

Charter



**February
2022**

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SECTION 1: INTRODUCTION

Vision Statement

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

Mission Statement

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

Ethos Statement

Character, Excellence, Service for the Glory of God.

Foundational Principles for Curricula

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

Values Statement

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

The Foundational Principles for Curricula identify these virtues:

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

School Verse

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

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

Description of the School

Middleton Grange School is a Decile 9, state integrated co-educational Area School, catering for pupils from new entrants to Year 13. The roll on 15 February 2022 was 1290. Our pupil body is predominately European with a small but significant representation of Māori, Pasifika and Asian. The school also has a large number of international fee-paying pupils, however due to Covid-19 and border restrictions, these numbers are significantly reduced for 2022. See Section 3 for details.

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

Community

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

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

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

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

Special Character Considerations

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

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

Safeguarding the Special Character

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

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

Goals and Principal Features of Special Character

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

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

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

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

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

Special Character and the New Zealand Curriculum

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

Statement of Belief

We Believe in -

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

National Education Guidelines and the Bible

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

NATIONAL EDUCATION GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 2: STRATEGIC GOALS

The Strategic Goals section sets out the Board's aims and direction for pupil progress and achievement for 2020-2022. 2020 marked the commencement of these Strategic Goals following consultation with the school community to determine the Strategic direction of the school for 2020 – 2022. The Board will consult the community again in 2022 to determine the direction of the school for the next 3-5 years.

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

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

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

SG1. Strengthening Capability Whakapakari āheitanga

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

SG2. Responsive Christ Centered Curriculum Mātauranga - a - Karaiti

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

SG3. Building Partnerships Whakarahi Rangapū

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

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

Strategic Plan 2020 – 2022

MIDDLETON GRANGE SCHOOL BOARD	VISION STATEMENT	
	Middleton Grange School assists families in the education of their children by providing an environment in which the Biblical truths of Jesus Christ are taught and lived.	
	MISSION STATEMENT	
	At Middleton Grange School we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. We equip pupils with the knowledge and skills to understand their heritage and their place in it, and to critique and engage contemporary society. We work with parents (and our community) to encourage pupils in their gifts and abilities to serve God and others.	
Senior Leadership	1. Strengthening Capability: <i>Whakapakari āheitanga</i> Our Mission: We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture.	In 2022: 1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly. 1.2 Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised and embedded. 1.3 Leadership opportunities are encouraged and supported for both staff and students. 1.4 Students will have a voice in decision making and opportunity to shape the future direction of the school.
	2. Responsive Christ Centred Curriculum <i>Mātauranga-a-Karaiti</i> We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.	In 2022 our curriculum: 2.1 Is Christ-centred and authentically infused with biblical truth. 2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them 2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission 2.4 Promotes engagement, excellence, waiora and equity for all students
	3. Building Partnerships: <i>Whakarahi Rangapū</i> We work with parents to encourage students in their gifts and abilities to serve God and others.	In 2022: 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.
ANNUAL PLANS 2022 – Strategic Goals, NAGS, Pupil Achievement Targets		
ANNUAL REPORT 2021		
CHARTER 2022		



Strategic Plan 2020-2022

Our Vision

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

Our Goals

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.

Points of Action

- 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 pupils.
- 1.4 - Pupils will have a voice in decision making and re direction of the school.

Responsive, Christ-Centered 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.

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

Building Partnerships



Whakarahi Rangapū

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

- 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 and other professional associations to improve the learning outcomes of all pupils.
- 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.

Character - Excellence - Service - For The Glory of God

Strategic Plan 2020 - 2022

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

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

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

Areas of National Interest

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

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

The school's Strategic Objectives from which the 2022 Annual Plans are derived take into account the above Areas of National Interest as well as the National Education Guidelines (NEGs) and National Administration Guidelines (NAGs) at governance and operational levels.

Cultural Diversity and Responsiveness

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

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

To achieve this the school will:

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

Tikanga Māori and Te Reo Māori

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

Māori and Pasifika Achievement

- The Board's Treaty of Waitangi policy states that, "The Treaty of Waitangi secures certain identifiable rights and obligations for Māori in our school". These include tracking Māori achievement in order to better support their progress through the school toward meeting personal and group objectives. Māori \Pasifika achievement is reported upon in the annual report.
- As a group Māori /Pasifika pupils achieve at or above cohort levels. This group is not at risk of underachievement in the view of the school. However, Middleton Grange School recognises the importance of monitoring the achievement of these pupils as a group, and as individuals, with a view to promoting greater learning.
- Māori /Pasifika pupils demonstrate high levels of engagement in wider school activities and in co-curricular achievements.
- In 2022 there are 84 Māori and 50 Pasifika pupils (total 134 or 10.4% of the roll). What is particularly pleasing to see is that over the past five years this figure has remained relatively stable or grown slightly each year.
- Working with the Curriculum Leader Māori (Years 7-13) and the Head of Primary, the Principal will monitor Māori /Pasifika achievement as follows:
 - a. Collection and analysis of various achievement data for Māori and Pasifika pupils.
 - b. Gathering data on Years 7-13 Māori /Pasifika engagement in wider school activities.
 - c. Annual hui / fono
 - d. Reporting to the Board
- Māori /Pasifika pupil achievement is reported on in the School's Annual Report and reports to the school community
- For Pasifika, the School will focus on the Pacific Education Plan and prepare an Annual Report to the Pasifika community.

SECTION 3: PLANNING AND REPORTING

Part A: Annual Plans 2022

1. Strategic Goals
2. National Administration Guidelines

Part B: Analysis of Variance for 2021 Strategic Goals

1. National Administration Guidelines
2. Strategic Goals

Part A: Annual Plans 2022

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

These Annual Plans incorporate strategies for priority learners.

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

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

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

- Academic
- Service and Character Formation
- Extra-Curricular

EVIDENCE is gathered as follows:

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

Strategic Goal 1
STRENGTHENING CAPABILITY

Middleton Grange School Annual Plan 2022

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, Leadership development, Waioara, Being a Christian Teacher (Ko wai tatou) and culturally responsive practices (ELLs)	PLD cte		
	1.1 Modified ACT program is implemented to support key staff and assist with being a Christian teacher at MGS.	Dave		
	1.1 Teaching staff will develop their cultural competency knowledge and skills to improve student outcomes (e.g., ELLs, Maori, Pasifika, International students). (ERO/CoL goal)	Joelle, Gaylene, Colleen		
	1.2 Continue to raise digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	ICT, Dir e-L'g		
	1.3 Staff and students are given opportunity to develop their leadership practice	SLT, HOS, Deans, Kahika		
	1.4 Student forums on a range of school wide topics	Deans, HOS		
Term 2	1.1 Professional Development Committee lead the PLD for all teaching staff, ensuring differentiation is a key objective. PLD to include NZ History, Cultural competencies, teaching Christianly, Matauranga Māori	PLD cte + others		
	1.1 Monitor and ongoing review of modified ACT programme implementation	Dave		
	1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools	ICT cte		
	1.3 Kahika Centre continues to offer leadership development opportunities for staff and students	Kerryn		
	1.4 Discussion on suggested recommendations from student forums	Deans, HOS		

Term 3 & 4	1.1 Professional Development Committee lead review (in Term 4) on PLD for all teaching staff	PLD cte		
	1.1 Staff to participate in MOE TODs in May, August and November, as well as CENCoL meetings each term	Staff		
	1.2 Embed the PLD regarding digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	ICT, Dir e-L'g		
	1.3 Leadership opportunities reviewed and planning for 2023 to commence	SLT, Deans, HOS, Kerry		
	1.4 Action agreed recommendations from student forums	Deans, HOS		
Ongoing	1.1 Review ACT programme to determine its effectiveness	SLT		
	Prepare and manage teaching & learning in a Covid-19 environment			
	Board and SLT strategic planning will involve the NELP			
	<i>Term 1-2: ERO visits and planning</i>			
	<i>Staff participate in CENCoL PLD – ELL, Bi-cultural, NZ History</i>			
	<i>Staff participate in MOE NCEA TOD's x 4 with a specific focus on Literacy and Numeracy, NZ Histories and reviewing NCEA Level 2-3.</i>			
Resourcing:				
Commentary (added to during the year as the KIS are reviewed)				
Term 1 Term 2 Term 3 – 4				
Next Steps				
Abbreviation Key:				

Strategic Goal 2
RESPONSIVE CHRIST CENTRED CURRICULUM

Middleton Grange School Curriculum Annual Plan 2022

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

2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them

2.3 Is Challenging, develops critical thinking, inspires action, and offer opportunities for service and mission

2.4 Promotes engagement, excellence, waiora and equity for all students.

Key Improvement Strategies (KIS)

When	What	Who	Alert	AoV
Term 1	2.1 Christian Studies/Scripture Review disseminated to appropriate staff years 1-13	CC		
	2.2 Year 7/8 Review from 2021 Consultation with the Curriculum/Learning Team Leaders to prepare for Pilot programme Term 3 with main foci being Thematic Approach.	Head of MS/CLs/LTLs		
	2.4 Years 1-10 NZ Histories Curriculum content developed	WST Teachers		
	Years 7-13 Mātauranga Māori curriculum content developed in consultation with CLs and Subject Associations	Head of MS		
	Years 11-13 Continued work on the development of the Level 1 NCEA programme in preparation for 2024	Head of SC		
Term 2	2.1 Christian Studies Review recommendations investigated with regards to programme delivery Years 1-10, Level 1, the pathway to Level 2 and staffing provision 2023.	CC, CL Christian Studies		
	Any revisions to the Level 1 Programme 2022 presented to the CC for approval by the end of term 2.	T.I.C MS Scripture		
	2.2 Year 7/8 Continued preparation on programme planning and resource development for pilot programme Term 3 Investigate status of Level 1 NCEA and carry out consultation with other schools who have dropped Level 1	HoMS, CLs, LTLs CL Focus Group, AP		
	2.4 Years 1-10 NZ Histories Curriculum rolled out to classes	WST Teachers		
	Years 7-13 Mātauranga Māori curriculum content developed in consultation with CLs and Subject Associations	Head of MS		
	Years 11-13 Development of the Level 2 NCEA programme in preparation for implementation 2025, including design of MOE Teacher Accord TODs	Head of SC		

Term 3	2.1 Term 3 Staffing provision ratified at SLT and communicated to staff. Programme changes worked on Years 1-11	CC, CL CHR St		
Term 4	Term 4 Programme changes Years 1-10 and specifically Level 1 Programme 2023 ready to roll out	T.I.C MS Scripture, HoPS		
	2.2 Year 7/8 Review Pilot programme delivered	Head of MS, LTLs		
	Term 3 Continue Level 1 investigation and write up findings and proposals/options	CL Focus Group, AP, CC		
	Term 4 Consultation with MGS community and collation of survey results	CC		
	2.4 Term 3 Years 1-10 Focus groups Years 5-10 interviewed and surveyed regarding Histories Curriculum	WST Teachers		
	Term 4 Years 1-10 Suggestions and learnings from the focus groups assimilated into the programme delivery for 2024 and 2023.	WST Teachers		
	Years 7-13 Mātauranga Māori curriculum content developed and prepared for roll out 2023.	Head of MS		
	Years 11-13 Continued work on the development of the Level 2 NCEA programme in preparation for implementation 2025 including design of MOE Teacher Accord TODs	Head of SC		
Ongoing	Manage curriculum delivery in an agile and adaptable manner with face-to-face, hybrid or remote learning Investigate options for Year 11 Level 1 re: NCEA or alternatives for 2024.			
Next Steps:				
2.4 Term 1 2023 Write report and recommendations for continuation or other Level 1 2024				
Terms 2-3 prepare alternative programme delivery 2024 for Level 1 if required				
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; NI – Anita Nielson; RT – Rod Thompson; WST Teachers -Tony Kendrew and Lindsey Thoroughgood. CL Focus group-Megan Cassidy, Patrick Baker, Sharon Gudsell. Nicole Bailey.				

Strategic Goal 3
BUILDING PARTNERSHIPS

Middleton Grange School Annual Plan 2022

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 The MGSPG will continue to serve the school through prayer, physical and financial support
- 3.5 We will grow and connect with our alumni community
- 3.6 We will build our relationship with local Iwi, our Mana whenua and CEN

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	3.1 Parent Evenings for each cohort in Years 1-13. Staff to contact parents within the first 4 weeks to introduce themselves and courses	Rod, Bw, Vp		
	3.1 There will be consultation with our school community re: strategic planning for 2023 and beyond	Va		
	3.2 MGS WSTCoL will work with other staff to support their professional learning	Ut, Tn, Hr		
	3.3 Kahui Ako staff actively engage students and staff in service-learning opportunities.	Ut, Sn, Fs		
	3.4 MGSPG will plan and coordinate a ‘Middleton Fiesta’ during Term 1 – March 25, 2022	Ut, Va		
	3.5 Create and develop an MGS alumni database	Yolandy		
	3.6 Explore opportunities for working more closely with CoL, CEN and local Mana Whenua	Pi, Bw		

Term 2	3.1 PPTC's will take place for Y7-13 students/parents and attendance data will be collected and analysed	Cs		
	3.1 There will be consultation with our school community re: strategic planning for 2023 and beyond	Va		
	3.2 Year 1-10 MGS staff will attend the CENCoL TOD for professional learning on 12 May	Col		
	3.3 Preparation to host a Service and missions hui in Term 4.	Ut, Fs, Sn		
	3.5 Opportunities for developing the Middleton Alumni will be explored - i.e., data base, alumni profiles, Alumni section on school website, etc	Yolandy		
	3.6 Ongoing development of relationship with Ngai Tahu and work with IOS (indicators of success)	Hr, Pi, SLT		
Term 3 - 4	3.3 MS students are involved in a 'service' day in the community in Term 4	Bw, Ke		
	3.4 The parent community will be involved in the co-ordination of the Canterbury Adventure Race &/or other fundraising/community activities	Rod, Ut Hr, Pi, SLT		
	3.5 An alumni newsletter will be created and distributed to all MGS alumni on the database	Yolandy		
	3.6 Review progress to date and explore next steps for further improving relationships in 2023	Col		
Ongoing	3.1 Review the communication strategies between home and school to determine consistency, effectiveness, participation and areas for improvement	Cs, Rod		
	3.1 Regular communication (Newsletter, Friday Notices) between school and home outlining key events, Maori Whanau hui, Whanau Advisory Group, Pasifika Fono, information, 3-way conferences PS, Friday morning coffee PS, New Parent evening, Formal reporting & KC reporting, IC events, identification of issues, etc. a copy of the 'communicating your concerns document' sent home.	Va, Rod, Cs, Bw, Ut, Vp, As		
	3.1 MGSPG will meet regularly during the year & explore fundraising opportunities for the school	Va		
	3.2 Staff are regularly attending subject and other professional association meetings	CL's		

	3.2 MGS staff will attend the CENCoL PLD staff meetings each term	Va		
	3.4 Progress will be made with the development of the Middleton Alumni as time and finances permit	Va, Yolandy		
	3.5 We will continue to build our relationship with CEN as a key member of this organisation	Va, BOT		
	3.5 We will continue to build and grow our relationship with local iwi and Ngai tahu	Pi, Bw		
Resourcing:				
Commentary (added to during the year as the KIS are reviewed)				
<p>Term 1</p> <p>Term 2</p> <p>Term 3 – 4</p>				
Next Steps 2023				
<p>Term 1: 3.4 Progress will be made on developing the database of MGS Alumni (2023)</p> <p>Term 2: 3.4 The database of MGS Alumni will be checked for accuracy and updated (2023)</p> <p>Term 3-4: 3.4 All Alumni will be contacted and will receive an MGS Alumni newsletter including request for financial support of the school (2023)</p> <p>Ongoing: The school website will be updated and include an Alumni section</p>				
Abbreviation Key eg: CL, Curriculum Leader; MS: Middle School; LTL: Learning Team Leader; Bw: M Barlow; Va: Mike Vannoort; Rod: Rod Thompson; As: Jenny Addison; Ut: Craig Utting; Vp: Ruth Velluppillai; Ke: Tony Kendrew; Hr: Aidan Harrison; Pi: Pairama Moon; Cs: Megan Cassidy; Tn: Suzanne Tennant				

National Administration Guidelines

	2022	2023	2024
NAG 1 CURRICULUM	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>	<p>ANNUAL TARGETS</p> <p>1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.</p> <p>2.1 Is Christ-centred and authentically infused with biblical truth.</p> <p>2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them</p> <p>2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission</p> <p>2.4 Promotes engagement, excellence, waiora and equity for all students</p>
NAG 2 SELF-REVIEW	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete 2022 BOT cycle of self-review • Annual Hui and consultation with Māori community • All Senior Leaders undertake one Self Review 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete 2023 BOT cycle of self-review • Annual Hui and consultation with Māori community • All Senior Leaders undertake one Self Review 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete 2024 BOT cycle of self-review • Annual Hui and consultation with Māori community • All Senior Leaders undertake one Self Review
NAG 3 PERSONNEL	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review effectiveness of School New PGCs • Review all Personnel procedures 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review effectiveness of School New PGCs • Review all Personnel procedures 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Review effectiveness of School New PGCs • Review all Personnel procedures
NAG 4 & 5 PROPERTY, FINANCE, HEALTH AND SAFETY	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Monitor effectiveness of Health & Safety committee and school practices 	<p>ANNUAL TARGETS</p> <p>Monitor effectiveness of Health & Safety committee and school practices</p>	<p>ANNUAL TARGETS</p> <p>Monitor effectiveness of Health & Safety committee and school practices</p>
NAG 6 LEGISLATION	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Ensure Education and Training Bill Act requirements are met 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Ensure Education and Training Bill Act requirements are met • NELP requirements are met 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Ensure Education and Training Bill Act requirements are met • NELP requirements are met
NAG 7 CHARTER	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete new Strategic Plan 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • New Strategic Plan implemented 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • New Strategic Plan implemented
NAG 8 ANALYSIS OF VARIANCE	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Analysis of Variance 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Analysis of Variance 	<p>ANNUAL TARGETS</p> <ul style="list-style-type: none"> • Complete Analysis of Variance

Part B : Charter : Analysis of Variance 2021

This section of the Charter contains an analysis of variance for the 2021 Strategic goals.

NAG 1 Curriculum

- 1.1 See attached Analysis of Variance reports

NAG 2 Self Review

- Complete 2021 Middleton Grange School Board cycle of self-review
 - Completed
- Consult with Māori and Pasifika communities
 - Completed.
- Ongoing Implementation of the Action Plan for Pacific Education
 - Ongoing review and partnering with Pasifika community

NAG 3 Personnel

- None specified

NAG 4 & 5 Property, Finance, Health & Safety

- Review MOU with CST
 - Not met – postponed to 2022

NAG 6 Legislation

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

NAG 7 Charter

- Complete Charter
 - Target met

NAG 8 Analysis of Variance

- Complete Analysis of Variance
 - Target met

Analysis of Variance 2021

Strategic Goal 1 STRENGTHENING CAPABILITY

Middleton Grange School Annual Plan 2021

Strategic Goal 1: Strengthening Capability

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

Annual Goal:

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

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	1.1 Professional Development Committee to set outline for the weekly PLD sessions focussing on delivering differentiated coverage of e-Learning, BYOD implementation, Waiora, Being a Christian Teacher and Culturally responsive practices.	AS + PLD Com	Green	KIS met
	1.1 Modified ACT program is implemented to support key staff and assist with being a Christian teacher at MGS.	Ed, Ar, La, Rod	Yellow	KIS partially met
	1.1 Staff participate in CENCoL PLD on 1 st April	As, PLD cte	Green	KIS met
	1.2 Continue to raise digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	As, Mn	Yellow	KIS partially met
	1.2 Continue to embed e-Learning as a core classroom practice	WST (CoL) Mn	Yellow	KIS partially met
	1.3 Staff and students are given opportunity to develop their leadership practice	Tn, Mo	Green	KIS met
	1.3 Te Ohu Kahika Centre is officially opened	Mo, SLT	Red	KIS not met
	1.3 E tū Tangata / Standing Together pilot is implemented	Sn	Green	KIS met
	1.4 Student forums on a range of school wide topics	SLT	Green	KIS met
Term 2	1.1 Professional Development Committee lead the PLD for all teaching staff, ensuring differentiation is a key objective. PLD to include NZ History	As, PLD Com	Green	KIS met
	1.1 Monitor and ongoing review of modified ACT programme implementation	Va, Ed	Yellow	KIS partially met
	1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools	Mn, PLD Com	Yellow	KIS partially met
	1.3 Kahika Centre continues to offer leadership development opportunities for staff and students	Mo	Green	KIS met
	1.3 E tū Tangata / Standing Together programme is monitored	Sn	Yellow	KIS partially met
1.4 Discussion on suggested recommendations from student forums	SLT	Green	KIS met	
Term 3 & 4	1.1 Professional development Committee lead review (in Term 4) on PLD for all teaching staff	As, PLD Com	Green	KIS met
	1.1 Staff to participate in MOE TODs in May, August and November	SC staff	Green	KIS met

	1.2 Embed the PLD regarding digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	Mn		KIS met
	1.3 E tū Tangata / Standing Together programme is evaluated and reviewed for 2021	Sn		KIS partially met
	1.4 Action agreed recommendations from student forums	SLT		KIS met
Ongoing	1.1 Review ACT programme to determine its effectiveness <i>Term 1-2: prepare for ERO visit</i> <i>Staff participate in CENCoL PLD – ELL, Bi-cultural, NZ History</i> <i>Staff participate in MOE NCEA TOD's x 3 with a specific focus on Literacy and Numeracy and reviewing NCEA Level 1</i>			

Resourcing:

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

Term 1

1.1 Waiora and in particular the Social Culture plan has been the focus for the majority of the professional learning and development taking place by staff in term 1. The aspect of belonging was particularly important and as this was unpacked there were explicit links drawn to both digital discipleship and being a Christian teacher.

1.1 Dave has met on three occasions with his PLG group, preparing brief additional notes to extend the discussion beyond the materials we were given, adding further focus on aspects of Christian teaching. I have met twice with Aidan Harrison regarding the NZ History Curriculum review, and how this might look different in a Christian school. I had some small input into the Middle School Scripture review, meeting with Judi Lawrence and Tony Kendrew. I have been pursuing a school connection with the Te Kohaka o Tuhaitara Coastal Trust around opportunities for stewardship and community service - leading to some brief discussions with other staff including Maori, Art and Middle School.

1.2 Specific PLD time was given to all staff to spend time developing their own resources and learning towards digital fluency and eLearning outcomes. In addition to this one-to-one tutoring was offered by a range of people in specific areas where support was deemed to be needed. Mn has been available to all staff to assist them in implementing eLearning in their classrooms. In particular significant process has been made in the area of digital assessment throughout the curriculum from years 9 to 13. WST(St) has focussed on the establishment of good practice around the use of the digital diary by whanau teachers, curriculum teachers and students of year 10. This has involved visits and in class instruction and will continue with other cohorts in term 2.

1.3 The Kahika centre was used extensively in term 1 to develop leadership skills in both Staff and Students. Examples include the Yr 1 and 2 Teaching cohort participating in team training and strengths development. Numerous student groups have been through the Centre, an example being the Year 12 and Year 13 PE pupils who developed their understanding around leadership and coaching styles. Creative's lab was offered again with great success.

1.3 The Kahika Centre was not officially opened due to an inability to coordinate the appropriate people to be in the right place at the right time. It is hoped that the opening will occur in term 2, 2021.

1.3 E tū Tangata: Jay Geldard met with all Y7/8 staff, and they are excited to start implementing the program in Year 7&8 for now.

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 (Y13) discussion groups on being an influence in the workplace; Student Leadership meetings have identified opportunities for serving within and 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 largely focussed on implementation of the Social Culture Plan, however, there has also been time in departments, individual development time and Professional Learning groups. We have looked at how we can implement Maturanga Maori into our curriculum areas and unpacked what the standards for the teaching profession look like in our context at Middleton.

1.1 Since last term I have adjusted my strategy, employing a wider range of mechanisms for interacting with staff. I have had face to face meetings where these have been possible in the time slots available. I have shared copies of resources online and in hard-copy, and in one case by visiting the Staff Library with staff. I have started posting conversations on the TEAMS chat section of our PLG group and encouraged members to engage in on-line discussion. Finally, I have prepared additional discussion materials for the few occasions when we have met as a PLG group on some Mondays. I will continue to refine these strategies over next Term.

1.2 A full staff survey was conducted, the results were analysed, and a report was written. Staff needed further professional development were targeted with small group sessions. Several meetings were held with Education Perfect with their educational and development teams, met with industry expert to discuss future strategic directions, participated in Cyclone run professional development sessions as well as several online professional development sessions, principles from the technology in education research website collated and embedded into a full staff presentation. As yet other local schools have not been visited although several have been contacted through forums and educational online collaboration spaces.

1.3 Juliet attended the meeting involving all schools re: E Tu Tangata, but we haven't done anything on embedding the values into our programme. No doubt we will look to discuss that early next term. Tony K.

1.3 The Kahika Centre had approximately 708 pupils through the Centre during Term 2 attending a variety of workshops to enhance their leadership and human skill sets. 6 contact hours were spent with two teaching teams from the Primary School upskilling them in their personal strengths and working as a team. (The external cost to the school to have had this training done would have amounted to \$4,000.00)

1.4 Student and Deans' voice/feedback was gathered from Primary/MS & SC on the Ko Wai tatou – Who are we – discussion about 'Being a Christian teacher at Middleton Grange School School'. This was based on SLT work on the 4-quadrant shield identifying expected actions and dispositions of a practising Christian teacher as well as various Kete/Toolbox/Basket models suggesting means of equipping for the task. Collation and next steps pending.

Senior College student leaders have also participated in refining the structure and oversight of the various Leadership roles that have been offered to provide training and experience in influential leadership. More discussion and thinking on this important area of encouraging students "*to use their gifts and abilities to serve God and others*" is still to come.

Term 3 – 4

1.1 Time has been spent to look at how all the feedback from staff discussions, readings, existing material etc. fit together so when can articulate what it means to be a Christian teacher at Middleton Grange. Va presented an overview to staff of the key tenets of our values and the expectations for staff. This is currently being refined into an accessible format and we will use this as the basis for our differentiated PLGs in 202

1.1 All teaching staff attended and participated in the MOE TODs in May, August and November

1.2 Targeted ongoing support has been given to support staff (Library/ Maintenance/Finance) to transition and understand the Microsoft 365 landscape. More development in this area is needed. Systems created for updating the digital diary put in place for 2022. All subjects that have digital assessments are now available at Middleton Grange with ongoing support offered in this area of digital assessment. The focus of eLearning throughout the school is now changing, moving away from Digital Literacy of the Learning Management System and more towards professional practice. Planning underway with the Specialist Classroom teacher to focus on pedagogy. Observations of two different primary classes using technology and discussions with Geoff Wallis regarding the approach and philosophy towards integrating technology throughout the primary classroom.

1.3 Year 7/8 have waited for their 2-year cycle of work to run its' course and are now looking at how they can incorporate E tu Tangata into their learning area.

1.4 Student Leadership structure has been slightly modified using student voice and observed need. All roles are now filled. Head Student announcements made in Term 3 to SC assembly; Team Leader roles to be announced Day 1 Term 4. Student voice is being offered on aspects of the uniform and will need wider consultation before decisions can be reached. A number of students, both current and new enrollees, have expressed disappointment that the Fabrics option is no longer available to them (other than through Te Kura).

Next Steps

2022: 4 x MOE TODs

2022: NCEA review ongoing + e-Learning cont.

2022: Culturally responsive practices developed - ongoing

2022: NZ History curriculum implemented Y1-10

2022: Modified ACT program implemented for key CL staff & review undertaken for future use.

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

Strategic Goal 2
RESPONSIVE CHRIST CENTERED CURRICULUM

Middleton Grange School Curriculum Annual Plan 2021

Strategic Goal 2: Responsive Christ Centred Curriculum

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

Annual Goal:

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

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

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

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	2.1 Christian Studies/Scripture Review initiated in the Primary School	Review Team and Chris French[MC1]		KIS met
	2.2 Formally develop scope and programme for the Year 7/8 Curriculum Review	Bw, Ke, Bc, LD		KIS met
	2.4 Social Culture Plan tips every week for staff and developing of resources for VG and FT.	WLT		KIS met
	2.4 Audit equity within Years 1-13 looking at current data. Initial scope: Cultural focus.	Cs		KIS met
Term 2	2.1 Christian Studies/Scripture Review initiated in the Middle School	Review Team and Chris French		KIS met
	2.2 Initiate student voice surveys and collate data	Bw, Ke, Bc, LD		See note below
	2.4 Social Culture Plan embedded.	WLT		KIS met
	2.4 Identify areas requiring intervention, research options, survey students.	Cs		See note below
Term 3 Term 4	2.1 Christian Studies/Scripture Review initiated in the Senior College 2.1 Review completed and report written up with recommendations and suggestions	Review Team and Chris French		On-going See note below
	2.2 Collaborative sense-making and implementation of suggested changes to the Year 7/8 programme	Bw, Ke, Bc, LD		KIS met
	2.4 Social Culture Plan reviewed through NZCER Survey.	WLT		Will be Term 4
	2.4 Plan compiled to inform decision making process for 2022 at Curriculum Committee level.	CC		KIS met

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

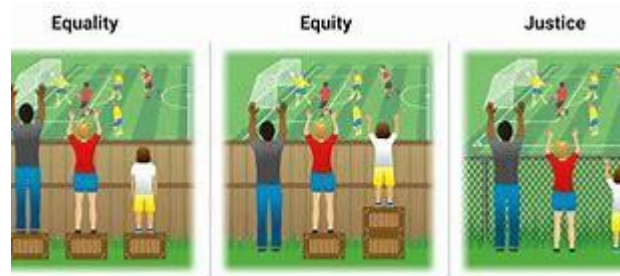
Term 1

2.1. The audit has started with Chris spending a day in the Primary School with Rod, the staff, students and then participating in the Staff Meeting after school. He is writing the first report to summarise his early findings and is making a time to meet with Matt and the Middle School staff/students early Term 2.

2.2 Meetings have been held and documented with the Year 7/8 Learning Team Leaders and the Curriculum Committee to determine the initial 'hunch' the concerns and possible scope for the review process. The Head of Middle School has met with all Curriculum Leaders to get initial input.

2.3 Term 1 has seen a successful roll out of staff Professional development, weekly Social Culture Plan tips and newly created resources from Simon to all whanau teachers. This has enabled teachers to follow up with the culture of belonging and be intentional in supporting our students to look out for others and enhance their sense of belonging by delving into understanding their emotions, how to handle conflict and how to articulate their feelings.

2.4 Summarising the Annual Reports and school wide results for priority learners [Māori and Pasifika] has been completed. Analysis looking at equity focuses on whether there are differences in educational outcomes for our Māori and Pasifika students in comparison to the rest of their cohort, across Years 1-13. ERO states that 'with-in school inequality is strongly related to achievement disparities.' We need to see what/where the problem is before we can address it. Interestingly, equity recognises the uneven playing field and takes extra measures by giving those who are in need more than others who are not.



Term 2

2.1 The review continues with Chris looking at both the Middle School and the Senior College this term. As he did in the Primary School, Chris has been in classes, spoken to staff including sessions with the Curriculum Leaders of both Christian Studies and Scripture, and has also spoken to groups of students to get their voice. He will be attending the next Christian Focus Day Term 3.

2.2 Initial surveys have been sent to Curriculum Leaders and Teachers in Charge. Responses have been collated and initial analysis undertaken. It was felt that this is a key step in determining the foci for any student voice that is to be collected. Surveys for student voice are in the design phase and will be implemented in the first half of Term 3.

2.3 The SCP has become integrated into the school on so many levels. Cs has heard a teacher ask a class to write a poem using the concept of Honour directly related to the SCP; it has been talked about in assemblies, in reports and intentionally in Whanau Group time. Students have been challenged to think about caring for others in our community, supporting and encouraging others, placing the wellbeing of others above our own, acting with empathy and making decisions with integrity. Cs is hearing students and staff refer to the SCP organically in conversation. Simon Bisseker's ability to lead professional development with staff and prepare resources is invaluable. As a SLT, we have carefully integrated the SCP into our new Ko Wai Tatou documentation. Overall, the WLT is delighted at the direction the SCP is taking and how influential it is to changing/improving culture at MGS. Examples are the integration of the SCP principles of Belonging, Honour, Resilience into the Learning Culture Plan and how the students respond to explaining and owning their behaviour. The 3 principles now form the foundation of discipline meetings and have been integrated into a new version of the Restorative Chat used by all staff. All staff are encouraged to begin statements with 'At Middleton, we show (honour by...resilience by...) The SCP is literally changing the language that we use. As part of our focus on Resilience, all Senior College whānau teachers worked with students to establish short term academic goals for each of

their subjects, PD and then teaching was provided around “seeing goals through with determination” and successfully managing our personal capacity” and classroom teachers were encouraged to use return grades as a forum for building resilience through “developing a view of hope”.

2.4 The research component has just been completed for our Pasifika and Māori students-research into Equity itself, MoE Equity Index, ERO School Improvement for Equity and Excellence website, STEM analysis for MGS [Science, Technology and Maths Years 13] school results for 2020 Years 1-13, attendance data, discipline data and leaving data. Being in a position to analyse the data at this stage was a tad optimistic.

Term 3 - 4

2.1 The reviewer has been to all schools and at the end of Term 3, prepared a rough draft, meeting with the CL Christian Studies and the Head of Senior College to talk through first thoughts and gather responses. He has indicated that the report will be ready to be sent to MGS Week 3 of Term 4 as per the agreed schedule.

2.2 Discussions and analysis have continued in relation to the Year 7/8 Curriculum review. These are currently being compiled into a final summary report which outlines the entire process and presents the recommendations for consideration to the Curriculum Committee and Senior Leadership Team. In some case recommendations will be suggested for consideration / implementation as part of annual goals in 2022. In other cases, recommendations will require further discussion and thought prior to consideration / implementation. One of the recommendations has already been made and adopted by the SLT in Term 4. This was completed in conjunction with the bell-times working party and involves Year 7 and 8 starting school on Monday at 8:40am (instead of the current 9:15am) and finishing school at 2:30pm on Wednesday (currently 3:20pm). Year 7/8 staff will complete PLD on Wednesday afternoon with staff from Years 1-6. This decision was a compromise to minimise the loss of a period of curriculum time to allow the entire school to finish at the same time on a Wednesday. It has been suggested that the extra time on a Monday morning is in homeroom to allow for a solid block of learning to start the week in a settled manner. The Year 7 and 8 team are overwhelmingly supportive of this initiative. The decision was made to not collect student voice in this phase of the review, partly due to covid arriving and some priorities shifting but also the difficulty in establishing the focus for this student voice. We are required to teach all students all curriculum areas. This meant that any questions would relate to the place of kapa haka, choir, sport etc as part of curriculum delivery. It was felt that this voice could be collected outside of the review scope.

2.3 Professional development for staff was focused on how to deal with grief and develop resilience for Term 3. The thinking behind this approach was that adults must know how to deal with grief and resilience before they can model it to young people. The Head of Waiora/Wellbeing delivered an outstanding session to all staff early in Term 3 but was unfortunately unable to do the follow up session owing to lock down. Whanau Groups have had sessions with this focus delivered to them from their Whanau teachers and all resources prepared by Simon Bissek.

2.4 Lock down presented an opportunity for Megan Cassidy to complete the research component into equity and excellence across the school 2020-2021 and analyse all the data. A report was written and presented to the Curriculum Committee and the SLT with 3 recommendations included. The report will be presented to the BOT early Term 4.

Next Steps:

2022

2.2 Level 1 NCEA focus

2.2 Implementation of some recommendations from the 7/8 Curriculum review. Further consideration of other recommendations for inclusion in the school’s next strategic plan.

2.4 Waiora: development of a resource bank to support staff PD and Whanau waiora delivery for years to come -Simon Bissek WST Waiora 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; NI – Anita Nielson; RT – Rod Thompson; La – Judi Lawrence

Strategic Goal 3

BUILDING PARTNERSHIPS

Middleton Grange School Annual Plan 2021

Strategic Goal 3: Building Partnerships:

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

Annual Goal:

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

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	3.1 Parent Evenings for each cohort in Years 1-13. Staff to contact parents within the first 4 weeks to introduce themselves and courses	Rod, Bw, Vp	Green	KIS met
	3.2 MGS AST/WSTCoL will work with other staff to support their professional learning	Ut, Tn, Hr	Green	KIS met
	3.2 MGS staff will attend the CENCoL TOD for professional learning on 1 st April	Staff	Green	KIS met
	3.3 Conduct a survey to audit and update current 'Service' activities across the school	Ut, Sn, Fs	Green	KIS met
	3.4 MGSPG will plan and coordinate a 'Middleton Family Fun Fest' during Term 1	Rod, Ut, Va	Green	KIS met
	3.5 Key staff to experience Cultural narrative of MGS and Christchurch/Canterbury/SI/NZ history	Hr, Pi, Col	Yellow	KIS partially met
Term 2	3.1 PPTC's will take place for Y7-13 students/parents and attendance data will be collected and analysed	Cs	Green	KIS met
	3.3 Review and explore the barriers for 'Service' activities in our community. Further Service opportunities will be explored	Ut	Green	KIS met
	3.4 Opportunities for developing the Middleton Alumni will be explored - i.e. data base, alumni profiles, Alumni section on school website	Va, Mo	Red	KIS not met
	3.5 Ongoing development of relationship with Ngai Tahu and work with IOS (indicators of success)	Hr, Pi, SLT	Green	KIS met
Term 3 & 4	3.1 Review the communication strategies between home and school to determine consistency, effectiveness, participation and areas for improvement	Cs	Green	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 partially met
	3.5 Review progress to date and explore next steps for further improving relationships in 2022	Col		KIS met
Ongoing	3.1 Regular communication (Newsletter, Friday Notices) between school and home outlining key events, Maori Whanau hui, Whanau Advisory Group, Pasifika Fono, information, 3-way conferences PS, Friday morning coffee PS, New Parent evening, Formal reporting & KC reporting, IC events, identification of issues, etc. a copy of the 'communicating your concerns document' sent home. 3.1 MPG will meet regularly during the year & explore fundraising opportunities for the school 3.2 Staff are regularly attending subject and other professional association meetings 3.4 Progress will be made with the development of the Middleton Alumni as time and finances permit 3.5 We will continue to build our relationship with CEN as a key member of this organisation 3.5 We will continue to build and grow our relationship with local iwi and Ngai tahu	Va, Rod, Cs, Bw, Ut, Vp, As Va CL's Va Va, BOT Hr		

Resourcing:

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

Term 1

3.1 PS and MS Parent Meetings were held. Class/Form and subject teachers contacted parents at the start of the year. Further discussion is needed around the structure and nature of our introductory emails with a view to streamlining the communication with home. Staff have been given guidance re: communicating with parents to ensure consistency and high standards are maintained.

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 WST staff.

3.2 MGS staff attended the CENCoL TOD on 1st April with the other Christian Schools. This PLD day had a focus on 'Authentic Treaty Partnerships in a Faith Based Environment'.

3.3 Kahui Ako staff have completed an audit of all activities within the school.

3.4 The Middleton Grange School Parents Group (MGSPG) held a 'Family Fun Fest' on Friday 26 February 2021. This event was carried over from November 2020 when it was postponed due to bad weather. It is hoped that this will become an annual event.

3.5 Limited opportunities for MGS staff to further hear about the cultural narrative of MGS as this has been covered for all staff in 2020. The CENCoL TOD did provide further opportunity for staff to hear about and discuss NZ History from a bicultural perspective. This is also a focus for Aidan Harrison during 2021 with his AST role.

Term 2

3.1 Parent Pupil Teacher Conference [PPTC] numbers were collated for Years 7-13 and the number of parents making bookings was very high with 490 parents and 2697 bookings overall. Some teachers had more bookings than they could take across the two evenings [over 60] so had to make phone calls as well. Parent interest and involvement is always high, and the atmosphere on both nights was one of positive engagement and relationship building. Staff always value the opportunity and both staff and parents give plenty of positive feedback post event, which reinforces that the current model is working well and is meeting our needs.

3.4 Kahui Ako WST have encouraged and engaged many students in service activities. Eg World Vision, community service, production. MGS is hosting a missions and service symposium in Nov for all christian schools in NZ and Aust who are interested.

3.4 The lack of time and resources have meant that this goal has not been able to be actioned or pursued at this point. It is hoped that there may be opportunity in the future to further explore establishing an active Alumni at Middleton Grange School.

3.5 The bicultural work/ IOS is now being done by Joelle Nareki as part of her work as AST in this space. She and Mark Richardson have recently chaired a meeting, at ACS, with key CoL Bicultural/Te Reo Māori staff looking at *“Developing key progressions of Te Reo Māori for learning levels within the Canterbury Christian Schools Kahui Ako”*. A second meeting is scheduled for early next term at RNLS. I am in regular contact with local mana whenua representatives (including Janina Konia, Lynne Harata Te Aika and Trevor McGlinchey and Liz Brown) via email and attendance at PD run by Grow Waitaha, Matauraka Mahaanui and the Te Taumutu Runanga: Ngai Te Ruahikihiki.

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, especially with Covid. The establishment of the MGSPG 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 (Website, Facebook, School App, email, Meetings, etc) and the ongoing challenge is to ensure they are fit for purpose and meet the needs of both user and the intended recipients. We have also reminded staff about appropriate guidelines for communicating with parents to ensure that all communications are fit for purpose and are of the highest standards.

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 Evening Market did not occur as we had planned to have the school ‘Fiesta’ again in November, but unfortunately this was postponed until March 2022 due to Covid. The MGSPG were involved in a number of fundraising events including, Cheese rolls, Primary Movie night, Primary disco, as well as helping with the Canterbury Adventure Race (which raised \$20K for the school).

3.5 Pleasing progress has been made this year with the CoL schools working well together and Matua Pairama taking more of a lead in this area. Aidan Harrison has been heavily involved in the NZ Histories work, seeking to find out about the local Christian Church’s involvement with Maori and early colonisation. As a school and a CoL we are continuing to build relationships with local iwi and to grow our own knowledge and understanding of Maori tikanga, te reo and the te tiriti o Waitangi.

Next Steps 2022:

Term 1: 3.4 Progress will be made on developing the database of MGS Alumni (2022)

Term 1: 3.4 We will hold a school Fiesta on 25 March (DV)

Term 2: 3.4 The database of MGS Alumni will be checked for accuracy and updated (2022)

Term 3-4: 3.4 All Alumni will be contacted and will receive an MGS Alumni newsletter including request for financial support of the school (2022)

Ongoing: The school website will be updated and include an Alumni section

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

Middleton Grange School Board Declaration

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

The Charter is a reference for all Board activity.

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

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

The Middleton Grange School Board hereby approves the Middleton Grange School Charter 2022.

Middleton Grange School Board Presiding Member

Date