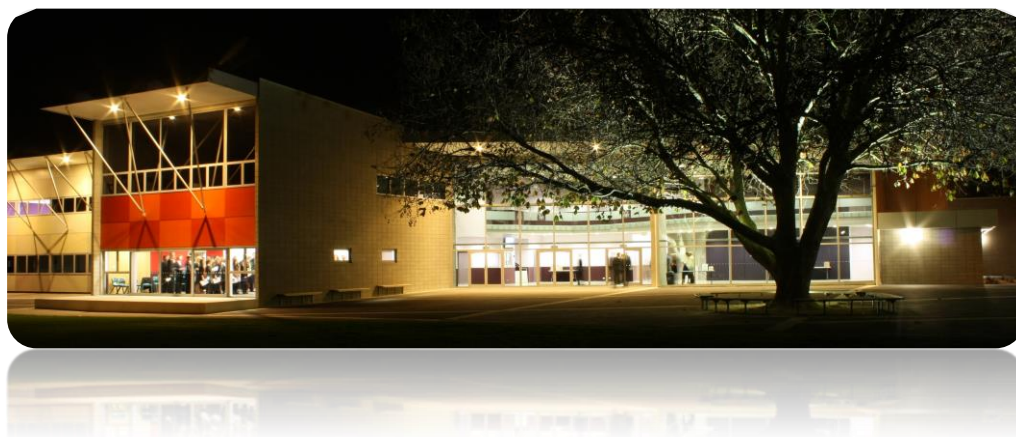


Charter



**February
2021**

TABLE OF CONTENTS

SECTION 1: INTRODUCTION.....	3
Vision Statement.....	3
Mission Statement	3
Ethos Statement	3
Foundational Principles for Curricula	3
Values Statement.....	3
School Verse.....	3
Description of the School	4
Community	4
Special Character Considerations	4
Safeguarding the Special Character.....	5
Goals and Principal Features of Special Character	5
Special Character and the New Zealand Curriculum.....	5
Statement of Belief.....	6
National Education Guidelines and the Bible	7
SECTION 2: STRATEGIC GOALS.....	9
Strategic Plan 2020 – 2022.....	10
Areas of National Interest.....	14
Cultural Diversity and Responsiveness	14
Tikanga Māori and Te Reo Māori	14
Māori and Pasifika Achievement	15
SECTION 3:.....	16
PLANNING AND REPORTING.....	16
Part A: Annual Plans 2021	17
Strategic Goal 1 STRENGTHENING CAPABILITY	18
Strategic Goal 2 RESPONSIVE CHRIST CENTRED CURRICULUM	20
Strategic Goal 3 BUILDING PARTNERSHIPS	22
National Administration Guidelines.....	24
Part B : Charter : Analysis of Variance 2020	25
Analysis of Variance 2020	26
Strategic Goal 1 STRENGTHENING CAPABILITY	26
Strategic Goal 2 RESPONSIVE CHRIST CENTERED CURRICULUM.....	30
Strategic Goal 3 BUILDING PARTNERSHIPS	34
Middleton Grange School Board Declaration	37

SECTION 1: INTRODUCTION

Vision Statement

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

Mission Statement

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

Ethos Statement

Character, Excellence, Service for the Glory of God.

Foundational Principles for Curricula

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

Values Statement

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

The Foundational Principles for Curricula identify these virtues:

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

School Verse

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

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

Description of the School

Middleton Grange School is a Decile 9, state integrated co-educational Area School, catering for pupils from new entrants to Year 13. The roll on 10 February 2021 was 1288. Our pupil body is predominately European with a small but significant representation of Māori, Pasifika and Asian. The school also has a large number of international fee-paying pupils, however due to Covid-19 and border restrictions, these numbers are reduced for 2021. See Section 3 for details.

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

Community

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

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

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

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

Special Character Considerations

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

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

Safeguarding the Special Character

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

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

Goals and Principal Features of Special Character

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

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

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

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

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

Special Character and the New Zealand Curriculum

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

Statement of Belief

We Believe in -

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

National Education Guidelines and the Bible

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

NATIONAL EDUCATION GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 2: STRATEGIC GOALS

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

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

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

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

SG1. Strengthening Capability Whakapakari āheitanga

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

SG2. Responsive Christ Centered Curriculum Mātauranga - a - Karaiti

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

SG3. Building Partnerships Whakarahi Rangapū

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

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

Strategic Plan 2020 – 2022

MIDDLETON GRANGE SCHOOL BOARD	VISION STATEMENT <p>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.</p>	
	MISSION STATEMENT <p>At Middleton Grange School we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. We equip pupils with the knowledge and skills to understand their heritage and their place in it, and to critique and engage contemporary society. We work with parents (and our community) to encourage pupils in their gifts and abilities to serve God and others.</p>	
	1. Strengthening Capability: <i>Whakapakari āheitanga</i> <p>Our Mission: We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture.</p>	<p>In 2021:</p> <ol style="list-style-type: none"> 1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly. 1.2 Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised and embedded. 1.3 Leadership opportunities are encouraged and supported for both staff and students. 1.4 Students will have a voice in decision making and opportunity to shape the future direction of the school.
	2. Responsive Christ Centred Curriculum <i>Mātauranga-a-Karaiti</i> <p>We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.</p>	<p>In 2021 our curriculum:</p> <ol style="list-style-type: none"> 2.1 Is Christ-centred and authentically infused with biblical truth. 2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them 2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission 2.4 Promotes engagement, excellence, waiora and equity for all students
	3. Building Partnerships: <i>Whakarahi Rangapū</i> <p>We work with parents to encourage students in their gifts and abilities to serve God and others.</p>	<p>In 2021:</p> <ol style="list-style-type: none"> 3.1 Parents are involved in the life of the school and regular communication between home and school supports teaching and learning 3.2 We are actively involved in the CENCoL/Kahui Ako and other professional associations to improve the learning outcomes of all students. 3.3 Service and mission are an integral part of being 'a light' in our community. 3.4 We will establish an active and functioning parent and Alumni community. 3.5 We will build our relationship with local Iwi and our Mana whenua and CEN.
Senior Leadership	ANNUAL PLANS 2021 – Strategic Goals, NAGS, Pupil Achievement Targets	
	ANNUAL REPORT 2020 CHARTER 2021	



Strategic Plan 2020-2022

Our Vision

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.

Our Goals	Our Mission	Points of Action
Strengthening Capability  Whakapakari āheitanga	<p>We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture.</p>	<p>1.1 - Professional learning and development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>1.2 - Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised and embedded.</p> <p>1.3 - Leadership opportunities are encouraged and supported for both staff and pupils.</p> <p>1.4 - Pupils will have a voice in decision making and re direction of the school.</p>
Responsive, Christ-Centered Curriculum  Mātauranga-a-Karaiti	<p>We equip pupils with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.</p>	<p>2.1 - Is Christ-centered and authentically in-fused with biblical truth.</p> <p>2.2 - Is responsive in meeting the needs of pupils in order to experience wholistic success and fully realise the gifts and talents God has placed within them.</p> <p>2.3 - Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission.</p> <p>2.4 - Promotes engagement, excellence, waiora and equity for all pupils.</p>
Building Partnerships  Whakarahi Rangapū	<p>We work with parents to encourage pupils in their gifts and abilities to serve God and others.</p>	<p>3.1 - Parents are involved in the life of the school and regular communication between home and school supports teaching and learning.</p> <p>3.2 - We are actively involved in the CENCoL and other professional associations to improve the learning outcomes of all pupils.</p> <p>3.3 - Service and mission are an integral part of being 'a light' in our community.</p> <p>3.4 - We will establish an active and functioning parent and Alumni community.</p> <p>3.5 - We will build our relationship with local Iwi and our Mana whenua and CEN.</p>

Character - Excellence - Service - For The Glory of God

Strategic Plan 2020 - 2022

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

SG 2 Responsive Christ Centered Curriculum <i>Mātauranga -a-Karaiti</i> We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.	2.1	Is Christ-centred and authentically infused with biblical truth.	Review of Y1-13 Scripture/Christian Studies	Review of Y1-13 Scripture/Christian Studies	Revised Y1-13 Scripture/CS program implemented.
	2.2	Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them	Audit pathways delivery Look at alternative programs Year 7/8 Curriculum Design and Delivery Review	Audit pathways delivery Look at alternative programs Year 7/8 Curriculum Design and Delivery Review	CC & CL's explore alternative pathways programs & feasibility Year 9/10 Curriculum Design and Delivery Review Ongoing NCEA review
	2.3	Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission	Needs analysis PD for LTLs/CLs Years 1-13	LTLs/CLs explore opportunities for service & mission Years 1-13	New opportunities for service and mission are implemented Years 1-13
	2.4	Promotes engagement, excellence, waiora and equity for all students	Social culture plan introduced Audit equity for Y1-13 re: Cultural/Gender	Social culture plan embedded Opportunities for equity [Gender/Cultural] introduced if required	Follow up NZCER Surveys Years 5-13
SG 3 Building Partnerships <i>Whakarahi Rangapū</i>	3.1	Parents are involved in the life of the school and regular communication between home and school supports teaching and learning	Regular meeting opportunities and communications. Review communication strategies	Regular meeting opportunities and communications. Trial other communications	Regular meeting opportunities and communications. Refine implementation of communications
	3.2	We are actively involved in the CENCoL/Kahui	AST/WSTCoL supporting staff PLD	AST/WSTCoL supporting staff PLD.	AST/WSTCoL supporting staff PLD

We work with parents to encourage students in their gifts and abilities to serve God and others.		Ako and other professional associations to improve the learning outcomes of all students.		NCEA support through subject associations	NCEA support through subject associations
	3.3	Service and mission are an integral part of being 'a light' in our community.	Survey to audit 'Service' activities	Explore new opportunities for Service	Implement new opportunities for Service
	3.4	We will establish an active and functioning parent and Alumni community.	Parent community established and will assist with MEM	Parent and Alumni community established and will assist with MEM	Parent and Alumni community functioning well Alumni database updated
	3.5	We will build our relationship with local Iwi and our Mana whenua and CEN.	Cultural Narrative SLT Tuahiwi visit CEN involvement ongoing	Share Cultural Narrative with CL's Other staff to visit Tuahiwi CEN involvement ongoing	Share Cultural Narrative with other staff Other staff to visit Tuahiwi

Areas of National Interest

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

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

The school's Strategic Objectives from which the 2021 Annual Plans are derived take into account the above Areas of National Interest as well as the National Education Guidelines (NEGs) and National Administration Guidelines (NAGs) at governance and operational levels.

Cultural Diversity and Responsiveness

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

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

To achieve this the school will:

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

Tikanga Māori and Te Reo Māori

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

Māori and Pasifika Achievement

- The Board's Treaty of Waitangi policy states that, "The Treaty of Waitangi secures certain identifiable rights and obligations for Māori in our school". These include tracking Māori achievement in order to better support their progress through the school toward meeting personal and group objectives. Māori \Pasifika achievement is reported upon in the annual report.
- As a group Māori /Pasifika pupils achieve at or above cohort levels. This group is not at risk of underachievement in the view of the school. However, Middleton Grange School recognises the importance of monitoring the achievement of these pupils as a group, and as individuals, with a view to promoting greater learning.
- Māori /Pasifika pupils demonstrate high levels of engagement in wider school activities and in co-curricular achievements.
- In 2021 there are 90 Māori and 50 Pasifika pupils (total 140 or 10.9% of the roll). What is particularly pleasing to see is that over the past five years this figure has grown each year.
- Working with the Curriculum Leader Māori (Years 7-13) and the Head of Primary, the Principal will monitor Māori /Pasifika achievement as follows:
 - a. Collection and analysis of various achievement data for Māori and Pasifika pupils.
 - b. Gathering data on Years 7-13 Māori /Pasifika engagement in wider school activities.
 - c. Annual hui / fono
 - d. Reporting to the Board
- Māori /Pasifika pupil achievement is reported on in the School's Annual Report and reports to the school community
- For Pasifika, the School will focus on the Pacific Education Plan and prepare an Annual Report to the Pasifika community.

SECTION 3:

PLANNING AND REPORTING

Part A: Annual Plans 2021

1. Strategic Goals
2. National Administration Guidelines

Part B: Analysis of Variance for 2020 Strategic Goals

1. National Administration Guidelines
2. Strategic Goals

Part A: Annual Plans 2021

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

These Annual Plans incorporate strategies for priority learners.

Individual Curriculum Area Leaders have also set Pupil Achievement Targets specific to their Curriculum Area and based on their analysis of 2020 Pupil Achievement.

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

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

- Academic
- Service and Character Formation
- Extra-Curricular

EVIDENCE is gathered as follows:

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

Strategic Goal 1 STRENGTHENING CAPABILITY

Middleton Grange School Annual Plan 2021				
Strategic Goal 1: Strengthening Capability				
We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of scripture.				
Annual Goal:				
1.1 Professional Learning and development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.				
1.2 Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised and embedded.				
1.3 Leadership opportunities are encouraged and supported for both staff and students.				
1.4 Students will have a voice in decision making and opportunity to shape the future direction of the school.				
Key Improvement Strategies (KIS)				
When	What	Who	Alert	Analysis of Variance
Term 1	1.1 Professional Development Committee to set outline for the weekly PLD sessions focussing on delivering differentiated coverage of e-Learning, BYOD implementation, Waioara, Being a Christian Teacher and Culturally responsive practices.	PLD Com		
	1.1 Modified ACT program is implemented to support key staff and assist with being a Christian teacher at MGS.	Ed, Ar, La, Rod		
	1.1 Staff participate in CENCoL PLD on 1 st April	As, PLD cte		
	1.2 Continue to raise digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	As, Mn		
	1.2 Continue to embed e-Learning as a core classroom practice	WST (CoL) Mn		
	1.3 Staff are given opportunity to develop their leadership practice	Tn, Mo		
	1.3 Te Ohu Kahika Centre is officially opened & a strategic plan is developed	Mo, SLT		
	1.3 E tū Tangata / Standing Together pilot is implemented	Sn		
	1.4 Student forums on a range of school wide topics	SLT		
Term 2	1.1 Professional Development Committee lead the PLD for all teaching staff, ensuring differentiation is a key objective. PLD to include NZ History	As, PLD Com		
	1.1 Monitor and ongoing review of ACT programme implementation	Va, Ed		
	1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools	Mn, PLD Com		

	1.3 Kahika Centre continues to offer leadership development opportunities for staff and students	Mo		
	1.3 E tū Tangata / Standing Together programme is monitored	Sn		
	1.4 Discussion on suggested recommendations from student forums	SLT		
Term 3 & 4	1.1 Professional development Committee lead review (in Term 4) on PLD for all teaching staff	As, PLD Com		
	1.1 Staff to participate in MOE TOD's in May, August and November	SC staff		
	1.2 Embed the PLD regarding digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	Mn		
	1.3 E tū Tangata / Standing Together programme is evaluated and reviewed for 2021	Sn		
	1.4 Action agreed recommendations from student forums	SLT		
Ongoing	1.1 Review ACT programme to determine its effectiveness <i>Term 1-2: prepare for ERO visit</i> <i>Staff participate in CENCoL PLD – ELL, Bi-cultural, NZ History</i> <i>Staff participate in MOE NCEA TOD's x 3 with a specific focus on Literacy and Numeracy and reviewing NCEA Level 1</i>			
Resourcing:				
Commentary (added to during the year as the KIS are reviewed)				
Term 1				
Term 2				
Term 3 - 4				
Next Steps 2022: NCEA review ongoing + e-Learning cont. 2022: Culturally responsive practices developed - ongoing 2022: NZ History curriculum implemented Y1-10 2022: Modified ACT program implemented for key CL staff & review undertaken for future use.				
Abbreviation Key: PLD – Professional Learning & Development Committee; CLT – Curriculum Leaders Team; LTL – Learning Team Leaders; WST CoL – Within School Teachers Community of Learning; Ar – Louise Arndt; Ed – Dave Elder; Cs – Megan Cassidy; Bw – Matt Barlow; Sn – Geoff Steyn; Vp – Ruth Velluppillai; Mo – Kerryn Malcolm; As – Jenny Addison; RT – Rod Thompson; La – Judi Lawrence; Mn – Dean McKenzie; SLT – Senior Leadership Team, Ut – Craig Utting; Va – Mike Vannoort; Tn – Suzanne Tennant				

Strategic Goal 2 RESPONSIVE CHRIST CENTRED CURRICULUM

Middleton Grange School Curriculum Annual Plan 2021

Strategic Goal 2: Responsive Christ Centred Curriculum

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

Annual Goal:

2.1 Is Christ-centred and authentically infused with biblical truth focusing on Christian Studies and Scripture programmes and delivery.

2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them [with a focus on learning pathways.]

2.4 Promotes engagement, excellence, **waioara** and **equity** for all students.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	2.1 Christian Studies/Scripture Review initiated in the Primary School	Review Team and Chris French		
	2.2 Formally develop scope and programme for the Year 7/8 Curriculum Review	Bw, Ke, Bc, LD		
	2.4 Social Culture Plan tips every week for staff and developing of resources for VG and FT.	WLT		
	2.4 Audit equity within Years 1-13 looking at current data. Initial scope: Cultural focus.	CC		
Term 2	2.1 Christian Studies/Scripture Review initiated in the Middle School	Review Team and Chris French		
	2.2 Initiate student voice surveys and collate data	Bw, Ke, Bc, LD		
	2.4 Social Culture Plan embedded.	WLT		
	2.4 Identify areas requiring intervention, research options, survey students.	CC		
Term 3	2.1 Christian Studies/Scripture Review initiated in the Senior College	Review Team and Chris French		
Term 4	2.1 Review completed and report written up with recommendations and suggestions			
	2.2 Collaborative sense-making and implementation of suggested changes to the Year 7/8 programme	Bw, Ke, Bc, LD		

	2.4 Social Culture Plan reviewed through NZCER Survey.	WLT		
	2.4 Plan compiled to inform decision making process for 2022 at Curriculum Committee level.	CC		
Commentary (added to during the year as the KIS are reviewed)				
Term 1				
Term 2				
Term 3 - 4				
Next Steps: 2021 2.1 Christian Studies and Scripture review continued 2.4 Equity review CC to identify, from evidence, areas of curriculum inequity at MGS. Crossmatch with Learning Pathways review in SC if identified as a concern. Action Plan presented at the end of the year for 2022 implementation Waiora continued 2022 2.4 Waiora: NZCER Surveys Engagement & excellence focus in 2022				
Abbreviation Key: CC – Curriculum Committee; CLT – Curriculum Leaders Team; LTL – Learning Team Leaders; WLT – Waiora Lead Team; SWOT – Strengths, Weaknesses, Opportunities, Threats; Cs – Megan Cassidy; Bw – Matt Barlow; Ba – Nicole Bailey; Vp – Ruth Velluppillai; Jo – Allison Joubert; NI – Anita Nielson; RT – Rod Thompson; La – Judi Lawrence				

Strategic Goal 3 BUILDING PARTNERSHIPS

Middleton Grange School Annual Plan 2021

Strategic Goal 3: Building Partnerships:

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

Annual Goal:

- 3.1 Parents are involved in the life of the school and regular communication between home and school supports teaching and learning
- 3.2 We are actively involved in the CENCoL/Kahui Ako and other professional associations to improve the learning outcomes of all students.
- 3.3 Service and mission are an integral part of being 'a light' in our community.
- 3.4 We will establish an active and functioning parent and Alumni community.
- 3.5 We will build our relationship with local Iwi and our Mana whenua and CEN.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	3.1 Parent Evenings for each cohort in Years 1-13. Staff to contact parents within the first 4 weeks to introduce themselves and courses	Rod, Bw, Vp		
	3.2 MGS AST/WSTCoL will work with other staff to support their professional learning	Ut, Tn, Hr		
	3.2 MGS staff will attend the CENCoL TOD for professional learning on 1 st April	Staff		
	3.3 Conduct a survey to audit and update current 'Service' activities across the school	Ut, Sn, Fs		
	3.4 MPG will plan and coordinate a 'Middleton Family Fun Fest' during Term 1	Rod, Ut, Va		
	3.5 Key staff to experience Cultural narrative of MGS and Christchurch/Canterbury/SI/NZ history	Hr, Pi, Col		
Term 2	3.1 PPTC's will take place for Y7-13 students/parents and attendance data will be collected and analysed	Cs		
	3.3 Review and explore the barriers for 'Service' activities in our community. Further Service opportunities will be explored	Ut		
	3.4 Opportunities for developing the Middleton Alumni will be explored - i.e. data base, alumni profiles, Alumni section on school website	Va, Mo		
	3.5 Ongoing development of relationship with Ngai Tahu and work with IOS (indicators of success)	Hr, Pi, SLT		

Term 3 & 4	3.1 Review the communication strategies between home and school to determine consistency, effectiveness, participation and areas for improvement	Cs		
	3.3 MS students are involved in a 'service' day in the community in Term 4	Bw, Ke		
	3.4 The parent community will be involved in the co-ordination of the Middleton Evening Market or other fundraising/community activities	Rod, Ut Hr, Pi, SLT		
	3.5 Review progress to date and explore next steps for further improving relationships in 2022	Col		
Ongoing	3.1 Regular communication (Newsletter, Friday Notices) between school and home outlining key events, Maori Whanau hui, Whanau Advisory Group, Pasifika Fono, information, 3-way conferences PS, Friday morning coffee PS, New Parent evening, Formal reporting & KC reporting, IC events, identification of issues, etc. a copy of the 'communicating your concerns document' sent home.	Va, Rod, Cs, Bw, Ut, Vp, As		
	3.1 MPG will meet regularly during the year & explore fundraising opportunities for the school	Va		
	3.2 Staff are regularly attending subject and other professional association meetings	CL's		
	3.4 Progress will be made with the development of the Middleton Alumni as time and finances permit	Va		
	3.5 We will continue to build our relationship with CEN as a key member of this organisation	Va, BOT		
	3.5 We will continue to build and grow our relationship with local iwi and Ngai tahu	Hr		
Resourcing:				
Commentary (added to during the year as the KIS are reviewed)				
Term 1				
Term 2				
Term 3 - 4				
Next Steps 2022:				
Term 1: 3.4 Progress will be made on developing the database of MGS Alumni (2022)				
Term 2: 3.4 The database of MGS Alumni will be checked for accuracy and updated (2022)				
Term 3-4: 3.4 All Alumni will be contacted and will receive an MGS Alumni newsletter including request for financial support of the school (2022)				
Ongoing: The school website will be updated and include an Alumni section				
Abbreviation Key eg: CL, Curriculum Leader; MS: Middle School; LTL: Learning Team Leader; Bw: M Barlow; Va: Mike Vannoort; Rod: Rod Thompson; As: Jenny Addison; Ut: Craig Utting; Vp: Ruth Velluppillai; Ke: Tony Kendrew; Hr: Aidan Harrison; Pi: Pairama Moon; Cs: Megan Cassidy; Tn: Suzanne Tennant				

National Administration Guidelines

	2021	2022	2023
NAG 1 CURRICULUM	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>
NAG 2 SELF-REVIEW	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Complete 2021 BOT cycle of self-review Annual Hui and consultation with Māori community All Senior Leaders undertake one Self Review 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Complete 2022 BOT cycle of self-review Annual Hui and consultation with Māori community All Senior Leaders undertake one Self Review 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Complete 2023 BOT cycle of self-review Annual Hui and consultation with Māori community All Senior Leaders undertake one Self Review
NAG 3 PERSONNEL	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Review effectiveness of School New Appraisal Review all Personnel procedures 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Review effectiveness of School New Appraisal Review all Personnel procedures 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Review effectiveness of School New Appraisal Review all Personnel procedures
NAG 4 & 5 PROPERTY, FINANCE, HEALTH AND SAFETY	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Review effectiveness of Health & Safety committee Review MOU with CST 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Monitor effectiveness of Health & Safety committee and school practices 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Monitor effectiveness of Health & Safety committee and school practices
NAG 6 LEGISLATION	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Review Stand-down and Suspension procedures Review IC Code of Practice Ensure Education and Training Bill Act requirements are met 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Ensure Education and Training Bill Act requirements are met 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Ensure Education and Training Bill Act requirements are met
NAG 7 CHARTER	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Complete Charter 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Complete new Strategic Plan 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> New Strategic Plan implemented
NAG 8 ANALYSIS OF VARIANCE	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Complete Analysis of Variance 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Complete Analysis of Variance 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> Complete Analysis of Variance

Part B : Charter : Analysis of Variance 2020

This section of the Charter contains an analysis of variance for the 2020 Strategic goals.

NAG 1 Curriculum

- 1.1 See attached Analysis of Variance reports

NAG 2 Self Review

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

NAG 3 Personnel

- None specified

NAG 4 & 5 Property, Finance, Health & Safety

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

NAG 6 Legislation

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

NAG 7 Charter

- Complete Charter
 - Target met

NAG 8 Analysis of Variance

- Complete Analysis of Variance
 - Target met

Analysis of Variance 2020

Strategic Goal 1 STRENGTHENING CAPABILITY

Middleton Grange School Annual Plan 2020

Strategic Goal 1: Strengthening Capability

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

Annual Goal:

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

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	1.1 Professional Development Committee to set outline for the weekly PLD sessions focussing on delivering differentiated coverage of e-Learning, BYOD implementation, Waioara, Teaching Christianly and Culturally responsive practices.	PLD Com		KIS met
	1.1 Modified ACT program is implemented to support key staff and assist with Teaching Christianly PD.	Ed, Ar, La, Rod		KIS partially met
	1.2 Continue to raise digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	As, Mn		KIS met
	1.2 Continue to embed e-Learning as a core classroom practice	WST (CoL) Mn		KIS met
	1.3 Staff are given opportunity to develop their leadership practice	Tn, Mo		KIS met
	1.3 CLDI is officially named & CLDI strategic plan is developed	Mo, SLT		KIS met – in term 3
	1.3 E tū Tangata / Standing Together pilot is introduced	Sn		KIS met
	1.4 Student forums on a range of school wide topics	SLT		KIS met
Term 2	1.1 Professional development Committee lead the PLD for all teaching staff, ensuring differentiation is a key objective	As, PLD Com		KIS met
	1.1 Monitor and ongoing review of ACT programme implementation	Va, Ed		KIS partially Met
	1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools	Mn, PLD Com		KIS partially met
	1.3 CLDI continues to offer leadership development opportunities for staff and students	Mo		KIS met
	1.3 E tū Tangata / Standing Together programme is monitored	Sn		KIS partially met
	1.4 Discussion on suggested recommendations from student forums	SLT		KIS not met

Term 3 & 4	1.1 Professional development Committee lead review (in Term 4) on PLD for all teaching staff	As, PLD Com		KIS met
	1.1 Staff to participate in MOE TOD's in August and November	SC staff		KIS met
	1.2 Embed the PLD regarding digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	Mn		KIS met
	1.2 School wide Jumbo days to equip and upskill staff with tools, strategies and build confidence	As, Mn		KIS not met (cancelled)
	1.3 E tū Tangata / Standing Together programme is evaluated and reviewed for 2021	Sn		KIS met
	1.3 Selected staff attend NZACS Leaders' conference	As, Ut		KIS not met (cancelled)
	1.4 Action agreed recommendations from student forums	SLT		KIS not met
Ongoing	1.1 Review ACT programme to determine its effectiveness Term 1-2: prepare for ERO visit			

Resourcing:

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

Term 1

1.1 PLD outline has been set and is responsive to the needs of the staff. PLD sessions has covered all aspects except for Waioara and how it fits in to Ko wai tatou - this will be covered in term 1.1 This was due to term 1 being shortened due to covid-19 and also BI who is WST lead being on leave for a large portion of the term. PLG have been established.

1.1 Ed met with Ar and La on 7 occasions during which we explored a range of professional readings, engaged with feedback from staff about 'Teaching Christianly' and responded by co-creating a Professional Development elective for staff to opt into on a Teacher Only Day. Ed also met with Rod Thompson and began planning for involvement in the Primary PLD sessions on 'Teaching Christianly'. Further progress was interrupted by the lockdown.

1.2 Differentiated choice workshops have been offered through weekly PLD sessions, CA and LA have done subject specific PLD and individual staff have sort one-on one support. Preparations for remote learning prior to lock down saw an exponential gain in digital fluency for staff.

1.2 As a result of the lockdown staff had no choice but to embrace e-learning as part of their core practice. They were supported by the Director of e-Learning and the WST's who reported a significant increase in the complexity of questions asked. This clearly demonstrated the rise in the digital fluency level across the staff. There is always more improvement to be made but very please gains were achieved.

1.3 The Year 7 and 8 Teaching Teams had 3 hours 'Team Coaching' afternoons using the Strength Finders tool as a framework. The afternoon focussed on developing a culture of honour in this newly formed team as well as beginning to recognise where each other's talents lay. This will continue to be built upon over the remainder of the year through 1-hour lunchtime sessions in the CLDI (M0).

The team members for the PLD Steering Group mostly hold COL roles or middle leadership roles. So, this has been an opportunity to step up and assume responsibility in a new area. The strength of this team sits in its diversity and gives opportunity to observe, add and learn from our colleagues. Each person leading the PLG groups was carefully selected by Jenny and myself at the end of last year. The goal being again to give opportunity to those colleagues showing potential to learn and hone facilitation skills. The WST were also given opportunity to attend a full day out with the Lead Principal and AST's. The focus that day was on coaching and 'on the level' communication. Both skills required in a leadership role. The feedback on this day was excellent. Some informal coaching with staff was also done (Tn).

1.3 This is still in discussion state with the CST. Kerryn and Tamara Rochford-Kerr will be meeting with the CST at their next meeting in June. A strategic plan for marketing hasn't been put into writing but work has begun to create marketing tools while we wait for the name to be decided upon (Mo).

1.3 The programme was 'introduced' to our Year 13 cohort at Camp at the start of February. Since then, two meetings have been held with Kayley Gaustad (24/7 E Tu Tangata Coordinator). Discussions are underway on how to 'roll it out' to the rest of Secondary.

1.4 Student forums have focused largely on training but have also provided opportunity for students to suggest ways in which their academic and personal development can be enhanced at Middleton Grange School. These forums include in Term 1: Christian Focus Day discussion groups on being an influence in the workplace; Student Leadership meetings have identified opportunities for serving within the beyond school; Creatives Labs; Men of Honour programme (Y11-13); Senior girls brainstorming how our girls across the levels can be encouraged in developing a healthy self-respect.

Term 2

1.1 PLD has focused on Teaching Christianly, Culturally Responsive Practice and the Social Culture Plan, following the massive gains in eLearning capability and use this focus was put on hold for the short 6-week term 2. Staff were given the opportunity to reflect, hear from experts, discuss ideas in PLGs and apply these to scenarios to further inquire into ko wai tatou.

1.1 The nation-wide lock-down curtailed progress on the ACT program for the first part of Term 2. Ed was able to resume meeting with participants from early May. Topics included the role of liturgical practices in education, the place of the FPC's, the concept of a Christian Worldview and the place of the Shema in Christian Education. Three sessions took place involving La and Ar, and another two in which Rod Thompson was able to be there as well. Ed also assisted La and Ar with the planning and delivery of the 'whole-staff' version of the workshop they ran in term 1. At the end of the term Ed met with Natalie Down to discuss her role in delivering 'Digital Discipleship' from a Special Character perspective.

1.2 Staff were surveyed on what worked well with eLearning and what opportunities could be implemented into their classrooms after the lock down; best practice has been shared both within CA's and also within PLGs. Specific needs of individuals and CA's have been met by the ICT WST and the director of eLearning. No across schoolwork has been possible due to the impact of covid-19 – mainly out of a need for teachers to be present with their classes as much as possible, the cost of relievers and the uncertain nature of planning such events in the current climate.

1.3 The CLDI hosted a variety of leadership development opportunities over term two including two Middle School Leadership Days, Tonga Mission Team Development, Senior Gifted Conference and numerous small group workshops.

The Centre has served the staff as a space for Staff Development workshops as well as being used for SLT meetings and Middle School Team meetings.

1.3 E tū Tangata was meant to be 'rolled out' nation-wide by the PM at the start of May and then we were going to continue our follow up with Y13's. The Pandemic and initial restrictions on gatherings plus a slowdown from 24/7 Youth Work affected the implementation of the programme. Another factor is that 'we' (All people concerned with MGS non-academic programmes and Waiora) need to sit down and discuss if and how we implement E tu Tangata. We have many different groups and people who run different programmes and presentations with our students. We are in danger of just having too many similar programmes.

Initially I reached out to Jay Geldard to see how and if he could help with the Men of Honour programme. He then presented E tu Tangata. So, we need to decide; Do we keep it in the MofH programme, or go wider; VG groups? MS/SC? Primary School? If one goes wider, then we will need the buy in of many/most staff. We have the resources and it is not a difficult programme to run. So, in brief, we are at a decision crossroad. Which Students do we run the E tu Tangata programme with?

1.4 Christian Focus Day forum was cancelled so no opportunity there. The Student Leaders were focused more on re-gathering students together in Bible Study and Worship events before school and during lunchtime. Forums deferred to Term 3. A series of Year Level assemblies was scattered through Term 2, some of them gender-separate. Y13 girls had one assembly of Electives, including a speaker; creative expression of prayer and petition with worship music; quiet creativity; etc through which to reconnect with God and refresh focus.

Term 3 - 4

1. The MOE TOD in August was cancelled, but the November TOD did happen, even though the resources provided by the MOE were deemed to be not at the appropriate standard for delivery in the provided format and were modified accordingly to better meet the needs of our staff. Primary and MS staff used the day for reviewing and developing local curriculum.

1.1 After lockdown we directed our PLD to focus on “being a Christian teacher” at MGS; we worked through Transformational Education, engaged in professional discussions and wrapped up the PLD with staff individually reflecting and articulating what they had learnt, identifying the next steps personally and for the school.

1.2 After lockdown the biggest push came from students wishing to sit assessments using a device as they had grown accustomed to typing responses. The school then took advantage and moved towards offering all subjects able to be assessed digitally in the external NCEA examinations (with the exception of Maori) with the option of a digital preliminary examination experience. Several subjects also utilised the functionality of Education Perfect’s assessment platform to undertake closed internal assessments in a digital format. The work of the WST’s progressed the specific project goals, these being – the digital diary, 365 introduction for students, streamlining Digital Discipleship, and documenting the progress towards the implementation of the digital curriculum. Looking forward the plan is to increase the use of OneNote with the introduction of the digital diary and increase the opportunities to engage with assessment digitally through the continued use of the Education Perfect platform.

1.3 NZACS Leaders conference was cancelled due to Covid-19

1.3 The CLDI was named ‘Te Ohu Kahika’ in term 3 after extensive discussion & consultation with CST and local Maori representatives.

1.3 Geoff Steyn has been in contact with Jay Geldard (24-7) after the disruption to the roll out of E tū Tangata due to Covid-19. We (24/7 organisation and a number of MGS Staff) are reviewing how and where best to implement this programme. How it ‘fits in’ with what we already do at MGS.

1.4 Due to Covid-19 and many student forums being cancelled during the year, there was limited opportunity for agreed recommendations to be actioned.

Next Steps

2021: NCEA review + e-Learning cont.

2021: Modified ACT program implemented for key CL staff & review undertaken for future use.

Abbreviation Key: PLD – Professional Learning & Development Committee; CLT – Curriculum Leaders Team; LTL – Learning Team Leaders; WST CoL – Within School Teachers Community of Learning; Ar – Louise Arndt; Ed – Dave Elder; Cs – Megan Cassidy; Bw – Matt Barlow; Sn – Geoff Steyn; Vp – Ruth Velluppillai; Mo – Kerryn Malcolm; As – Jenny Addison; RT – Rod Thompson; La – Judi Lawrence; Mn – Dean McKenzie; SLT – Senior Leadership Team, Ut – Craig Utting; Va – Mike Vannoort; Tn – Suzanne Tennant

Strategic Goal 2 RESPONSIVE CHRIST CENTERED CURRICULUM

Middleton Grange School Curriculum Annual Plan 2020

Strategic Goal 2: Responsive Christ Centred Curriculum

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

Annual Goal:

2.1 Is Christ-centred and authentically infused with biblical truth focusing on Christian Studies and Scripture programmes and delivery.

2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them with a focus on learning pathways.

2.3 Is challenging, develops critical thinking, inspires action and offers opportunity for service and mission.

2.4 Promotes engagement, excellence, **waiaora** and **equity** for all students.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	2.1 Scope out costings and external reviewer to conduct a full review of the Christian Studies/Scripture programmes and delivery across Years 1-13.	Curriculum Committee		K.I.S Met Term 1
	2.2 Carry out audit of current pathways delivery for Y7-13 at MGS.	Cs, Vp, Ba, Bw		K.I.S met Term 1
	2.3 CLTs/LTLs to meet with Allison Joubert [Jo-Time allocated to head up Services and Mission] to conduct a needs-analysis. [SWOT potentially used as an analysis tool.]	Jo, CLT, LTL Team		See note below. Rescheduled to Term 2.
	2.4 Social Culture Plan explained and rolled out to community, students and staff	WLT		Rolled out to students and community and operational but not full staff. See note below
Term 2	2.1 Determine scope of review of the Christian Studies/Scripture programmes	Ext Reviewer, CC, La, NL		K.I.S not met
	2.2 Visit similar schools and providers to look at alternative programmes offered and how they are implemented.	Cs, Vp, Ba,		K.I.S not met but work has been done on pathways regardless. See note below.
	2.2 Initiate Year 7/8 Curriculum delivery review.	Curriculum Committee		Discussions have been started. On agenda Term 3 Week 1 to progress.
	2.3 Jo to prepare action plan based on findings from needs-analysis.	Jo		K.I.S not met and will not be a Curriculum focus for 2020. See note below.
	2.4 Social Culture Plan embedded. WLT to monitor and visit classes.	WLT		K.I.S Met
	2.4 Audit equity within Years 1-13 looking at current data. Initial scope: Gender focus.	Curriculum Committee [CC]		Has not started.

Term 3	2.1 Review completed and report written up with recommendations and suggestions	External Reviewer		Positive steps Term 4.
Term 4	2.2 Construct student surveys for current Year 10-13. Collate responses. Carry out focus groups Years 10-13 to disseminate survey findings and gauge responses.	Cs, Vp, Ba, Bw		As above. KIS not met but work on pathways has occurred.
	2.2 Collaborative sense-making and implementation of suggested changes to the Year 7/8 programme	Curriculum Committee		On-going
	2.4 Social Culture Plan reviewed through Learning Walks and focus Groups.	WLT		KIS met through other avenues. See notes below.
	2.4 Audit equity within Years 1-13 looking at current data. Complete Gender focus and move to Cultural focus.	Curriculum Committee [CC]		Will be 2021 focus.

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

Term 1

2.1. The Curriculum Committee, in consultation with Anita Nielson, have met and worked out a 'big picture' scope for the review. Chris French, H.O.D. Rangiora New Life has been approached and has accepted the role as the reviewer Terms 2-4. He has led the department for 9 years in an Area school Years 1-13 and is currently undertaking a study award to visit many of our sister schools in the North Island to learn about their Christian Studies programme. Stephen Walters has been approached and is happy to release Chris to undertake this work. Regarding costs, I have indicated that we M.G.S will cover all relief costs for Chris. I also propose we give a koha each term to cover Chris's petrol.

2.2 Nicole Bailey, Ruth Velluppillai and Megan Cassidy met to carry out the audit of learning pathways currently offered and MGS and possible gaps. Term 2, we will visit providers/schools to see what else they are offering.

2.3 Allison Joubert was prepared to deliver a session on Service and Missions, undertaking a S.W.O.T. analysis with all Curriculum Leaders/Learning Team Leaders Years 7-13 at their March 24th meeting. However, we changed to agenda to allow Dean Mackenzie to run a tutoring session on how to deliver On-Line Class Meetings/Video sessions in light of the Covid-19 situation. Allison is now on the agenda for the first meeting Term 2.

2.4 The Social Culture Plan has been rolled out to all classes Years 7-13 through Middle School and Senior College assemblies. All staff teaching Middle School and/or Senior College have been taken through the SCP at the MS/SC meetings. Posters have been designed by Joel Tempero and are in all offices and some classrooms. All Year Level Parent Meetings at the start of the year included the Social Culture Plan. The only aberration was the Waiora Staff Professional Development meeting planned for week 4 did not go ahead owing to Simon Bisseker's bereavement leave [the death of his brother]. The original plan was that Simon was going to lead the staff with a session on looking at the SCP in greater operational detail. Senior College assemblies have focused on belonging and honour, underpinned by Identity in Christ.

Term 2

2.1 No progress. On hold due to current financial situation but will hopefully be actioned in the future?

2.2 On hold due to current financial situation. There has still been some consideration to new pathways within our current financial restraints- Science and Technology have had proposals accepted making adjustments to Year 11 course in Science to better meet the needs of our students and the development of a Year 10 Computer and Robotics course as a pathway that will absorb a current Digital Technology course to ensure there is no additional staffing or cost to the school. There is an exciting multi-level Pasifika Class proposal [4 periods] Years 11-13 that has been presented to the Curriculum Committee but awaits discussion at the SLT table. We are also looking at creative options to possibly replace Textiles technology delivery with the resignation of Rae Inglis. This has impact on our CEN technology so will be investigated carefully and fully early Term 3.

2.3 Agreement with all parties that Missions and Service focus will not be curriculum-focussed due to time missed Term 2. Craig and Allison have decided to make service in the community the foci for the year.

2.4 Given the difficulties of Simon Bisseker's bereavement Term 1 and Covid-19 Term 2, the Waiora Lead Team are pleased with the progress of the Social Culture plan. All rooms have the plan in place and on display [te Reo Māori language versions are being worked on by Matt Barlow], the Referral Room forms have been altered to incorporate the SCP into the language and process for the students to consider and respond to, and all staff have had two PD sessions on how to apply the SCP both in the classroom and in specific scenarios. We are delighted to hear the language and concepts of belonging, resilience and honour being used across the school and organically being included in day-to-day exchanges. In terms of change management, the SCP is further along than we dared to hope for. SC Student Leaders are working on meshing these with the Lazarus Project. Simon Bisseker booked to clarify the SCP at SC Assembly Week 1 Term 3.

2.4 We are behind on where we would like to be this year and have not been able to make a start on an equity audit. This may have to be a 2021 Strategic Goal focus along with the Christian Studies/Scripture review, Learning Pathways, and the NCEA Curriculum review?

Term 3 - 4

2.1 The external reviewer, Chris French, met with the Review Team (Cs, Vp, Bw, Rod, La, NI) for a full morning in Term 4. This was a very positive meeting which discussed and documented the history of the CS/Scr programme across all schools, the challenges facing the current delivery of the programmes, hunches [as per an inquiry cycle,] opportunities the review might offer and where obstacles might be for making changes/improvements. Chris determined parameters for how he wants to proceed. We confirmed that he understood that nothing was off limits and he had full support and access to anything/anyone. We all agreed that student voice was paramount in determining next steps. Chris has been added into a Team that has access to all the meeting minutes to date, and the programmes for all levels. He has determined that he would like to start with the Primary School early next year.

2.2 While we look forward to working on this next year it has been interesting that different pathways have opened owing to the current financial situation MGS finds itself in. By losing Chinese and Textiles, we have investigated and added in better timetable options for Language delivery and each course in Years 7/8 has been extended into terms rather than semesters. Technology has been innovative and added an EPRO 8 option for Years 7-8 and an exciting Digital Media class for the CEN schools. We are hoping this might be offered for MGS students when staffing allows for 2022. Next year's review will certainly take place but any changes to what courses we can offer will be dependent on whether we can staff them. The NCEA review is throwing up some red flags about what NZQA might change to our curriculum delivery too. The curriculum committee met with the Learning Team Leaders of Year 7 and 8 in order to hear their vision and heart for the future in relation to the delivery of curriculum in this area of the school. This formed part of the scoping for what the review will include. This has been coupled with a range of questions that have been formulated and discussed with the goal of including these in the scope. Work was done during Term 3 to look at the wider timetable policy and this will become a focus in 2021. This will dovetail with the ongoing work as part of the review process for Year 7 and 8.

2.4 The WLT is satisfied that that the Social Culture Plan is embedded, and it is a very important initiative to improve school culture. We believe it has real potential to put the 'hands and heart' into the head knowledge our young people have. We are now weaving the SCP into the Restorative Practices we already use, and staff have had two PD sessions recently to increase their knowledge and confidence. We are increasingly using the language of the SCP in our everyday life at school and across Years 1-13.

Next Steps:

2021

2.1 Christian Studies and Scripture review continued

2.2 Learning pathways review

2.3 NCEA Curriculum review

2.4 Equity review CC to identify, from evidence, areas of curriculum inequity at MGS. Crossmatch with Learning Pathways review in SC if identified as a concern.

Action Plan presented at the end of the year for 2022 implementation

Waiora continued

2022

2.4 Waiora: NZCER Surveys

Engagement & excellence focus in 2022

Abbreviation Key: CC – Curriculum Committee; CLT – Curriculum Leaders Team; LTL – Learning Team Leaders; WLT – Waiora Lead Team; SWOT – Strengths, Weaknesses, Opportunities, Threats; Cs – Megan Cassidy; Bw – Matt Barlow; Ba – Nicole Bailey; Vp – Ruth Velluppillai; Jo – Allison Joubert; NI – Anita Nielson; RT – Rod Thompson; La – Judi Lawrence

Strategic Goal 3 BUILDING PARTNERSHIPS

Middleton Grange School Annual Plan 2020

Strategic Goal 3: Building Partnerships:

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

Annual Goal:

- 3.1 Parents are involved in the life of the school and regular communication between home and school supports teaching and learning
- 3.2 We are actively involved in the CENCoL/Kahui Ako and other professional associations to improve the learning outcomes of all students.
- 3.3 Service and mission are an integral part of being 'a light' in our community.
- 3.4 We will establish an active and functioning parent and Alumni community.
- 3.5 We will build our relationship with local Iwi and our Mana whenua and CEN.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	3.1 Parent Evenings for each cohort in Years 1-13. Staff to contact parents within the first 4 weeks to introduce themselves and courses	Rod, Bw, Vp		KIS met
	3.2 MGS AST/WSTCoL will work with other staff to support their professional learning	Ut, Tn, Hr		KIS met
	3.3 Conduct a survey to audit current 'Service' activities across the school	Ut		KIS partially met. Refer to note below
	3.4 Parents will be contacted and invited to attend a parent community meeting during Term 1	Rod, Va, Ut		KIS met
	3.5 Key staff to experience Cultural narrative of MGS and Christchurch/Canterbury/SI/NZ history	Hr, Pi, Col		KIS met
Term 2	3.2 MGS staff will attend the CENCoL TOD for professional learning	Staff		KIS not met
	3.3 Review and explore the barriers for 'Service' activities in our community	Ut		KIS currently in action. Not yet complete
	3.4 There will be at least one further parent community meeting and 'Parent community guidelines' will be drafted	Rod, Va		KIS met, meeting took place on 23 rd June and was well-attended.
	3.5 Explore Ngai Tuahuriri Powhiri process - Christian and Maori interface	Hr, Pi, SLT		KIS not met
Term 3 & 4	3.1 Review the communication strategies between home and school to determine consistency, effectiveness, participation and areas for improvement	Cs		KIS met
	3.3 MS students are involved in a 'service' day in the community in Term 4	Bw, Ke		KIS met
	3.4 The parent community will be involved in the co-ordination of the Middleton Evening Market or other fundraising/community activities	Rod, Ut Hr, Pi, SLT		KIS met

	3.5 SLT to visit Tuahiwi - whole day. Reflections and develop strategy for moving forward into 2021 and beyond	Col		KIS met
Ongoing	3.1 Regular communication (Newsletter, Friday Notices) between school and home outlining key events, Maori Whanau hui, Whanau Advisory Group, Pasifika Fono, information, 3-way conferences PS, Friday morning coffee PS, New Parent induction evening, Formal reporting & KC reporting, IC events, identification of issues, etc. a copy of the 'communicating your concerns document' sent home. 3.2 Staff are regularly attending subject and other professional association meetings 3.5 We will continue to build our relationship with CEN as a key member of this organisation	Va, Rod, Cs, Bw, Ut, Vp, As CL's Va, BOT		

Resourcing:

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

Term 1

3.1 MS Parent Meetings were held. Form and subject teachers contacted parents at the start of the year. Discussion is needed around the structure and nature of our introductory emails with a view to streamlining the communication with home.

3.2 MGS AST and WST have been actively working alongside MGS staff to support them. PLD has been offered in all areas of the Kahui Ako roles. Primary focus has been on the eLearning, with assistance from the Dir of eLearning and Assistant Principal.

3.3 Jo and Ut have met to discuss the current range of activities across the school. The current list has been updated and Jo will continue to populate this list.

3.4 Parents were invited to attend a parent community meeting planned for Thursday 19 March 2020. Approximately 25 parents had indicated via email that they were planning to attend this meeting. However, the meeting was postponed due to the Covid-19 situation. The meeting will take place when Covid-19 restrictions allow.

3.5 Week 5, Wednesday 26th February, Aidan presented the rationale and an extended cultural narrative of the Middleton Grange site to SLT (in preparation for Cultural Education Workshop day at Tuahiwi

marae). He also presented an overview of the cultural narrative of Middleton Grange to the Primary staff including a focus around bicultural practice.

Week 8 Monday March 16th Monday hour long PD presentation to Middleton staff on "God's Woven story of Aotearoa New Zealand: The Middleton Strand" God's continuing relationship with the people & place of Middleton.

Term 2

3.2 The CENCOL TOD was cancelled due to Covid-19 and the lockdown. It was agreed not to postpone it until a later time in 2020, but to re-schedule it for 2021.

3.3 Jo and Ut have discussed what the current barriers are for service activity. These include, timetable limitations, lack of staff support and availability, student buy in. Suggested approach moving forward would be to have the SLT discuss how students can be more actively engaged in service within the school week rather than as an 'add on' and therefore voluntary.

3.4 An inaugural meeting for the Middleton Parents Group (MPG or PTA) was held on 23 June 2020. Approx 25 parents attended which was very encouraging. The meeting included a devotion, time of shared group prayer, discussion around purpose & opportunities for the MPG, surveying parents for feedback re: Christian teaching & student success, and re: remote learning during lockdown as well as discussing fundraising opportunities. The next meeting is planned for term 3.

3.5 Investigating the ngai tuahuriri Powhiri has not been able to be advanced due to the significant disruptions of covid-19. However, significant progress has been made in a new/different bicultural area with the formation of a bicultural achievement challenge with matauraka mahaanui around turangawaewae, belonging inspiring learning, using cultural narratives and competencies to improve student learning outcomes.

Term 3 - 4

3.1 Communications between school and home have been continually reviewed during this year due to the nature of events and circumstances. The establishment of the MPG has assisted with this process as they also provide feedback about school-home communications. As a school we are blessed to have access to many communication platforms and the ongoing challenge is to ensure they are fit for purpose and meet the needs of both user and the intended recipients.

3.3 Middle School Service days have been planned for the end of the year. Year 7 and 8 have established a connection with the Tūhaitara Trust in North Canterbury and will complete a day's service there. The plan is to establish this as an ongoing partnership for the years to come. Year 7 and 8 have also introduced a new integrated unit around service to widen the scope for opportunities to serve. Year 9 classes will be operating in their form classes at various organisations around the city. Our Year 10 cohort will continue with the established relationship we have with the Department of Conservation with a day's service at Yarr's Flat near Lake Ellesmere.

3.4 The Middleton Parents Group (MPG) have met 5 times in 2020 and now have a fully functioning parent committee who oversee the functioning of the MPG. They have supported the school during the year through prayer and in practical support, by providing a staff morning tea and assisting with parent events, the NC Adventure Race, as well as organising the Middleton Family Fun Fest on 27 November.

3.5 The SLT visited Tuahiwi marae in term 1 of 2020. Reflections and a strategy moving forward have been limited due to the impact of Covid-19. However, good progress has been made by engaging with matauraka mahaanui and the CEN schools re: the indicators of success programme.

Next Steps 2021:

Term 1: 3.4 Progress will be made on developing the database of MGS Alumni (2021)

Term 2: 3.4 The database of MGS Alumni will be checked for accuracy and updated (2021)

Term 3-4: 3.5 All Alumni will be contacted and will receive an MGS Alumni newsletter including request for financial support of the school (2021)

Abbreviation Key eg: CL, Curriculum Leader; MS: Middle School; LTL: Learning Team Leader; Bw: M Barlow; Va: Mike Vannoort; Rod: Rod Thompson; As: Jenny Addison; Ut: Craig Utting; Vp: Ruth Velluppillai; Ke: Tony Kendrew; Hr: Aidan Harrison; Pi: Pairama Moon; Cs: Megan Cassidy; Tn: Suzanne Tennant

Middleton Grange School Board Declaration

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

The Charter is a reference for all Board activity.

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

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

The Middleton Grange School Board hereby approves the Middleton Grange School Charter 2021.

Middleton Grange School Board Presiding Member

Date