maori	88	75	100	93.3	94	89	86.7	100	75	100	90	100
Pasifika	90.9	62.5	100	88.9	100	100	90	80	100	100	100	100
Male	88.5 (89)	82.7 (89.1)	91.9	94.3	90.6 (95.2)	83 (100)	89.5	93.0	89.4 (90.8)	89.1 (91.5)	91.7	91.2
Female	93.3 (94.3)	87.8 (91.6)	92.7	96.7	99 (98.9)	93.2 (98)	98.9	97.3	91.9 (94.2)	96.5 (96.1)	95.1	97.0
University Entrance									74.1			



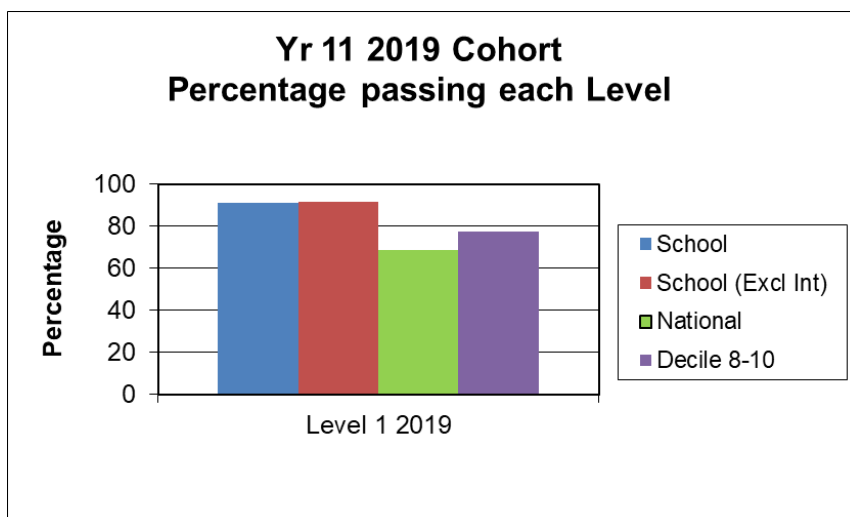
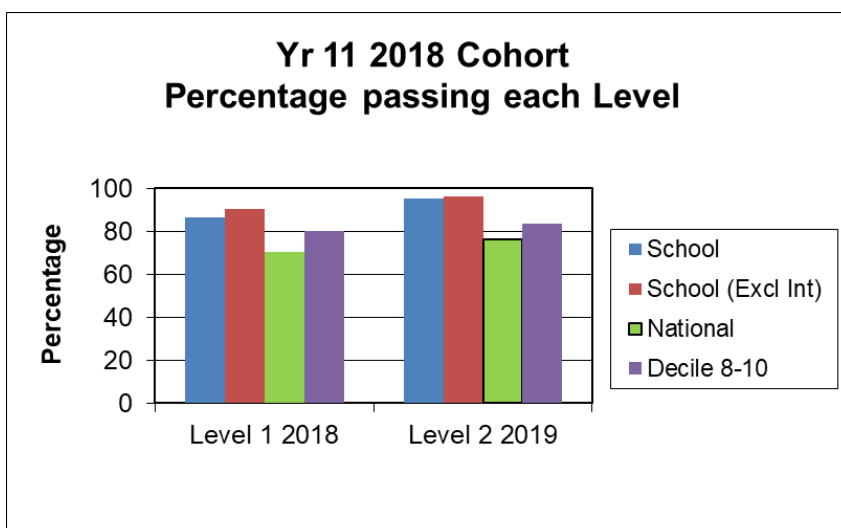
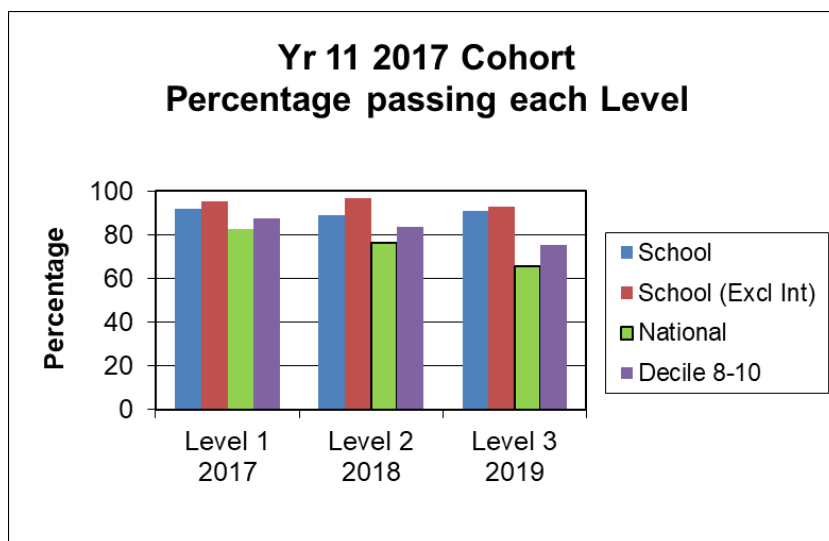
## NCEA Certificate Achievement

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

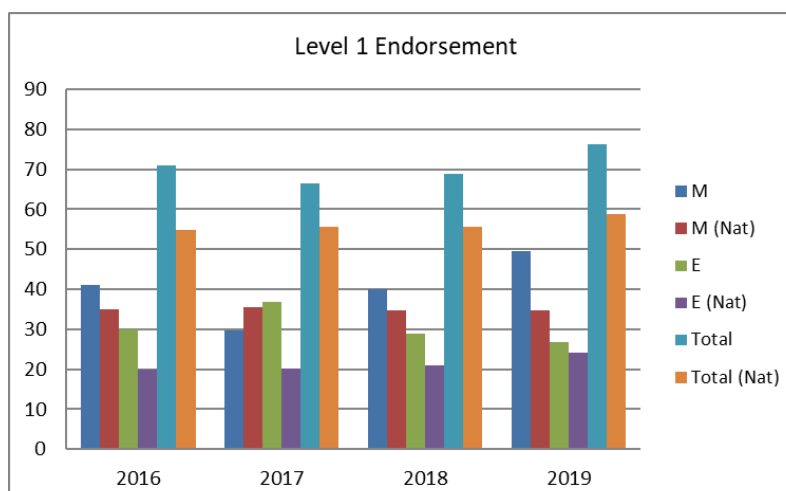






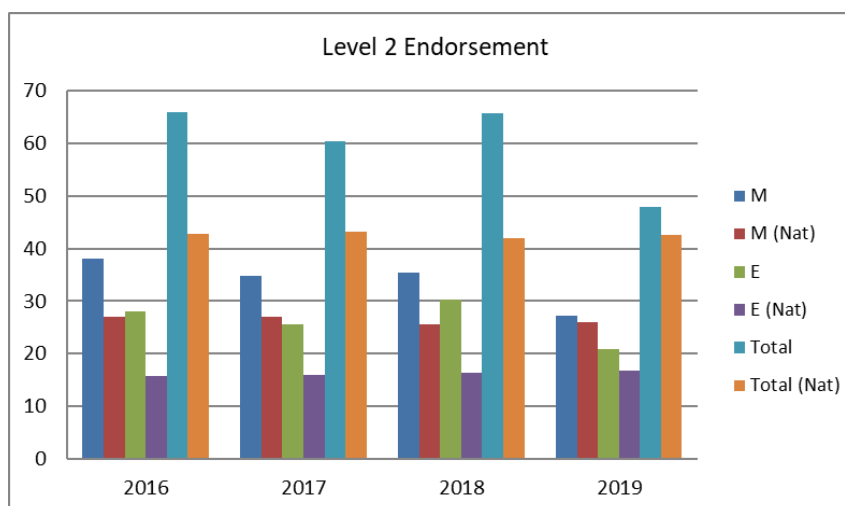
### Certificate Endorsements

#### Level 1 endorsement



Year	M (MGS)	M (Nat)	M (8-10)	E (MGS)	E (Nat)	E (8-10)	Total (MGS)	Total (Nat)
2016	41	35.1	39.3	30	19.8	28.7	71	54.9
2017	29.7	35.6	39.4	36.8	20.1	28.5	66.5	55.7
2018	40	34.6	40.4	28.8	20.9	29.5	68.8	55.5
2019	48.5	34.8	41.1	27.3	24.1	28.2	75.8	58.9

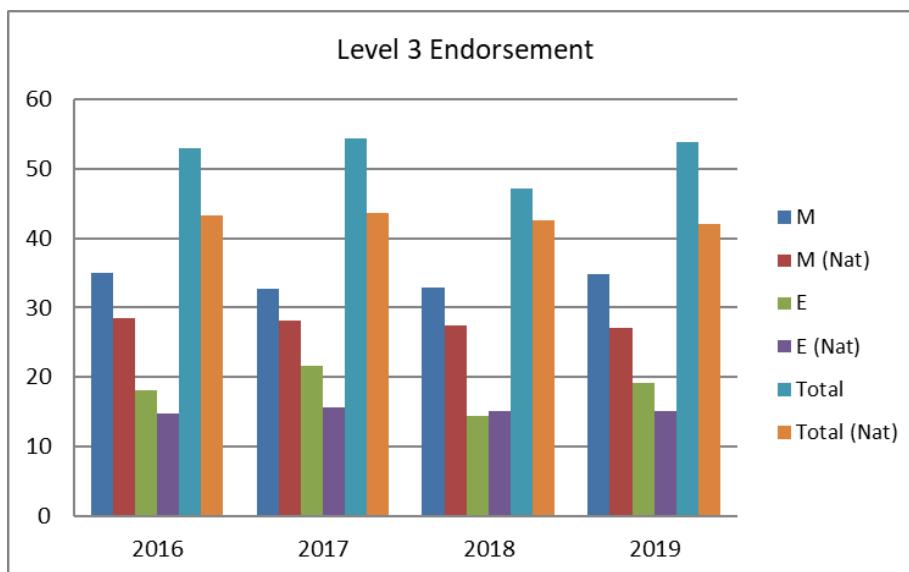
#### Level 2 endorsement



Year	M (MGS)	(Nat)	M (Decile 8-10)	E (MGS)	E (Nat)	E (Decile 8-10)	Total (MGS)	Total (Nat)
2016	38	27	30.9	28	15.8	23.7	66	42.8
2017	34.7	27.1	30.2	25.6	16	23.7	60.3	43.1
2018	35.5	25.6	32.1	30.2	16.4	24.2	65.7	42
2019	27	25.9	33	20.7	16.7	23.6	47.7	42.6



### Level 3 endorsement



	M (MGS)	(Nat)	M (Decile 8-10)	E (MGS)	E (Nat)	E (Decile 8-10)	Total (MGS)	Total (Nat)
2016	35	28.5	33.9	18	14.7	19.1	53	43.2
2017	32.7	28.1	32.8	21.6	15.6	20.4	54.3	43.7
2018	32.9	27.4	33.8	14.3	15.1	19.2	47.2	42.5
<b>2019</b>	<b>34.3</b>	<b>27</b>	<b>32.7</b>	<b>18.9</b>	<b>15.1</b>	<b>19.4</b>	<b>53.2</b>	<b>42.1</b>

### Priority Learners

#### Maori Achievement 2019

	Level 1			Level 2			Level3		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
Number of pupils	7	20	10	18	9	14	8	12	10
Certificate	88	75	100	94	88	87	75	92	90
Merit	80	40	40	18	25	44	50	30	33
Excellence	6	13	20	6	13	15	0	10	11
Num	94	95	100	100					
Lit	100	100	100	100					
UE Lit				83	66	66	88	92	90
UE							33	75	90



### Pasifika Achievement 2019

	Level 1			Level 2			Level 3		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
Number of pupils	11	9	6	7	5	10	5	7	3
Certificate	92	63	100	100	100	90	100	100	100
Merit	70	50	50	28	60	22	20	29	0
Excellence	0	25	0	14	0	11	0	0	0
Num	100	100	100						
Lit	100	100	100						
UE Lit				86	80	70	80	86	67
UE							80	71	67

### Special Learning Needs Achievement 2019

- Level 1** 9/9 pupils attempted NCEA L1. All gained Level 1 with 2 gaining Level 1 endorsed with Merit. All gained Level 1 literacy and numeracy
- Level 2** 10/13 pupils completed Level 2. 1 gained an Excellence endorsement. 1 gained Merit Endorsement. 7 gained UE Literacy. 2 are on a supported learning programme.
- Level 3** 7/11 pupils completed Level 3. 2 of the students completed Level 2. 9 gained UE literacy and 2 gained University Entrance.

### Analysis of NCEA Results

	Significant Features	Explanation
Certificate passes	<b>Level 1 –</b>	
	The pass rate for L1 domestic pupils has increased slightly, and the gap between International College (IC) students and domestic is the smallest it has been at this level.	Despite the higher proportion of At Risk (AR) students in Y11 2019, achievement has been solid, indicating interventions were applied to good effect.
	Over 75% of pupils who achieved L1 gained Endorsements, with the majority at Merit. 6/7 Maori pupils gained an Endorsement.	The majority of students in Y11 were well motivated and were rewarded for their excellent effort.
	The differential in gender rates was more pronounced in 2019, favouring girls. This had evened in 2018.	A number of boys with varying degrees of mental health issues. One serious, affecting attendance and academic outcomes. Counsellors and parents very involved. Others improved with coaching and monitoring. 1 pupil with computer abuse issues – potential to derail NCEA achievement. Discipling and disincentives applied. 1 boy with ongoing health had very poor attendance but has achieved despite this.



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	<p>3 boys with confused priorities needed much support. One with parental health issues in the background. Improvements noted later in the year.</p> <p>Maori and Pasifika achievement was significantly higher this year.</p> <p><b>Level 2 –</b></p> <p>Domestic pass is significantly up on 2018 achievement figure – 95% at L2 compared with 87% at L1.</p> <p>Only 1 female did not gain NCEA L2.</p> <p>Maori and Pasifika pupils profile well again: Maori – 94% (17/18 achieved NCEA L2); Pasifika – 100%.</p> <p>Merit Endorsements were down at this level</p> <p><b>Level 3 –</b></p> <p>Achievement is down at this Level for both full cohort and domestic pupils (91% 2019 cf 93% 2018; equivalent to 3 pupils differ)</p> <p>Gender gap is still small with girls still slightly ahead.</p>	<p>This statistic is affected by the lower numbers in the cohort compared with 2018.</p> <p>The interventions applied to At Risk pupils, as well as Gateway opportunities, combined with strong focus on monitoring by the Deans have contributed to a more effective work ethic and aspiration from pupils.</p> <p>In 2020 Endorsement at L2 will become a focused target, with reference to L1 high endorsement rates in 2019.</p> <p>The large number of health issues amongst Y13 pupils may have affected achievement.</p> <p>The percentages represent a very small number of pupils.</p>
<b>Level 1 Literacy and Numeracy</b>	<p>98% of domestic pupils gained Literacy</p> <p>97.8% including Internationals.</p> <p>99% (including Internationals) of pupils gained Numeracy.</p>	<p>All domestic pupils achieved Literacy including our Priority Learners.</p> <p>All pupils in the Core Maths class and Priority Learners achieved numeracy this year.</p>
<b>UE Literacy</b>	<p>75% gained UE Literacy cf 80% 2018.</p>	<p>Some of our high performing pupils chose to attempt only 1 of the 2 English Externals in which they were entered.</p> <p>7/13 L2 Priority learners gained UE Literacy</p> <p>9/11 L3 Priority learners gained UE Literacy</p>
<b>UE</b>	<p>UE pass rate at 74% - is up slightly on 2018 (72%)</p> <p>2/6 Maori pupils gained UE</p> <p>4/5 Pasifika pupils gained UE.</p>	<p>3 pupils have made up the credits needed to get UE this year through Hagley and Te Kura.</p>



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<b>Scholarship</b>	11 Scholarships. 66 entries; 14 exams were not sat. Some pupils are still attempting multiple Scholarship exams and may be selecting which exams they will sit.
<b>General Comment</b>	Achievement is still high at Middleton Grange School and exceed statistics of National and Decile 8-10 in all categories. A significant number of pupils again experienced severe mental health issues during the year. Many of them exceeded our expectations and achieved regardless. Our good partnership with families and whanau, who support us and their young people, is of enormous benefit to the achievement of our pupils in Senior College. This is greatly appreciated and is worth nurturing.

## ATTENDANCE

Attendance levels have continued an upward trend at all Year Levels. The small number of student of concern in this area have been well monitored by the Senior College pastoral team

### Attendance Comparison (%)

2017				2018			2019		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
All	90	89	88	91	90	86	92.7	91.2	91.7
Male	89	88	89	93	91	87	93.1	92.7	93
Female	92	89	87	89	89	84	91.9	89.9	90.6
Maori	92	84	87	90	87	82	91.9	87.8	90.2
Pasifika	92	91	90	91	90	86	94	91.9	91.8

## HIGHLIGHTS

- Very few serious behavioural issues resulting in stand-downs
- Focus and intentionality by the vast majority of students on academic engagement and achievement
- Willingness of many students to stand and live by their faith convictions
- Year 13 Camp – a time of developing personal growth and cohort cohesiveness
- House Haka competition – 2<sup>nd</sup> year – noticeably higher quality

## CHALLENGES

- Increasing numbers of students showing diminishing resilience to assaults on mental health
- Groups of students overcome with attachment deficit-related anger and disempowerment and translating that into a variety of behavioural expressions
- Changing nature of the NCEA Review creating uncertainties



### LEADERSHIP

- The second year of the new Student Leadership Structure showed few issues
- The Leadership Team was active and provided strong spiritual role modelling and influence
- The students are beginning to take more initiative and are creating their own role and focus but checking in for approval and advice
- The Tribute Assembly was a highlight – well run, totally appropriate, meaningful and focused

### NEXT STEPS

1. At Risk UE Literacy Group continues to be closely monitored by both Deans, Curriculum Leader of English and Learning Centre.
2. L2 Merit Endorsements focus through 2020 to maintain the pleasing L1 Endorsement rate.
3. Review of Scholarship programme: rationale and delivery.
4. Respond appropriately to NCEA Review outcomes.
5. Develop a Waiora programme for girls to complement the Men of Honour programme.

**Ruth Velluppillai**  
Head of Senior College





## International College Annual Report 2019

### 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 students are designed to challenge non-Christians and to encourage Christian young people in their walk with God. Courtenay Van Maastricht taught the higher level of English students and Sam Anderson, the newer or lower level of English students.

Rosemary Allison has worked extensively on developing our Christian Studies programme. We have purchased resources, including Bibles in a variety of languages and will continue to do the programme in 2020. We were greatly blessed by the Chinese Church. They brought us eighteen Chinese bilingual Bibles and early in the year, a donation of \$2,000 and another \$2,000 again at the end of the year. These donations will be used in 2020 to further develop our Christian Studies programme for international students. The lady in charge of the children’s ministry at the church was an International student here at MGS many years ago, and her youngest daughter Zara, is now in Year 10.

For Year 13 Christian Focus Days we have tried developing a programme that is more relevant to the needs of our international students and brought in a pastor of a local Chinese church to speak to the group, along with two young people. We will look at developing this for 2020 into a model that can be used each year, focusing on an introduction of the Gospel message to the Year 13 group.

Sophie Bates, an ex-MGS student, was contracted for the first time in the history of the International College, as the 24/7 Youth Worker for international students. Sophie had five hours per week where she came into school, mentored students and along with another 24/7 youth worker, ran a girl’s group. Sophie attended most of our events for international students and was key in getting students involved in the Friday youth programme run by South West Baptist called SYC. This is a wonderful blessing to the school. We have regular meetings with the 24/7 Canterbury Regional Coordinator, Luke Gardiner, to support Sophie and report back on the programme with the international students.

Easter Camp was successful again, with over forty International students joining the SYC team and the bulk of these were from MGS. There were also various other Church Youth Groups that took our international students with them, so the International College would have been very well represented at the 2019 Easter Camp.

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

### INTERNATIONAL BOARD OF ADVISORS (IBOA)

The IBOA members were Mel Hikuroa, David Gillon, Mike Vannoort, 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

Student Numbers for 2019 – The budgeted numbers were set at 122 FTE's in October 2018. We ended the year on 106.75 FTE's. By the end of the year 144 international students had visited our school in total. Historical numbers are as follows:

2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
106.75	117.5	115.5	89.75	98.75	94.75	89	72	108	118	132	121

The reasons for the drop in expected numbers are numerous and have been dealt with in my Marketing Plan for 2020. An indicator is shown in the ethnicity numbers in the table below, namely the significant drop in Chinese students. This is not isolated to Middleton only, but is experienced across New Zealand.

The ethnic composition of students for 2019, 2018 and 2017 for full year totals:

	Korea	PR China	Japan	Thailand	Germany	Vietnam	Hong Kong	Taiwan	Argentina	Indonesia
2019	12	69	34	10	8	0	0	3	5	2
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 2019 included the following:

**Germany** – I visited partner schools and visited and presented in classes and at a parent and student evening with two previous years students and the coordinator, Elfie Kohler.

**Vietnam** – I visited Vietnam in May before Thailand, to be part of Christchurch Educated events in Ho Chi Minh City and Hanoi. I visited agents in both cities and presented to a group of students and their families in Hanoi who were visiting MGS later in the year. I also hosted alumni events.

**Thailand** – I visited Thailand in May, to be part of Christchurch Educated events in Bangkok and Chiang Mai. One of our long-standing agents took me to visit three excellent schools and to set up agreements with these schools which will be developed in 2020. In September representatives from these schools were invited by MGS to visit Christchurch and our school and this helped to cement the relationships. Memorandums of Understanding have been signed with all schools and we expect our first students in 2020. I also hosted alumni events.

**Korea** – Craig Utting travelled to Korea and represented MGS at the COEX Fair in Seoul. Craig hosted an Alumni event in Seoul and was assisted by our Alumni at the fair. Craig was approached by a school in Korea to develop a programme where the school will visit MGS for one term a year and fully integrate in our domestic classes. This programme has been developed and the result is that an additional class was opened at Year 10 level for a trial in 2020 and the visiting students will be spread through Year 10 classes. We are hoping to host about eighteen students from this school.

**Japan** – I visited Japan in September and October. I visited all our partner schools throughout the country and took part in the Education New Zealand student fair and agent seminars. I was supported by NZ Education Support Centre staff – Hirohide Ito, Yuko McKenzie and Hideko Yamamoto. My husband, Geoff, accompanied me on all of these visits and was able to support me in speaking to staff, students and parents regarding academic studies at MGS.



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The events of the 15<sup>th</sup> March while extremely tragic have not seemed to impact us negatively for marketing purposes. We did however have one short term group with us that needed to be in lockdown with staff for the afternoon, and another group expected to arrive that evening, cancelled.

Louise Whitehead and Dean McKenzie visited agents in Auckland to inform them of changes to MGS procedures in accordance with the updated Code of Practice.

Throughout the year we welcomed visitors to school. They included teachers from various countries, media companies videoing our students and their experiences, parents and their children and many other agents.

Yolandy and I attended the NZIE Conference in Auckland in 2019. This is always a good opportunity to network with others in the industry, hear from Government departments and have time to absorb important information not only for our work, but for our students and our personal development as well.

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. MGS and Christ's College have hosted the students and staff when they have visited Christchurch. We received our student from Tottori in March and the other was at Christ's College and at the end of the year Ivan Roentgen, a Year 12 boy was selected to represent MGS on the reciprocal visit, accompanied by a boy from Christ's College and their Japanese teacher, Mr Steve Everingham.

We again hosted the group from Japan who were interested in how New Zealand teach students with learning needs. They were extremely impressed with the Primary Learning Centre and the main Learning Centre of the school.

MGS was approached by the University of Canterbury, along with three other schools namely, Burnside High School, Christchurch Girls High School and Christchurch Boys High School, to be part of a programme where joint marketing would take place in China to recruit students to high school and then pathway to the University of Canterbury after. This project was developed throughout the year and funding was applied for to Education New Zealand and granted. Christchurch NZ have also partnered with the group and a project manager was employed in the latter half of the year to develop the programme. This programme will align with Canterbury wide requirements in line with the Super Nodes project being developed by Christchurch NZ. Substantial amounts of work have been completed but the finer details for all schools will be developed early in 2020 with the hope of recruiting the first students by the middle of the year.

### NEXT STEPS

- Continue to diversify marketing so as not to be so dependent on the China market.
- Continue to develop programmes with the University of Canterbury for a pathway for Chinese students.

## STUDENT ACHIEVEMENT

### Senior College

In the latter half of 2018 we carried out a Cycle of Enquiry on the performance of international students in NCEA levels 1 – 3. This enquiry has highlighted some very interesting facts which were reported on in last year's Annual Report. One area that has been noted is the performance of MGS's International students in comparison to the National average and other schools in Christchurch. MGS students outperform all others by a considerable margin and the school is by far the most successful in comparison to those reviewed. This is based on assisting International students gain Level 3 NCEA as well as University Entrance.

Throughout 2019 the two Deans met weekly to review student needs and monitor progress. Assistance was put into place where it was needed, which included additional tuition and regular mentoring meetings.



### Year 13 – 24 students

No. in Yr level entered for NCEA	UE	Level 3	Endorsements
23	11	17	6 Merit

Six students did not gain Level 3. One Year 13 boy had significant trauma through the year and will be repeating Level 3 in 2020. For the remaining five, their academic progress was monitored throughout the year, extra time was given to assist them and some accepted tutoring. It therefore indicates that these students were academically not able to achieve at the high level required, or they did not require an NCEA qualification for entry to a tertiary institution in their home country. They are only required to graduate from high school.

We are aware that late in 2019 nineteen students applied to the University of Canterbury and were granted provisional acceptance.

### Year 12 – 37 students through year

No. in Yr level entered for NCEA	Level 2	Did not gain Level
28	20	8

On the whole we are pleased with the results achieved by our Year 12 students. In 2020 we will work closely with those who did not achieve Level 2 but are aiming for Level 3 and University Entrance.

### Year 11 – 26 students through year

No. in Yr level entered for NCEA	Level 1	Did not gain Level
9	4	5

Year 11 is always our Senior College intake year and for the majority of International students, 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 had group of German students who were with us for Term 1 or half the year. The group took part in the Outdoor Education programme run by Outdoor Education New Zealand (OENZ).

Students interested in going to the University of Canterbury took part in the Have a Go Day early in the year.

Debbie Smit continues to work with our students with lower level English ability on a one-on-one basis or in classes or supporting teachers with a few of these learners in their classes.

### NEXT STEPS

- Middle school students – review their progress and provide feedback to parents, agents and care providers from about four weeks into term one and then on regular basis.
- Deans to continue weekly meetings to review and monitor student progress.



### Primary and Middle School

The International College again provided support for the Primary School by providing hours for an English Language Learning Coordinator (Primary) and in maintaining the English Language Assistants hours. The majority of students made good progress and families feeling that 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 students and the needs of both students and staff.

There was an increase in numbers of long-term students for the Middle School and the demand for short-term places continued. For some students' short-term places have progressed to long term places or enrolment for 2020 again. Unfortunately, there were a few students who started with us at the beginning of the year and then left at the end to transfer to private schools within Christchurch. We have three international students who applied for domestic places and were granted these for 2020.

### PASTORAL

For the fourth year, the International College took all new students 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 students to connect with each other and the Ambassadors.

The International Ambassador programme is growing from strength to strength. Rosemary Allison co-ordinated the programme and had a wonderful group of ambassadors who performed their duties to an extremely high standard. For 2020 Amanda Wright will be assisting Rosemary in coordinating events and liaising with the group.

The ambassador group again welcomed all new students 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 also established a Host Programme where new students were welcomed by an existing student of the same ethnicity. This helped with language barriers and understanding of school systems especially.

The International College had the annual BBQ in March to welcome all new students, families, homestay families and care providers to the school. Regular other activities were held throughout the year including sausage sizzles and celebrations.

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

The annual Queenstown trip for students took place in the April school holidays and the German students were taken to Hanmer Springs for a weekend. There was a day trip to Hanmer for short term students and those on the Tottori programme.

The International Festival took place in Term 2 and in September we held our International Food Festival.

International College staff carry out regular checks on the welfare of all international students. Included in this is the student interviews in Terms 1 and 3 and the student surveys in Terms 2 and 4. We are seeing an increase in mental health issues with students. Unfortunately, in 2019 we were unable to access school councilors for regular meetings.



with students and so we needed to look outside of school for support. This was concerning as we had two quite serious situations that needed to be dealt with.

We continue to face problems with students spending much of their time outside of school online, mainly gaming with friends. This does often disrupt their sleep, studies and life in general and requires ongoing input from our Deans and residential caregivers and at times, the support of parents.

### SHORT-TERM PROGRAMMES

During 2019 we welcomed 7 groups to the school:

St. Paul Girls High School - Korea

Hangzhou Changyan – China (connected to the Institute of Global Engagement)

Keio High School - Japan

Tottori – Japan

Kiaora Camp – Vietnam

Kwansei Gakuin – Japan

Yihe International Development School – China (2 groups)

We have lost some of our long-standing groups due to changes in government regulations in home countries and gained a few groups. We are constantly reviewing and redesigning our programmes to best meet the needs of those we work with.

We were expecting a group from Japan to arrive on the 15<sup>th</sup> March, but unfortunately due to the Mosque attack here in Christchurch, they cancelled their visit.

The China New Zealand Global Youth Summit was held in Christchurch in July and MGS was part of the support for this. Unfortunately, none of our students from the wider school were interested in taking part in this summit, which was disappointing.

### STAFFING

We appointed Leisha Ferguson and Cristina Huggings to short term programme teaching for 2019, with Jess Winyard teaching the groups Maori language and culture.

Dean McKenzie moved to the head of e-Learning from the beginning of 2020 and was given leave from the end of Term 3 in order to work on his post graduate studies. David Farmer was appointed to the position from the beginning of 2020.

All staff undertook various forms of professional development, including workshops, conferences and seminars. Rosemary Allison and I attended the ISANA NZ Conference in September where Rosemary received an award recognizing her contribution to international education over many years.





### GENERAL

The changes to of the Education (Pastoral Care of International Students) Code of Practice 2016 ("Code") were significant and it required extensive review of all our documents to bring them in line with new requirements.

As Immigration New Zealand Online partners, we were audited in 2019. To date we have not received the results of this audit.

While our numbers were lower than predicted for 2019, the year was a full and eventful year. We continue to be blessed with excellent students and I would like to take this opportunity to thank the International College staff for the commitment and hard work. I would also like to express how grateful we all are for the way in which all staff at school care for our international students.

**Colleen Steyn**

Director International College



## Report to the Māori Community 2019

Āhuatanga, Hiranga, Manaakitanga mō te korōria o te Atua

### MĀORI PUPIL NUMBERS AND MOVEMENT

In 2019 there were 94 pupils enrolled at the start of the year and 90 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 2019		
Māori	Males	Females
Year 1	0	5
Year 2	3	1
Year 3	1	2
Year 4	3	1
Year 5	0	3
Year 6	1	1
Year 7	2	2
Year 8	3	5
Year 9	3	0
Year 10	7	4
Year 11	5	12
Year 12	9	9
Year 13	3	5

### Curriculum

#### PRIMARY SCHOOL Teaching of Māori within the Primary School

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. Less was achieved in Te Reo Māori in the Primary School during 2019 due to staffing challenges. In-class and Team programmes continued as normal integrating reo and tasks such as making kites for the World Vision Art Exhibition. Joelle Goodall has also worked with both Year 3 classes teaching waiata.

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 venue this year enabled us to take as many Year 4-6 tamariki who could attend. Consequently, we had the largest group ever of 90 participants, and used every boys' uniform we had in stock. The group performed difficult items extremely well. Congratulations to Melenaite Havea and Sisilia Misa who were the top placed female leaders, and to Moala Sikaleti who placed second in the male leader category. Another highlight was performing with the Senior Kapahaka in the Mihi Whakatau for Mr Vannoort.

Ongoing foci for 2020 include:

assisting staff who have recently immigrated to develop their confidence in Te Reo Māori and basic tikanga, ongoing resourcing of staff to provide support and development including the teaching of Te Reo in Years 1-6, continuing to reinforce correct pronunciation of Te Reo by staff and students and extending our fluency with Māori protocol to the point where we can incorporate formalities like a Mihi Whakatau within our staff and students' skillset. In support, Mrs Thompson has been appointed to the within school Kahui Ako position and Natalie Downs will be teaching 2 periods Years 2-6.



## PRIMARY SCHOOL PRIZE-GIVING KAPAHAKA AWARDS

Female leader: Melenaita Havea

Melenaita has been a strong and confident leader this year. At the Tuhono Kapahaka Festival her skill was acknowledged by being named top female leader.

Female Leader: Sisilia Misa

Sisilia has been a competent and capable leader. She hasn't sought out the limelight but has led by example. Sisilia is confident in her own cultural heritage and uses her ability to set a high standard of performance in kapahaka.

Male Leader: Moala Sikaleti

Moala has led the haka with mana, humility and self-assurance. He has taken the Middleton Grange Primary School performance to a new level.



## 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.

2019 Pupil Numbers:

Year 9 Māori 7 pupils

Year 10 Māori 11 pupils

## SENIOR COLLEGE

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

2019 Pupil Numbers:

Year 11 Māori 9 pupils

Year 12 Māori 6 pupils

Year 13 Māori 5 pupils

## STAFFING

Whaea Tāmara Rochford-Kerr is of Raukawa ki Wharepuhunga descent from the Tainui waka, teaching Years 1-13 Te Reo Māori and was the Curriculum Leader/teacher for Term 1. Hākui Surin teaches Year 7 - 11 Te Reo Māori. While Pākehā, she is Ngākau Māori with a particular love of Kāi Tahu reo and tikanga. She comes from a Kura Kaupapa Māori (Māori immersion schools) and second language learning background. Matua Pairama Moon is of Ngati Porou/Nga Puhi oku iwi. Natalie Down and Lucy Denne teach Year 7-8 compulsory Te Reo Māori. Matua Steve Reid continues in his role as Kapa Haka tutor. Other staff who identify as Māori are Nick Pomare, Ngai Tahu (Year 5 teacher) Amanda Wright, Ngai Tahu (International Homestay Manager) and Kristy Neill.

## KAPAHAKA and Tūhono Cultural Festival



Te Roopu Kapa Haka ō Miritana (Middleton Senior Kapa Haka Group) had another year of growth and learning in many aspects of Māori performing arts in 2019. Growth came by new members joining the group which has kept our numbers above 60 and learning through new waiata and haka. Matua Steve taught a new medley song of Iwi anthems singing the first verse of each tribal groups most popular song and stringing them all together. New assistant tutor Amiria Reid, and the group leaders Jade Tau, and Tai Carranceja also introduced the Stan Walker song Whakamoemiti (Praise) which they arranged and taught to the group. Both of these items were a hit in all of the other groups' performances through-out the year and the medley was the winning action song at the Tūhono festival. Tūhono is always the Kapa Haka highlight as we get to see other groups perform and



meet the performers. We were not the overall winners this year but we were still very happy with our performance. Our keen and powerful performers really help lift the wairua (spirit) of our group. It's been another good year and we look forward to including our new te reo Māori teacher into our group

### SPECIAL CHARACTER AND CURRICULUM HIGHLIGHTS

We began the year with Whaea Tāmara leading the curriculum area and Chantelle Gribben as the Māori Leader. At the end of term one Whaea moved to a position as a Mana whenua Education advisor for Mātauraka Mahaanui (A Ministry of Education and Ngāi Tahu collaboration) focusing on Cultural responsiveness and Ngāi Tahu values. We were sad to see Whaea go but we now have a direct connection point to Ngāi Tahu for Christian Schools. We pray God's blessing over Tāmara for her future mahi.

Term 2 the Kapahaka group were invited to lead the Mihi Whakatau for the 24/7 national Youth Workers' Conference held at La Vida. The group performed in front of 500 Christian youth workers from throughout New Zealand. The start of Term 3 saw Mr Vannoort welcomed with a Mihi Whakatau where Papanui staff and pupils officially handed Mr Vannoort over as the new principal of Middleton Grange School.

Term 3 heralded the arrival of Te Wiki o te Reo Māori. Chantelle shared a devotion that linked to our school theme of Turangawaewae – Standing place and that we are all have a place to stand and are one in Christ Jesus- Galatians 3:28. The Year 12 pupils including, Renee White, Amy Carpenter, Olivia Oakley, Jade Tau-Manuel, Kristyn Wallace, Bella Hikuroa and Sarai Chapman took real leadership with photos displayed in another article. The week culminated in the Kapahaka competition, which has morphed into a celebration of Tikanga Māori at Middleton. Matua Etana shared how the haka served as another cultural expression of worshipping God similar to how the singers went out ahead of Jehoshaphat's army pronouncing the "*Lord is good and his love endures forever*" 2 Chronicles 20. The school haka lyrics quote our school verse from Psalm 36:9 *Mā tōu marama, ka kite ai mātou i te marama. In God's Light we see the light.*



Throughout the year we welcomed visiting international groups from China, Thailand and Vietnam as well as the Cornerstone Middleton ECE staff and children.

One of the last events in the Te Ao Māori calendar for the combined Senior Kapahaka group was Tūhono- Kapahaka festival organised by our Kapahaka tutor Matua Steve Reid. Middleton won best use of musical instruments and the waiata a ringa (action song).

Later in term 3, after advertising for 6 months we appointed Matua Pairama Moon to the Kaiako Māori position, starting in term 4. We are very blessed to have Pairama join us at Middleton with the wealth of experience he brings of his time at Wainoni Primary and Kingslea - Te Oranga Residential School and as Youth Pastor at Celebration Centre.

We also welcome Jade Tau-Manuel as the Māori leader for 2020 as well as Tai Carranceja and Bella Hikuroa as Kapahaka leaders.

***Ke amorangi ki mua, Ko te hapai o ki muri, The leaders at the front and the workers at the back.*** This whakatauki has been evidenced by many of the workers taking leadership roles and then also working in the background as well to help people have meaningful encounters with Te Ao Māori in a Christian context.



### 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 February the annual Whānau Hui was held and all Māori families were invited to attend. Approximately 80 parents, teachers and children were present at this hui and shared kai together. Whaea Tāmara warmly welcomed all new students to the school. In June, we had the second Whānau hui with approximately 35 parents and children attending. The 2018 Māori Report was tabled, and there was much discussion and sharing of ideas.

### 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 89.7% [**90.1%** 2018] and the overall attendance for the school was 92.4 [**92.0%** 2018]. The small percentage of unjustified absences for Māori pupils at 2.3% [**2.5%** 2018] was slightly larger than the school overall at 1.9% [**1.9%** 2018]. Justified absences for Māori pupils was 6.8% while the school overall was 4.7%.

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, the Assistant Head of Senior College provides 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 and restorative conferences.

### Stand-Downs and Suspensions

In 2019 there were no suspensions for the whole school. There were 4 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 does not highlight any concerns for a majority of our Māori pupils in both the Middle School and the Senior College for 2019. This is carefully monitored by Mrs Gomez in the Middle school/Senior College Administration area.

### Achievement

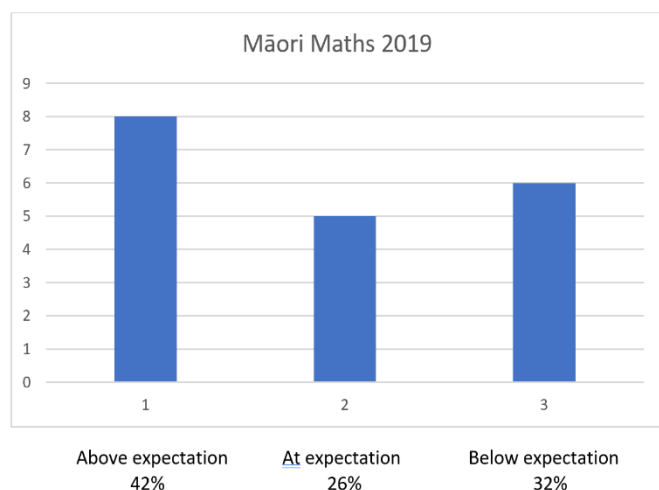
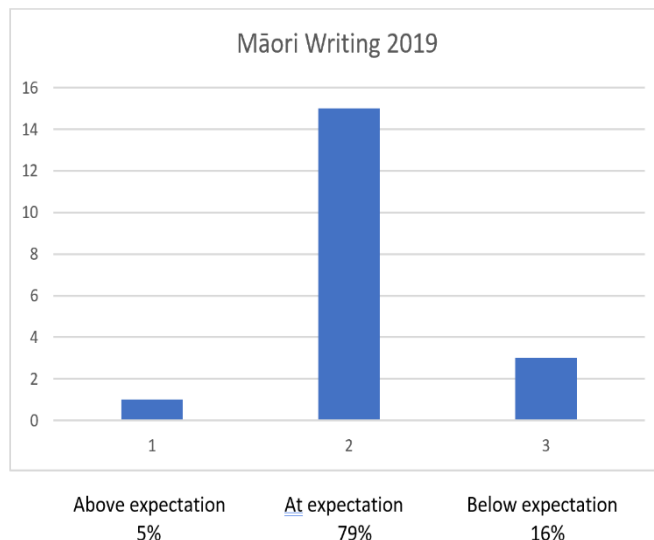
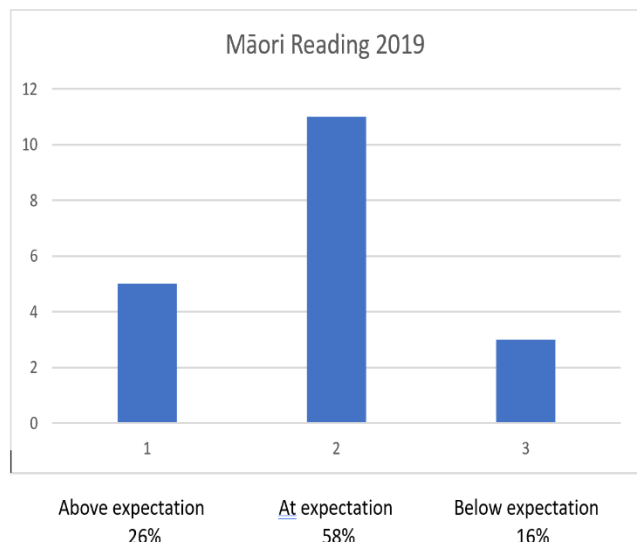
#### PRIMARY SCHOOL ACHIEVEMENT

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



Students who identify as Māori are monitored by their teachers and the Class Review process identifies any who are at risk in their learning. Teachers and our SENCO decide on appropriate support/interventions when needed.

The 2019 summaries (see attached graphs) show that Māori students are achieving at about the same level as non- Māori in Reading and Writing. In Maths there are a larger number below the curriculum expectation for their class level, 6 in total. These children are being carefully monitored as indicated above.

There are 3 Māori students who are identified in the 'below expectation' group for Reading Writing and Maths. Considerable support is being provided to assist them in their learning and to help them make good progress in relation to their peers

## Middle School Achievement YEAR 7 **4 Pupils**

### English: Reading

Level	All Year 7 Pupils (%)	Māori Pupils (%)
Above Expectations	44	25
At Expectation	39	50
Below Expectation	17	25





### Mathematics:

Level	All Year 7 Pupils (%)	Māori Pupils (%)
Above Expectations	54	25
At Expectation	26	50
Below Expectation	20	25

### English: Writing

Level	All Year 7 Pupils (%)	Māori Pupils (%)
Above Expectations	19	0
At Expectation	38	50
Below Expectation	43	50



### YEAR 8 8 Pupils

### English: Reading

Level	All Year 8 Pupils (%)	Māori Pupils (%)
Above Expectations	1	13
At Expectation	68	63
Below Expectation	31	24

### Mathematics:

Level	All Year 8 Pupils (%)	Māori Pupils (%)
Above Expectations	10	0
At Expectation	73	63
Below Expectation	17	37

### English: Writing

Level	All Year 8 Pupils (%)	Māori Pupils (%)
Above Expectations	7	13
At Expectation	70	50
Below Expectation	23	37

### 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, 14% of the standards assessed were at 'Not Achieved', and 16% of the standards assessed were at 'Excellence' level.*



### YEAR 9: 3 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	40	8
5b	43	75
4p-4a	17	17
4b and below	0	0

#### English: 8 topics per pupil

Level	All Year 9 Pupils (%)	Māori Pupils (%)
6+	1	0
5p-5a	19	4
5b	23	21
4p-4a	46	54
4b and below	11	21

#### Mathematics: 6 topics per pupil

Level	All Year 9 Pupils (%)	Māori Pupils (%)
6+	2	0
5p-5a	29	25
5b	23	25
4p-4a	34	38
4b and below	12	12

### YEAR 10: 11 Pupils

#### Science:

7 Achievement Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Māori Pupils (%)
Excellence	16	4
Merit	37	29
Achieved	37	51
Not Achieved	10	16

#### English:

6 Achievement Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Māori Pupils (%)
Excellence	16	11
Merit	31	17
Achieved	38	52
Not Achieved	14	19

#### Mathematics:

7 Achievement Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Māori Pupils (%)
Excellence	22	9
Merit	40	46
Achieved	32	37
Not Achieved	6	8

## MIDDLE SCHOOL PRIZE-GIVING AWARDS

Year 7/8 Excellence and Leadership in Māori  
(The Audrey Phillips Award – Te Taurapa) Jarrah Tau-Manuel

Year 9/10 Excellence and Leadership in Māori  
(Te Ariki o te Rangimarie (God of Peace) Jack Major

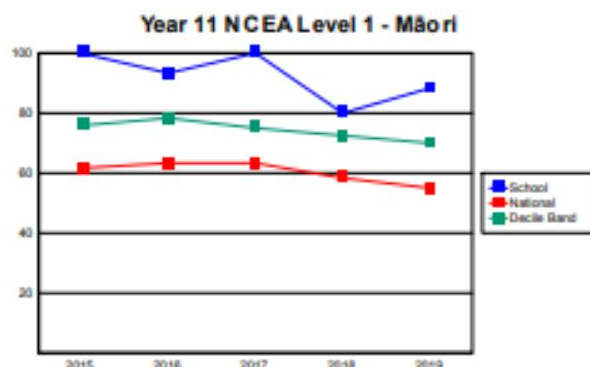
First in Te Reo Māori Year 9 Emily Pearson  
Year 10 Joshua Bedggood





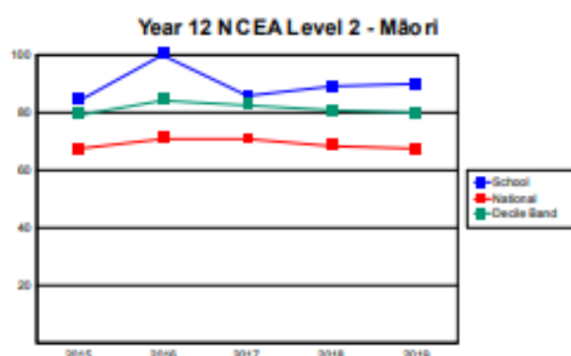
## Level 1 NCEA: 17 Pupils

88% Māori pupils gained Level 1 NCEA.  
80% Merit Endorsement  
6% Excellence Endorsement  
94% gained level 1 and level 2 numeracy  
100% gained level 1 literacy



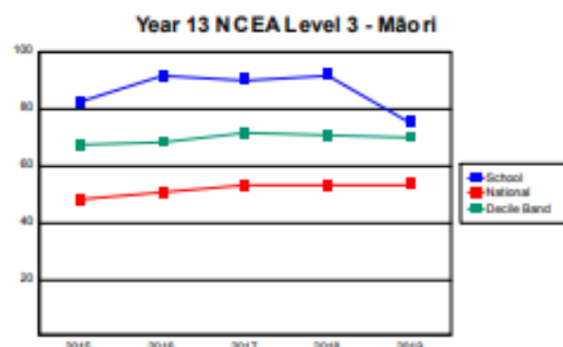
## Level 2 NCEA: 18 Pupils

94% gained Level 2 NCEA  
18% Merit Endorsement  
6% Excellence Endorsement  
83% UE Literacy



## Level 3 NCEA: 8 Pupils

75% Gained Level 3 NCEA  
33% gained UE Entrance (out of the 6 who gained level 3)  
50% Merit Endorsement (out of the 6 who gained level 3)  
0% Excellence Endorsement  
88% UE literacy



## SENIOR COLLEGE PRIZE-GIVING AWARDS

First in Te Reo Māori

Year 11  
Year 12  
Year 13

Maia Keepa and Beth Waretini  
Amy Carpenter  
Chantelle Gribben

Te Ao Marama Māori Award  
[The Miles Kaukau Trophy]

Jade Tau-Manuel





### 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

Of the 11 Māori pupils in Year 12 and Year 13 who are leaving MGS, 3 will take a gap year, 1 is going to the School of Music at Hagley, 4 plan to go to university (1 Otago, 1 UC, 2 unknown), 3 are working towards apprenticeships (1 at ARA in a pre-apprenticeship course, 1 is applying for electrical and 1 is in construction).

### Events And Programmes Through The Careers Department

There were many opportunities offered to our Maori students through the Careers Department and many attended events to find out more about possible future vocational pathways:

- Te Kura Correspondence School
  - Year 12: 7 started, 6 ended
  - Year 13: 6 started, 4 ended
- Purchase of 2 laptops for the above
- Ka Hao Te Rangatahi course at ARA
  - 2 students attended for a term
- Māori students on STAR, Dual Pathway and Gateway courses:
  - one attended free Techorium Computer Engineering course in the holidays and did an Outdoor Education and Sustainability Course at ARA.
- Attended Year 11 Ekea Day at University of Canterbury, 25 and 26 March
- Attended Year 12 Ekea Day at University of Canterbury, 2 August
- Attended Year 10 Ekea Day at University of Canterbury, 6 November
- Course Selection evening – invited Māori Medium, College of Early Childhood Education
- Te Rito Maioha Early Childhood NZ



### Learning Support

#### Years 1 – 6

In 2019, 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 literacy software, Maths support, Fine Motor, Reading Recovery, Reading support), by Teacher Aides in the classroom or other within school services (Counsellor). Five of these pupils were also supported by external agencies (Educational Psychologist, Occupational Therapist, Resource Teacher of the Deaf, Resource Teacher of Learning and Behaviour and Resource Teacher of Literacy).





### Years 7-13

In 2019 The Senior Learning Centre worked with 18 Māori pupils from years 7-13.

Year 8 (3 pupils). Two are involved in literacy support groups, individual in class support and one pupil who has support with assistive technology for hearing.

Year 9 (3 pupils). Two of these pupils are placed in English classes where a Support teacher is present to help and guide. One pupil is placed in the lower streamed maths class where a Support teacher is also present to assist pupils.

Year 10 (3 pupils). Two pupils placed in English class that had a small POD of pupils needing assistance. A Support teacher is present to assist these pupils. One pupil is in the lower streamed maths class where a Support teacher is present to assist pupils.

Year 11 (3 pupils) Three pupils were placed in the English Communications class where there is a Support teacher to assist with their learning.

Year 12 (6 pupils) Five of these pupils have Special Assessment Conditions for all assessments. Three are in the English Communications class where a Support teacher is present to assist. Four pupils are involved in the Senior Study Support Class having four periods a week assistance with all their course work.

### REFLECTIONS AND HIGHLIGHTS FROM 2019

#### General

The mihi whakatau to welcome our new principal.  
The appointment of Matua Pai to the te Reo teaching position.

Many staff working on confidently delivering their mihi linking identity to place, people and faith to establish connections.

The re-writing of our Treaty of Waitangi Policy to include commitment to bi-culturalism and the principles of the treaty, namely **Partnership**: working together, understanding differences, listening and respecting each other's ideas, **Participation**: enabling every pupil, both Māori and non-Māori to experience equal opportunities, and **Protection**, looking after Māori knowledge, values and ideas.

Increasing numbers attending our whanau Hui and enjoying the sharing of kai together

The successful school Haka Competition for the second year.

The new Year 7/8a Kapa Haka rōpū.

The outstanding results regarding equity; MGS is in the top 3 schools nationwide with Māori cademic success being equal to non-Māori in STEM subjects [Science, Technology and Maths]. Representatives from the Ministry of Education met with the Associate Principal Curriculum and the three Curriculum Leaders of the STEM subjects to discuss these results





### Staff Professional Development

School theme- "Tūrangawaewae-Belonging".

While E-Learning was our whole-school PD focus for 2019, many staff undertook professional development to enhance their bi-cultural practice both within the school and with outside providers;

Level 1 and 2 te Reo Māori at Te Wānanga Aotearoa

Post-Grad certificate in Applied Learning through Mindlab

Bi-cultural module through the Ministry of Health

Beginner te Reo Māori course through Ara

On-line te Reo course through Memrise

Year 7/8 Team undertook Bi-cultural PD through the year led by Matua Etana

Many staff carried out the Education Perfect Māori

Language course through the year

Increased confidence and use of mihi, karakia and waiata

### Future Focus

For 2020, Mrs Rebecca Thompson has been appointed to a CENCOL Kahui Ako within school position promoting bi-cultural practice. Matua Etana has been appointed to the Kahui Ako across school's position promoting Bi-cultural practice within Middleton and across all CENCOL schools. [CENCOL- Christian Education Network Community of Learning]

Continuing to investigate a Korowai/Māori cloak for 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 2019



### PASIFIKA STUDENT NUMBERS

In 2019 there were 51 students enrolled at the start of the year who identified as Pasifika. This represented approximately 4 % of the total school roll. These students have heritage from: Samoa, Fiji, Cook Islands, Solomon Islands, Vanuatu and Tonga.

PASIFIKA STUDENT ROLL 2019		
Pasifika	Males	Females
Year 1	1	0
Year 2	1	0
Year 3	1	2
Year 4	0	0
Year 5	1	1
Year 6	2	3
Year 7	1	1
Year 8	1	1
Year 9	4	3
Year 10	1	4
Year 11	6	5
Year 12	1	6
Year 13	2	3

### SENIOR COLLEGE

In the Senior College, external and internal standards were offered in TONGAN across NCEA Level 1, 2 and 3 through a partnership with Christchurch Boys' High School. Six students completed these standards and gained 7 Excellences and 5 Merits across Listening, Reading and Speaking. NCEA students who participated in the Pasifika Cultural Group were awarded NCEA Dance Standard credits according to their level. These assessments were moderated and found to be consistent with the required standard. Eight Pasifika students attended the Pasifika Careers Expo at Ara in June with a select number taking part in the UCMc XL Holiday programme, where extra NCEA tuition was given by University of Canterbury students. Three students attended the Pasifika Leaders' breakfast at the Christchurch City Council where Helena Tulia MC'd the event. Eight students attended the Pasifika Rise event at Ara where they experienced workshops and talks about different courses at Ara. I took four students to see a Pasifika film, "Vai," at Haeata Community College. It was a collection of six interwoven stories from women on various Pacific islands, and was screened at the Berlin Film Festival. Two of the actresses spoke to the audience after the screening.



### **PASIFIKA CULTURAL GROUP**

This was open to all students from Year 7 to 13, and 29 students were part of the group in 2019. It was encouraging to see students of European, African, 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 students the Samoan dance, and Dara Nickel doing the drumming. Lei Mohi in Year 13 taught the Tongan and Hawaiian dances. Practices for Polyfest were intense but rewarding, and the final product was well-performed. Students who participated in Polyfest were awarded a badge at a Principal's Assembly. The Pasifika group also performed for the Primary School in June, and Pasifika primary students were invited over the Year 7 to 13 assembly when they performed there in March.

### **HIGHLIGHTS 2019**

#### **POLYFEST**

The Polyfest Leaders chose the fabric and the design of the new outfits. On 13<sup>th</sup> March we had a Fia Fia Night in the Staffroom where fifty relatives and friends came to watch the Samoan, Hawaiian, Tongan and African dances. There was a supper provided and the performers and audience were happy and appreciative. The initial Polyfest event on March 16<sup>th</sup> was postponed due to the Mosque Attacks of March 15<sup>th</sup>, and the venue had to be changed to The Riding for the Disabled Arena at the Canterbury Agricultural Park the following term. But our Polyfest group bravely performed their dances at assembly on 18<sup>th</sup> March and the Pasifika Leader, Helena Tulia, prayed for all victims and families involved in the Mosque attack. It was a great show of cultural diversity that seemed appropriate, timely and uplifting for all. We were also able to honour our dance tutors and musicians.

#### **SPACPAC SPEECH CONTEST**

Two students participated in the Junior and Senior section of the SPACPAC Speech contest this year, which was held at Hornby High School.

#### **TRADITIONAL PASIFIKA SCHOOL WEAR**

The uniform committee approved a proposal that Pasifika boys Years 7 to 13 be allowed to wear black ie faitagas (formal lava lavas) with their school shirts and blazers. Black socks to match these ie faitagas were also allowed and I ordered the garments for the Pasifika boys who indicated they would like to wear them at school.

#### **SUPREME SPACPAC AWARDS**

We were delighted that Middleton Grange students received SPACPAC Awards at this ceremony at Christchurch Boys' High School. Lei Mohi, Helena Tulia and Sioeli Ofa were prayed for as Year 13 Pasifika leaders of the school, and Sioeli Ofa, Helena Tulia and Malia Lenati received High Achiever awards for having the top NCEA Level 2 results at Middleton Grange School 2018.

#### **BIZ NINJA CHALLENGE**

This year we entered one team in this challenge, which was held at St Paul's Trinity Hall. Lei Mohi, Helena Tulia, Melelupe Filai and Sioeli Ofa made a presentation about creating a workshop to help teachers incorporate Pasifika content into their curriculum areas. They won first place and were fortunate enough to each receive \$100 gift vouchers.

#### **PASIFIKA LEADERSHIP TEAM**

Lei Mohi, Sioeli Ofa, Ah-Li Fenika and Helena Tulia showed great leadership in many areas of the school and had success in sporting, cultural and academic and community events outlined in this report. Helena organised the Pasifika group to sing a farewell song for Richard Vanderpyl when he left Middleton and another selection of Samoan, Tongan and Fijian songs to welcome Mike Vannoort as the new Principal. The leadership team was very supportive of the Pasifika community when Zeek Loua passed away in April. They showed real compassion and resilience in the face of a very sad and unexpected death.



### PASIFIKA LEADERSHIP DAY

This inaugural event was held at La Vida on 21st August. All Year 9 to 13 students from our Christian Schools Network were invited. We were delighted that 6 students from Christchurch Adventist School, 5 from Hillview and 1 from Aidanfield attended, as well as 25 of our own Middleton students. The theme was GRIT and Kerry Malcolm lead a series of activities and then spoke about getting up when you are knocked down and finding the person who 'sings your song'. Two speakers could not attend at the last minute but fortunately we still had a recorded message from ex student, Tiresa Perelini, and Josiah Tuala spoke passionately about using opportunities that are available, finding your values and looking at your place in the future. We provided morning tea and then pizzas for lunch and the Principal and Associate Principal joined us.

### SERVICE AND MISSION TRIP TO TONGA

There was a trip to Tonga in July 2019 with 3 staff members and 15 Year 12 students. At the Alonga Centre they interacted with adults with disabilities and at the Acts Community School and the YWAM base, the team got stuck into painting the buildings. Gardening was completed at the Mango Centre. All the students were blown away by the hospitality, gratitude and friendliness of the Tongan people and loved serving the communities there. They interacted extensively with the children, developed their confidence, listening and leadership skills and grew their trust in each other and their faith in God.

### School Support

All our students are cared for via:

- 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 students received learning support from the Learning Centre

### Attendance

The school tracks attendance daily and provides a report to the Board of Trustees on a termly basis. Attendance by students is crucial to their academic success and engagement with staff and students. 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 2019, we had no truancy concerns in the Primary School, Middle School and Senior College for Pasifika students. Attendance overall for Pasifika was 91.4% . The overall attendance for the school was 92.4%. This shows us that we have no cause for concern at Middleton currently.

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 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 2019 there were no suspensions or stand-downs for Pasifika students.

### 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 students in both the Middle School and the Senior College



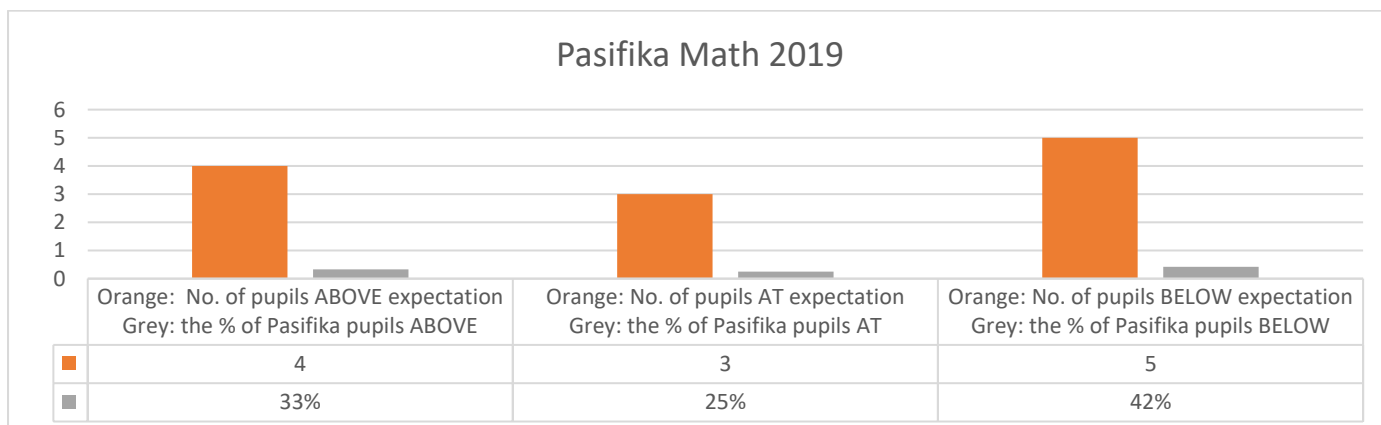
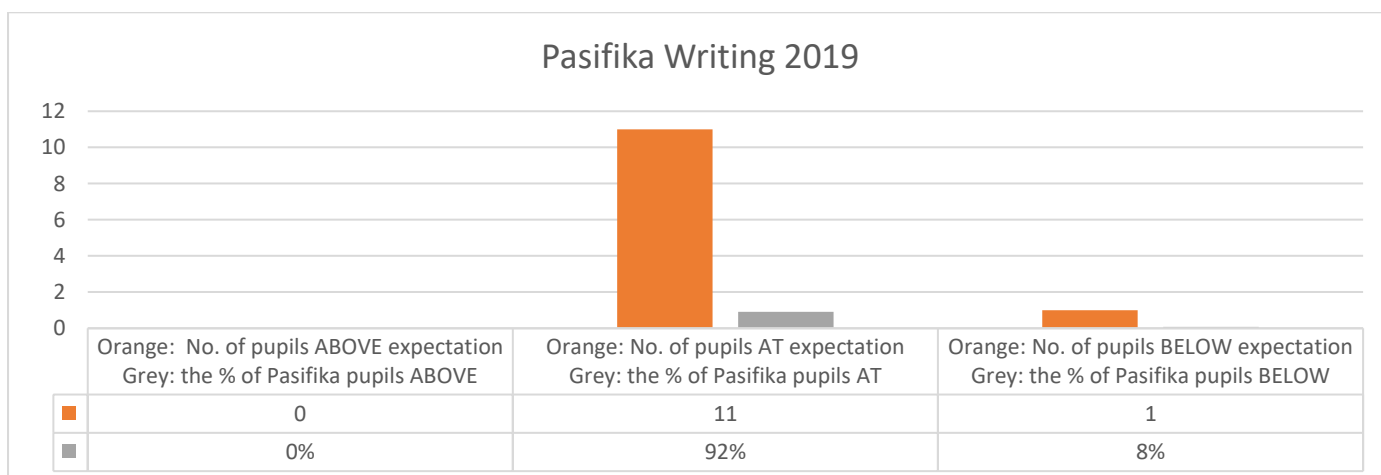
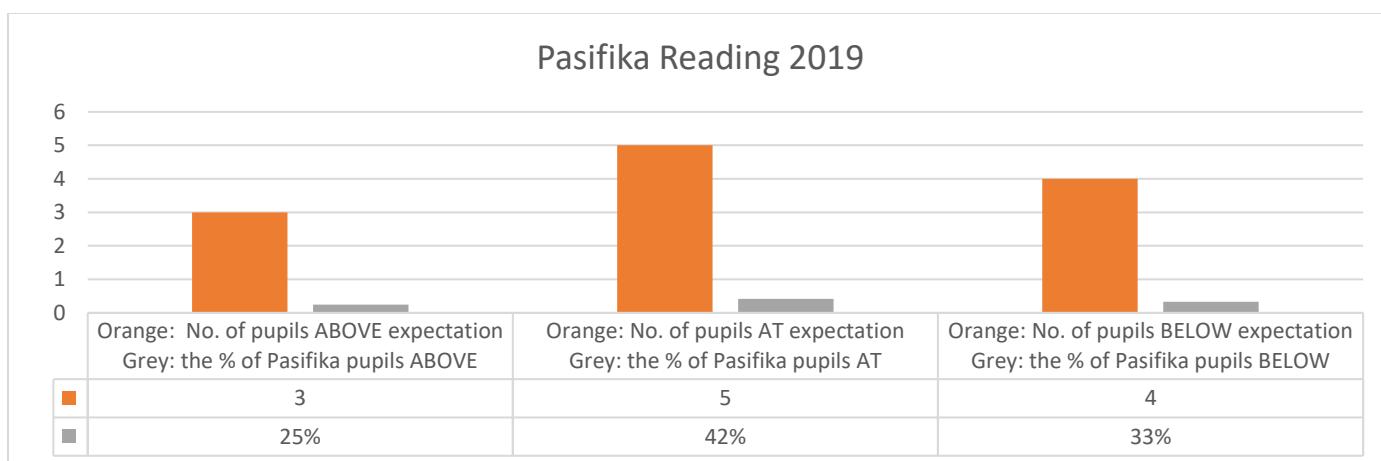
### Primary School Achievement

Primary staff keep comprehensive records of achievement and progress for every Pasifika student. Pasifika students who need extra support in reading and writing, receive it more intensively up to Year 4. After this they receive Learning Support for any language difficulty. Parents are warmly invited to meet and discuss their child's achievement with the relevant staff member.

### PASIFIKA ACHIEVEMENT INFORMATION – Primary School 2019

- Male: 6
- Female: 6

The following charts show distributions of students Above, At & Below expectation





### Middle School Achievement

It was pleasing to see a number of the Pasifika students receiving awards at the Middle School Prizegiving Ceremonies. Jorja Davison received an award for Scripture, Sama Mara received the Year 7 Athletics cup, Ana Togiasso and Annette Patea received Service Awards, Brooklyn Davison was first in Food and Technology and Moriyah Karati received the Year 9 Citizenship Award.

#### Year 7 and 8

There are only 2 students in each level who are known to their teachers and they are aware of their achievement. Statistically as a group this data can be misleading, or make the students easily identifiable, and so the percentages are not included here.

#### Years 9 and 10,

Academic results are shown in English, Mathematics and Science Curriculum Areas as these 3 subjects have all students included in their analysis. All other Curriculum Leaders conduct their own analysis where they have Pasifika students in their classes. This analysis is shown in the 2019 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 students, not how many Pasifika students passed a standard. For example, looking at Year 10 Science, there are 6 Standards available. For the Pasifika students in Year 10, 54% of the standards assessed were at 'Achieved', and 40% of the standards assessed were at 'Merit' level

### YEAR 9: 7 STUDENTS

**Science:** 4 topics per student. Assessed to Curriculum Levels

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

Level	All Year 9 Students (%)	Pasifika Students (%)
6+	0	0
5p-5a	40	29
5b	43	50
4p-4a	17	21
4b and below	0	0

**English:** 6 topics were assessed to Curriculum Levels 2019

% Passed at:	All Year 9 Students (%)	Pasifika Students (%)
6+	1	0
5p – 5a	19	6
5b	23	31
4p -4a	46	47
4b and below	11	16

**Mathematics:** 6 topics per student. Assessed to Curriculum Levels

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

Level	All Year 9 Students (%)	Pasifika Students (%)
6+	2	0
5p-5a	29	10
5b	23	31
4p-4a	34	40
4b and below	12	19



### YEAR 10: 4 STUDENTS

**Science: 7** Standards available per student

% Passed at:	All Year 10 Students (%)	Pasifika Students (%)
Excellence	16	3
Merit	37	40
Achieved	37	54
Not Achieved	10	3

**English: 6** Standards available per student

% Passed at:	All Year 10 Students (%)	Pasifika Students (%)
Excellence	16	4
Merit	31	50
Achieved	38	43
Not Achieved	14	3

**Mathematics: 7** Standards available per student

% Passed at:	All Year 10 Students (%)	Pasifika Students (%)
Excellence	22	3
Merit	40	66
Achieved	32	28
Not Achieved	6	3

## Senior College Achievement

### NCEA LEVEL 1-3

All students are required to gain 80 credits to pass NCEA at the appropriate Level 1,2 and 3. Students require 10 credits at Level 1 Literacy and Numeracy.

For University Entrance, students 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: 11 Students

91.7% of our Pasifika students passed level 1  
70% gained a Merit endorsement

#### Level 2: 5 Students

100% of our Pasifika students passed level 2.  
14% gained Excellence endorsement  
28% gained Merit endorsement  
86% gained university entrance literacy

#### Level 3: 5 Students

100% of our Pasifika students passed level 3  
20% gained a Merit endorsement  
80% gained university entrance





The achievement of our Pasifika students 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	91.7	58	68	78
Level 2	100	69	79	83
Level 3	100	58	63	75
University Entrance	80	27	41	62

At Senior College Prizegiving Winnie Palamo won the Junior Girls' Athletics trophy

## Destination of Pasifika Learners

Of the five Year 13 students leaving school, one intends going to University of Canterbury, one would like to have a gap year travelling and playing sport, then study Politics, two are going to Ara and one to the New Zealand School of Tourism.

## KAHUI AKO POSITION

Nicole Bailey was fortunate enough to be given an 'in school' position and some extra time to focus on "Raising Pasifika Achievement" in 2019. She focused on the Pasifika Leadership Day (which was mentioned earlier in the report), Raising NCEA Level 2 Pasifika Achievement from 65% to 80%, presenting a workshop to all staff to unpack the cultural competencies framework for teachers of Pacific learners as outlined in "Tapasa" and developing Pasifika resources. The Leadership Day went well, the Level 2 pass rate was 100%, there were many discussions with staff about cultural competencies following on from the presentation and Nicole ordered some more resources for the library.

## AREA SCHOOL TEACHER'S SABBATICAL

In Term 4 of 2019 Nicole Bailey had a sabbatical and the focus was the introduction of a Pacific Studies Course. Although we offer Pasifika students dance credits through Polyfest dance assessments, and the opportunity to learn Tongan at Christchurch Boy's High on a Friday afternoon and Samoan through te Kura Correspondence, there is a need for a cohesive, year-long Pacific Studies Course, that is fully integrated into the timetable. There is a wealth of knowledge in our Pasifika community and it would bring school and home closer, bringing speakers in. Nicole visited schools already offering this course, interviewed students and community leaders and looked at the NCEA review as well as our own school culture results. A course outline was then drafted. Through a Pacific Studies programme, Pasifika cultural knowledge, expertise and skills would be recognized. Students would choose topics they are interested in and the teacher could implement pedagogical approaches that are effective for Pasifika learners. Nicole will now submit an application to start this course to the Curriculum Committee in Term 2

### Nicole Bailey

Pasifika Co-Ordinator/Gateway/Careers



## Strategic Goals Analysis of Variance 2019

### NAG 1 Curriculum

- 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



## Strategic Plan 2014 – 2019

### 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 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**

- Remove undue pressure on pupils and staff caused by assessment loading and timing
- Monitor rigorously: any changed Assessment loading; assessment calendar; e-assessment trials, advances and readiness
- 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"> <li>• Identify and communicate deleted Achievement Standards to pupils and parents via email</li> <li>• Document the above changes in the Course Booklet for 2020</li> <li>• identify assessment bottlenecks and address these where possible</li> <li>• Clarify with CLT - all assessment date changes to be run through Curriculum Committee before actioning</li> <li>• Identify subjects for e-assessment trialling at CLT meeting</li> <li>▪ Monitor progress of NCEA Reform Review</li> <li>• Investigate potential impact on staff and pupil waiora of changes</li> </ul>	Vp  De CC  Ma CC CLT	        	KIS Met  KIS Met  KIS Met  KIS Met KIS Not met
Term 2	<ul style="list-style-type: none"> <li>▪ Feedback from staff and pupils end of Term on a) impact of assessment changes and b) other assessment issues</li> </ul>			



	<ul style="list-style-type: none"> <li>Seek update on e-assessment developments, progress and readiness (processes and infrastructure)</li> <li>Monitor assessment calendar and resolve issues leading to unnecessary stress</li> <li>Monitor progress of NCEA Reform Review</li> <li>Identify any changes required to curriculum delivery and/or content</li> <li>Explore implications of changes for Timetabling/Staffing</li> </ul>	CLT Dn, Cs	  	KIS Met  KIS Met On-going
Term 3 & 4	<ol style="list-style-type: none"> <li>Feedback from pupils on impact of fewer Achievement Standards (+ve/-ve)</li> <li>Review assessment load and make recommendations <ul style="list-style-type: none"> <li>Monitor progress of NCEA Reform Review</li> </ul> </li> <li>Prepare for changes required (as above), minimising negative impact</li> <li>Communicate these to parents and pupils if appropriate</li> </ol>	CC CLT Vp	  	KIS Met KIS Met On-going On-going On-going

### 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:

- 11** Up to date and accurate information
- 12** Feedback to pupils and parents
- 13** 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"> <li>In Years 1 – 6, preparation to move from paper reporting to electronic reporting using Linc Ed</li> <li>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)</li> <li>Participation in Kahui Ako Assessment and Reporting Project (Years 1-10) <i>all year</i></li> <li>Years 7/8 Reporting Review (Spiral of Inquiry – Investigating and Collaborative Sense-Making Phase)</li> </ul>	Rod	😊	KIS met
		Jan K/Bc	😊	KIS met
		Matt/Rod Kāhui Ako	😊	KIS met
		Bw/Bc/Ke	😐	KIS in Progress deferred from Terms 1 and 2
Term 2	<ul style="list-style-type: none"> <li>Years 1 – 6 mid-year reports will be provided to parents electronically using Linc Ed (With an alternative hard copy for some families)</li> </ul>	Rod	😊	KIS met



# Middleton Grange School |

## Annual Report 2019 |

	<ul style="list-style-type: none"> <li>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.</li> </ul>	Bw/Bc/Ke	😊	KIS met (initial phase)
Term 3 & 4	5. 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
	6. 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
	7. 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"> <li>Assess the staff level of digital fluency across the school</li> <li>Create a shared understanding about what culturally responsive practice looks like</li> <li>Outline the PLD program to the staff for the 2019 – share vision and expectations</li> <li>DTHM advisory group meet and set priorities and timelines for implementation into the curriculum (includes consultation with CLT).</li> <li>Lead the targeted and differentiated eLearning PLD</li> </ul>	Ma	😊	KIS met
		As, Ma, Ut	😊	
		As	😊	KIS met
		DTHM, ICT & CLT	😊	
		Ma, As	😊	KIS ongoing throughout 2019/2020



# Middleton Grange School |

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Term 2 & 3	<ul style="list-style-type: none"> <li>Continue to embed eLearning as a core classroom practice</li> <li>Encourage pupil voice through focus groups</li> <li>Expose teaching staff best practice in other schools</li> <li>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.</li> </ul>	Ma Ma Ma, As All staff		KIS met
	<ul style="list-style-type: none"> <li>Celebrate milestones</li> </ul>	Ma, As		KIS met
Term 4	<ul style="list-style-type: none"> <li>eLearning Jumbo days to equip and upskill staff with tools strategies and build confidence</li> <li>Reassess staff digital fluency</li> </ul>	Ma, As		KIS met (continue in 2020)
	8. Reflect on progress to date to inform next steps and approach for 2020	Ma As, Ma, Ut		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"> <li>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.</li> <li>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.</li> <li>Twice termly meeting with Within School teachers to discuss progress towards the goals set.</li> </ul>	VL	😊	KIS met
		UT	😊	KIS met
		UT	😐	KIS not met
		UT	😐	KIS met (WST not AST)





	<ul style="list-style-type: none"> <li>Progress report of work for all Across school teachers and Within School teachers is provided to the SLT in Week 9.</li> </ul>			
Term 2	<ul style="list-style-type: none"> <li>Twice termly meeting with Within School teachers to discuss progress towards the goals set.</li> <li>Progress report of work for all Across school teachers and Within School teachers is provided to the SLT in Week 9.</li> </ul>	UT	😊	KIS met
		UT	😐	KIS met (WST not AST)
Term 3 & 4	<ul style="list-style-type: none"> <li>Twice termly meeting with Within School teachers to discuss progress towards the goals set.</li> <li>Progress report of work for all Across school teachers and Within School teachers is provided to the SLT in Week 9.</li> <li>Interview for WST CoL roles in 2020</li> </ul>	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 –iWaioara**

*To build on the Waioara 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 Waioara Guidance Meetings
- The Waioara Lead Team will meet once a term
- The Waioara Pupil Leaders will attend and will take assemblies
- SLT Learning walks around all classes Years 1-13 will include Waioara 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 Waioara 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"> <li>• Staff TOD Report back on Pupil and Staff Surveys January 29th</li> <li>• Staff PD slot once a term Restorative Practice (RP): Recognising conflict, harassment and bullying</li> </ul>	Waiora Lead Team	😊	KIS Met
	<ul style="list-style-type: none"> <li>• Restorative Practice training to all staff</li> <li>• Leading by example by teaching pupils the strategies to use RP and restore relationships.</li> <li>• Attention to 'Duty' Roster and how to support staff in out of class with conflict recognition and management.</li> <li>• Re-establish a staff social committee. [Not SLT] 😞</li> <li>• Present MS Form Teachers with the Strategy for development of the Social Culture Plan.</li> <li>• Staff and Parent evening; PD Collett Smart 'They'll be OK- 15 Conversations to Help you Child through Troubled Times.'</li> </ul>	Matia/Jansen Staff/Waiora Lead Team	😊	KIS met and well received!
		Cs	😊	KIS met
		Bw	😊	KIS met
			😊	KIS met





Pupils	<ul style="list-style-type: none"> <li>• S Bissek to co- ordinate resources and prepare devotions for ☹️</li> <li>Form Time/Vertical Group</li> <li>• NZCER Full Survey for 12/13 and targeted tracking for 6-11</li> <li>• Study Skills Year 11 Term 1</li> <li>• Christian Focus Day with Waiora Focus re spiritual wellbeing</li> <li>• Term 1 Presentation re Sexting and the Harmful Digital Communications Act (HDCA) now to Years 9 and 11</li> <li>• Koblars will be presenting on Healthy Relationships alternating year levels. 2019: Year 12/13 and parents</li> <li>• Men of Honour Years 11/12</li> <li>• 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</li> <li>• Martin Swann 'What Women Want' Year 12</li> <li>• Driver /education for Life Skills Year 12 offered</li> <li>• Endometriosis Talk Year 11 <ul style="list-style-type: none"> <li>• Activity pack being used in Years 1-10 classes</li> </ul> </li> <li>• Promotion of the Growth Mind Set Years 1-6 and 7-10</li> <li>• Removing bias 1-13 [See SG Building professional capacity ☹️]</li> <li>• Digital Discipleship</li> <li>• 24/7 Worker Female and 1 male; lunchtime meetings</li> <li>• 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.</li> </ul>	Bi		Not met. Will carry over to 2020
		Bi	😊	KIS met
		Vp	😊	KIS met
		Vp/NL	😊	KIS met
		Cs	😊	KIS met for Year 11
			😊	KIS met
		Vp	😊	KIS met
		Sn	😊	KIS met
		Sn	😊	KIS met
		Vp	😊	KIS met
		Vp	😊	KIS not met – MS didn't use it this year
		Rod/Bw	😊	KIS met - MS
		Cs	😊	KIS not met
		Ma	😊	KIS Met
		Bw	😊	KIS met



# Middleton Grange School |

## Annual Report 2019 |

	<ul style="list-style-type: none"> <li>•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.'</li> <li>•Y13 Focus Days – Speakers on alcohol and drugs; relationships; current issues (LGBTQI); maintaining faith after school</li> </ul>	Vp and team	  	<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 Bissek 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 Bissek; 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

<div> <div>MS</div> <div>SC</div> <div>Both</div> </div> Key Improvement Strategies (KIS)				
When	What	Who	Alert	Analysis of Variance
Term 1	<ul style="list-style-type: none"> <li>Embed the new pupil leadership structure</li> <li>Brainstorm further opportunities for pupil leadership and service</li> </ul>	Bw, Vp, LHF	😊	KIS Met



	<ul style="list-style-type: none"> <li>• Create a dossier of potential speakers on the specific skills of leading and following</li> <li>• Establish an operational framework and working relationship with the LHF Coordinator</li> <li>• 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</li> <li>• Develop a structured leadership programme for pupils within Leadership Roles and Teams</li> <li>• Establish both Year 7/8 and 9/10 Leadership teams for the year (plan meetings, outline programmes, assemblies etc)</li> <li>• Ascertain which aspects of the wider leadership development strategy are most suitable and applicable to the Middle School</li> <li>• Application process for members for each leadership team.</li> <li>• Profile leaders and leadership opportunities in Assemblies</li> <li>• Pupils attend workshops to discuss and discern the nature of Godly leadership</li> <li>• Equip TiC to offer quality support and mentoring to pupils</li> <li>• Pupil leaders and their parents share a meal and korero (to bring parents on board)</li> <li>• Develop a training programme and activities calendar</li> <li>• Gather feedback from pupil leaders on experience to date and support needs</li> </ul>	<p>Lr</p> <p>Vp / Bw Ut / Lr LHF</p> <p>Bw / Ke</p> <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>😊</p> <p>😊</p> <p>😊</p>	<p>KIS still in progress</p> <p>KIS still in progress</p> <p>KIS still in progress</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"> <li>• Confirm and Implement the wider Leadership Development Strategy including connections with the Leadership LHF Coordinator.</li> <li>• Continue regular leadership team meetings that include both leadership development and event planning / implementation.</li> <li>• Facilitate opportunities for the leadership teams to interact with each other (7/8 and 9/10 as well as MS with PS and SC)</li> </ul>	<p>Bw / Ke</p> <p>Bw / Ke</p>	<p>😊</p> <p>😊</p> <p>☹️</p>	<p>KIS Met</p> <p>KIS Met</p> <p>KIS Met in part</p>



	<ul style="list-style-type: none"> <li>Discern school and wider community needs and target activities toward serving those needs</li> <li>Invite interested parents to explore with us opportunities for further service and leadership opportunities that might draw more pupils into these experiences</li> <li>Implement the training programme</li> <li>Bring in speakers on specific topics for assemblies</li> <li>Seek feedback from pupils on impact of leaders' activities and suggestions for further opportunities in the areas of service and leadership</li> </ul>	Bw / Ke Vp / Rod  Senior Pupil Leaders LHF		
Term 3	9. Select the Senior Pupil Leaders for 2020 <ul style="list-style-type: none"> <li>Year 7/8 and 9//10 Leadership Teams planning and running initiatives across the various teams.</li> <li>Wider pupil leadership development strategy is being executed – speakers, opportunities advertised, LHF being utilised etc</li> </ul> 10. Continue training and activities programmes 11. Bring in speakers on specific topics for assemblies 12. Design and implement feedback and suggestions activity	Vp Bw / Ke  Bw / Ke LHF	       	KIS Met   KIS met in part   KIS Met KIS Not Met KIS Met
Term 4	<ul style="list-style-type: none"> <li>Select Senior Pupil Leaders for the following year via application and selection process               <ul style="list-style-type: none"> <li>Year 7/8 and 9//10 Leadership Teams planning and running initiatives across the various teams.</li> <li>Wider pupil leadership development strategy is being executed – speakers, opportunities advertised, LHF being utilised etc</li> </ul> </li> <li>New Pupil Leaders attend a day of Visioning for 2020 (after NCEA exams)</li> </ul>	Bw / Ke  Bw /Ke Bw / Ke  LHF  Vp/LHF	        	KIS Met  KIS Met   KIS Met in part  KIS Met
<b>Resourcing:</b>				
<b>Commentary</b> (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 15<sup>th</sup>. 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;



## Parent Voluntary Donation and Special Character 2019

As a State Integrated school Middleton Grange School enjoys government funding for teaching staff salaries and daily operations based on our school roll. This is a real blessing, but it does not cater for the specific provision and development of the Special Character of the school. Parents fund and support this aspect through Special Character donations.

The greatest resource God has given Middleton Grange School is committed Christian staff; however, most teachers employed at Middleton Grange School have not been trained in Christian Tertiary 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 2019 the focus of the Special Character funding was to continue 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. Several staff were also funded and supported to attend conferences both in New Zealand and around the world, to further develop their understanding and ability to implement Christian education at Middleton Grange School.

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. Throughout 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 support the holistic education offered at Middleton Grange School.

The school is blessed with a good number of donations annually and is grateful to the parents for their support, however it needs to be noted that there has been a general, steady decline in voluntary donations received by the school over recent years, which is a cause for concern for the Board of Trustees. The Board is seeking to engage with our school community to investigate why this trend is occurring and exploring ways of improving this situation for the future.

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<sup>i</sup> Waiora: total wellbeing of the individual and the family