



Annual School Report 2020

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

2020 will be remembered for many things, especially for those who live in Christchurch and also significantly for our school community. It was the 10th anniversary of the Christchurch earthquakes. It was also the first anniversary of New Zealand's worst ever terror attack which occurred on 15 March 2019 with the death of 51 people, and 40 people being injured in the two mosque attacks. The sentencing in August 2020, resulted in the terrorist being given a life sentence without parole, which is the first sentence of its kind to be given in New Zealand.

During Term 1 of this year the Middleton Grange School community experienced the tragic death of Adam Bisseker, a son and brother to two of our teaching staff. We mourned this loss together as a community and continue to trust in our God for his faithfulness and provision.

We then experienced Covid-19, a global pandemic on a scale that we have not seen before in our lifetime and for the first time in my teaching career we were forced into 'remote/distance' learning in our homes for an extended period of time. Covid-19 has continued to disrupt New Zealand and the world during 2020 including the way we have been used to living. We are all having to adjust to a 'new normal' way of doing things, which includes operating in a range of Alert Levels depending on the severity of the virus in our country.

Covid-19 has had a direct impact on our school with the reduction of international student numbers and this is forecast to worsen for 2021, which is having a significant financial impact on our school. It has also led to many events and activities being cancelled during the year due to social distancing restrictions or other health requirements.

As a school we have made our priorities clear, namely.

1. First and foremost, to honour and trust in God, especially during these very uncertain times.
2. Our next priority has been on student and staff wellbeing, whilst maintaining the necessary health and safety measures required by Public Health.
3. Last, but by no means least, we have endeavoured to ensure we maintain the integrity of our academic programmes during these challenging and uncertain times.

He Waka Eke Noa

Eccl 4:12

Our three strands are

We are all in this together.

"A cord of three strands is not quickly broken."

Christ/Family/School

The school continues to be blessed with a capable Board of Trustees who have a heart for ensuring the school delivers biblically based teaching and a first-rate general education. We thank Wayne Turner for his faithful service as a Proprietor Trustee, who resigned from our Board due to relocating to Auckland with his family. He was replaced by Mrs Becky George as a new Proprietor Trustee. We also thank Debbie Malcolm who was our Student Trustee for 2020.

Each year we are blessed with a strong Student Leadership Team and this year was no exception: Head Leaders Luke Peez and Katie-Jo van den Bogaert were ably supported by Elijah Velasco and Amy van Ameyde. Jade Tau-Manuel as Māori Leader ensured the school had growth in this important part of our school. This team were wonderful examples of servant leadership to the school community.



Middleton Grange School |

Annual Report 2020 |

This year we say farewell to a number of our long serving staff who have resigned. This includes Annesley Wiggins who has taught at Middleton Grange for 22 years and most recently been the Learning Team

Leader for Year 1-2 in the Primary School. Linda Bucknell has also resigned from her permanent teaching position in the primary school after many years of service. She will, however, remain at school in a part time capacity doing some reading recovery work and teacher release. We also farewell Rae Inglis who has taught Technology Fabrics since 2004 and Brent Agnew who taught Technology Hard Materials since 2007. Our gratitude is extended to all other staff leaving in 2020. Without the quality of staff we have, we would struggle to deliver an authentic high quality Christian education.

This year has also seen a number of other developments and initiatives take place. As a network of Christian schools, we welcome Mr John D'Almeida who has been appointed to the role of CEO of the Christian Education Network (CEN).

A new initiative this year was the introduction of the North Canterbury Adventure Race which was held on 29 August. This event, which doubled as a community event and a school fundraiser, was co-hosted by Middleton Grange School, with Rod Thompson, Head of Primary School, being instrumental in the organisation of this event.

This year has also seen the establishment of the Middleton Parents Group (MPG) which provides the opportunity for parents of the school to meet regularly to support the school both through prayer and practical means, as well as providing valuable feedback to the school. We look forward to this group both growing in number and contribution to the life of the school.

The Centre for Leadership Development and Influence (CLDI) has been renamed after consultation with Ngai Tahu and the Christian Schools' Trust. It will be known as the Te Ohu Kahika Centre, which acknowledges that the Kahika tree (White Pine) is the largest NZ indigenous tree and in Māori it can also translate into 'leader' or 'chief'. The Kahika also has an interesting growth pattern with its roots as a symbol of strength in unity. Kahika traditionally grew in large numbers around the general area of Middleton Grange's current school site. The beginning of the name 'Te Ohu' speaks to the idea of a co-operative group, thus Te Ohu Kahika being the co-operative group of leaders at Middleton Grange School working together in collaboration, strength, and unity for the display of His splendour.

2020 has been a year like no other for many people, with many individuals losing their jobs or businesses, but as a Christian school our confidence and hope continues to be in 'The Lord – the maker of heaven and earth.'

From Psalm 46 - No matter what we face, God holds the final victory, and we can trust Him in the midst of all that may be happening around us. This Psalm calls us to live free from fear, to seek after a quiet and secure confidence in our God, who alone is able to save:

"God is our refuge and strength, an ever-present help in trouble. Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea, though its waters roar and foam and the mountains quake with their surging... God is within her, she will not fall, God will help her at break of day... The Lord Almighty is with us, the God of Jacob is our fortress... Be still, and know that I am God, I will be exalted among the nations, I will be exalted in the earth." Psalm 46:1-3, 5, 7, 10

Mike Vannoort
Principal - Tumuaki



Finance Report 2020

FOR THE YEAR ENDED 31 DECEMBER 2020

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 Middleton Grange School Board

	Position	How Position Gained	Term Expired/ Expires
Michael Smith	Board Presiding Member	Elected role	Till next elections / May 2022
Michael Vannoort	Principal ex Officio	Staff Appointment Role	Continuous
John Peez	Deputy Presiding Member	Elected role	Till next elections / May 2022
Melanie Hikuroa	Parent Board Member	Elected role	Till next elections / May 2022
Rachael Hurren	Parent Board Member	Elected role	Till next elections / May 2022
Tony Kan	Parent Board Member	Elected role	Till next elections / May 2022
Becky George	Proprietor Board Member	Proprietor Appointed	Continuous
David Gillon	Proprietor Board Member	Proprietor Appointed	Continuous
Mark Larson	Proprietor Board Member	Proprietor Appointed	Continuous
Peter Marshall	Proprietor Board Member	Proprietor Appointed	Resigned Dec 2020
Debbie Malcolm	Student Board Member	Student Election	September 2020
Annalise Peez	Student Board Member	Student Election	September 2021
Christine Buckley	Staff Board Member	Staff Elected Role	Till next elections / May 2022
Hillary Carley	Non-Voting Secretary	Staff Appointment Role	Continuous

Accountant: Paul Hartstonge
MGS Business Manager



MIDDLETON GRANGE SCHOOL

Annual Report - For the year ended 31 December 2020

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Middleton Grange School

Statement of Responsibility

For the year ended 31 December 2020

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

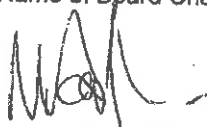
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Michael Smith

Full Name of Board Chairperson



Signature of Board Chairperson

28-May-21

Date:

Michael Vannoort

Full Name of Principal



Signature of Principal

28-May-21

Date:

Middleton Grange School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	10,529,227	10,105,617	9,753,518
Locally Raised Funds	3	1,763,357	1,649,530	1,919,354
Use of Proprietor's Land and Buildings		3,182,400	3,182,400	3,182,400
Interest income		56,849	91,700	118,481
Gain on Sale of Property, Plant and Equipment		56	-	-
International Students	4	2,134,251	2,014,207	2,688,694
		<u>17,666,140</u>	<u>17,043,454</u>	<u>17,662,447</u>
Expenses				
Locally Raised Funds	3	515,523	536,239	669,724
International Students	4	2,082,882	2,055,169	2,520,384
Learning Resources	5	9,623,292	9,085,776	9,294,955
Administration	6	1,013,040	1,013,289	944,647
Finance		8,084	9,350	8,297
Property	7	4,092,641	4,161,133	4,122,489
Depreciation	8	520,866	534,894	516,338
Loss on Disposal of Property, Plant and Equipment	13	26,749	-	13,189
Loss on Uncollectable Accounts Receivable		10,965	-	5,325
Amortisation of Intangible Assets	13	-	-	43,944
		<u>17,894,042</u>	<u>17,395,850</u>	<u>18,139,292</u>
Net Surplus / (Deficit) for the year		(227,902)	(352,396)	(476,845)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(227,902)</u>	<u>(352,396)</u>	<u>(476,845)</u>

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 2020

Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January	2,418,926	2,379,354	2,850,359
Total comprehensive revenue and expense for the year	(227,902)	(352,396)	(476,845)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	42,376	42,300	45,412
Equity at 31 December	2,233,400	2,069,258	2,418,926

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 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	393,330	260,000	275,563
Accounts Receivable	10	787,339	607,000	627,235
GST Receivable		130,444	78,016	170,493
Prepayments		45,269	45,000	50,431
Inventories	11	161,993	145,000	133,578
Investments	12	2,470,482	2,250,785	3,569,609
		<u>3,988,857</u>	<u>3,385,801</u>	<u>4,826,909</u>
Current Liabilities				
Accounts Payable	14	1,163,132	1,005,000	983,022
Revenue Received in Advance	15	1,305,653	1,081,938	2,249,920
Provision for Cyclical Maintenance	16	46,000	74,000	74,000
Finance Lease Liability - Current Portion	17	169,914	188,286	188,864
Funds held in Trust	18	43,308	45,000	58,812
		<u>2,728,007</u>	<u>2,394,224</u>	<u>3,554,618</u>
Working Capital Surplus/(Deficit)		<u>1,260,850</u>	<u>991,577</u>	<u>1,272,291</u>
Non-current Assets				
Property, Plant and Equipment	13	<u>1,567,336</u>	<u>1,699,854</u>	<u>1,764,138</u>
		1,567,336	1,699,854	1,764,138
Non-current Liabilities				
Provision for Cyclical Maintenance	16	502,468	505,808	431,808
Finance Lease Liability	17	92,318	116,365	185,695
		<u>594,786</u>	<u>622,173</u>	<u>617,503</u>
Net Assets		<u>2,233,400</u>	<u>2,069,258</u>	<u>2,418,926</u>
Equity	23	<u>2,233,400</u>	<u>2,069,258</u>	<u>2,418,926</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 2020

	Note	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash flows from Operating Activities				
Government Grants		2,674,159	2,852,511	2,509,226
Locally Raised Funds		1,731,234	1,568,950	1,975,254
International Students		1,165,819	951,145	2,709,315
Goods and Services Tax (net)		40,049	87,184	(9,600)
Funds Administered on Behalf of Third Parties		(15,504)	(10,200)	(35,694)
Payments to Employees		(3,244,018)	(2,822,886)	(3,233,962)
Payments to Suppliers		(2,965,503)	(3,210,647)	(3,880,560)
Cyclical Maintenance Payments in the year		(31,340)	(43,389)	(43,389)
Interest Paid		(8,084)	(9,350)	(8,297)
Interest Received		72,720	108,700	130,109
Net cash from/(to) Operating Activities		(580,468)	(527,982)	112,402
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	9,586	-
Purchase of Property Plant & Equipment (and Intangibles)		(258,726)	(340,830)	(664,552)
Purchase of Investments		-	(700,785)	(1,025,329)
Proceeds from Sale of Investments		1,099,127	-	-
Net cash from/(to) Investing Activities		840,401	(1,032,029)	(1,689,881)
Cash flows from Financing Activities				
Furniture and Equipment Grant		42,376	(200)	7,154
		(184,542)	(222,321)	(260,681)
Net cash from/(to) Financing Activities		(142,166)	(222,521)	(253,527)
Net increase/(decrease) in cash and cash equivalents		117,767	(1,782,532)	(1,831,006)
Cash and cash equivalents at the beginning of the year	9	275,563	2,180,888	2,106,569
Cash and cash equivalents at the end of the year	9	393,330	398,356	275,563

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 Statement of Cash Flows 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 2020

1. Statement of Accounting Policies

a) Reporting Entity

Middleton Grange School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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 carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

Other Grants

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

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

Donations and Gifts

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

i) Inventories

Inventories are consumable items held for sale and comprised 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.

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.

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.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture, Plant and equipment	5 – 10 years
Information and communication technology	5 years
Land Improvements	10 years
Library Books and Textbooks	8 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	8 years

l) Intangible Assets

Software costs

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

Computer software 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.

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, and also annual leave earned, by non teaching staff, 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 and student activities received 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) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings 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 provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, 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.

t) 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.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

v) 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.

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	2,256,289	2,243,643	2,201,228
Teachers' Salaries Grants	7,802,506	7,613,673	7,225,365
Resource Teachers Learning and Behaviour Grants	9,701	9,126	9,126
Other MoE Grants	368,062	174,497	220,149
Other Government Grants	92,669	64,678	97,650
	<u>10,529,227</u>	<u>10,105,617</u>	<u>9,753,518</u>

During the year the school received \$196,052 COVID-19 related funding from the Ministry of Education..

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	404,866	271,005	394,179
Trading	573,624	629,835	707,140
Fundraising	16,472	8,300	36,514
Other Revenue	768,395	740,390	781,521
	<u>1,763,357</u>	<u>1,649,530</u>	<u>1,919,354</u>
Expenses			
Trading	515,523	536,239	669,724
	<u>515,523</u>	<u>536,239</u>	<u>669,724</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>			
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,247,834</u>	<u>1,113,291</u>	<u>1,249,630</u>

Expenses

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	88	88	106
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	2,134,251	2,014,207	2,688,694
Expenses			
Advertising	52,073	54,003	94,950
Commissions	160,537	167,564	162,657
International Student Levy	30,235	28,092	41,663
Employee Benefit - Salaries	881,190	890,995	876,499
Other Expenses	958,847	914,515	1,344,615
	2,082,882	2,055,169	2,520,384
Surplus/ (Deficit) for the year International Students	51,369	(40,962)	168,310

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	230,060	349,629	364,367
Information and Communication Technology	48,889	45,000	60,761
Library Resources	7,216	9,400	8,361
Employee Benefits - Salaries	9,305,037	8,665,448	8,777,120
Staff Development	32,090	16,299	84,346
	9,623,292	9,085,776	9,294,955

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	11,771	10,000	9,542
Board Member Fees	7,460	8,448	7,735
Board Member Expenses	4,925	5,000	32,048
Communication	9,375	9,000	9,871
Operating Lease	66,592	67,000	16,640
Other	55,824	80,274	83,650
Employee Benefits - Salaries	671,070	643,908	639,547
Insurance	18,176	18,978	15,290
Service Providers, Contractors and Consultancy	167,847	170,681	130,324
	1,013,040	1,013,289	944,647

7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,781	31,750	28,329
Consultancy and Contract Services	225,593	225,000	207,114
Cyclical Maintenance Provision	74,000	74,000	57,000
Grounds	31,057	35,250	34,973
Heat, Light and Water	214,311	243,400	222,725
Repairs and Maintenance	105,119	117,900	144,775
Use of Land and Buildings	3,182,400	3,182,400	3,182,400
Security	11,469	12,000	14,042
Employee Benefits - Salaries	232,911	239,433	231,131
	<u>4,092,641</u>	<u>4,161,133</u>	<u>4,122,489</u>

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

8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	147,731	147,864	125,502
Information and Communication Technology	121,397	138,434	93,529
Land Improvements	5,271	4,638	3,034
Motor Vehicles	10,407	10,406	10,330
Textbooks	31,707	33,266	24,855
Leased Assets	204,353	200,286	259,088
	<u>520,866</u>	<u>534,894</u>	<u>516,338</u>

9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	888	888	888
Bank Current Account	53,148	60,995	64,648
Bank Call Account	339,294	198,117	210,027
Cash and cash equivalents for Statement of Cash Flows	<u>393,330</u>	<u>260,000</u>	<u>275,563</u>

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	79,174	72,000	86,554
Receivables from the Ministry of Education	112,556	10,000	24,225
Allowance for uncollectable outstanding receivable balances	(19,514)	-	(8,548)
Interest Receivable	3,280	5,000	19,151
Teacher Salaries Grant Receivable	611,843	520,000	505,853
	<u>787,339</u>	<u>607,000</u>	<u>627,235</u>
Receivables from Exchange Transactions	62,940	77,000	97,157
Receivables from Non-Exchange Transactions	724,399	530,000	530,078
	<u>787,339</u>	<u>607,000</u>	<u>627,235</u>

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
School Uniforms	161,087	144,500	133,207
Canteen	906	500	371
	<u>161,993</u>	<u>145,000</u>	<u>133,578</u>

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	2,470,482	2,250,785	3,569,609
	<u>2,470,482</u>	<u>2,250,785</u>	<u>3,569,609</u>

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture, Plant and Equipment	753,341	38,297	(3,346)	-	(147,731)	640,561
Information and Communication Technology	360,933	180,706	(23,906)	-	(121,397)	396,336
Land Improvements	49,458	222	-	-	(5,270)	44,410
Motor Vehicles	60,288	-	-	-	(10,406)	49,882
Library Resources	166,218	40,057	-	-	(31,706)	174,569
Leased Assets	373,900	92,031	-	-	(204,353)	261,578
Balance at 31 December 2020	1,764,138	351,313	(27,252)	-	(520,863)	1,567,336

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture, Plant and Equipment	1,223,665	(583,104)	640,561
Information and Communication Technology	808,715	(412,379)	396,336
Land Improvements	52,714	(8,304)	44,410
Motor Vehicles	117,516	(67,634)	49,882
Library Resources	542,899	(368,330)	174,569
Leased Assets	1,055,349	(793,771)	261,578
Balance at 31 December 2020	3,800,858	(2,233,522)	1,567,336

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture, Plant and Equipment	561,542	325,594	(8,292)	-	(125,503)	753,341
Information and Communication Technology	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	-	-	(10,329)	60,288
Library Resources	130,883	60,189	-	-	(24,854)	166,218
Leased Assets	432,219	200,769	-	-	(259,088)	373,900
Balance at 31 December 2019	1,391,595	902,065	(13,185)	-	(516,337)	1,764,138

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture, Plant and Equipment	1,204,794	(451,453)	753,341
Information and Communication Technology	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
Balance at 31 December 2019	3,732,443	(1,968,305)	1,764,138

14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	173,263	163,212	159,688
Accruals	107,912	93,063	91,052
Banking Staffing Overuse	19,073	19,497	19,073
Employee Entitlements - Salaries	835,544	704,103	688,644
Employee Entitlements - Leave Accrual	27,340	25,125	24,565
	<u>1,163,132</u>	<u>1,005,000</u>	<u>983,022</u>
Payables for Exchange Transactions	1,135,792	979,875	958,457
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	27,340	25,125	24,565
	<u>1,163,132</u>	<u>1,005,000</u>	<u>983,022</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	33,669	-	-
International Student Fees	1,200,552	1,056,938	2,138,984
Other	71,432	25,000	110,936
	<u>1,305,653</u>	<u>1,081,938</u>	<u>2,249,920</u>

16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	505,808	505,808	492,197
Increase/ (decrease) to the Provision During the Year	74,000	74,000	57,000
Use of the Provision During the Year	(31,340)	-	(43,389)
Provision at the End of the Year	<u>548,468</u>	<u>579,808</u>	<u>505,808</u>
Cyclical Maintenance - Current	46,000	74,000	74,000
Cyclical Maintenance - Term	502,468	505,808	431,808
	<u>548,468</u>	<u>579,808</u>	<u>505,808</u>

17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	160,954	188,286	145,092
Later than One Year and no Later than Five Years	130,322	116,365	261,481
	<u>291,276</u>	<u>304,651</u>	<u>406,573</u>

18. Funds held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	43,308	45,000	58,812
	<u>43,308</u>	<u>45,000</u>	<u>58,812</u>

19. 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 1(d). 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'.

20. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
Board Members		
Remuneration	7,460	7,735
Full-time equivalent members	0.50	0.67
Leadership Team		
Remuneration	860,588	784,036
Full-time equivalent members	7	7
Total key management personnel remuneration	868,048	791,771
Total full-time equivalent personnel	7.50	7.67

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments		
Principal 1	-	20-30
Principal 2	-	10-20
Principal 3	170-180	80-90
Benefits and Other Emoluments		
Principal 1	-	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	2020 FTE Number	2019 FTE Number
100-110	8	5
110-120	3	1
120-130	2	1
	13	7

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

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2020** (Contingent liabilities and assets at **31 December 2019**: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2019: nil)

23. 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. Although COVID-19 has added to and continues to impact all schools financial positions during 2020 year. This is likely to do so for some time yet.

24. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	393,330	260,000	275,563
Receivables	787,339	607,000	627,235
Investments - Term Deposits	2,470,482	2,250,785	3,569,609
Total Financial assets measured at amortised cost	3,651,151	3,117,785	4,472,407

Financial liabilities measured at amortised cost

Payables	1,135,792	979,875	958,457
Finance Leases	262,232	304,651	374,559
Total Financial Liabilities Measured at Amortised Cost	1,398,024	1,284,526	1,333,016

25. Events After Balance Date

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



Property Annual Report 2020

What a year! 2020 started off as normal and then Covid 19 hit with the nationwide lockdown coming into force. For a Property Manager, not being able to enter the property he manages for 4 weeks was a challenge I had not faced before. I spent some time during that period praying that when we did finally get to go back into the property that we would not find a lot of damage or vandalism. God was faithful and before others were allowed back into the property, the property team were able to come back in and get things back to a state where we could have students and staff back on site. I would like to thank the team for their efforts at that time and for the ones who were legally able to go for a local walk which took them through the property.

I am now in my 15th year here at Middleton Grange School and when I arrived, a lot of our buildings were under 10 years old. Time has passed and we are now finding we are dealing with more maintenance issues simply due to our buildings aging. Some of these issues dealt with this year include the commencement of a site wide building management system along with an upgrade to our security system.

During the year, as part of our 10-Year Property Plan, we completed the upgrade of our Junior Primary Block (Rooms 1-4). This building would be one of the very early buildings that remain. We replaced part of the roof, installed new double-glazed windows and LED lighting, window coverings etc and then painted throughout thus bringing the building up to a modern, fit for purpose environment for our students and staff.

Summary

We are blessed with a site that has many trees and natural beauty. A credit to those who had the original vision along with the faith to carry out that vision.

I would like to acknowledge the work of the Property Committee which is made up of both School and Proprietor representatives. Both entities work well together for the common purpose, to maintain 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 Property Team; Nick, Steve and Joy and all the work they do around the site to ensure it is well maintained.

Kevin Wakeham
Property Manager



Primary School Annual Report 2020

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

	All students at Middleton Grange Primary School (300)				Māori at Middleton Grange Primary School (22)				Pasifika at Middleton Grange Primary School (10)			
	2020	2019	2018	2017	2020	2019	2018	2017	2020	2019	2018	2017
Reading	76%	87%	88%	86%	73%	84%	100%	77%	40%	75%	75%	75%
Writing	67%	86.5%	83%	81%	91%	84%	90%	82%	90%	87.5%	66%	58%
Maths	78%	75%*	88%	85%	87%	69%*	85%	71%	70%	75%	58%	50%

Comments:

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 concerning. We expect minor variations from year to year as the abilities within each year-group will vary, but in the above table variations are significant. There are two possible explanations for this. Firstly, the long period of lockdown and resultant disruption to teaching and learning meant that many children did not get a full year's programme in these core subject areas. The ability of parents to support remote learning varied hugely depending on their work commitments and if they had the skills to assist with learning at home.

Secondly, the number of English Language Learners has been increasing year-on-year and is now just over 50% of the Primary School roll. Only 38 of these 156 students are funded by the Ministry of Education, which means that we need to provide the staff and resourcing to ensure that these students can access the curriculum and make satisfactory progress. Unfortunately, funding for this has not kept pace with the needs of the students. This is especially evident in Reading and Writing. The drop in Maths is not so significant, as the 'language of mathematics' is similar regardless of culture or language.

Regarding the 60% of Pasifika students who are below the expected curriculum level in Reading, a number of Pasifika students who have enrolled as new entrants in recent years have delayed language skills, poor oral language, and are not 'reading ready'. Some of these students have made steady progress but haven't caught up to their peers. This is an ongoing problem with no obvious solutions.



2020 Te Kohango Ako, The Primary Learning Centre:

(This report, written by Susan Meredith, SENCO, has already been presented to the Board)

Key points that Susan made were:

- The number of specialist outside agencies that we worked with in 2020
- The complexity of learning, social, physical and behavioural needs that teachers and Learning Centre staff are dealing with
- The increased diversity of our students
- Decreased funding, which means that teachers, students, and parents are likely to come under increased pressure in 2021 and beyond

English Language Learner Report 2020: (This report, written by Catherine Moore, ESOL co-ordinator, has already been presented to the Board)

Key points that Catherine made were:

- The increasing number of learners needing ESOL support
- Many students are well supported by their classroom teachers
- Interventions have focused strongly on oral language and reading in 2020
- ELL support has been cut by 26 hours in 2021
- Literacy will continue to be the main focus in 2021

Steps Behaviour Programme Summary 2020:

2020			2019		
Incidents	Pupils involved	Repeat offenders	Incidents	Pupils involved	Repeat offenders
5	3	2	8	6	2

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

Summary of 2020 incidents:

- Defiance/disobedience: 5

We always work closely with students 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:





Middleton Grange School |

Annual Report 2020 |

Primary School Theme: 'He Waka Eke Noa'. We couldn't have picked a more appropriate theme in light of Covid 19 and the events that followed. There is so much that we have been able to take from this and build onto this regarding being part of God's family, supporting each other, and how we cope with adversity. We plan to continue this theme in 2021, as the original idea was a sea-faring theme that would fit well with our 2020 musical about Pirates. We will try again to run the musical in 2021.

Lockdown and alert levels: I have discussed the effect that these events have had on learning. Coming back to school in week 6 of term 2 felt like we were starting the school year all over again. We had to abandon our School Musical and our swimming programme due to lack of time. Mid-year reporting was delayed until week 5 of term 3 to enable teachers to collect and assemble achievement information.

Professional Learning & Development (PLD): In 2020 we trialled weekly PLD on Wednesdays at 2.45 – 4pm. This has been extremely worthwhile and has enabled the Primary Teachers to work together weekly on the following:

- What it means to be a Christian Teacher at Middleton Grange School
- Regular Readings from *Transformational Education*
- Bicultural learning
- Developing the Digital Technologies Curriculum

We also developed a lot of new ICT skills during Lockdown as we endeavoured to make Remote Learning work well for our students.

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.

E-learning and access to digital technology has continued to improve due to the purchase of multiple i-pads and improvements in the speed and stability of our school network. It is very rare now to have infrastructure or network problems. The investment in upgrading our systems has been worthwhile.

Canterbury Adventure Race: This was a new initiative in 2020, bringing the school community together to organise or compete in a local adventure race that was run for the Christchurch community. We were thrilled to have 360 participants who thoroughly enjoyed the event and to raise almost \$12,000 for the school. We hope to make this an annual event and planning for 2021 has already started.

Concerns and Challenges:

Funding cuts have reduced support for English Language Learners and students who require extra support at a time when the needs are greater than ever before. Catherine Moore and Susan Meredith have made this clear in their reports, and we are all concerned that these cuts will have a serious impact on the progress of some of our students. This also creates additional pressure on teachers who will try their hardest to help priority learners with less support than they have had in previous years.

We appreciate the continued support of the Board during these challenging times.

Rod Thompson

Head of the Primary School



Middle School Annual Report 2020

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
Year 7	4	4	6	3	96
Year 8	4	3	1	2	102
Year 9	5	9	3	6	125
Year 10	6*	5	7	6	131
Total	18	21	17	17	454

*A 6th Year 10 class was added in 2020 due to the planned arrival of 20 Korean students.

SPECIAL CHARACTER

In the Middle School, our approach to education is centred in Christ and reflects a holistic perspective. Our curriculum should provide opportunities for the development of the whole child; mind, body and soul. This underpins the delivery of curriculum and the extra-curricular opportunities that we provide. Through these we desire to see our students thrive and grow in wisdom and stature with both God and man (Luke 2:52). The highlights below outline some key initiatives within our special character focus:

- Middle School Scripture Programmes continued to develop our student's understanding of their place in God's kingdom and the overarching meta-narrative of the Scriptures. These programmes provide the opportunity for students to interact and understand God's Word and how we should approach being active members of God's kingdom.
- The Middle School continued to explore the theme of Tūrangawaewae – belonging. We did this through assemblies, guest speakers and activities. In conjunction with this we continued to weave our Social Culture Plan into this theme, helping students to unpack the ideas of belonging, honour and resilience.
- Service remained a key part of integrated studies, particularly in the Year 7 and 8 programme. It was wonderful to see a number of connections established. A highlight was the service programme from 7Ke with Rannerdale.
- Each subject continued to weave the Scriptures into their programmes, seeking and taking opportunities to unpack the Biblical narrative through the context of their topics.
- Our Middle School Service days provided an opportunity to bless the local community. A variety of activities were undertaken including continuing our relationship with the Department of Conservation and establishing new links with the Tuhaitara Trust in North Canterbury, a link we hope to continue to strengthen in the coming years.



MIDDLE SCHOOL HIGHLIGHTS IN 2020

There were a number of key events and highlights for the year despite many opportunities being limited by the restrictions resulting from the Covid19 Lock-down and subsequent levels.

- Our Social Culture plan continued to be embedded across the Middle School with our Assemblies and Form-times used to scaffold and grow students understanding of what a positive social atmosphere is here at Middleton Grange.
- Thankfully, our Year 9 camps were able to run prior to the country being placed into Level 4 lock-down. The sense of belonging and whānaungatanga that was created on the camps was outstanding and it was a real shame that this momentum was halted by the ensuing restrictions and online learning. This was felt later in the year among our Year 9 students who were particularly relational in nature.
- The 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 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 Woodened Christian Camp; Year 9's to Blue Skies and the Year 7 and 8's having a combined day of fun at Jellie Park.
- Both the Year 8 and Year 10 Market Days ran successfully with students using profits to support service and mission.
- Development of a series of differentiated protocols for remote learning in conjunction with the E-Learning director.
- Many opportunities were provided for the development of the whole person – for example Creatives Lab, Leadership Development, Bookies and Cookies, Art Murals, Sports and other clubs all ran either as single opportunities or in an ongoing capacity.



PUPIL ACHIEVEMENT ANALYSIS

This section outlines pupil achievement across Years 7-10 in both Literacy (Reading and Writing) and Numeracy. It is important to note that 2020 was a disrupted year for learning due to Covid 19 restrictions and remote learning. This has been reflected in results which are lower in some instances than in previous years.

Notes:

Year 7 & 8:

The results below provide an indication of which level (with included sub-level) of the New Zealand Curriculum our students 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.

In Year 7 and 8, students are aiming to master Level 4 of the Curriculum and in Year 9 and 10, Level 5. There is often a crossover between Year 8 and 9 where students hover between the top end of Level 4 and the bottom end of Level 5. This is often reflected in the results. We focus on ensuring progress for each student and in most cases students are meeting these targets by the end of their Year 10 year, which is pleasing.



YEAR 7

Year 7 Reading:

Analysis / Commentary:

In 2020 76% of Year 7 Students were at the or above the expected level of 4B. A further 16% were sitting 1 sub-level below the expected level. When looking into this data more closely we can see that 82% of males and 74% of females were at or above the expected level. This is a reversal in relation to previous years where usually there is a higher percentage of females at or above than males. 2 of our 4 Māori students were at or above the expected level with the other two showing mastery of level 3 and ready to progress towards proficiency at level 4 during Year 8. Both Pasifika students were at or above the expected level. A graph of this distribution can be found below:

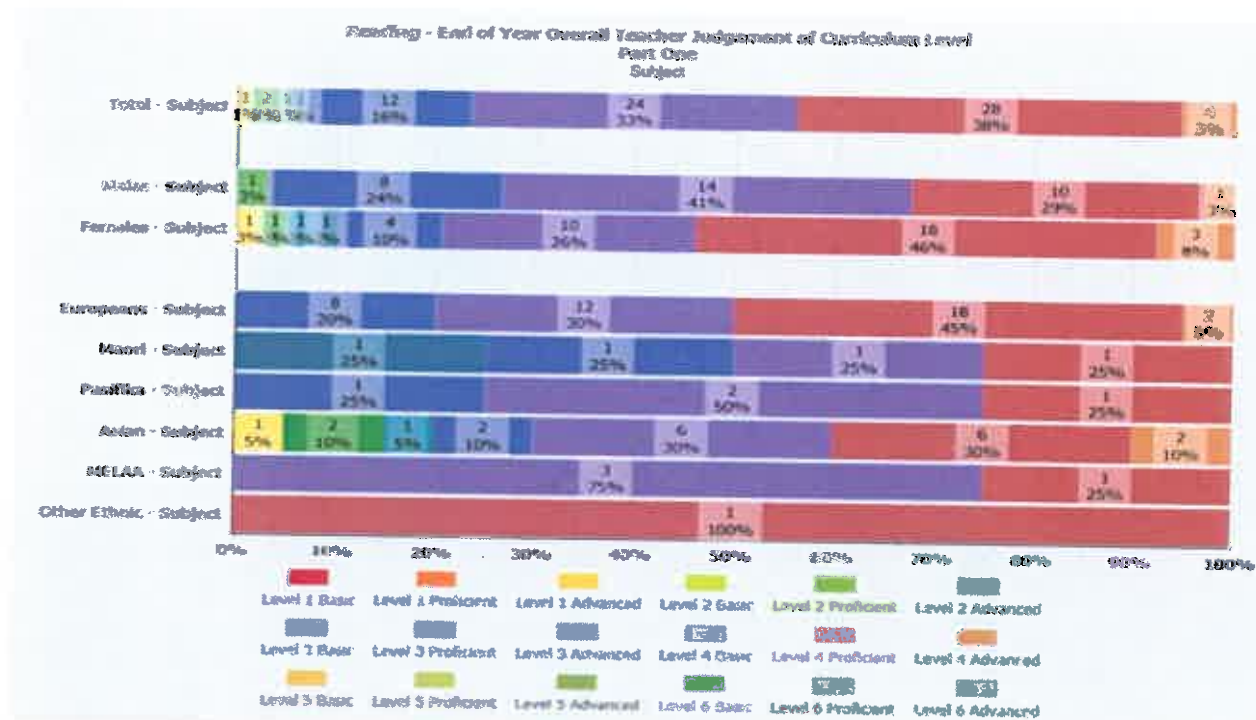


Figure 1: Distribution Graph – Year 7 Reading Results 2020

Future Actions:

- Details of those students who were below the expected curriculum level in reading will be included in our Class profile information for Year 8 teachers.
- Those students who are well below the expected level will be identified for targeted support to ensure they continue to progress.
- We will liaise with the Learning Centre in relation to targeted support or interventions.
- The HOMS will work with the Year 7 and 8 Learning Team Leaders to discuss strategic focus or Professional learning in relation to the teaching of Reading.



Year 7 Writing:

Analysis / Commentary:

In writing, 58% of students have reached the expected level of 4B by the end of the year. A further 29% sit one sub-level behind this expected level. While this we would like to see a higher percentage of students at 4B by the end of the year it is not uncommon for students to progress over the course of both year 7 and 8. For example by comparison: Our 2019 cohort of Year 7 students had 57% of students at the expected level. This same cohort as Year 8's in 2020 moved to 72% at the expected level. 43% of Male students had reached 4B compared with 73% of female students. 2 of our 4 Maori students had reached the expected level with one of the two other students sitting one sub-level below the expected level. 3 of 6 Pasifika students were at the expected by the end of Year 7, 1 other sitting one sub-level below. The 2 remaining students sit 2 sub-levels below, proficient at Level 3. A graph of this distribution can be found below:

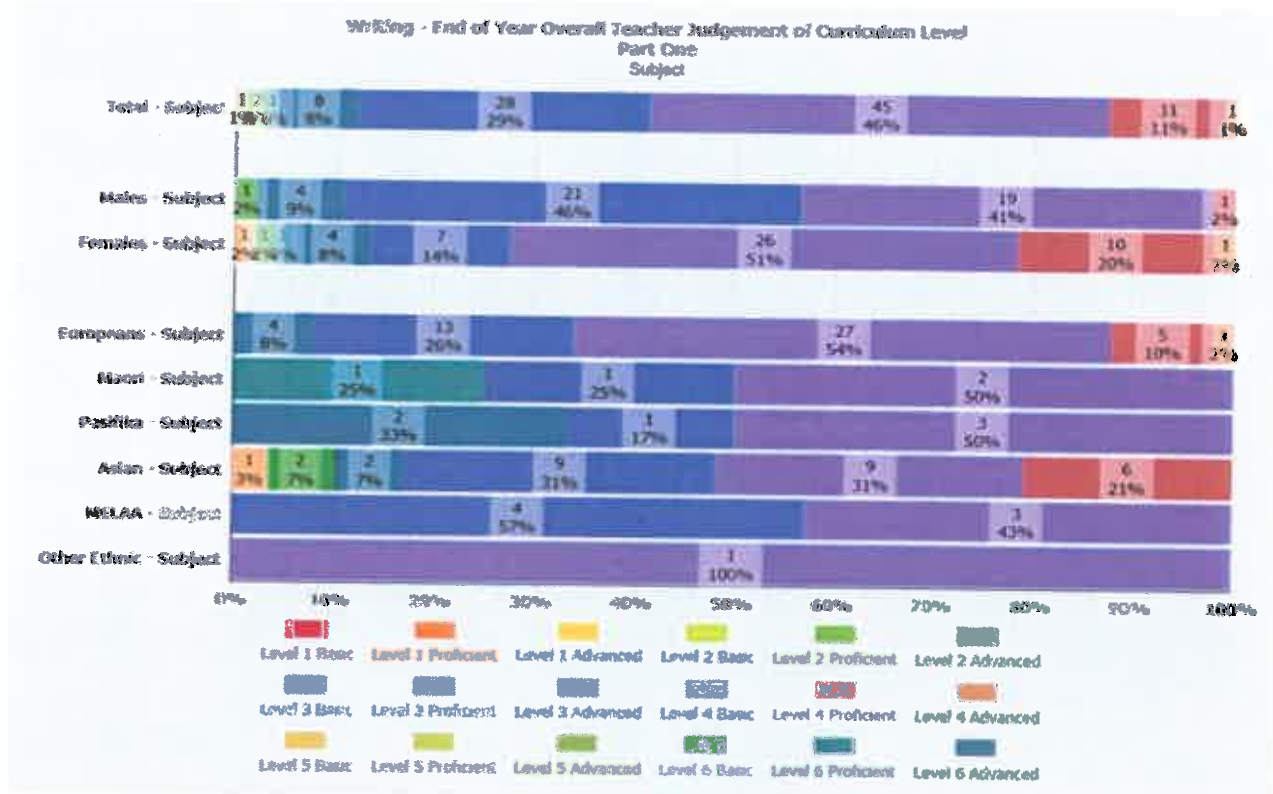


Figure 2: Distribution Graph – Year 7 Writing Results 2020

Future Actions:

- Details of those students who are below the expected level for Year 7 will be added to the class profiles in 2021.
- Year 8 staff will be made aware of the number of boys who had not reached the expected level by the end of Year 7 and will target strategies to support their progress.
- Targeted support strategies will be developed for those Maori and Pasifika students who are currently one or two sub-levels below expected level.
- We will liaise with the Learning Centre to see how we can support students to continue to progress.
- Our 'Write that Essay' writing programme will continue to be implemented and developed and we will continue to monitor the value added by this programme.
- The HOMS will work with the Year 7 LTL to discuss and strategize around increasing the percentage of students at the expected level by the end of the year.



Year 7 Mathematics:

Analysis / Commentary:

76% of all Year 7 students had reached or exceeded the expected level in Mathematics by the end of the year. A further 8% were sitting one sub-level below. This is a slightly lower percentage of students than we have had in previous years; however, it also reflects the results in Reading and Writing for this cohort. Again, we would expect to see a significant increase over the course of the time in Year 7 and 8 (Level 4 of the Curriculum). 78% of males and 72% of females were at or above the expected level. 2 of 4 Māori and 2 of 6 Pasifika students were at or above the expected level. 2 Pasifika students sit one sub-level below the expected level. A graph of this distribution can be found below:

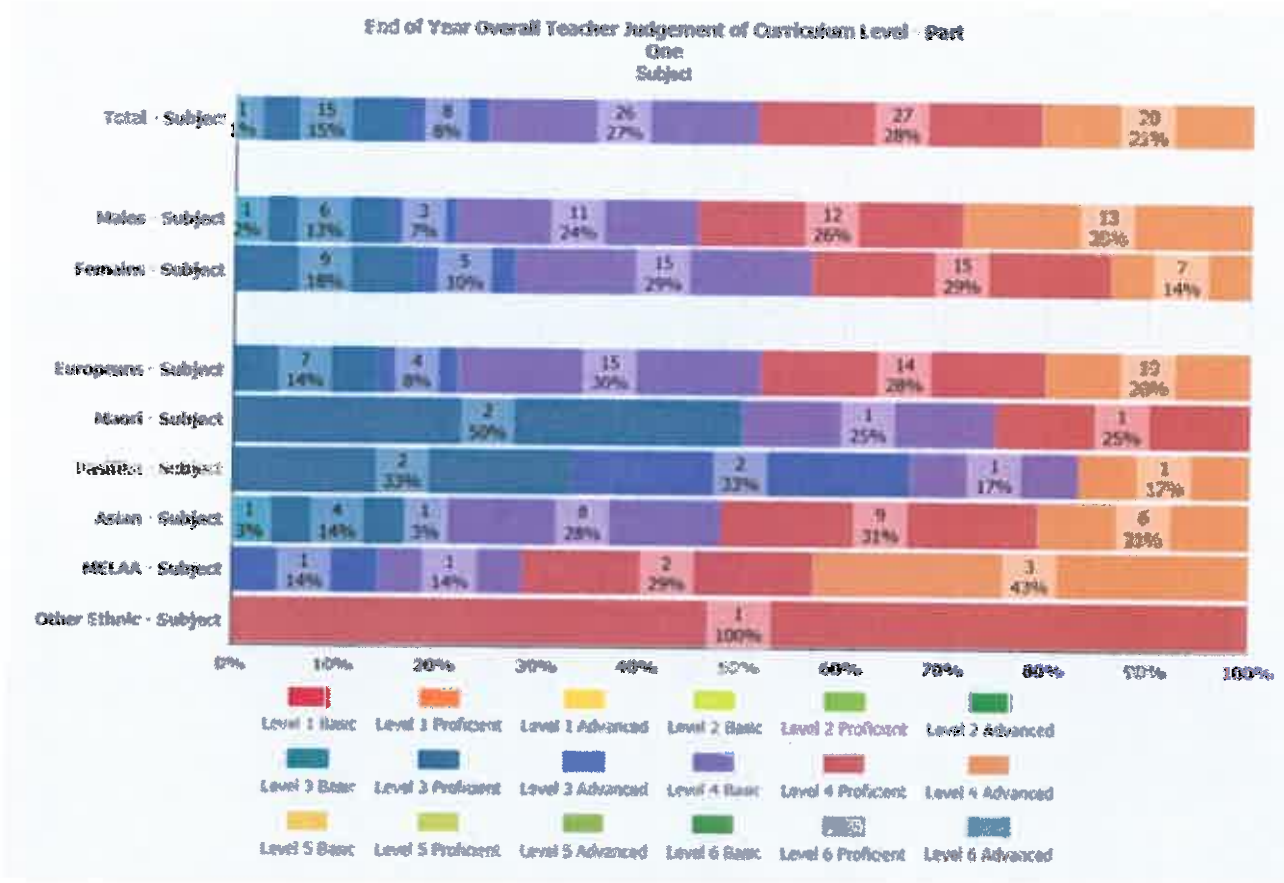


Figure 3: Distribution Graph – Year 7 Mathematics Results 2020

Future Actions:

- After 3 years of focus on Writing, Mathematics will undertake a cyclical review at the Year 7 and 8 Level. This will be led by Lucy Denne (Year 7 LTL).
- Those students who are not yet at the expected level will be supported through our differentiated mathematics teaching in Year 8.



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. A further 11% of pupils currently sit one sub-level below the expected level and these pupils should progress to expected levels as they move through Years 9 and 10. We have been able to identify those students who are sitting further below the expected level. A small percentage will need further support as they enter Year 9 and these will be identified to the staff in the English Department. It was pleasing to see both Pasifika students sitting at the expected level in Reading and 3 of the 4 Māori students at the expected level as well. One Māori student sits one sub-level below this expected level. It is pleasing to see that our percentage of students at the expected level has remained steady across this cohort from Year 7 to Year 8. Given that the expected level increases this shows that the work we are doing with students is allowing them to progress. A graph of this distribution can be found below:

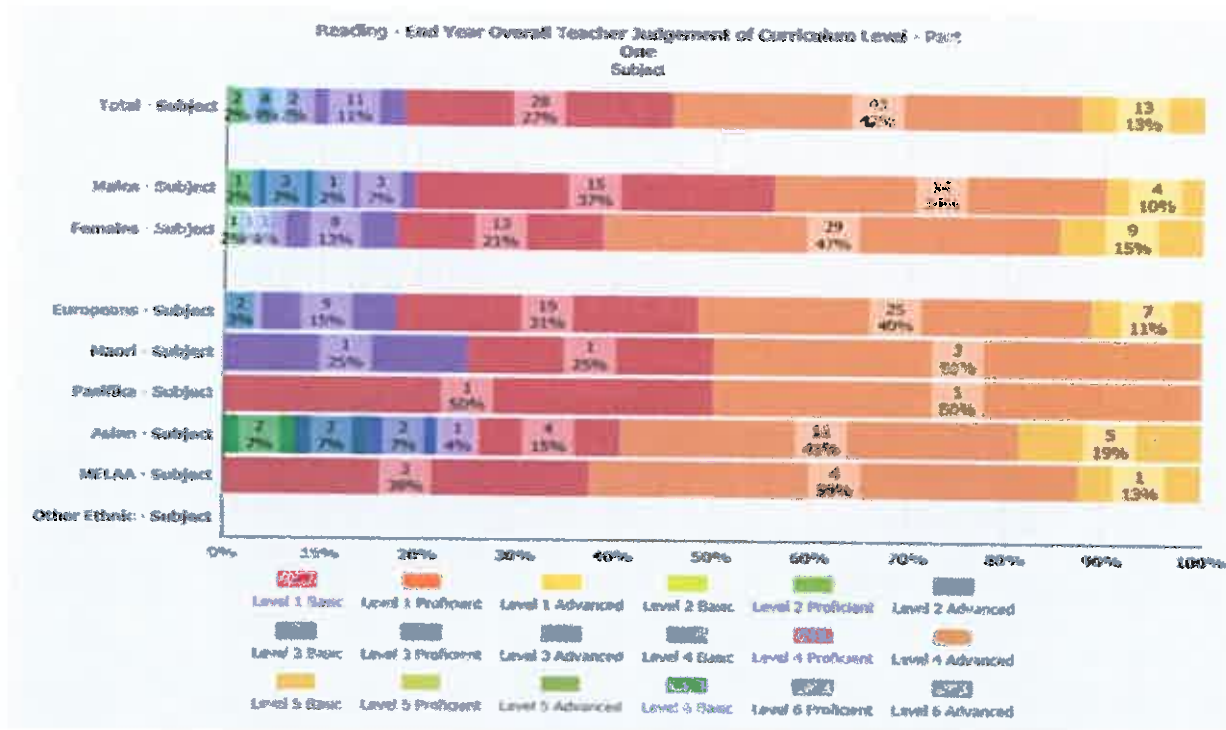


Figure 4: Distribution Graph – Year 8 Reading Results 2020

Future Actions:

- We will liaise with the English teachers and the Learning Centre to pass on the names of students who may require some extra literacy support in Year 9.
- Reading will be a strategic conversation with the Year 7/8 Learning Team Leaders in 2021. While we will have a cyclical focus on Mathematics, we will continue to look for ways to strengthen our approach to Teaching and Learning in Reading.



Year 8 Writing:

Commentary / Analysis:

In Writing, 72% of all students had reached the expected level by the end of Year 8. While we would like this number to be higher when comparing the data from this cohort as Year 7's we have seen good progress. At the end of 2019, 57% of all students were at the expected level for the end of Year 7. This is a fantastic gain and a good reward for the effort that has gone into PLD for staff and the adoption of the Write that Essay Programme. A further 17% of all students sit one sub-level below the expected level for the end of Year 8. A higher percentage of female students reached the expected level by the end of the year compared to males. (80% of females compared to 59% of males). Both Pasifika and 3 of the 4 Māori students had reached the expected level in Writing. This is a pleasing result. The one Māori student who had not reached the expected level sits one sub-level below. A graph of this distribution can be found below:

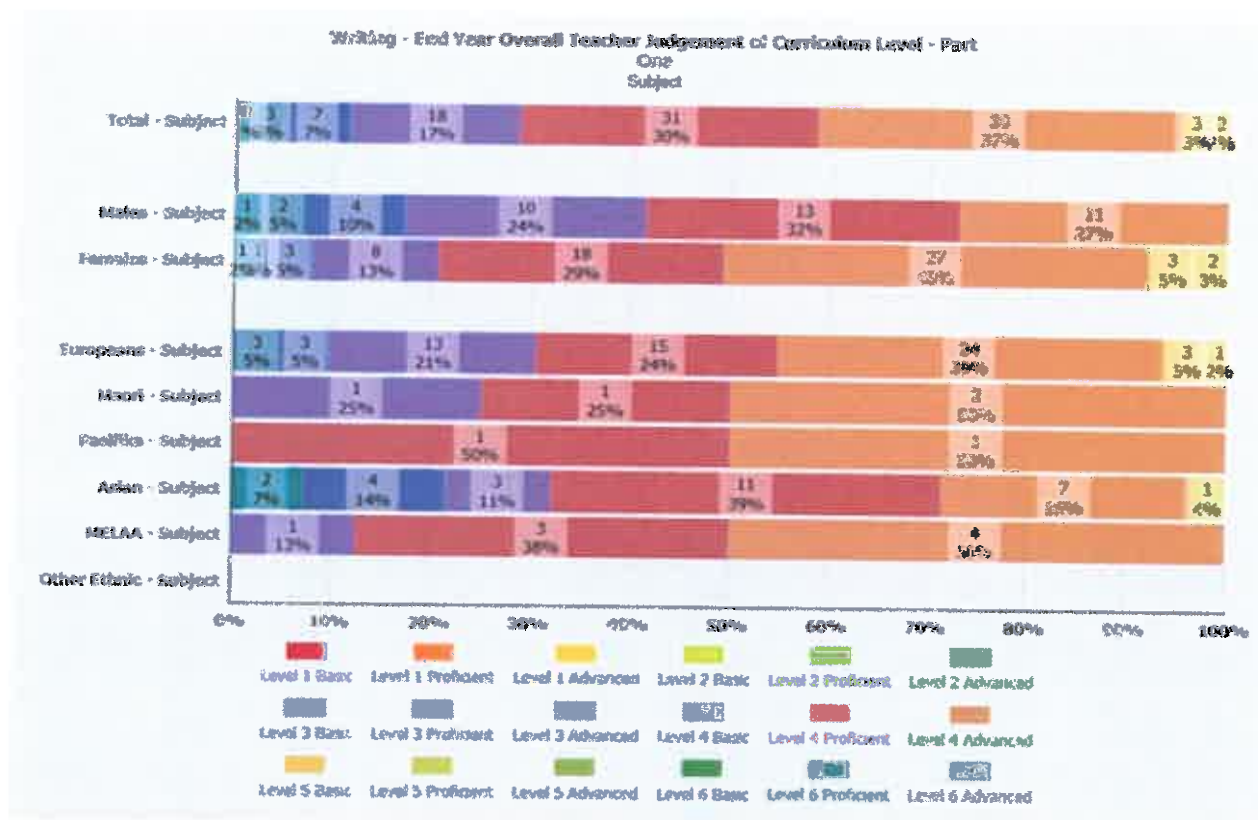


Figure 5: Distribution Graph – Year 8 Writing Results 2020

Future Actions:

- Write that Essay will continue to be used for these students in Year 9. Consistency in this approach should result in further progress as we have already seen from this intervention. We are keen to both lift the overall percentage of students achieving at the expected level and to maintain the upward trend in progress.



Year 8 Mathematics:

Commentary / Analysis:

77% of Year 8 pupils were at the expected level for Year 8 pupils in Mathematics at the end of the year. This has been a slight decrease in comparison to the same cohort at the end of Year 7 (2019) where 80% of students were at or above the expected level. A further 16% sit one sub-level below the expected level in Mathematics. This when including this 93% of students have reached, exceeded or a very close to achieving at the expected level in Mathematics. 100% (2/2) Pasifika students were at the expected level by the end of Year 8. 3 of 4 Māori students had not yet reached the expected level, though two of these sit one sub-level below. This information will be passed on to staff in Year 9 so that they can continue to support these students to progress as they enter Year 9. In keeping with trends over previous years, males have outperformed females in Mathematics with 80% of boys compared to 74% of females. A distribution of these results is provided in the graph below:

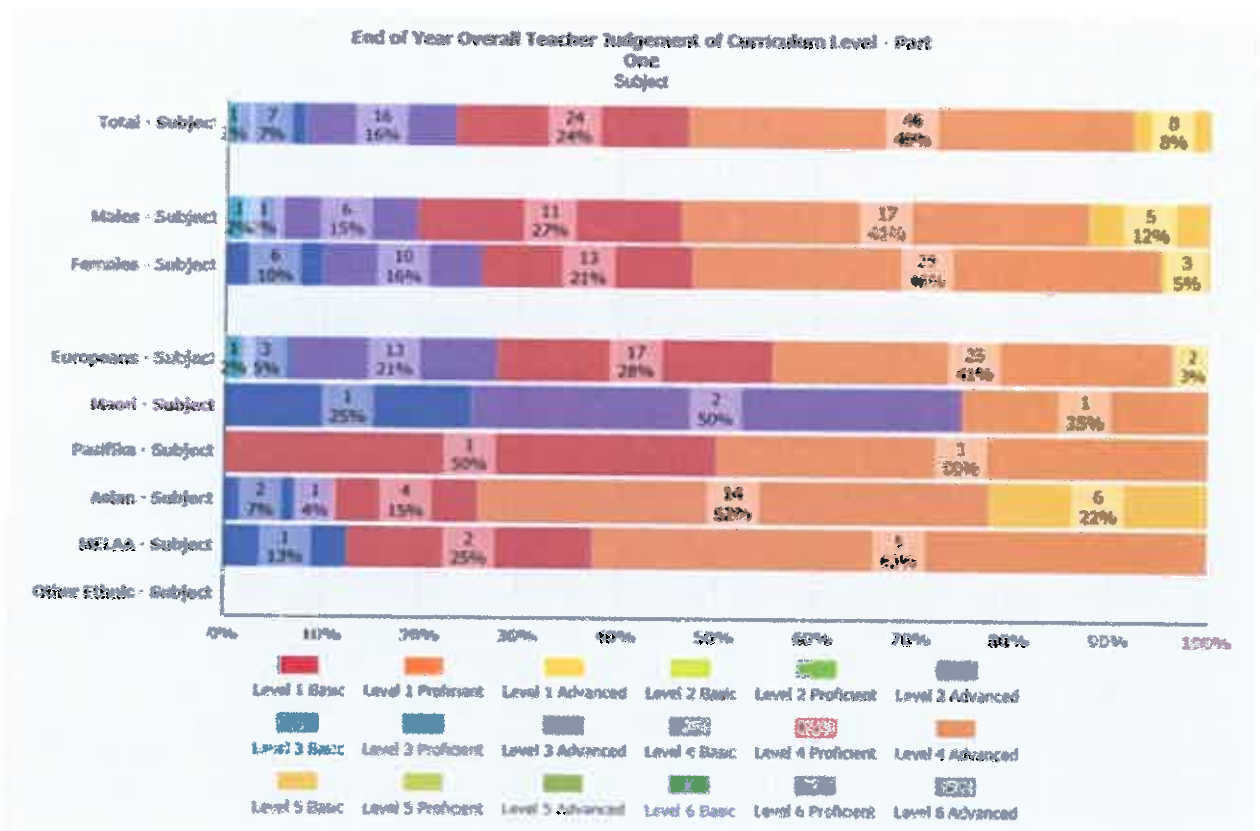


Figure 6: Distribution Graph – Year 8 Mathematics Results 2020

Future Actions:

- A cyclical focus on Mathematics will be undertaken in 2021. This will be led by Lucy Denne (Year 7 LTL) who has oversight of Numeracy across Year's 7 and 8.
- We will form our differentiated Mathematics teaching classes with these results and students in mind ensuring that they are receiving teaching at their current level as well as targeted support for those who require it.



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 across those assessments.

Reading:

	4B or Less	4P	4A / 5B	5P and above
All Pupils	11%	13%	53%	23%
Maori	22%	33%	33%	11%
Pasifika	33%	33%	33%	-
Males	16%	14%	49%	21%
Females	4%	12%	58%	28%

Table 1: Year 9 Reading Results 2020

Writing:

	4B or Less	4P	4A / 5B	5P and above
All Pupils	13%	9%	39%	38%
Maori	30%	24%	24%	30%
Pasifika	-	-	75%	25%
Males	21%	8%	43%	27%
Females	7%	9%	35%	50%

Table 2: Year 9 Writing Results 2020

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:

76% of students had reached the beginning of Level 5 or above in Reading by the end of Year 9. 77% of students had reached the beginning of Level 5 or above in Writing by the end of Year 9.

It is pleasing to see results improving in relation to Writing. Over the past few years we have invested in PLD and resourcing to support Writing through the Write that Essay Programme. This work seems to be translating into helping students progress and achieve in Writing. In comparison to previous years for this cohort: 2018: 63%, 2019: 73% and 2020 77%. Females continue to outperform males in both Reading and Writing. Māori students have performed well in Writing. Continued support is required for our Pasifika students in both disciplines. These students are progressing; however, a number have not reached the expected level.



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	11%	16%	56%	17%
Maori	22%	25%	55%	-
Pasifika	27%	64%	9%	-
Males	9%	14%	61%	16%
Females	13%	17%	52%	18%

Table 3: Year 9 Mathematics Results 2020

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.

73% of all assessments sat by Year 9 pupils were passed at the expected level for a Year 9 student. We need to continue to support the Māori and Pasifika learners in this cohort and information will be passed on to Year 10 teachers in relation to this in 2021. As has been a trend over previous years and cohorts, males have out performed females in Mathematics.

As an aside, our results indicate that a significant number of our students would be on track to achieve the Ministry of Education's proposed numeracy standards under the revised National Certificate of Educational Achievement (which will be sat by Year 9 and 10 students)



YEAR 10

Year 10 English: (Reading)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	3%	-	-	5%	-
Merit	24%	33%	12%	29%	16%
Achieved	61%	67%	50%	53%	73%
Not Achieved	13%	-	38%	13%	11%

Table 4: Year 10 Reading Results 2020

Year 10 English: (Writing)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	23%	-	6%	31%	13%
Merit	26%	13%	19%	33%	17%
Achieved	39%	25%	63%	32%	49%
Not Achieved	12%	63%	13%	5%	22%

Table 5: Year 10 Writing Results 2020

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 see that by the end of Year 10 87% of students in Reading and 88% in writing are achieving at or above the expected level. Our teaching and learning programmes (and assessments) are targeting proficiency at Level 5 of the Curriculum. To see that such a high percentage have reached this is pleasing as these students are equipped with the foundation literacy knowledge and understanding required to achieve at NCEA Level 1. The results indicate that we need to provide some targeted support for two of our Māori students. This information will be discussed with the English Department and the teacher(s) of those students so that we can provide effective support. It was pleasing to see that our Pasifika students achieved at an equitable level with all other students. Females have again outperformed males which is in line with previous trends both within this cohort and others.



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Year 10 Mathematics:

6 Achievement Standards per pupil

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	24%	9%	3%	22%	26%
Merit	36%	18%	46%	36%	36%
Achieved	29%	41%	38%	32%	26%
Not Achieved	11%	32%	13%	9%	12%

Table 6: Year 10 Mathematics Results 2020

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 (89%) across the cohort for Numeracy. Boys and Girls have very similar pass rates though girls have out-performed boys overall, there are a slightly higher percentage of boys achieving at the Merit and Excellence level. This trend is in line with previous results for both this particular cohort and others. As discussed in relation to Literacy, our teaching and learning targets proficiency at level 5 of the New Zealand Curriculum. To have 89% of students at this level despite Covid 19 disruptions is a very pleasing result indeed.

ATTENDANCE

Pupil Group	% Attendance				
	All Pupils	Male	Female	Maori	Pasifika
Year 7	92.2	92.7	91.7	89.7	93.6
Year 8	91.0	92.8	89.9	84.0	91.9
Year 9	94.6	95.3	93.7	93.8	90.1
Year 10	92.4	92.9	92.0	89.8	88.6
Overall(Y1-13)	92.7	93.6	91.8	90.3	91.5

2020 DEVELOPMENTS

- 2020 saw a huge uptake of BYOD at Year 9 and 10 Level. Staff have adapted their programmes incredibly well to include e-learning and make use of this initiative. The effectiveness of the uptake came to light when we were thrust into Remote Learning. Overall, this went well with a high level of engagement from our students. Deans were able to follow up with those individuals whose engagement was impacted in some way. These interventions proved successful. Post lock down we went through a robust review of remote learning and have devised some Middle School specific guidelines in readiness for another event should it occur.
- The introduction of combined topics and units across both Year 7 and 8 has been incredibly successful. Several integrated units were piloted in 2020. Both the Year 7 and 8 teams have



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planned and executed engaging and interesting learning opportunities, and this will continue going forward. From a pedagogical perspective the more Year 7 and 8 work together on work based at Level 4 of the Curriculum the better it will be for our students.

- The adoption of the Social Culture Plan form 7-13 has complimented the work that we have already done in the Middle School in this space. It has been both exciting and meaningful to shape this aspect of the holistic nature of each individual. It is difficult to get hard data in these areas but anecdotally we are pleased with the impact that a focus on belonging, honour and resilience is having on the social dynamics of our students.

2021 Initiatives:

- The Curriculum Committee will lead a review of the delivery of curriculum at Year 7 and 8 as part of the wider strategic plan.
- BYOD will be extended as optional to Year 7 and 8 students and their families.
- Due to our Year 7 and 8 Curriculum review being postponed because of Covid 19 disruptions, this will be completed in 2021.
- The Social Culture plan will continue to be embedded and be aligned with a 7-13 focus led by the Waiora Team. We will structure our Whānau classes and assemblies to allow time for these to be explored and scaffolded.
- 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.
- 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.
- In Year 7 and 8 there will be a cyclical focus on Mathematics after spending several years focusing on Writing. We will also have a look at Reading, as identified from our analysis of results.

CLOSING COMMENTS

2020 was certainly a year of difference and challenge in many regards. To have so many events impacted by Covid 19 as well as many teaching and learning programmes modified was difficult for students and their families as well as staff. We relied on the Lord's provision and He was abundant in His faithfulness and goodness to us. To have His protection and peace was certainly reassuring! It has been a privilege to lead a team of hard-working and dedicated staff who are passionate about seeing holistic success of every individual in their care. I must extend my thanks to them, particularly in such a challenging year. It is pleasing to see that our interventions over the year have helped students to maintain sound levels of attendance and academic achievement. With a continued growth in the number of students requiring pastoral care and targeted counselling support, we must remain vigilant in how we approach this moving into 2021 and beyond.

It is my prayer that we will never lose sight of our calling to provide a Biblically-based, first rate general education for our rangatahi. An education that allows them to grow and develop into the fullness of who they are in Christ.

In Christ,
Matt Barlow
Head of Middle School



Senior College Annual Report 2020

SPECIAL CHARACTER

The Lazarus Project – A Student Leadership focus that sprang from reflection on the raising of Lazarus from his state of death. Students were encouraged to put aside the excuses and distractions that keep them from wholehearted response to the invitation to step into the abundant life Jesus Christ offers. Covid-19 threatened to quell the roll-out of this initiative, but the Head Student leaders were resolute in pressing on with the vision. Toward the end of the year, stories emerged of students who had, through the year, felt and responded to the 'tug' in their spirits to become committed and enthusiastic in their pursuit of God's call on their lives.

The school's Social Culture Plan, introduced to students in 2019, was re-emphasised as opportunity allowed, and will continue to embed through the coming year.

Year 13 Christian Focus Days (CFD)

- Term 1 event had to be cancelled due to the Covid-19 Lockdown in March.
- Term 2 – Authentic Christianity at Work – a "speed dating" event where groups went to various stations to hear from folk in a range of work places sharing their strategies for maintaining their faith in secular contexts. Students found this inspiring and helpful.
- Term 3 – focus on the Parliamentary Election process as well as perspectives, both pro and con, on the key issues facing voters this year: End of Life legislation; and Cannabis legalisation. Students appreciated hearing from both sides of these important leanings and entered vociferously into debate about what they had heard.
- Student attendance was excellent and feedback was very positive.

The **Men of Honour** programme was further developed under Geoff Steyn's leadership. Feedback from the boys has been very appreciative of this mentoring, shown most movingly at the Tribute assembly by those young men. The programme now covers our boys at all levels of Senior College and will move down to Y9 from 2021.

NCEA 2019 – Summary of Results

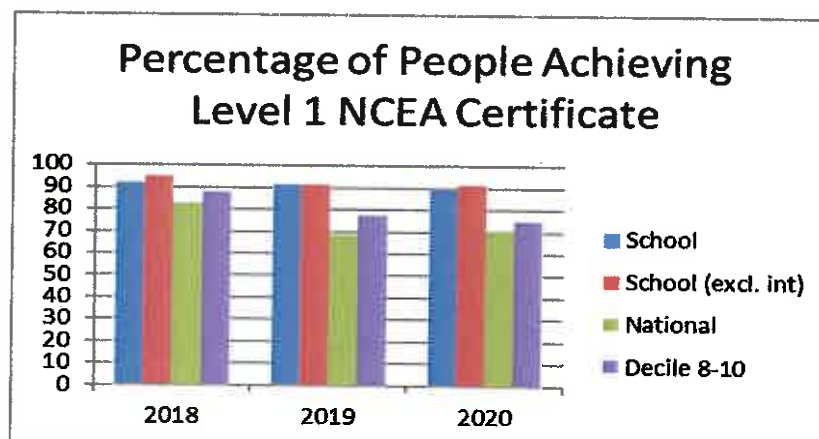
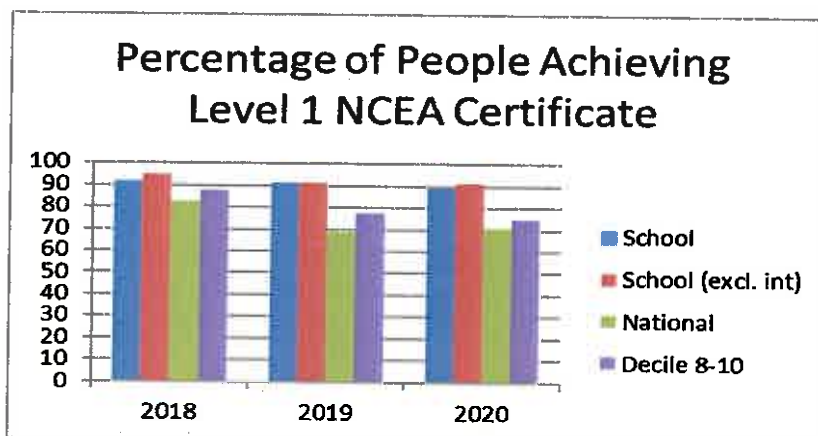
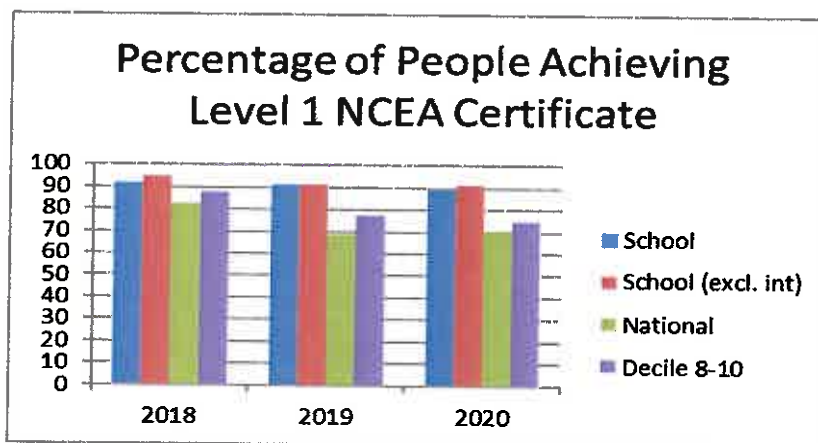
	Level 1			Level 2			Level 3		
	2020	2019	2018	2020	2019	2018	2020	2019	2018
Including Internationals	89	91	86.5	95.7	95.1	88.7	89.9	90.8	92.9
Excluding International	91.6	91.6	90.4	97.8	96.1	96.6	90.5	92.7	93.9
Excellence Ends	31.8	26	27	27.7	19	27.6	14.5	17	14
Merit Ends	40.8	48.5	38.8	23.9	26.8	36	29.6	34.5	35.7
Maori	100	88	75	94.1	94	89	85.7	75	100
Pasifika	90	90.9	62.5	100	100	100	85.7	100	100
Male	84.4 (88.4)	88.5 (89)	82.7 (89.1)	93.8 (96.7)	90.6 (95.2)	83 (100)	85.7 (86.1)	89.4 (90.8)	89.1 (91.5)
Female	93.9 (94.7)	93.3 (94.3)	87.8 (91.6)	97.8 (98.9)	99 (98.9)	93.2 (98)	93.5 (94)	91.9 (94.2)	96.5 (96.1)
University Entrance							74	74.1	78.3



Overall Results (%)

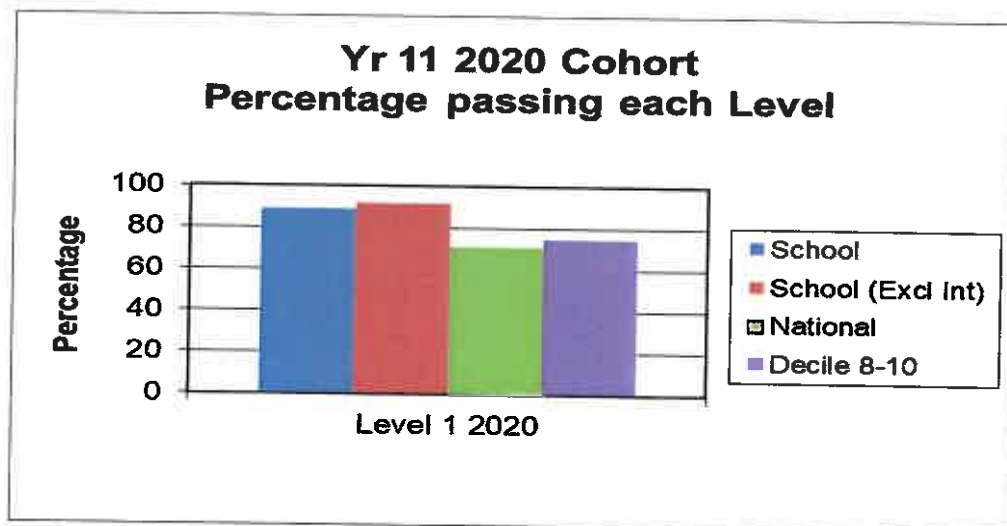
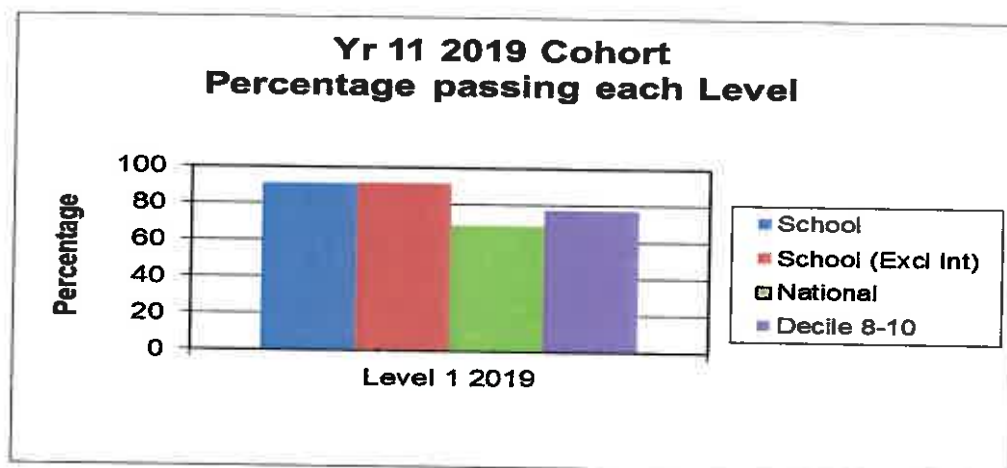
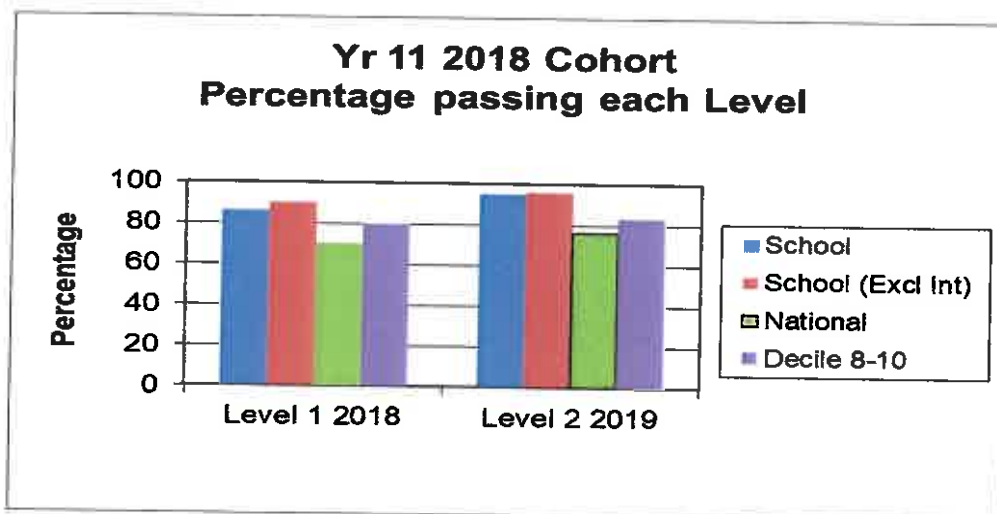
NCEA Certificate Achievement

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.





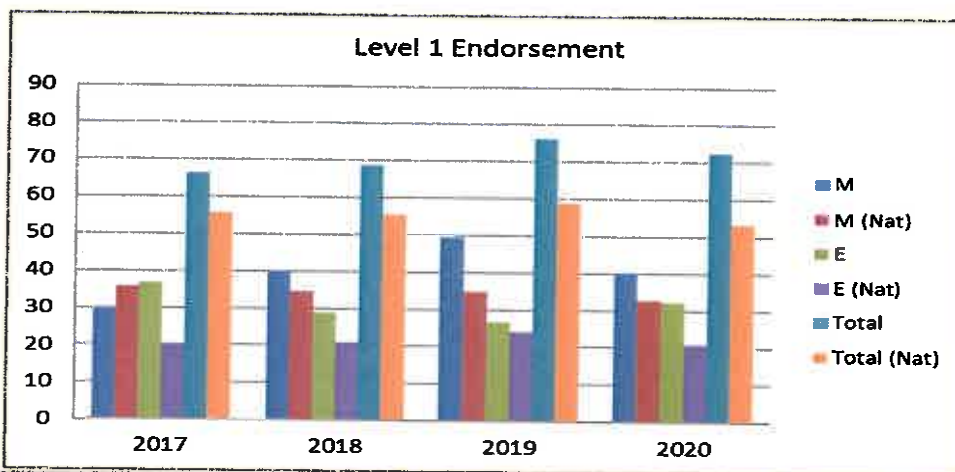
Cohort Graphs





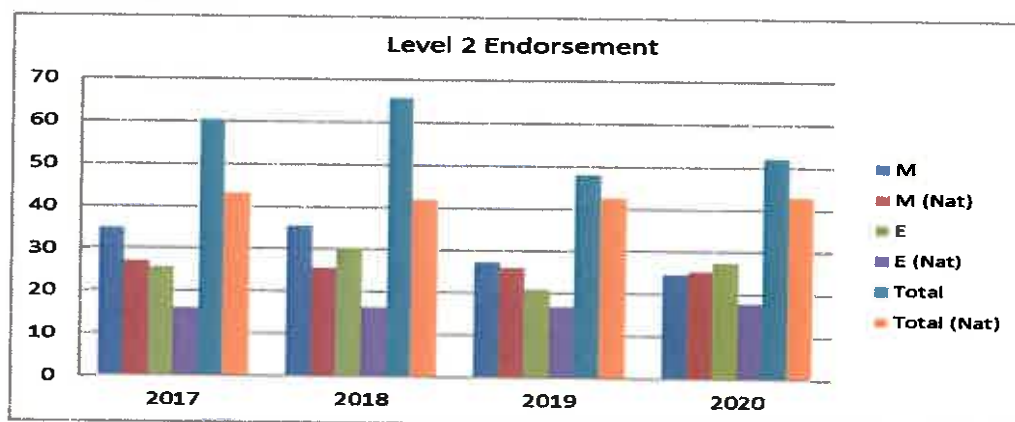
Certificate Endorsements

Level 1 endorsement



Year	M (MGS)	M (Nat)	M (8-10)	E (MGS)	E (Nat)	E (8-10)	Total (MGS)	Total (Nat)
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	19.9	28.2	75.8	54.7
2020	40.2	32.7	38.1	32.2	20.8	30.3	72.4	53.5

Level 2 endorsement

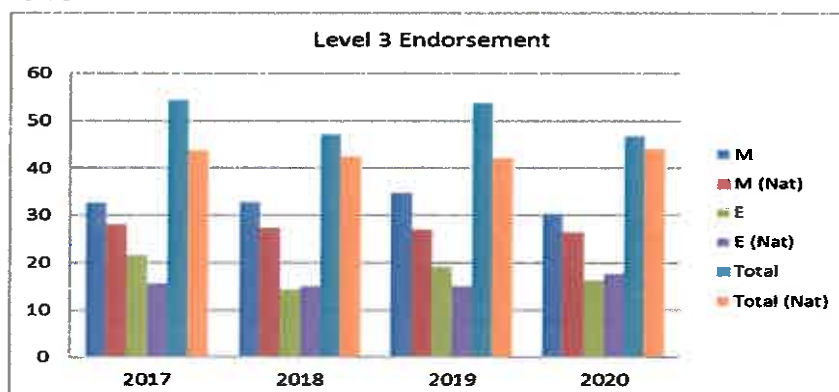


Year	M (MGS)	(Nat)	M (Decile 8-10)	E (MGS)	E (Nat)	E (Decile 8-10)	Total (MGS)	Total (Nat)
2017	34.7	27.1	30.2	25.6	16	23.7	60.3	43.1
2018	35.5	25.6	32.1	30.2	16.4	24.2	65.7	42
2019	27	25.9	33	20.7	16.7	23.6	47.7	42.6
2020	24.6	25.3	31.5	27.5	17.7	25.4	52.1	43



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Level 3 endorsement



	M (MGS)	(Nat)	M (Decile 8-10)	E (MGS)	E (Nat)	E (Decile 8-10)	Total (MGS)	Total (Nat)
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
2019	34.3	27	32.7	18.9	15.1	19.4	53.2	42.1
2020	30.4	26.5	32.5	16.3	17.6	23.2	46.7	44.1

Priority Learners

Maori Achievement 2020

	Level 1			Level 2			Level 3		
	2020	2019	2018	2020	2019	2018	2020	2019	2018
Number of pupils	18	7	20	15	18	9	15	8	12
Certificate	100	88	75	93	94	88	87	75	92
Merit	33	80	40	43	18	25	6	50	30
Excellence	11	6	13	21	6	13		0	10
Num	100	94	95	93	100				
Lit	100	100	100	100	100				
UE Lit				73	83	66	93	88	92
UE							73	33	75

Pasifika Achievement 2020

	Level 1			Level 2			Level 3		
	2020	2019	2018	2020	2019	2018	2020	2019	2018
Number of pupils	10	11	9	10	7	5	7	5	7
Certificate	90	92	63	100	100	100	86	100	100
Merit	67	70	50	30	28	60	17	20	29
Excellence	0	0	25	0	14	0	0	0	0
Num	100	100	100						
Lit	100	100	100						
UE Lit				80	86	80	86	80	86
UE							71	80	71



Special Learning Needs Achievement 2020

Level 1	7/8 pupils completed NCEA L1. All gained Level 1 literacy and numeracy
Level 2	8/9 pupils completed Level 2. 4 gained UE Literacy.
Level 3	6/12 pupils completed Level 3, 1 of whom got an excellence endorsement. 3 of the students completed Level 2. 7 gained UE literacy and 5 gained University Entrance. 2 were on Supported Learning Programmes, 1 of whom gained level 1. 1 left mid-year having already obtained level 1

Analysis of NCEA Results

Significant Features	Explanation
Certificate All Levels passes	<p>Pass rates have remained relatively steady in spite of the COVID-19 interruptions and associated stress. The interventions we made at school (dropping Standards where possible but not disadvantageous; extended deadlines, for instance) and those granted by NZQA have been beneficial. At all levels and in every category our achievement levels are above the National and the Decile 8-10 figures. Only one student needed to draw on the Learning Recognition credits to gain the level. A lot of the credit goes to guidance provided by staff.</p> <p>The slightly higher gap between Domestic and International College student achievement could be in part related to the impact of students returning to their home countries during the year.</p>
Level 1 Excellence Endorsements rose markedly (nearly 6%) and overall 73% gained Endorsements.	<p>This is a great result in a year that presented students with considerable challenge. Students were motivated to gain the best results they could and worked diligently throughout the year. Deans and Counsellors added their care to that of classroom teachers to ensure students remained buoyed in their efforts.</p>
Gender differentials are slightly higher than the previous year but still acceptable.	<p>Girls tended to manage lockdown better than boys. 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. 3 boys with confused priorities needed much support. One with parental health issues in the background. Improvements noted later in the year.</p>
Maori and Pasifika achievement is still very high and suggestive that equity is well on track in this respect.	<p>This reflects the attitude of teachers to meeting individual needs in their curriculum delivery. All gained Literacy and Numeracy.</p>



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	<p>Level 2 –</p> <p>Domestic pass is slightly up on 2020 achievement figure as well as on this cohort's L1 achievement.</p> <p>Gender gap at L2 is lower than L2 2019 and for this Cohort in 2019</p> <p>Maori and Pasifika pupils continue to profile well again.</p>	<p>Endorsements were the identified focus for this cohort in 2020 and a significant increase in Ex endorsements, and overall number of endorsements, is reflected in the statistics as well as in the recent Colours Awards assembly.</p>
	<p>Level 3 –</p> <p>Achievement is consistent with both previous levels and with the slight drop that occurs from L2 to L3</p> <p>Gender gap is still small with girls still slightly ahead.</p>	<p>Some students are involved in other sector-related pathways so do prioritise L3 achievement to the same degree.</p> <p>This is still at acceptable level.</p>
<p>Level 1 Literacy and Numeracy</p>	<p>100% of domestic pupils gained Literacy</p> <p>99.5% including Internationals.</p> <p>97.9% (including Internationals) gained Numeracy.</p>	<p>All domestic pupils achieved Literacy including our Priority Learners.</p>
<p>UE Literacy</p>	<p>72%, including International Students, gained UE Literacy.</p> <p>76% Domestic</p>	<p>Some students were very selective as to the Standards they attempted in the exams, largely from a place of fatigue but also for strategic reasons (eg, based on needs for career choices).</p> <p>7/13 L2 Priority learners gained UE Literacy</p> <p>9/11 L3 Priority learners gained UE Literacy</p>
<p>UE</p>	<p>UE pass rate at 74% - same as for 2019</p> <p>11/15 Maori pupils gained UE</p> <p>5/7 Pasifika pupils gained UE.</p>	<p>Would have been pushing for a higher percentage if not for COVID-19</p>
<p>Scholarship</p>	<p>7 Scholarships. Scholarship was a step too far for some students in this difficult year, hence fewer gained.</p>	
<p>General Comment</p>	<p>Achievement is still high at Middleton Grange School and exceed statistics of National and Decile 8-10 in all categories. All students, including our more fragile individuals, have excelled against the odds. Our families and whanau partnered effectively with us to support our students through the challenges of Lockdown and COVID generally to gaining good results..</p>	



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ATTENDANCE

Where student attendance levels at our school had been on a gradual rise over past years, they were predictably lower in 2020 due to the pandemic and its associated Lockdown and lowered student resilience through the uncertainty of the times. However, our levels have remained very acceptable in all categories.

Attendance Comparison (%)

	2018			2019			2020		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
All	91	90	86	92.7	91.2	91.7	90.3	89.3	89.6
Male	93	91	87	93.1	92.7	93	91.1	90.4	90.6
Female	89	89	84	91.9	89.9	90.6	89.5	88.2	88.8
Maori	90	87	82	91.9	87.8	90.2	90.3	82.5	89.7
Pasifika	91	90	86	94	91.9	91.8	85.6	87.8	91.4

HIGHLIGHTS

- Students and staff coping, on the whole, remarkably well with the pressures and unfamiliarity of the lockdown and returning to school with renewed gratitude for being able to be together and to be in a face to face situation with their teachers
- Being able – eventually – to hold the Senior Formal visibly lifted students' spirits
- The availability of a venue large enough to enable us to accommodate all 3 Senior College cohorts and their families
- The Y13 Tribute Assembly was in every respect honouring and appropriately celebratory

CHALLENGES

- Continuing and different challenges to sustained good mental health, again related to COVID-19
- Many students anxious about the present and fearful of not achieving personal academic goals
- Attending to students' holistic needs during the enforced lockdown
- Managing on-line teaching and learning – required both staff and students to learn new skills rapidly and to develop the discipline of time management in a new and unfamiliar context
- NCEA Review still looming, uncertain and indicating some concerning directions

LEADERSHIP

- In spite of the obstacles (social distancing and limitations on gatherings etc), the student leaders managed to keep a profile over social media and Teams
- The Leadership Team continued to provide strong spiritual role modelling over lockdown and posted worship and devotional opportunities online for their peers
- Upon returning to school, the students made a great effort to lighten the
- The Tribute Assembly was a highlight – well run, totally appropriate, meaningful and focu



NEXT STEPS

1. At Risk UE Literacy Group continues to be closely monitored by all of Deans, Curriculum Leader of English and Learning Centre.
2. Review of Scholarship programme: rationale and delivery. (Continuing from 2020.)
3. Continue appropriate response to NCEA Review outcomes. This is expected to be a significant undertaking.

Ruth Velluppillai

Head of Senior College



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James 1: 2 - 4

"Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything."

The above passage resonates with us in the international education sector as well as for our school. We have faced trials of many kinds over the past year but our trust in our Lord allows us to look forward and move on. Our biggest trial for 2020 was COVID-19. It has shaped our year and continues to impact the international education sector in most countries of the world.

COVID-19

Most of our returning and new students were able to get to Christchurch prior to the end of January. New students are required to be at school the week before school starts, therefore they needed to be in country before the 30th January. Eight of our returning students and one domestic student were unable to leave China. One Year 11 boy was able to travel to Malaysia with his mother and spend fourteen days in quarantine in Malaysia before travelling to Christchurch. On arrival in Christchurch, they spent another fourteen days in isolation before returning to school. Of the remaining eight students, one boy's family immediately withdrew him from school as they travelled to Taiwan where he was able to attend school. We have worked with the remaining seven for most of the year. We were hopeful that by July they would be able to return. Once we knew this was not a possibility, we advised that these students find local schools to attend. This has been extremely hard on them as four of the five have been long term students at MGS, with two having known no other schooling and returning to the Chinese education system has proved extremely problematic for them. These students are hopeful that they will eventually be able to return to MGS. Four were in Year 11 and would be in Year 12 for 2021, which means they would be missing vital NCEA schooling.

New Zealand went into lockdown towards the end of Term 1 2020. This meant that like the domestic students, international students were required to stay at home in isolation with their families or host families. This could have been an extremely difficult situation having international families in home countries and their children here, in lockdown. Fortunately, the students did extremely well, and our host families were superb in their care of the students. Issues that did arise were dealt with and the students who showed a disengagement after returning to school were supported by counsellors, tutors and the International College staff.

Over lockdown students were given a weekly challenge. Challenges included an Easter challenge, creating art from autumn leaves, doing something special for a neighbour or someone in need, to name just a few.

Most of the international students engaged with the online learning and classes and worked to the best of their ability. This is not an ideal way of teaching students whose first language is not English and did result in quite a few challenges for them.

We were fortunate to be able to host most of our one term students in Term 1 due to them arriving prior to the 30th January. These included the group of German students from Nuremburg and our Japanese partner schools' students. At the end of Term one the German students were all repatriated to Germany after the first week of lockdown. All the short-term Japanese students were able to return home on flights that were still operational.



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Unfortunately, we were not able to host the short-term groups that had been scheduled for the year. This included a group of Korean students from Kwansung Dream School for the whole of Term 3, two groups of Vietnamese students in Term 2 and all the other regular short-term groups. This has impacted the school as a whole due to the fact that for 2020 we had started a new Year 10 class to be able to accommodate these large groups.

Throughout the year the International College along with local schools, regional bodies and sector Peak Bodies engaged with government agencies in trying to work through the pandemic and find solutions for the situation that the international education industry faced. The International Board of Advisors on behalf of the MGS Board, submitted a letter to Minister Hipkins. Unfortunately, there has been very little engagement from the Government, and it is considered that the school sector in this industry does not factor in immediate plans for the recovery of the country. There is a glimmer of hope as the Government allows limited numbers of tertiary students back into the country, but the conditions around this are such, that many students are choosing not to return.

While New Zealand has dealt extremely well with the pandemic, it is a small country reliant on international industry and as such, it is predicted that the full impact of borders remaining closed will only be felt in the latter half of 2021 and 2022. As a school we will need to work on how we are placed for the future of international education.

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. In 2020 Mitch Gingrich and Vivian Yeo taught the two international Christian Studies classes.

At the Year 13 Christian Focus Days we tried to develop a programme that is relevant to the needs of our international student based on the results of a survey done with the students to gauge what their needs were. The international students are still part of the school's Christian Focus Day but break out into groups that focus on areas more suited to their understanding of Christianity and their identity and place in the society.

Sophie Bates, the International College 24/7 Youth Worker for international students continued to support and engage with the students throughout the year. Sophie also participated in any activities we held for the students e.g. family BBQ, trips away etc. Sophie also connected regularly with the students during lockdown.

The Abundant Life Chinese Church wanted to begin their involvement with the international students again and their youth pastor started visiting the school at lunchtimes. In Term 3 they began a lunchtime programme, which included providing lunch for students. Some domestic boys from the church assisted with the programme.

We received a donation from another Chinese Church. One of the pastors is an ex-student of the International College and they very generously provided us with funds which were used to purchase bilingual Bibles and support international students in need.

The staff at the International College meet weekly for staff devotions and prayer.

INTERNATIONAL BOARD OF ADVISORS (IBOA)

In Your Light Shall We See Light Psalm 36:9

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Character, Excellence, Service, for the Glory of God



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The IBOA members were Mel Hikuroa, David Gillon, Mike Vannoort, Craig Utting, Colleen Steyn and David Farmer. The IBOA met regularly throughout the year, with all major decisions and activities being discussed at these meetings. At a request from the MGS Board the IBOA have increased the meetings to twice a term, which has allowed the Board to be kept informed of situations within the international education sector as well as from the International College. The advice and support of this group has been invaluable to the leadership of the International College.

MARKET REPORT BACK

Student Numbers for 2020 – The budgeted numbers were set at 105 FTE's in October 2019. We ended the year on 88.55 FTE's. By the end of the year 107 international students had visited our school in total. Historic numbers are as follows:

2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
88.55	106.75	117.5	115.5	89.75	98.75	94.75	89	72	108	118	132	121

The drop is solely related to the pandemic as in July 2020 we had 42 students enrolled and waiting offshore to begin their studies, with most of these being long term students.

The ethnic composition of students for 2020, 2019, 2018 and 2017 for full year totals:

	Korea	PR China	Japan	Thailand	Germany	Vietnam	Hong Kong	Taiwan	Argentina	Indonesia
2020	15	45	23	7	10	2	1	2	(France – 1)	1
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 2020 were very limited and more along the lines of maintaining relationships. Initially it was thought that with New Zealand coping so well with the pandemic, we would be a desirable destination, but unfortunately the longer it has taken to open the border the less interested the overseas market has become. Phrases like "don't try New Zealand, it's just too difficult", "unfriendly and unwelcoming" etc. are being used, and as other countries open their borders, we are losing any advantage we could have had.

Germany – Communications with Elfi Kohler, our agent in Nuremburg. Re-connected with other agents, but very little appetite due to the pandemic conditions in Germany.

Vietnam – Very little engagement with any agents. As Canada has opened controlled border, agents are reenergized to market Canada.

Thailand – Very little engagement with agents. Those that are loyal only to New Zealand have really struggled, with some even having to close their agencies down.

Korea – Very little engagement from Korea and a little more from agents based in New Zealand.

Japan – Very little engagement with agents, except those on shore or who have very good relationships with us. The partner schools have also not been very active as they realise they will not be able to send students in 2021.



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Regional marketing campaigns to Vietnam and Thailand had been organized with flights and accommodation booked. It was therefore necessary to cancel these events and the flights and accommodation. Any other events planned for offshore or onshore were also cancelled.

We took part in a virtual fair called ANZA in August. Adverts were placed in offshore publications and online publications for various countries with the view of keeping the MGS story alive.

Regional and most national events were cancelled, but we did take part in many meetings and webinars via Zoom. In the latter half of the year the regional in person meetings returned and this included various training days.

The school decided it was prudent to join the school sector Peak Body, SIEBA. The Government set up a recovery group to meet regularly and deal with issues arising, future planning and feedback from the international education industry. SIEBA along with ISANA NZ and various other peak bodies are part of this recovery group.

Our arrangement with the Tottori Board of Education has been placed on hold, but both parties are interested in maintaining this agreement for the future.

We worked closely with the University of Canterbury, Burnside High School, Christchurch Boys and Girls High School, Christchurch Educated, ChristchurchNZ and Education New Zealand on developing the pathway programme for Chinese students. By the end of 2020, this project was ready to be rolled out but has unfortunately been placed on hold for now. All parties are still interested in continuing with this project and Education New Zealand has provided some funding towards it.

MGS has also been working towards a joint programme with Canterbury Ballet. This has also needed to be placed on hold.

NEXT STEPS

- Continue to connect with offshore agents and provide support where possible.
- Continue to keep up the awareness of MGS and what we offer.

STUDENT ACHIEVEMENT

Senior College

The school has been working steadily towards incorporating digital platforms in the students learning. With the lockdown the need to move immediately toward this and provide online learning tested the teacher's capabilities and the student's receptiveness. Fortunately, we had prepared well. On the whole students engaged well with teachers and participated in group and individual discussions and submissions of work. We did, however, encounter a few concerns predominantly with some of our senior boys and their wellbeing. As lockdown continued, they became disengaged and did not produce much work. On return to school these boys were supported academically, and we were able to provide them with the emotional support they needed. The end of year results for these boys was not what they had hoped for, with one boy deciding to repeat Year 13 at another school.

Throughout 2020 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.



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Year 13 – 23 students

No. in Yr level entered for NCEA	UE	Level 3	Endorsements
23	10	17	5 Merit

Please see the attached graphs showing comparisons for Level 3 and University Entrance results for MGS, Canterbury and National results. There are also comparisons between MGS and other schools. This does highlight the fact that MGS's focus as an academic school is in educating and supporting international students to achieve qualifications for their future. It is extremely pleasing to see the comparison between the MGS results, Canterbury results and the National results.

Six students did not gain Level 3. One Year 13 boy has decided to repeat Year 13 at MGS in 2020. One student will repeat Year 13 at another school. Five Japanese students needed to return to Japan prior to the external examinations in order to sit their entry exams for university. They do not require NCEA, only a Graduation Certificate, but three of these students still managed to gain Level 3 NCEA and all have been accepted to universities either in Japan or other countries. The other two students who did not gain Level 3 were very able students and if they had remained in country would most probably have gained at least Level 3.

It is extremely rewarding to see the pathways that all our Year 13's are taking for 2021. They are as follows:
University of Canterbury – 5 (with one University of Canterbury scholarship awarded)

University of Canterbury's International College – 2

Auckland University – 2

Japanese Universities – 7

Netherlands University - 1

United Kingdom – 1

United States of America – 1

New Zealand Tertiary Academy – 1

Returning to China and unsure of tertiary path due to family situation – 1

Repeating Year 13 – 2

Year 12 – 19 students through year

No. in Yr level entered for NCEA	Level 2	Did not gain Level	Endorsement
12	8	4	1 Merit 1 Excellence

We are extremely pleased with the results of the Year 12 students. Eleven students have achieved University Entrance Numeracy and two have both Numeracy and Literacy. One student who did not achieve Level 2 has received support through the year and attended language school during the school holidays and over the summer in order to improve his English level for Year 13 in 2021. The three other students who did not gain Level 2 will be monitored closely in 2021 and receive additional support and tutoring throughout the year.



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Year 11 – 25 students through year

No. in Yr level entered for NCEA	Level 1	Did not gain Level	Endorsement
12	5	7	3 Merit 1 Excellence

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. Eleven students gained University Entrance Numeracy. One student has struggled considerably and was monitored closely, attended language school during the school holidays and over the summer and will continue to be monitored in 2021. Another student has extreme health problems, and this does affect his learning. He will also receive support and guidance throughout 2021.

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). We worked closely with the University of Canterbury and they were extremely proactive in engaging with our students, including organising a visit for only our MGS international students to visit various departments, speak to the professors and students in the specific areas of interest. 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.

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. Two students were not able to return to school due to border closure. For most of the year teaching staff tried to engage with these students and provided them with material to work on in order to help them stay engaged with school in the hope that they would be able to return during the year. Unfortunately, they have not been able to return and have needed to enrol at schools in China. The Primary Staff have supported the international students extremely well and students are making good progress.

In preparation for large short-term numbers throughout the year, as referred to previously in this report, a new Year 10 class was opened to accommodate these students. With borders not opening it meant that new students and short term students could not enter the country, therefore all Year 10 classes were considerably smaller for the full year.

Most Middle School students were settled and worked well through the year. Many are in country with their parents, which provides the additional support for these students. Debbie Smit provided in class and one-on-one support for students where required.

At the end of 2020 we again lost three students to private schools in Christchurch.

NEXT STEPS

- Middle school students – review their progress and provide feedback to parents, agents and care providers.
- Monitor the wellbeing of the students due to them not being able to return to home countries over the summer.
- The Dean to continue weekly review and monitoring of student progress.

Please see documents and annual data submitted by the ESOL Department.



PASTORAL

Due to Covid situation in the rest of the world and with some numbers in New Zealand, it was decided to cancel all overnight activities. Therefore, the orientation camp was cancelled, but we did take students on a day of exploring and getting to know Christchurch.

Lockdown provided a few challenges. Firstly, keeping student engaged in online learning and secondly keeping an eye on their wellbeing over this time. Both staff and students have valued some aspects of online learning, but it cannot replace face to face learning, especially with international students, as this is the way that we can monitor that they are coping and understanding.

The International Ambassador programme was again co-ordinated by Rosemary Allison. Unfortunately, the disjointed start to the year meant that they did not knit well as a team and did not get to know the new international students. Activities were limited for the year and this meant the normal means for them to serve were not there. By the end of the year there was only a small group of faithful servers and so it was decided that for 2021 we would not have an Ambassador programme due to the continued impact of Covid-19.

For the first time the International College appointed a leadership team as part of the student leadership structure of the school. This group is to represent international students in the school, be the bridge between international and domestic roles in the school and provide support, assistance and planning for the International College. The group undertook leadership training and were responsible for various routines and activities throughout the year.

The annual BBQ in March went ahead fortunately just before lockdown. This was again well attended by students, family and staff. The annual Queenstown trip in April could not go ahead due to lockdown but the German students were still able to go to Hanmer Springs for a weekend. In the July school holidays the Year 13 group went to Lake Tekapo for the weekend. This was a great success and helped to cement relationships within the group. It is something we would like to continue in the future. The International Festival was cancelled in Term 2 but we were able to have the food festival in September. This is always a great success and very popular with the students.

We did try to do more activities at school in order to keep up morale, especially towards the end of the year when we all realized that if the students wanted to continue their schooling in New Zealand they would not be able to return home in the December holidays. This did cause a few students to become anxious, but we worked closely with them and continued to monitor their wellbeing.

The International College staff were on call or working for most of the summer holiday and while we all realized this was required for the wellbeing of our students, it has meant that staff have started back in 2021 without much rest or recovery.

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 have had some concerns with some boys during and after lockdown who became quite isolated. This has been worked through and assistance provided.

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.



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SHORT-TERM PROGRAMMES

There were no programmes due to pandemic, but enquiries did not stop and our regular groups have booked in for 2021 and 2022 in the hope that borders will be open.

STAFFING

We appointed David Farmer as Assistant Director and Dean of Middle School. David also monitored the more at-risk boys in the Senior College.

Immediately after lockdown Amanda Wright tendered her resignation and in July, Louise Whitehead also tendered hers. We appointed Annie Xia, an ex-international student of MGS to cover both these positions on reduced hours, due to reduced numbers of students. Annie has been a breath of fresh air and wonderful to see the full circle she has come. Annie's daughter is in Year 2 at school.

All staff undertook various forms of professional development, including workshops, conferences and seminars. These were mainly online. Yolandy Stander and Annie Xia undertook the first tertiary micro-credentials course offered in New Zealand. This course is to address the need of a professionalization of the international education industry. Both Yolandy and Annie did exceptionally well as most of the other course attendees were professors, heads of departments, school principals or senior staff.

Yolandy was recognized by ISANA NZ for her commitment to the international education sector at the end of 2020.

Colleen was re-appointed to the Governance team of ISANA NZ and also to the Christchurch Educated Board as Vice Chair.

GENERAL

There was another change to the Education (Pastoral Care of International Students) Code of Practice 2016 ("Code") and changes to the Education Act and the Privacy Laws. All of this meant significant changes to all our documents to bring them in line with new requirements.

We have continued with the Students Online partnership with Immigration New Zealand and have maintained our status of being able to apply for pathway visas, meaning we are able to apply once for visas to cover a student's full period of education with us.

While 2020 proved to be a challenging year, in many respects it has allowed us to focus on the most important aspect of why MGS has international students. We continue to believe that our mission field is with these young people as we are called to tell the world of our Saviour.

I would like to recognise the commitment and work that the International College staff have provided this year, in challenging times and with the uncertainty of the future. Our students have always come first and this is a credit to the professionalism and dedication of the staff.

Colleen Steyn

Director International College



Report to the Māori Community 2020

MĀORI STUDENT NUMBERS AND MOVEMENT

In 2020 there were 94 students enrolled at the start of the year and 90 students enrolled at the end of the year who identified themselves as Māori. This represented approximately 7.0 % of the total school roll. These students identified with a range of iwi from broad geographic regions.



MĀORI STUDENT ROLL 2020		
Māori	Males	Females
Year 1	2	2
Year 2	0	4
Year 3	1	2
Year 4	3	1
Year 5	3	1
Year 6	0	3
Year 7	1	3
Year 8	2	2
Year 9	3	6
Year 10	4	1
Year 11	12	7
Year 12	6	12
Year 13	6	9

CURRICULUM

PRIMARY SCHOOL Teaching of Māori within the Primary School

Te Reo Māori and bi-cultural practise has been a PLD focus of the Primary School in 2020. We have covered te Reo Māori pronunciation and basic sentence structure, the Treaty of Waitangi and impact on our modern-day society, stories from our history, identifying how our cultural experiences influence our teaching, topics such as Matariki and Parihaka.

A theme that emerged was:

Genesis 16: 8 Hagar, slave of Sarai, where have you come from and where are you going?

Titiro whakamuri, Kōkiri whakamua.
Look and back and reflect so you can move forward.



Staffing:

Mrs Thompson was the Primary Kahui Ako lead on Bi-cultural practise. Natalie Downs taught 2 periods a week from Years 2-6, specifically in te Reo. Matua Steve Reid led kapahaka weekly. This group is compulsory for all Year 4 students and voluntary for those in Years 5 and 6.

Highlights:

Tūhono 2020 was postponed from September to November and held in the Christchurch Town Hall which was a treat for all. Our male and female leaders this year were outstanding, particularly in the haka. Congratulations to Ethan Mc Connell who won the male leader category and Breanna Bennetts who won the female Whakamihi. The group also won the Haka Trophy and the certificate for the best use of traditional instruments.

Ongoing foci and possibilities for 2021 include:

- Developing our shared understanding of MGS Cultural narrative and the progression of teaching through the Primary School.
- Staff and student Pepeha /mihi.
- Further developing Teacher capacity with te Reo and practising together.
- Marae style experience here at school for Teachers and students.
- Pairama Moon teaching tikanga and te Reo Māori from Year 2 or 3 to Year 6.
- TOD where staff are welcomed marae style to build experience of te Ao Māori.
- Integrating Māori tikanga and te Reo as the normal thing we do, not an add on for special events.
- Extending our fluency with Māori protocol to the point where we can incorporate formalities like a Mihi Whakatau within our staff and students' skillset. This was not achieved in 2020 due to the interrupted nature of the year.



PRIMARY SCHOOL PRIZE-GIVING KAPAHAKA AWARDS

Breanna Bennetts: Breanna showed exceptional leadership in Kapahaka this year. Her whakamihi at Tūhono and performance skills led the tamariki to a high standard. *Ko te pae tawhiti, whāia kia tata; ko te pae tata, whakamaui kia tina. Seek out distant horizons and cherish those you attain.*

Ethan McConnell: Ethan showed exceptional character in his haka leadership this year. As a leader he gave his all and dealt admirably with challenges of the role.



Ka mahi te tawa uho ki te riri.

Well done, you whose courage is like the heart of a tawa tree.



MIDDLE SCHOOL

In the Middle School Te Reo Māori is taught across all Year levels.
Year 7 and 8 students - it is a compulsory subject for 2 hours for 16 weeks.
Year 9 and 10 - the course is a full year option.
2020 Student Numbers:

Year 9 Māori	11 students
Year 10 Māori	8 students

SENIOR COLLEGE

In the Senior College, Te Reo Māori is offered across all Year levels as an optional class.
2020 Student Numbers

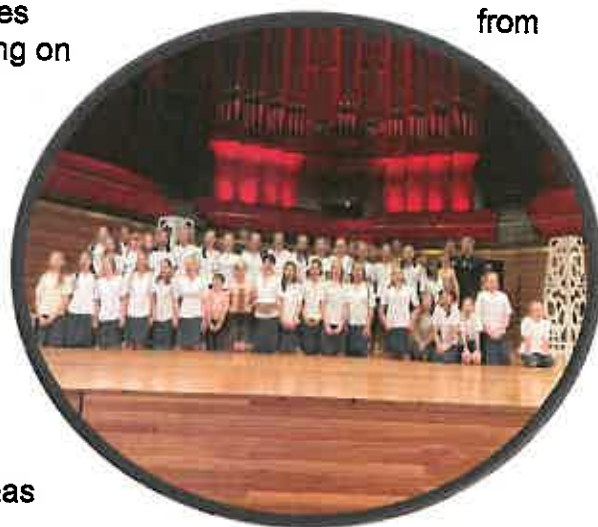
Year 11 Māori	18 students
Year 12 Māori	5 students
Year 13 Māori	6 students

STAFFING

Matua Pairama Moon is of Ngāti Porou/NgaPuhi iwi. Aidan Harrison 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, Ngāi Tahu (Year 5 teacher) and Amanda Wright, Ngāi Tahu (International Homestay Manager)

KAPAHAKA and Tūhono Cultural Festival

This year was again another stellar year for kapa haka. We are always grateful for "kanohi hou" (new faces) that join us from our feeder schools so the group numbers continue to be high at around 60 senior learners with about 45 being our solid performing group. We learnt a new haka this year called "Pakanga Wairua" (Spiritual Battle). It comes from the scriptures in Ephesians 6:10 - 18 and its all about having on the amour of God and being alert in these days of compromise. Our waiata ā ringa was Tirama Mai a song that celebrates the Ngāti Kuhungunu queen Rongomai Wahine. The waiata tira was also taken from the scriptures and is called "He Ngākau Pai" it's a prayer asking for good hearts to be created within us. The composition was done by Matua Pairama Moon and when the group performed it at the Tūhono festival they won the coral section. Most importantly the wairua within the group remains high this is mainly due to the senior group leaders doing such a good job. So well done Bella Hikuroa, Jade Tau-Manuel as well as Tai Carranceja who has been a major asset playing the guitar for kapa haka within the school for 8 years. Nō reira ki a koutou ngā tauira kua wehe atu ra, kia haere pai, kia maumaharatia ngā wā pai o tēnei roopu.





TE TARI MĀORI HIGHLIGHTS

Last year we welcomed Matua Pairama into his teaching role as our Kaiako Māori for our Year 7-13 classes. Miss Denne and Matua Etana Harrison continued teaching Year 7 and 8 Māori while Mrs Down worked with Primary students. Jade Tau-Manuel was the Māori leader with Tai Carranceja and Bella Hikuroa alongside as Kapahaka leaders. Even with a disrupted year due to COVID we still have been able to welcome visitors from our community. In February we had a mihi whakatau for renowned Christian Worship leaders, Wayne and Libby Huirua.

Te Wiki o te Reo Māori brought with it the usual festivities. However, we had to push the Haka celebration/competition to a week later due to COVID restrictions. Jade, Tai, Isobel Mahoney, Josh Bedggood, Amy Carpenter and Bella created the instructional videos and ex-students Rosa Hibbert-Schooner (Māori Leader 2020), Mia Makaafi were judges.

Year 12 and 13 Te Reo Māori classes continued their relationship with the Middleton Cornerstone Early Childhood Centre as they welcomed and taught a group of twenty children.

Middleton participated in the Tūhono Kapahaka festival which is a celebration of Māori culture and tikanga at the Christchurch Town Hall. Middleton Grange entered three groups; the Senior team (Year 9-13) who won best Waiata Tira (Group song) and best use of traditional instruments; The Year 7-8 team won 1st over all place for their grade; and the Primary team won the Haka trophy, best female leader Breanna Bennetts, best male leader – Ethan McConnell, and best use of traditional instruments.

Currently our school is strengthening relationships with the local mana whenua Ngāi Tahu through the work of Matauraka Mahaanui and the previous curriculum leader of Māori, Tāmara Rochford-Kerr. Principals of the Kahui Ako from Hillview, Aidanfield, Emmanuel, Rangiora New Life, Rolleston and Adventist schools are all engaging in the Ngāi Tahu lead 'Indicators of Success Programme'. We look forward to the challenges that next year will bring and are excited to see the increase in numbers of students taking Te Reo Māori and Kapahaka. We also welcome our parent community to strengthen learning of our Rangatahi. Together we can all contribute to helping our students learn. This concept is highlighted in the whakatauki below.

*Ehara taku toa i te toa takitahi, engari he toa takitini.
'My strength is not that of a single warrior but that of many.'*

ENGAGEMENT WITH SCHOOL AND SPECIFIC SUPPORT FOR MĀORI STUDENTS

All students 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. Due to the Covid-19 lockdown, we could not have our usual start of Term 2 hui and presentation of the 2020 report, however, it was e-mailed home. Our end of year hui and farewell of our Year 13 students took place November 29th at the Kahika Centre and was a wonderful occasion.



ATTENDANCE

The school monitors attendance daily and provides a report to the Middleton Grange School Board on a termly basis. Attendance by students is crucial to their academic success and engagement with staff and students. There are systems in place whereby the Deans identify patterns of absences and follow up on these. Attendance for our students identifying as Māori was **89.7%** and the overall attendance for the school was **[92.4%]**. The small percentage of unjustified absences for Māori students at **2.3%** was slightly larger than the school overall at **1.9%**. Justified absences for Māori students was 7% while the school overall was 5.7%.

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 students, 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.

Pre and post lock down attendance: It is pleasing to note that our attendance statistics for our Māori students straight after the lockdown were exactly the same as before at 93%. While many schools reported students not re-engaging with their learning after lockdown, we carefully monitored all of our students and put interventions in place to encourage and support their return to their studies.

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 2020 there were no suspensions for the whole school. There were 11 Stand-Downs, none of whom were Māori students. All students 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 students.

Detentions

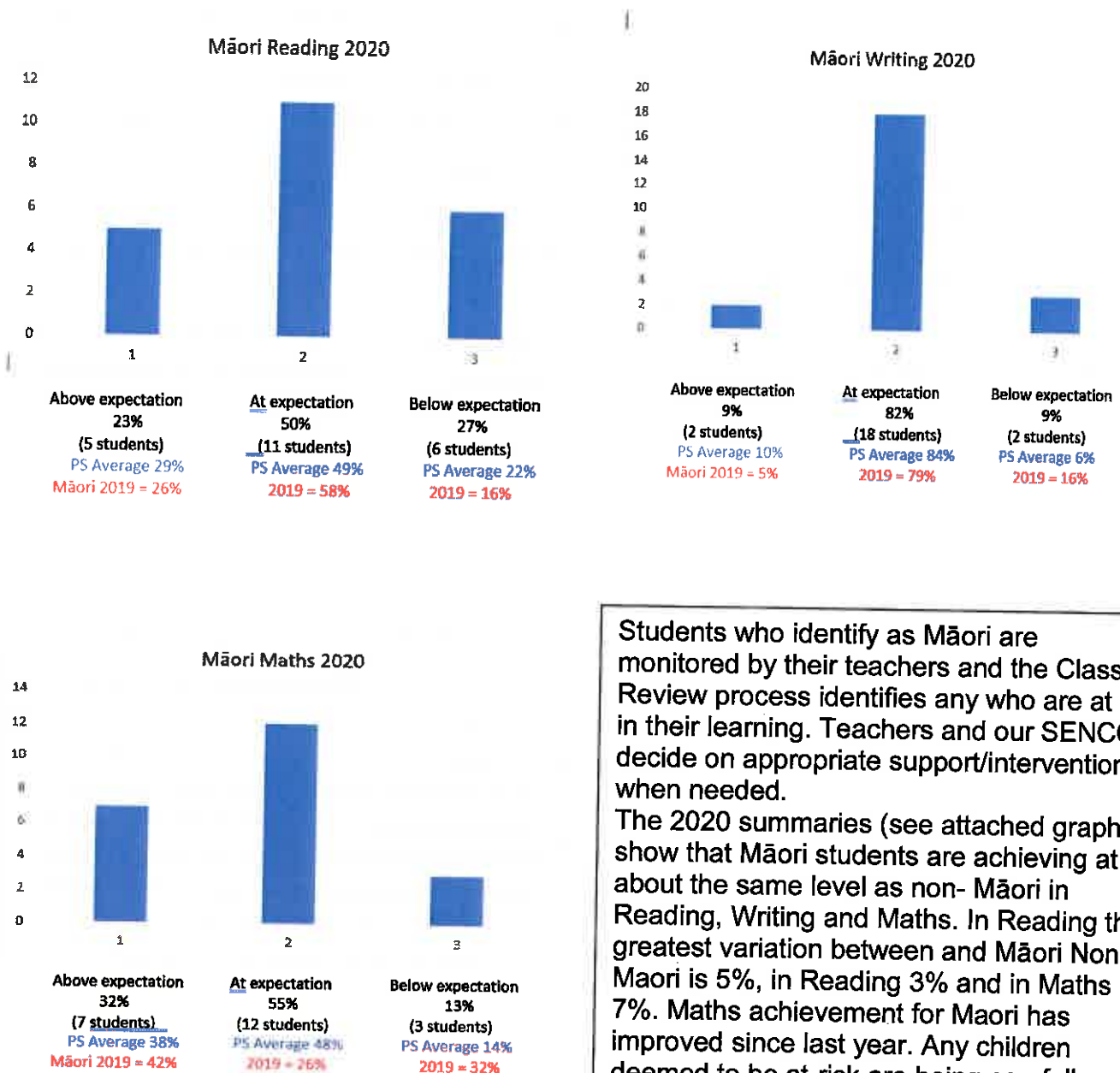
Detentions are either lunch-time detentions (minor discipline) or after-school for more serious discipline. All detentions are electronically recorded in the pastoral notes. Examination of patterns in relation to detentions does not highlight any concerns for a majority of our Māori students in both the Middle School and the Senior College for 2020. This is carefully monitored by Mrs Gomez in the Middle school/Senior College Administration area.



PRIMARY SCHOOL ACHIEVEMENT

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

MĀORI ACHIEVEMENT INFORMATION





MIDDLE SCHOOL ACHIEVEMENT

YEAR 7 4 Students

English: Reading

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	34	25
At Expectation	41	25
Below Expectation	25	50

Mathematics:

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	54	25
At Expectation	25	25
Below Expectation	21	50

English: Writing

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	13	0
At Expectation	47	50
Below Expectation	40	50

YEAR 8 4 Students

English: Reading

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	13	0
At Expectation	69	75
Below Expectation	18	25

Mathematics:

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	8	0
At Expectation	69	25
Below Expectation	23	75

English: Writing

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	5	0
At Expectation	67	75
Below Expectation	28	25



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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 students included in their analysis. All other Curriculum Leaders conduct their own analysis where they have Māori students in their classes. This analysis is shown in the 2020 Curriculum Area Report. For the standards-based assessments, the academic results below are calculated based on **how many standards** were passed by Māori students, not how many Māori students passed a standard. For example, looking at Year 10 English, there are 6 Achievement Standards available. For the Māori students in Year 10, 14% of the standards assessed were at 'Not Achieved', and 16% of the standards assessed were at 'Excellence' level.

YEAR 9: **9 Students**

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

Science:

4 topics per student Assessed to Curriculum Levels

Level	All Year 9 Students (%)	Māori Students (%)
6+	0	0
5p-5a	51	31
5b	40	53
4p-4a	9	16
4b and below	0	0

English:

7 topics per student

Level	All Year 9 Students (%)	Māori Students (%)
6+	5	3
5p-5a	23	12
5b	21	15
4p-4a	37	43
4b and below	14	27

Mathematics:

6 topics per student.

Level	All Year 9 Students (%)	Māori Students (%)
6+	0	0
5p-5a	17	0
5b	33	23
4p-4a	39	56
4b and below	11	21



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YEAR 10: 5 Students

Science:

7 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	23	4
Merit	34	60
Achieved	32	32
Not Achieved	11	4

English:

6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	14	15
Merit	26	31
Achieved	44	38
Not Achieved	16	15

Mathematics:

7 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	24	9
Merit	36	18
Achieved	29	41
Not Achieved	11	32

MIDDLE SCHOOL PRIZE-GIVING AWARDS

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

Asher Hoskins

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

Annette Patea

First in te Reo Māori

Year 9
Year 10

Devon Aylward
Emily Pearson





SENIOR COLLEGE ACHIEVEMENT

NCEA LEVEL 1-3

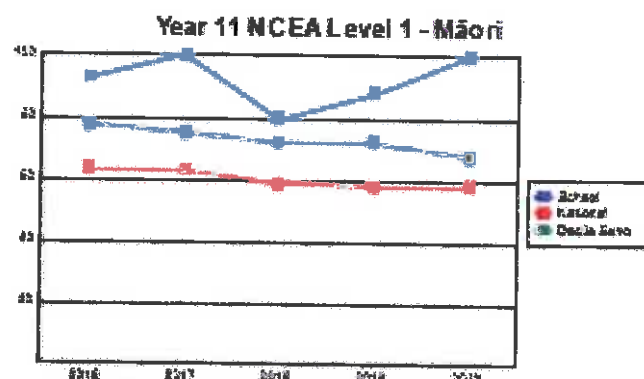
The following information is based on the Participation Comparative Statistics made available by the New Zealand Qualifications Authority for 2020. Details are provided as follows:

By percentage in text form

As a % comparison to National statistics and Decile 8 – 10 school statistic

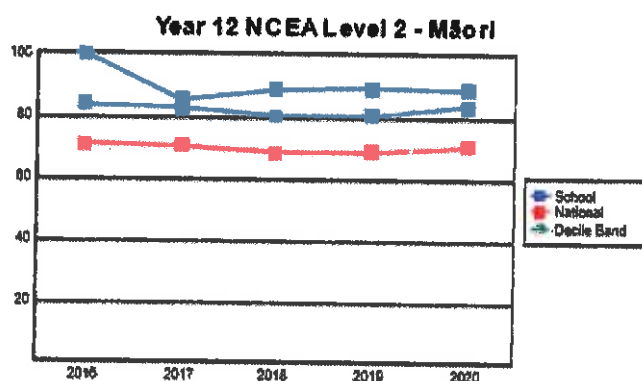
Level 1 NCEA: **19 Students**

- 100% Māori students gained Level 1 NCEA.
- 33% Merit Endorsement
- 11% Excellence Endorsement
- 100% gained level 1 and level 2 Numeracy
- 100% gained level 1 Literacy



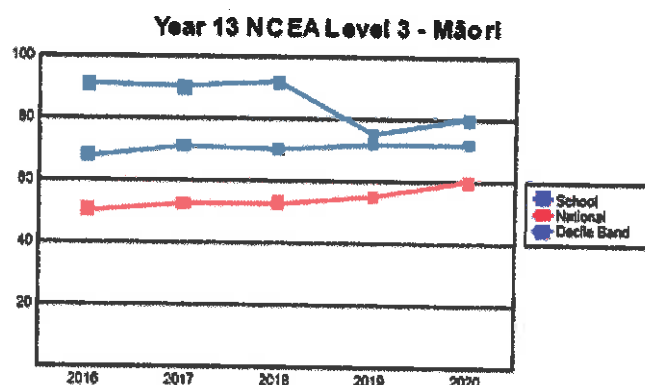
Level 2 NCEA: **18 Students**

- 94% gained Level 2 NCEA
- 43% Merit Endorsement
- 21% Excellence Endorsement
- 73% UE Literacy



Level 3 NCEA: **15 Students**

- 86% Gained Level 3 NCEA
- 73% gained UE Entrance
- 6% Merit Endorsement
- 0% Excellence Endorsement
- 73% UE literacy





SENIOR COLLEGE PRIZE-GIVING AWARDS

Te Ao Marama Maori Award

Maia Keepa

First in Te Reo Māori

Year 11

Joshua Bedggood

Year 12

Rylee James

Year 13

Jade Tau-Manuel



LITERACY AND NUMERACY

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

100% Māori students gained Level 1 Literacy

100% Māori students gained Level 1 Numeracy

For University Entrance, students need to gain 10 credits in Literacy. They can achieve these credits in Year 12 or, if needed, in Year 13. In 2020, 67% Māori students gained UE Literacy in Year 12 and 73% Māori students gained UE Literacy by the end of Year 13

DESTINATION OF MĀORI LEARNERS

EVENTS AND PROGRAMMES THROUGH THE CAREERS DEPARTMENT

Destinations:

Destinations of the 10 Year 13 Maori leavers interviewed, 2 are having a Gap Year, 2 are going to Ara and 6 are going to university. One student received the Tu Kahika Foundation Scholarship for Foundation Year Health Science at the University of Otago.

Courses through Careers Department:

STAR courses: 7 students completed Strength finders, 2 attended a Design Talk, 3 went on a Health and safety course, 3 on a First Aid course, 2 on a Barista course and 2 did Early Childhood Education standards.

Gateway courses: 5 students did a variety of courses including Retail, Tourism, Barista, Health and Safety, Sport, First Aid, Outdoor Adventure Education

Events:

23 students, from Year 9 to 13 attended the Trades Expo at our school in August, where they could talk to 10 employers and 10 Industry Training Organisations and learn about the Targeted Training and Apprenticeship Fund.

3 students attended the Aukaha Tau Day for Year 10s at University of Canterbury and 6 students attended the Year 12 one in July

One Year 10 student participated in the Year 10 Innovation Challenge organised by the Ministry of Primary Industries



Learning Support

Years 1 – 6

In 2020, five Māori students were identified by their classroom teachers as being at risk in their learning. All these students were on the Learning Support register and were supported by interventions from the Primary Learning Centre (STEPS literacy software, Maths support, Fine Motor, PMP) and/or by Teacher Aides (MOE and school funded) in the classroom. Three of these students were also supported by external agencies (Occupational Therapist, Resource Teacher of the Deaf, Speech Language Therapist, Mana Ake).

Years 7-13

2020 there were 19 students who have been involved with the Learning Centre.

Year 7: (2 students) One involved with literacy and numeracy support. The other with in-class support to help keep on task.

Year 9: (4 students) Three were involved in literacy assistance and were in podded English classes. Two students had numeracy support and another student had support with assistive technology for hearing.

Year 10: (3 students) All three students were in podded English classes where a teacher aide was present and able to help. Two students had extra teacher Aide support in numeracy classes. One student came to the learning Centre 4 times a week so he could be monitored and helped with his all his subjects. All three students used Special Assessment conditions.

Year 11: (4 students) Four students had a Teacher Aide in their English class and three had a teacher Aide in their Numeracy class. Two of the students came to the Learning Centre four times a week for Senior Study Support. All four students receive Special Assessment Conditions.

Year 12: (3 students) All three students had extra support in English Classes.

Year 13: (3 students) All three students used Special Assessment Conditions. Two students came to the learning Centre four times a week for Senior Study Support.





REFLECTIONS AND HIGHLIGHTS FROM 2020

Staff are working on confidently delivering their mihi by linking identity to place, people and faith to establish connections. The Staff continue to increase their desire and intention to learn more te Reo and engage more confidently in that space.

Continually increasing whānau members attending our Hui and enjoying the sharing of kai together.

The successful school Haka Competition, the enjoyment of the students in preparing and presenting and how it is now part of our culture and the life of the school

Kapahaka growth. The beautiful Primary School rōpu, the growing Year 7/8 Kapa Haka rōpū, and the leadership shown by the outstanding senior rōpu. More than 160 of our rangitahi are committed with many more involved overall!

Staff Professional Development

School theme- "Tūrangawaewae-Belonging" embedded into the school Social Culture Plan and is the theme for 2021.

- Primary School bi-cultural learning through multiple Professional development sessions through the year
- Maths department session on 'bite-size' phrases
- Year 7 and 8 Social Studies [programme being re-written to consider and include bi-cultural aspects]
- Ngāi Tūahiriri Education workshop attended by many staff
- Bi-cultural practice and te Reo Māori sessions run by Rebecca Thompson in the Primary School
- New te Reo words and phrases offered by Matua Matt Barlow weekly in staff briefing
- Māori History being aligned into the Social Studies curriculum by Rod, Judi, Dave and Steve
- Personal research through TKI website heReoora.tki.org.nz.
- Staff reading 'Huia Come Home' by J Ruka
- Use of the manua whenua dialect in the teaching of Te Reo Māori and correct use of pepeha for non-māori non-mana whenua
- Year 9 Water unit now introduces water resources as being precious commodities to Māori as tangata whenua and what it means to respect protocols around the gathering of sea resources



'I have much more deliberate about the te Reo content and about including tikanga māori'

'I have personally become very sensitive to the need to incorporate more bi-cultural practice. This has come through understanding the tikanga and history. As my understanding increases so have my head and heart changed.'

'[I have] an awareness of every-one belonging to Aotearoa either as tangata whenua or tangata tiriti-broadened knowledge of Reo-based activities and broadened my vocabulary and frequency of use.'

For 2021, Matua Etana is continuing in his appointment to the Kahui Ako across school's position looking at New Zealand History across all CENCOL schools. [CENCOL- Christian Education Network Community of Learning]

Megan Cassidy
Associate Principal



Report to the Pasifika Community 2020



Pasifika Leadership Day in the Kahika Centre

Pasifika Student Numbers

In 2020 there were 56 students enrolled at the start of the year and 56 students enrolled at the end of the year who identified themselves as Pasifika. This represented approximately 4 % of the total school roll. These pupils identified with a range of islands: Samoa, Fiji, Cook Islands, Vanuatu and Tonga.

PASIFIKA PUPIL ROLL 2020		
Pasifika	Males	Females
Year 1	2	0
Year 2	1	1
Year 3	1	0
Year 4	1	2
Year 5	0	0
Year 6	1	1
Year 7	3	3
Year 8	1	1
Year 9	1	2
Year 10	4	4
Year 11	4	6
Year 12	5	5
Year 13	1	6



SENIOR COLLEGE

In the Senior College, Tongan external and internal standards were offered across NCEA Level 1, 2 and 3 through a partnership with Christchurch Boys' High School. Five students attended the classes and four completed internal and external NCEA Tongan standards at Levels 1, 2 and 3 and we gained Excellences and Merits across Listening, Reading and Speaking Achievement Standards. 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. Three Pasifika pupils attended the Pasifika Careers Expo at Ara in August as numbers were reduced to 100 in total. A select number were part of the XL Holiday programme, where extra NCEA tuition was given by University of Canterbury students. In Term 3 some students continued to attend this programme once a week at Shirley Boys' High, which proved problematic as they were taken out of last period to be transported. Three students attended the Pasifika Leader's breakfast at the Christchurch City Council where they were honoured for their leadership roles in the school. Samoan and Language Week was marked by some activities in the level assemblies and for Tongan Language Week our students went to Christchurch Boys' High for an inter-school celebration.

PASIFIKA CULTURAL GROUP

This was open to all students from Year 7 to 13, and 22 students were part of the group. It was encouraging to see students, of mostly 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 dances and Maka Malua (past student) supervised the Tongan dances. Practices for Polyfest were intense but rewarding, and the final product was well-performed in the Christchurch Red Zone area. We were so fortunate to get this in just before lockdown. All those who participated in Polyfest were awarded a badge at a small meeting in The Grange as assemblies had been cancelled by this stage. Lapana kindly brought in much loved KFC for everyone. The Pasifika group also performed for the Primary School when they had a cultural event, before Polyfest. The Bizninja Challenge and the Spacpac Speech Contest were both cancelled this year.



Polyfest group performing for the Primary assembly.



SUPREME SPACPAC AWARDS

We were delighted that Middleton Grange students received SPACPAC Awards at this ceremony at Christchurch Boys' High School. Sarai Chapman, Esmarelda Malua, Tanielle Siose and Fia lai Kong were prayed for as Year 13 Pasifika leaders of the school, and Nadia Karati and Esmarelda Malua received High Achiever awards for having the top NCEA Level 2 results at Middleton Grange School 2019. Esmarelda received a certificate for being the second highest Pasifika female in the Canterbury region.



Leadership and academic award recipients at Supreme Awards event

FIA FIA NIGHT

The Polyfest group performed in The Grange the week before Polyfest itself, in March, and about 100 very supportive parents, siblings, friends and relatives came to watch them. The dance tutors were thanked and presented with flowers. A light supper followed in the foyer.



Praying for the group before the FiaFia night performance



SCHOLARSHIPS AND AWARDS

This year Fia Lai Kong received the Tania Dalton scholarship, to help support her sporting aspirations. Later in the year she was offered scholarships at University of Otago and Lincoln University for tertiary study. Esmarelda Malua received the University of Otago Pacific Peoples' Entrance Scholarship and also completed a University of Otago Pasifika Programme online. Fitu One enjoyed an online workshop with Girl Boss Alexia Hibertidou, which encouraged her to aim high academically. Winnie Palamo and Fia Lai Kong won the Intermediate and Senior Girls Athletics trophies, and Fia went on to win Senior Sportswoman of the Year at Senior College prizegiving for all her netball, basketball and track and field event triumphs.

PASIFIKA LEADERSHIP DAY

This event was held at La Vida on 5th August in the Kahika Centre. All Year 9 to 13 students from our Christian Schools Network were invited. We were delighted that 12 students from Christchurch Adventist School, 3 from Hillview and 1 from Aidanfield attended, as well as 29 of our own Middleton students. The theme was THINK FEARLESSLY and Kerryn Malcolm invited Etu Sunia, a Tongan Rugby Sevens player and Fabric Engineer, who spoke about changing your life. Kirsten Nicholl encouraged Effective Thinking and Mahlon Saumalu, a Youth Advocate for the Electoral Commission, urged them to exercise their democratic right to vote. It was also good to welcome Sua Tauti, Alana Batcheler and Viane Malalio from Ara and UC. We provided morning tea and then pizzas for lunch where the students interacted well, and Senior Leadership members as well as various teachers, could join us for a while.

ACTION PLAN 2020-2030

Our Tongan students were fortunate enough to be filmed by the Ministry of Education for the video that launched the national Action Plan 2020 –2030 for Pacific Education. We were able to show it at the Leadership Day and I shared it with staff too.

PASIFIKA STUDIES CLASS

I was delighted that the new Pasifika Studies class, that I worked on in my sabbatical and proposed, was accepted by the Curriculum Committee. To date we have 27 students from Year 11 to 13 in the class and Tim Lalahi will be the teacher for 4 hours a week in 2021. I praise God for his provision, \$16 000 from the Ministry of Education to fund this course.

SERVICE AND MISSION TRIP TO TONGA

This trip was cancelled due to borders closing and Covid 19, but Tim Kalahi, Jo Bisseker and I met with the Year 12 students, who were supposed to be on the trip, many lunchtimes preparing for the trip. We ended the sessions with a Strength finders workshop lead by Kerryn Malcolm in the Kahika Centre.

SCHOOL SUPPORT

All students are cared for:

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



ATTENDANCE

The school monitors attendance daily and provides a report to the Board of Trustees on a termly basis. Attendance by 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 2020, 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 re student attendance.

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

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

Stand-Downs and Suspensions

In 2020 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 pupil. Pasifika pupils 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



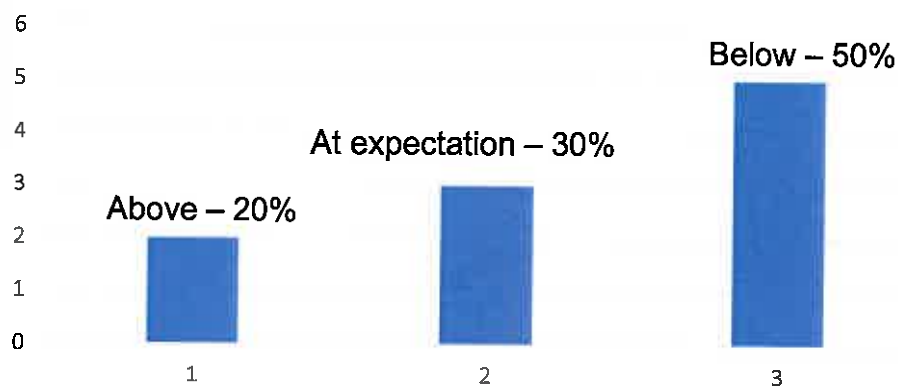
PASIFIKA ACHIEVEMENT INFORMATION – Primary School 2020

Male: 6

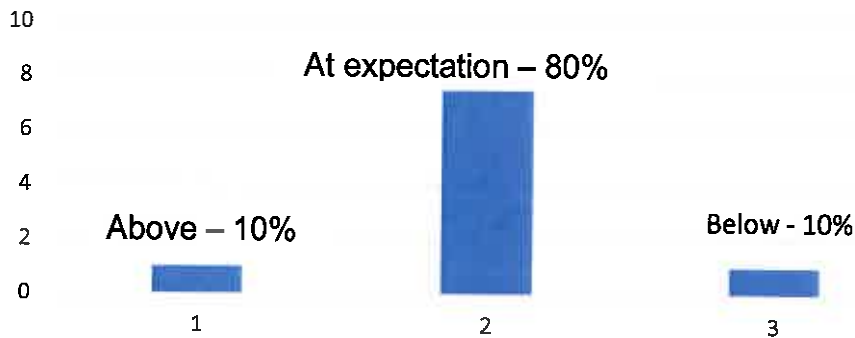
Female: 4

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

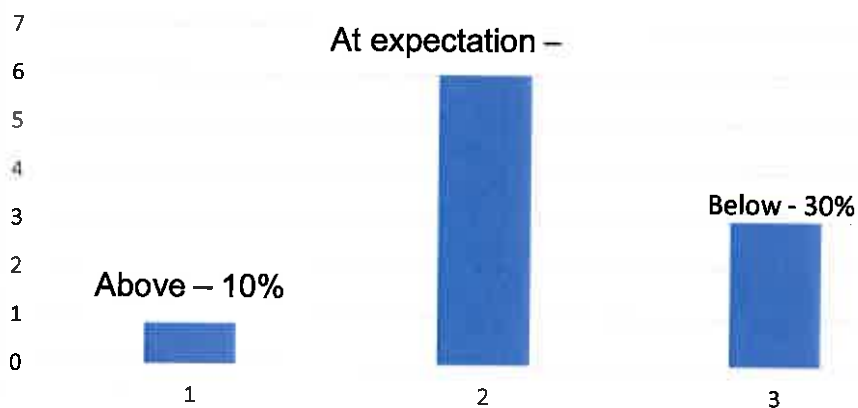
Pasifika Reading 2020



Pasifika Writing 2020



Pasifika Maths 2020





The long period of lockdown and resultant disruption to teaching and learning meant that many children did not get a full year's programme in these core subject areas. The ability of parents to support remote learning varied hugely depending on their work commitments and if they had the skills to assist with learning at home.

We have also noticed a trend with Pasifika students not quite as ready to start school as other students, especially when English is not the predominant language at home. These students make good progress, but are often several months behind their peers

MIDDLE SCHOOL ACHIEVEMENT

It was pleasing to see a number of the Pasifika students receiving awards at the Prize Giving ceremony. Ana Togiasso and Laura Lafituani received Service Awards, Annette Patea was awarded the Middle School Cup for Excellence and Leadership in Maori and Moriya Karati received the Vaughan Cup for Sportswoman of the Year Year 10.

Five Year 7 and 8 students met with a non-therapeutic counsellor from the Mana Ake Foundation once a week, to provide them with opportunities to celebrate their Pasifika identity and culture, through developing self-esteem, confidence and individual strengths

Year 7 and 8. There are only 2 pupils in year 8 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 pupils easily identifiable, and so the percentages are not included here. For year 7 the statistics are as follows:

YEAR 7 **6 Students**

English: Reading

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	34	25
At Expectation	41	25
Below Expectation	25	50

English Writing

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	13	0
At Expectation	47	50
Below Expectation	40	50

Mathematics

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	54	25
At Expectation	25	25
Below Expectation	21	50



In Years 9 and 10, academic results are shown in English, Mathematics and Science Curriculum Areas as these 3 subjects have all pupils included in their analysis. All other Curriculum Leaders conduct their own analysis where they have Pasifika pupils in their classes. This analysis is shown in the 2020 Curriculum Area Report. For the standards-based assessments, the academic results below are calculated on the basis of **how many standards** were passed by Pasifika pupils, not how many Pasifika pupils passed a standard. For example, looking at Year 10 Science, there are 6 Standards available. For the Pasifika pupils in Year 10, 54% of the standards assessed were at 'Achieved', and 40% of the standards assessed were at 'Merit' level.

YEAR 9: 2 PUPILS

Science: 4 topics per pupil. Assessed to Curriculum Levels

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

Level	All Year 9 Pupils (%)	Pasifika Pupils (%)
6+	0	0
5p-5a	51	36
5b	40	27
4p-4a	9	36
4b and below	0	0

English: 7 topics were assessed to Curriculum Levels 2019

% Passed at:	All Year 9 Pupils (%)	Pasifika Pupils (%)
6+	5	0
5p – 5a	23	6
5b	21	6
4p -4a	37	59
4b and below	14	29

Mathematics 6 topics per pupil. Assessed to Curriculum Levels

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

Level	All Year 9 Pupils (%)	Pasifika Pupils (%)
6+	0	0
5p-5a	17	0
5b	33	9
4p-4a	39	64
4b and below	11	27



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YEAR 10: 8 PUPILS

Science: 7 Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Pasifika Pupils (%)
Excellence	23	9
Merit	34	33
Achieved	32	46
Not Achieved	11	12

English: 6 Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Pasifika Pupils (%)
Excellence	14	4
Merit	26	19
Achieved	44	54
Not Achieved	16	23

Mathematics: 7 Standards available per pupil

% Passed at:	All Year 10 Pupils (%)	Pasifika Pupils (%)
Excellence	24	3
Merit	36	46
Achieved	29	38
Not Achieved	11	13

SENIOR COLLEGE ACHIEVEMENT

NCEA LEVEL 1-3

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

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

Level 1: 10 Pupils

90% of our Pasifika pupils passed Level 1: 67% gained a Merit endorsement
100% gained Level 1 and Level 2 Numeracy

Level 2: 10 Pupils

100% of our Pasifika pupils passed level 2. 30% gained a Merit endorsement
60% gained University Entrance literacy

Level 3:7 Pupils

86% of our Pasifika pupils passed level 3 and 57.1% University Entrance gained. 14% gained a Merit endorsement and 86% gained UE literacy



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

NCEA	Middleton Grange (Pasifika)	National Pasifika	Decile 8 to 10 Schools (Pasifika)	National (all ethnicities)
Level 1	90	66.8	70.1	70.9
Level 2	100	76.3	83.1	79.5
Level 3	85.7	68.2	73.3	71.7
University Entrance	57.1	32.2	50.1	52.4

DESTINATION OF PASIFIKA LEARNERS

Of the seven Year 13s leaving school, three intend going to University of Canterbury, one would like to have a gap year, two are going to Ara and one to the University of Otago.

Nicole Bailey



Strategic Goals Analysis of Variance 2020

NAG 1 Curriculum

- See Analysis of Variance reports

NAG 2 Self Review

- Complete 2020 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

- Review Personnel Procedures
 - Completed
- See Analysis of Variance reports

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 Act

NAG 7 Charter

- Complete Charter
 - Target met

NAG 8 Analysis of Variance

- Complete Analysis of Variance
 - Target met



Strategic Plan 2020 – 2022

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.

In 2020-22:

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

Responsive, Christ-Centred Curriculum

Mātauranga-a-Karaiti

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

In 2020-22 our curriculum:

- Is Christ-centred and authentically infused with biblical truth.
- Is responsive in meeting the needs of pupils in order to experience wholistic success and fully realize the gifts and talents God has placed within them
- Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission
- Promotes engagement, excellence, waiora and equity for all pupils

Building Partnerships:

Whakarahi Rangapū

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

In 2020-22:

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



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Strategic Goals Analysis of Variance 2020

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, Waiora, 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
	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
Term 2				



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	1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools	Mn, PLD Com		KIS partially met
Term 3 & 4	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
	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
Ongoing	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 Waioira 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



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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



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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

1.1 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



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- 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 – Kerry 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



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Middleton Grange School Curriculum Annual Plan 2020

Strategic Goal 2: Responsive Christ Centred Curriculum

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

Annual Goal:

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

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	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.



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Term 3 Term 4	2.2 Initiate Year 7/8 Curriculum delivery review.			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		Has not started.
	2.1 Review completed and report written up with recommendations and suggestions	External Reviewer		Positive steps 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		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.



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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



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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 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



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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 23rd June and was well-attended.



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	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
	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.	Va, Rod, Cs, Bw, Ut, Vp, As	
Ongoing	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	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.



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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



Parent Voluntary Donation and Special Character 2020

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 Christian Character of the school. Parent's 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. In 2020 Middleton Grange School introduced regular school wide Professional Learning and Development (PLD) for all teaching staff. For the Primary staff this occurs on a Wednesday afternoon and for the Year 7 – 13 teaching staff this occurs on a Monday morning. The primary focus of this PLD is to equip our teaching staff to be better Christian teachers, whilst also ensuring we are upskilled and up to date with all the latest Ministry of Education requirements and initiatives. This PLD has proven to be a great success and will continue to be refined over time in order to better meet the needs of our staff.

In addition to this PLD programme we have two dedicated teaching staff who have responsibility for 'Teaching Christianly' through our Kahui Ako Within School Teacher programme and they have worked alongside individual staff to support them and grow their confidence, knowledge and skill in being a better Christian teacher.

Mr David Elder, Curriculum Leader Humanities has continued to support staff via a modified Authentic Christian teacher programme by leading regular sessions with a few targeted staff and has provided the teachers with readings, organized speakers to attend meetings and worked alongside individual teachers to assist them in their understanding of Christian Education.

This opportunities for professional learning and growth as Christian teachers sets us apart as a Christian school and is essential to maintaining the Christian foundation in our Curriculum.

This funding also allows our school to provide staffing for Christian Studies courses to Years 11 – 13 students and Scripture to all other year levels, so our students have a sound biblical foundation for their learning and future development.

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. 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.