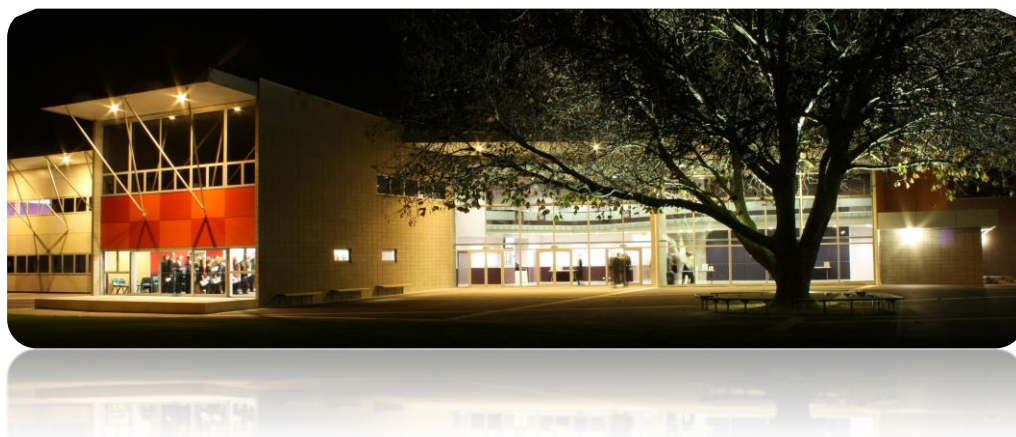


Charter



**February
2023**

TABLE OF CONTENTS

SECTION 1: INTRODUCTION.....	3
Vision Statement.....	3
Mission Statement	3
Ethos Statement	3
Foundational Principles for Curricula	3
Values Statement.....	3
School Verse.....	3
Description of the School	4
Community	4
Special Character Considerations	4
Safeguarding the Special Character.....	5
Goals and Principal Features of Special Character	5
Special Character and the New Zealand Curriculum.....	5
Statement of Belief.....	6
National Education Guidelines and the Bible	7
SECTION 2: STRATEGIC GOALS.....	9
Strategic Plan 2020 – 2023.....	10
Areas of National Interest.....	14
Cultural Diversity and Responsiveness	14
Tikanga Māori and Te Reo Māori	14
Māori and Pasifika Achievement	15
SECTION 3:.....	16
PLANNING AND REPORTING.....	16
Part A: Annual Plans 2023	17
Strategic Goal 1 STRENGTHENING CAPABILITY	18
Strategic Goal 2 RESPONSIVE CHRIST CENTRED CURRICULUM	20
Strategic Goal 3 BUILDING PARTNERSHIPS	21
National Administration Guidelines.....	23
Part B : Charter : Analysis of Variance 2022	24
Analysis of Variance 2022	25
Strategic Goal 1 STRENGTHENING CAPABILITY	25
Strategic Goal 2 RESPONSIVE CHRIST CENTERED CURRICULUM.....	29
Strategic Goal 3.....	33
BUILDING PARTNERSHIPS.....	33
Middleton Grange School Board Declaration	37

SECTION 1: INTRODUCTION

Vision Statement

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

Mission Statement

At Middleton Grange School we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. We equip students 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 students 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 students. 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 students.

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 students from new entrants to Year 13. The roll on 28 February 2023 was 1275. Our student body is predominately European with a small but significant representation of Māori, Pasifika and Asian. The school international fee-paying students, reduced in 2021 due to Covid-19 and border restrictions, remained reduced significantly in 2022 due to ongoing restrictions. 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. Students and parents are required to support the Special Character of the School.

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

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

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

Special Character and the New Zealand Curriculum

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

Statement of Belief

We Believe in -

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

National Education Guidelines and the Bible

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

NATIONAL EDUCATION GUIDELINES

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

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

1. *The highest standards of achievement, through programmes which enable all students 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 student 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 students 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 student progress and achievement for 2020-2023. 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. Due to Covid-19 the Board agreed to extend its Strategic Goals for another year into 2023. The Board will consult the community again in 2023 to determine the direction of the school for the next 3 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 student achievement and success.

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

The three strategic goals determined by the Board with consultation with parents, students, 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 students. 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 – 2023

MIDDLETON GRANGE SCHOOL BOARD	VISION STATEMENT <p>Middleton Grange School assists families in the education of their children by providing an environment in which the Biblical truths of Jesus Christ are taught and lived.</p>	
	MISSION STATEMENT <p>At Middleton Grange School we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. We equip students 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 students in their gifts and abilities to serve God and others.</p>	
	1. Strengthening Capability: <i>Whakapakari āheitanga</i> <p>Our Mission: We are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture.</p>	<p>In 2023:</p> <ol style="list-style-type: none"> 1.1 Professional Learning and Development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly. 1.2 Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised, and embedded. 1.3 Leadership opportunities are encouraged and supported for both staff and students. 1.4 Students will have a voice in decision making and opportunity to shape the future direction of the school.
	2. Responsive Christ Centred Curriculum <i>Mātauranga-a-Karaiti</i> <p>We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.</p>	<p>In 2023 our curriculum:</p> <ol style="list-style-type: none"> 2.1 Is Christ-centred and authentically infused with biblical truth. 2.2 Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them. 2.3 Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission. 2.4 Promotes engagement, excellence, waiora and equity for all students
	3. Building Partnerships: <i>Whakarahi Rangapū</i> <p>We work with parents to encourage students in their gifts and abilities to serve God and others.</p>	<p>In 2023:</p> <ol style="list-style-type: none"> 3.1 Parents are involved in the life of the school and regular communication between home and school supports teaching and learning. 3.2 We are actively involved in the CENCoL/Kahui Ako and other professional associations to improve the learning outcomes of all students. 3.3 Service and mission are an integral part of being 'a light' in our community. 3.4 We will establish an active and functioning parent and Alumni community. 3.5 We will build our relationship with local Iwi and our Mana whenua and CEN.
	ANNUAL PLANS 2023 – Strategic Goals, NAGS, Pupil Achievement Targets	
Senior Leadership	ANNUAL REPORT 2022 CHARTER 2023	



Strategic Plan 2020-2023

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 - 2023

Strategic Goal (SG)		Focus	2021	2022	2023
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 + review. NCEA PLD	Regular School wide PLD Revised ACT program implemented with changes. NCEA PLD	Regular School wide differentiated PLD Teaching staff will develop their cultural competency knowledge and skills to improve student outcomes
	1.2	Innovative and appropriate technologies are integrated into classroom practice and effective e-Learning practice is clarified, personalised and embedded.	E-Learning practices becoming embedded	E-Learning practices reviewed and modified as needed	Business as usual (BAU)
	1.3	Leadership opportunities are encouraged and supported for both staff and students.	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	BAU
	1.4	Students will have a voice in decision making and opportunity to shape the future direction of the school.	Student forums	Student forums	BAU

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	Revised Y1-13 Scripture/CS program implemented.	Curriculum lead team will work alongside curriculum leaders to create a MGS curriculum, 2023-24.
	2.2	Is responsive in meeting the needs of students in order to experience wholistic success and fully realize the gifts and talents God has placed within them	Audit pathways delivery Look at alternative programs. Year 7/8 Curriculum Design and Delivery Review	CC & CL's explore alternative pathways programs & feasibility. Year 9/10 Curriculum Design and Delivery Review Ongoing NCEA review	BAU
	2.3	Is challenging, develops critical thinking, inspires action and offers opportunities for service and mission	LTLs/CLs explore opportunities for service & mission Years 1-13	New opportunities for service and mission are implemented Years 1-13	BAU
	2.4	Promotes engagement, excellence, waiora and equity for all students	Social culture plan embedded. Opportunities for equity [Gender/Cultural] introduced if required	Follow up NZCER Surveys Years 5-13	BAU
SG 3 Building Partnerships	3.1	Parents are involved in the life of the school and regular communication between home and	Regular meeting opportunities and communications. Trial other communications	Regular meeting opportunities and communications. Refine implementation of communications	Community consultation re: Uniform, Health curriculum and strategic planning

<i>Whakarahi Rangapū</i> We work with parents to encourage students in their gifts and abilities to serve God and others.		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.	AST/WSTCoL supporting staff PLD. NCEA support through subject associations	AST/WSTCoL supporting staff PLD NCEA support through subject associations	WSTCoL staff supporting staff PLD. Attend NZACS conference in June
	3.3	Service and mission are an integral part of being 'a light' in our community.	Explore new opportunities for Service	Implement new opportunities for Service	Explore new opportunities for Service
	3.4	We will establish an active and functioning parent and Alumni community.	Parent and Alumni community established and will assist with MEM	Parent and Alumni community functioning well. Alumni database updated	Prepare for MGS 60 th Anniversary in 2024
	3.5	We will build our relationship with local Iwi and our Mana whenua and CEN.	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	Build our relationship with local Iwi and CEN

Areas of National Interest

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

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

The school's Strategic Objectives from which the 2023 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 students are valued.

To achieve this the school will:

- Hold an International Week each year where international students (domestic and overseas) can share different cultural experiences.
- Appoint International Ambassadors to welcome all international students.
- Fly national flags on special days.
- Incorporate student 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 students 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 student leadership is encouraged through the establishment of the Senior Māori Leader position.
- Opportunities for students Year 1-6 to participate in the Primary School Kapahaka group and the Senior Kapahaka groups for Year 7-13 students. This is yet another way students 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 students sent to all Māori families.
- The school holds an international week each year to celebrate cultural diversity.
- Mentor Māori students 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 students 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 students as a group, and as individuals, with a view to promoting greater learning.
- Māori /Pasifika students demonstrate high levels of engagement in wider school activities and in co-curricular achievements.
- In 2023 there are 85 Māori and 59 Pasifika students (total 134 or 11.2% 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 Deputy Principal Primary School, the Principal will monitor Māori /Pasifika achievement as follows:
 - a. Collection and analysis of various achievement data for Māori and Pasifika students.
 - 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 student 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 2023

1. Strategic Goals
2. National Administration Guidelines

Part B: Analysis of Variance for 2022 Strategic Goals

1. National Administration Guidelines
2. Strategic Goals

Part A: Annual Plans 2023

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 2022 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 2023

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.

1.3 Leadership opportunities are encouraged and supported for both staff and students.

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	1.1 PLD Committee to set outline for the weekly Y1-13 PLD sessions focussing on delivering differentiated coverage of e-Learning, Leadership development, Waiora, being a Christian Teacher (Ko wai tatou) and culturally responsive practices (ELLs), etc based on feedback from 2022 and staff needs	PLD cte, HOS Mn		
	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		
	1.3 Staff and students are given opportunity to develop and grow their leadership practice and to build their personal &/or professional capacity. Appropriate support provided for new staff leaders: HOPS - Bk, HOMS - Ke, AHOMS - Bi, AHOSC - MI, Y7 LTL – Po, Y8 LTL - Cz	SLT, HOS, Deans, Kerryn		
Term 2	1.1 Professional Development Committee lead the PLD for all Y1-13 teaching staff, ensuring differentiation is a key objective. See 1.1 above	PLD cte + others		
	1.1 Staff to participate in NZACS Conference at end of Term 2, as well as CENCoL meetings as required	Staff		
	1.3 Kahika Centre continues to offer equitable leadership development opportunities for staff and students	Kerryn		
Term 3 & 4	1.1 PLD Committee lead review (in Term 4) on PLD for all teaching staff in preparation for 2024	PLD cte		
	1.1 90% of ELL students in Y1-8 will be at or above their expected NZC levels for reading, writing and maths (ERO goal too)	Joelle, Gaylene		
	1.3 Leadership opportunities reviewed and planning for 2024 to commence	SLT, Deans, HOS, Kerryn		
Ongoing (BAU)	1.1 Staff wellbeing is monitored and supported as per the Wellbeing Policy	SLT, Board		
	<i>Term 1-2: ERO visits and planning</i>	SLT		

	Staff participate in CENCoL PLD – ELL, Bi-cultural, NZ History	SLT		
	Staff continue work on NZC re: Literacy and Numeracy, ELLs, NZ Histories and reviewing NCEA Levels 1-3.	SLT		

Resourcing:

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

Term 1: Term 2 Term 3 – 4

Next Steps

Abbreviation Key: PLD: Professional Learning & Development, SLT: Senior Leadership Team, HOS: Heads of Schools, CL, Curriculum Leader; MS: Middle School; SC: Senior College; LTL: Learning Team Leader; Va: Mike Vannoort; As: Jenny Addison; Ut: Craig Utting; Vp: Ruth Velluppillai; Ke: Tony Kendrew; Pi: Pairama Moon; Mn: Dean Mckenzie; Bi: Simon Bisseker; Bc: Christine Buckley, BAU: Business as Usual, Kerryn: Kerryn Malcolm (Director of Kahika Centre)

Strategic Goal 2
RESPONSIVE CHRIST CENTRED CURRICULUM

Middleton Grange School Curriculum Annual Plan 2023

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 Curriculum lead team will work alongside curriculum leaders to create a MGS curriculum, 2023-24.

Key Improvement Strategies (KIS)

When	What	Who	Alert	AoV
Term 1	2.1 Curriculum committee to meet with key PS, MS, and SC CLs to discuss the above goal and establish scope and terms of reference (TOF)	CC,		
Term 2	2.1 Curriculum lead team investigate best practice and consult with other Christian schools	CC,		
Term 3 Term 4	2.1 Curriculum lead team will collaborate with ko wai tatou staff to draft the MGS curriculum framework	CC, WST		
Ongoing	Investigate options for Year 11 Level 1 re: NCEA or alternatives for 2024 and beyond.			

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

Term 1:

Term 2:

Term 3-4:

Next Steps:

Abbreviation Key: CC – Curriculum Committee; CLT – Curriculum Leaders Team; LTL – Learning Team Leaders; WLT – Waiora Lead Team; SWOT – Strengths, Weaknesses, Opportunities, Threats; TRJ: The Rite Journey, Ba – Nicole Bailey; Vp – Ruth Velluppillai; WST: Lindsey Thoroughgood, Ut: Craig Utting, Mn: Dean McKenzie, Bi: Simon Bisseker; Bc: Christine Buckley, Ni: Anita Nielson,

Strategic Goal 3
BUILDING PARTNERSHIPS

Middleton Grange School Annual Plan 2023

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

3.3 Service and mission are an integral part of being 'a light' in our 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 There will be consultation with our school community re: uniform, strategic planning, Health Curriculum for 2024 and beyond	Va, Board		
	3.3 Kahui Ako staff actively engage students and staff in 'mission & service-learning' opportunities.	Ut, Sn,		
	3.6 Explore opportunities for working more closely with Maori and Pasifika school families and local Mana Whenua	Pi, Go		
Term 2	3.1 There will be consultation with our school community re: strategic planning, Health Curriculum for 2024 and beyond	Va, Board		
	3.3 Service and mission opportunities will be explored for 2024	Ut, Fs, Sn		
	3.6 Ongoing development of relationship with Maori and Pasifika school families and Ngai Tahu & local iwi	Pi, Go, SLT		
Term 3 - 4	3.1 Review community consultation in order to assist and inform the planning and future directions of MGS	Va, Board		
	3.6 Review progress to date and explore next steps for further improving relationships in 2024	Pi, Go		
Ongoing	3.1 – 3.6 Continue to re-build the IC and relationships with overseas schools, agents, etc, and also look to determine the optimal size for the IC	Va, IC		

Resourcing:

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

Next Steps 2024

Term 1: 3.4

Progress will be made on developing the database of MGS Alumni in support of the MGS 60th anniversary

Term 2: 3.4

Promotion of MGS 60th anniversary occurs

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 and notification about the MGS 60th anniversary in 2024

Abbreviation Key eg: CL, Curriculum Leader; MS: Middle School; SC: Senior College; LTL: Learning Team Leader; Va: Mike Vannoort; As: Jenny Addison; Ut: Craig Utting; Vp: Ruth Velluppillai; Ke: Tony Kendrew; Pi: Pairama Moon; Mn: Dean Mckenzie; Bi: Simon Bissek; Bc: Christine Buckley, Go: Dale Goddard,

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 2022

This section of the Charter contains an analysis of variance for the 2022 Strategic goals.

NAG 1 Curriculum

- 1.1 See attached Analysis of Variance reports

NAG 2 Self Review

- Complete 2022 Middleton Grange School Board cycle of self-review
 - Completed
- Consult with Māori and Pasifika communities
 - Hui with Maori affected by Covid, so not met.
- 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
 - Completed

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 2022

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, Waiora, Being a Christian Teacher (Ko wai tatou) and culturally responsive practices (ELLs)	PLD cte		KIS Partially Met
	1.1 Modified ACT program is implemented to support key staff and assist with being a Christian teacher at MGS.	Dave		KIS Partially Met
	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		KIS not met (Covid 19)
	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		KIS Met
	1.3 Staff and students are given opportunity to develop their leadership practice	SLT, HOS, Deans, Kahika		KIS Partially Met for SC KIS Partially Met for MS Not met for PS
	1.4 Student forums on a range of school wide topics	Deans, HOS		PS not met (Covid 19) MS not met (Covid 19) SC not met (COVID 19)
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, Mātauranga Māori, ELL provision	PLD cte + others		KIS not fully met due to Covid 19 restrictions
	1.1 Monitor and ongoing review of modified ACT programme implementation	Dave		KIS Partially Met
	1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools	ICT cte		KIS Met
	1.3 Kahika Centre continues to offer leadership development opportunities for staff and students	Kerryn		KIS Met

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

Resourcing:

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

Term 1:

1.1 Due to health and Safety of staff and the additional requirements of hybrid learning organised PLD was put on hold for term 1. An outline for the weekly PLD sessions focussing on delivering differentiated PLD has been developed for the whole of 2022. The foci for 2022 are: Ko Wai Tātou, Personal Professional Growth, and a Pedagogy focus all through a Christian lens. With regards to the Pedagogy focus the WST have been developing programs and material for ELL and the new NZ Histories Curriculum; staff workshops are planned for term 2. The SC will be focussing on NCEA/Curriculum refresh as part of their pedagogy focus. For term 2. eLearning is pursued individually on a need's basis and also through CA and LT as needed. Waioara is a focus of one of the differentiated PLGs and not a whole schoolteacher focus.

1.1 Clearly the disruptive nature of measures to mitigate covid have had an impact, and yet I have had a number of very positive interactions with staff in connection to Teaching Christianly.

I have researched resources and, in most cases, had sit-down meetings with the following:

Karina Barney in connection to a Biblical critique of the Food Technology and Health learning areas.

Michael McCormack in connection to Drama, and the research and readings to come out of that were also shared with Ruth Velluppillai.

Judy McLean in connection to the Science curriculum, but in fact just more generally in terms of her personal journey with Christian Education.

Helen Williamson - the principal connection is through my SCT role, but elements of Christian Education have crossed over.

Steve Checketts and Peter Collier - in connection to the teaching of History

Aidan Harrison in connection to Mātauranga Māori, Critical Race Theory and Indigenous Theology.

I have also taken the opportunity to meet with Tom Littlejohn of Emmanuel Christian School, at his request. Tom is tasked with helping lead their review of Christian Education and I have assisted with readings and discussion. It is not strictly MGS but is certainly part of the wider development of Christian Education within the CSN.

1.1 Progress on teacher cultural competency was put on hold due to the postponement of staff PLD due to Covid-19. Some work continued in this area, but nothing of note to support this goal being achieved.

1.2 Dir of eLearning meets regularly with staff to offer support for digital fluency. Currently engaging with the year 7 and 8 staff re digital pedagogy in respective year levels. An introduction session for all students new to the school was held at the start of the year. All new staff members to the school were upskilled to ensure that they were familiar with the Microsoft Infrastructure, then an additional meeting with these new staff was held to go over Teams meetings and the use of OneNote to prepare for remote learning to ensure continuity for curriculum delivery for all students. In addition, optional sessions with staff were offered after school for upskilling with digital fluency. The LTLs from Y7/8 met with Director of eLearning to discuss pedagogy with respect to technology, (this to be continued into term 2). Multiple staff and students provided with individual help.

1.3 Remote Learning time out hindered the plans in place at the start of the year and many student-led projects had to be abandoned. However, Student Leaders adjusting planning and implemented some service activities – eg, Valentine's Day encouragement messages; Easter activities for Y1-2 Students; sports coaching of younger students; providing devotions online during Remote Learning etc. Student Leaders received Strength's finder coaching in readiness for using their gifts and talents to serve. The Rite Journey consultation with HOSC identified that this is better placed at Y10.

The Year 10 Leadership Team had a training morning where they revisited the strengths identified in our training day in Term 4 2021. HOMS also shared with the group about leading from our 'why?' and connected the Social Culture Plan, NZCER Survey results and other initiatives to this. The group has established regular meetings and in Term 2 will draw on other students in Year's 9 and 10 to form portfolio teams and working groups. A decision to postpone the Year 8 Leadership days to Term 2 was made given student absences due to COVID19 and because the Year7/8 Teams wanted

1.4 Due to covid restrictions, and the number of students away, student forums were not held. This was the same in the Middle School; however, some initial work was done through the Year 10 Leadership group to lay the groundwork for this to occur in future terms when we are able to hold these.

Term 2

1.1 Due to the postponement of PLD for the majority of Term 2 because of Covid-19, most of the key areas of foci did not have much support or time spent on them. However, ELL, NZ Histories

And the Better Start Literacy Programme continued to operate with good progress being made. All of these initiatives are supported through a 'Teaching Christianly' lens to ensure a Christian, Biblical world view framework is maintained.

Dave continued to work with staff on a personal level to support their understanding and implementation of Teaching Christianly, especially in their specific subject areas. This was more challenging during Term 2 due to the ongoing disruptions caused by Covid-19 and the demands on staff.

1.2 Stephen McConachie was engaged through PLD ministry funding to supply individual 1-1 tutoring sessions with targeted staff to continue to develop eLearning approaches. Director of eLearning still working with staff and Cyclone to support eLearning.

1.3 A range of opportunities for leadership development have taken place during term 2. These include strengths finder training with selected staff, workshops for student leadership teams, mentoring with student leaders, and an entrepreneurial lab.

1.4 As Forums were sparse with interrupting medical absences and resultant pressure on catching up. Student leaders have commented throughout the year on their desire for room for greater initiative, but this has been difficult due to gathering restrictions. A plan is in progress for a student-led Christian Focus Day for Y12/13 in Term 3 or early Term 4. Topics voiced: Boys wanting to be allowed to wear earrings – discussion began but to continue; Y13 Study exemptions to go home or stay home for some studies – partially granted. In the Middle School our opportunities for forums have been limited. Some ideas have been explored through the Year 10 and Year 8 Leadership groups, but this has not been in a formal capacity. We will look in Term3 to introduce more of these in Term 3 and 4, as restrictions allow.

Term 3 – 4

1.1

The CENCoL meetings were well planned and resourced by our AST teachers and provided a good opportunity for Christian Schools to network and support each other in this area. The majority of PLD was delivered via PLGs although there were sessions on Mātauranga Māori and time for curriculum refresh work. During term 4 a review was undertaken of the effectiveness of PLG as a method of PD delivery. The staff overwhelmingly supported this model and wished for it to continue in 2023 with some minor adjustments to the frequency of scheduling. The PLD committee met and discussed these findings and set priorities for the start of 2023.

1.2 Stephen McConachie continued his hours through PLD ministry funding to supply individual 1-1 tutoring sessions with targeted staff to continue to develop eLearning approaches. Director of eLearning still working with staff and Cyclone to support eLearning especially with digital assessment and the prelim exams.

1.3 The Kahika Centre hosted several leadership events including the Women in Leadership Lab in August and the Pasifika Leadership Day where students from other CEN schools were invited to attend. These days were all very successful and we are thankful for the work and ongoing support of Kerryn Malcolm, as the Director of Te Ohu Kahika. The Senior College HOS and Deans had a 2-day retreat in November to review / reflect on 2022 and plan for 2023. This was important, especially with the challenges after 3 years of Covid and the disruption to the SC culture in our school – which will be a major focus in 2023.

1.4 The SC HOS and Deans have sought staff and student feedback to plan for 2023, and the new Middle School leadership team will be working closely with students as they plan and prepare for 2023. There will be a Y11 camp at the start of 2023 to better support new students arriving to Middleton and support the establishment of a positive SC culture. Another addition will be the introduction of 'The Rite Journey' into the Year 10 HPE program to support the character development of our Year 10 students as they transition into the Senior College.

Senior College:

1.1 Teaching staff participated in the four MOE TODs during the year, as well as the CENCoL across school staff PLD meeting on NZ Histories. Most subject areas found it good to chat with other schools, but there was some frustration with the MOE and NZQA due to the lack of resources and clarity over NCEA.

1.3 Student leaders managed to run a number of events after the Term 1 Home-Learning weeks. The aim was school unity and included events for Primary School (Teddy Bears' Picnic) and 7-13 events. Some of the Student Leadership Teams organised events (eg, Waiora) with the Kahika centre in Term 3. The new leaders for 2023 were selected by the end of Term 3 and have had only one opportunity to meet with this year's team for "tips" and Q&A on account of the very short Term 4 school time.

Next Steps

Abbreviation Key:

Strategic Goal 2
RESPONSIVE CHRIST CENTERED 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		KIS met
	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		KIS met
	2.4 Years 1-10 NZ Histories Curriculum content developed	WST Teachers		KIS partially met
	Years 7-13 Mātauranga Māori curriculum content developed in consultation with CLs and Subject Associations	Head of MS		KIS not met (Covid 19)
	Years 11-13 Continued work on the development of the Level 1 NCEA programme in preparation for 2024	Head of SC		Ongoing
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		Ongoing
	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		KIS met
	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		KIS met KIS not met
	2.4 Years 1-10 NZ Histories Curriculum rolled out to classes	WST Teachers		KIS met

	Years 7-13 Mātauranga Māori curriculum content developed in consultation with CLs and Subject Associations	Head of MS		KIS met in part
	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		Ongoing
Term 3 Term 4	2.1 Term 3 Staffing provision ratified at SLT and communicated to staff. Programme changes worked on Years 1-11 Term 4 Programme changes Years 1-10 and specifically Level 1 Programme 2023 ready to roll out	CC, CL CHR St T.I.C MS Scripture, HoPS		Ongoing
	2.2 Year 7/8 Review Pilot programme delivered Term 3 Continue Level 1 investigation and write up findings and proposals/options Term 4 Consultation with MGS community and collation of survey results	Head of MS, LTLs CL Focus Group, AP, CC		KIS met partially
	2.4 Term 3 Years 1-10 Focus groups Years 5-10 interviewed and surveyed regarding Histories Curriculum	WST Teachers		KIS not met
	Term 4 Years 1-10 Suggestions and learnings from the focus groups assimilated into the programme delivery for 2024 and 2023.	WST Teachers		ongoing
	Years 7-13 Mātauranga Māori curriculum content developed and prepared for roll out 2023.	Head of MS		KIS not met
	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		KIS met partially
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.	SLT		KIS met partially

COMMENTARY (Added to during the year as the KIS are reviewed)

Term 1:

2.1 The draft report was sent initially to the CL Christian Studies and HOSC during Term 4 2021, read and reviewed and some questions sent back to the author. The final report was circulated and the timeline for SLT to suggest recommendations to the BOT was moved to the end of Term 2 due to COVID pressures in Term 1.

2.2 Bw spoke with Curriculum leaders at the CLT meeting on Tuesday February. The purpose was to remind CLs about the process that led to this pilot and to indicate that the pilot was intending to be undertaken in Term 3. Year 7/8 LTL's have confirmed that the theme in Term 3 is 'Harsh Environments.' Planning will continue in Term 2.

2.4 Implementation of NCEA Level 1 suspended. Planning continuing in CA meetings but pressure of COVID and remote learning took priority during Term 1. Term 2 MoE TODs will progress this, both for L1 and L2. Primary School – Very limited opportunities to progress this due to Covid restrictions.

Term 2:

2.1 Recommendations/summary published to SLT. Staffing provisions yet to be discussed, along with timetabling possibilities.

2.2 Planning for the pilot continued in Term 2. The pilot was launched to the Curriculum Leaders at the first CLT meeting in Term 3 (week 1) and then followed up with a more detailed email requesting participation. This will be implemented during Term 3.

2.4 Term 2: MOE Accord Day completed with some CAs off-site collaborating with other schools; others in CA meetings throughout the day. Draft plan for NZ Histories, Years 1 – 10 has been drawn up. Ongoing PLD in Years 1 – 8 has included collaborative work with COL schools.

2.4 Some Curriculum Areas have been exploring this as part of their ongoing preparation for the NCEA changes. There has not been a formal focus on this at CA meetings. This will be revisited in Term 3 after the next MOE accord day which will involve subject associations.

Term 3-4:

2.1 The Scripture and Christian Studies review will be ongoing to ensure this flagship subject of our school is supported by the best available teachers and the content and curriculum is relevant and meeting the needs of our students in an ever-changing society. In 2023, Year 10 will see the introduction of The Rite Journey, which will mean Year 9 will see an addition of another period for Scripture, whilst Year 13 Christian Focus Days will be reviewed.

2.2 The Year 7/8 Teams have planned and implemented a two-year cycle of work where learning is focused around a thematic unit based on a Biblical foundation. Various subjects are linked together to enhance student understanding and involvement, and Achievement Objectives are taken from the appropriate curriculum documents. This team planning and integrated learning suits both the educational needs of the students as well as utilising strengths of the teaching team. The pilot has been a great success.

2.2 There was no consultation with our school community due to time constraints. Due to staffing changes the NCEA Level 1 review has not been completed but continues to be a work in progress and will continue to be a part of the 2023 focus for our Senior College staff.

2.4 Survey did not take place. However, anecdotal evidence from conversations between WST and Rod, Lindsey, Y7-8 teams, and Geoff give similar responses: We have spent this year in PD around the ANZH curriculum and everyone is satisfied with their understanding of the curriculum content. Now we are looking to practically roll the material out next year. One of the major roadblocks was the new textbook resources required, particularly for Y9-10. Uncertainty exists around textbook funding.

2.4 Term 3 MOE teacher only day completed. Most Curriculum Areas joined other schools off-site to collaborate on changes. Ministry resources continue to be unavailable, so this is not an easy task for teachers to be navigating. **Term 4 MOE** teacher only days will be done on-site under CL direction. Still no resources forth coming. This is causing some frustration amongst CLs and teaching staff.

2.4 Years 7-13 Mātauranga Māori curriculum content developed and prepared. This was not met due to the HOMS being appointed as the Principal of Amuri Area School.

Ongoing: Leadership review to occur at Deans' Retreat

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

2.2 - Term 3 – CLs invited to choose a lesson, sequence of lessons or a topic to enrich learning connections for Year 7 and 8 Students by connecting their content to the theme of harsh environments. This will be conducted during Term 3 including a reflection on its value.

2.4 CA Meeting in Term 3 – stock-take of Mātauranga Māori progress and connections with Subject Associations.

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		KIS Met
	3.1 There will be consultation with our school community re: strategic planning for 2023 and beyond	Va		KIS Not Met (COVID 19)
	3.2 MGS WSTCoL will work with other staff to support their professional learning	Ut, Tn, Ke		KIS met
	3.3 Kahui Ako staff actively engage students and staff in service-learning opportunities.	Ut, Sn, Fs		KIS met
	3.4 MGSPG will plan and coordinate a 'Middleton Fiesta' during Term 1 – March 25, 2022	Ut, Va		KIS Not Met (COVID 19)
	3.5 Create and develop an MGS alumni database	Yolandy		KIS Met
	3.6 Explore opportunities for working more closely with CoL, CEN and local Mana Whenua	Pi, Bw		KIS not met (COVID 19)
Term 2	3.1 PPTC's will take place for Y7-13 students/parents and attendance data will be collected and analysed	Cs		KIS Met
	3.1 There will be consultation with our school community re: strategic planning for 2023 and beyond	Va		KIS Not Met (COVID 19)
	3.2 Year 1-10 MGS staff will attend the CENCoL TOD for professional learning on 12 May	Col		KIS Met

	3.3 Preparation to host a Service and missions hui in Term 4.	Ut, Fs, Sn		KIS not met (COVID 19)
	3.5 Opportunities for developing the Middleton Alumni will be explored - i.e., data base, alumni profiles, Alumni section on school website, etc	Yolandy		KIS Met
	3.6 Ongoing development of relationship with Ngai Tahu and work with IOS (indicators of success)	Hr, Pi, SLT		KIS Partially Met
Term 3 - 4	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 Canterbury Adventure Race &/or other fundraising/community activities	Rod, Ut, SLT		KIS Met
	3.5 An alumni newsletter will be created and distributed to all MGS alumni on the database	Yolandy		KIS Met
	3.6 Review progress to date and explore next steps for further improving relationships in 2023	Col		KIS Partially Met
Ongoing	3.1 Review the communication strategies between home and school to determine consistency, effectiveness, participation and areas for improvement	Cs, Rod		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 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		KIS Met
	3.1 MGSPG will meet regularly during the year & explore fundraising opportunities for the school	Va		KIS Partially Met
	3.2 Staff are regularly attending subject and other professional association meetings	CL's		KIS Met
	3.2 MGS staff will attend the CENCoL PLD staff meetings each term	Va		KIS Met
	3.4 Progress will be made with the development of the Middleton Alumni as time and finances permit	Va, Yolandy		KIS Met
	3.5 We will continue to build our relationship with CEN as a key member of this organisation	Va, BOT		KIS Met
	3.5 We will continue to build and grow our relationship with local iwi and Ngai tahu	Pi, Bw		KIS Partially Met

Resourcing:

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

Term 1

3.1 Senior College: Parents routinely emailed by classroom teachers and Course Outlines sent for relevant classes.

The Middle School parent evenings were held via Zoom with an excellent turn out. We combined 7/8 together as well as Year 9 and 10 together. While it was a challenge to have the same connection parent's feedback that the evenings were useful. The information shared pertained to day-to-day routines and the Whānau teachers had the opportunity to introduce themselves and establish a point of contact.

3.1 Consultation with our school community for 'Strategic Planning' purposes did not take place due to the Covid-19 restrictions and the focus on staff / student / and family wellbeing during the Omicron variant outbreak. It is hoped this will be able to occur during Term 2. In the meantime, the Middleton Board had circulated documents for strategic planning purposes amongst themselves, as had the SLT had several discussions around strategic planning priorities for the future.

3.2 All WST staff have been working with teaching staff regarding their respective portfolios. Some have run workshops for small numbers of staff, shared at CA meetings or work one on one with staff.

3.3 Students have been encouraged to serve in a range of areas within the school community. The staff responsible for the service and mission's portfolio are supporting staff to consider a curriculum design with a service component. A small number of students worked with Mr Elder and Mr Utting to weed trees at Tuhaitara trust at the end of Term 1.

3.4 Due to the Omicron variant being so prevalent in the community and NZ remaining at the RED traffic Light Setting for ALL of Term 1, it was decided to cancel the school Fiesta planned for 25 March 2022. Also due to Covid-19 restrictions, the MGSPG did not meet during Term 1.

3.5 An Alumni database has been started and is being further developed over time, as well as an Alumni section has been created on our school website, with profiles of ex-Middleton students.

3.6 Dave Elder: I have also taken the opportunity to meet with Tom Littlejohn of Emmanuel Christian School, at his request. Tom is tasked with helping lead their review of Christian Education and I have assisted with readings and discussion. It is not strictly MGS but is certainly part of the wider development of Christian Education within the CSN. Establishing connections with the COL and CEN and Mana Whenua was deferred due to Red settings. This will be revisited next term.

Term 2

3.1 These were held in the first few weeks of Term 2, with good attendance by parents, similar to previous years. Due to Covid, the interviews were held in classrooms, as opposed to the Gym, to avoid large gatherings of people.

3.1 Due to the ongoing Covid-19 Pandemic and associated challenges, it was agreed this would be put on hold to a later, more suitable time. It was also agreed in principle that we would retain our three broad strategic goals for 2023 of: Strengthening Capability, Responsive Christ Centred Curriculum, and Building Partnerships. We would look to adjust our annual goals for 2023 to ensure they were 'fit for purpose' and met the current / ongoing needs of our school.

3.2 All MGS Year 1-10 teachers attended the CENCoL PLD on 12 May from 3.00 - 5.00pm. The PLD was hosted by various CENCoL schools with the focus being on the NZ Aotearoa Histories. The material was prepared by the AST and WST Histories leaders. Feedback was positive and encouraging. The next CENCoL PLD meeting is scheduled for Term 3, on the 6 September.

3.3 At this stage the Hui for Service learning has been postponed for the second year. This is due to Covid pressures but also budget limitations on many schools, making it difficult to fund attendance at the hui from schools outside the Christchurch region. We hope to be able to offer the opportunity again in 2023.

3.4 N. A.

3.5 The Middleton Alumni continues to gain momentum with Yolandy doing a great job with her limited time. The Alumni database continues to grow and our first MGS Alumni newsletter was created and shared with our school community and Alumni during Term 2. The profiles section of the Alumni site has some wonderful stories from our past students.

3.6 Greater focus has been on collaboration with the other CEN and Kahui Ako schools to develop a seamless transition of te reo language from Year 1. This work is progressing well with Rebecca Thomson and Pairama Moon being involved from MGS. Pairama is continuing to grow and develop his relationships with local iwi and other key Māori educators and leaders.

Term 3 – 4

3.1 Our communication with parents and our school community is continually under review, with regular Friday notices and school newsletters being sent home to parents, as well as having parent evenings for 'New Parents' to Middleton, etc. The school celebration events have been well supported by parents during Term 4, including Prizegiving's, Middle School Production of Aladdin Jr, The Rite Journey parent evening, etc. The MGSPG has not met regularly this year due to Covid and the format and structure of this group is currently being reviewed.

3.3 All MS students will be involved in a service day during Term 4. The desire is for these service opportunities to be increased and spread throughout the year.

3.4 The MGSPG were heavily involved in supporting the Adventure Race which raised over \$20K for our school and was another very successful event

3.5 Yolandy has continued her excellent work with the Middleton Alumni, with more profiles being added to the Alumni page on the school website, as well as a second Alumni Newsletter being published during Term 3-4.

3.6 The CEN work has continued to be well supported with PLD occurring across the CEN schools to support NZ Histories, with Lindsey Thoroughgood and Tony Kendrew having lead roles in this as WST's. CEN English and Mathematics teachers have also been attending Literacy / Numeracy meetings at Middleton to prepare for the introduction of the new Literacy and Numeracy co-requisites in 2024. CEN principals continue to meet regularly, as have other SLT members via the leaders' breakfasts. Connecting with our local iwi and mana whenua continues to be a challenge.

Next Steps 2023

Term 1: 3.4 Progress will be made on developing the database of MGS Alumni (2023)

Term 2: 3.4 The database of MGS Alumni will be checked for accuracy and updated (2023)

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)

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 Students	<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"/>
Students	<input checked="" type="checkbox"/>
Other specific	<hr/>
	<hr/>
	<hr/>

The Middleton Grange School Board hereby approves the Middleton Grange School Charter 2023.

Middleton Grange School Board Presiding Member

Date