



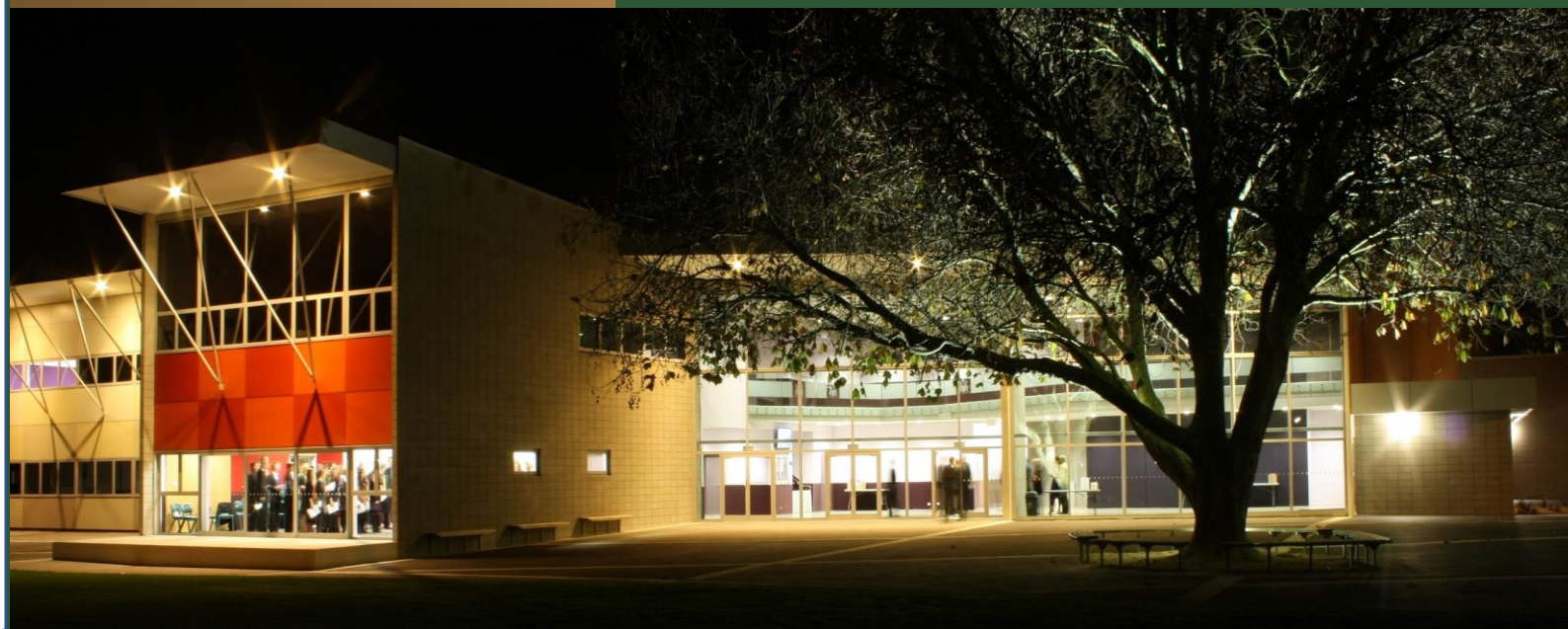
Middleton Grange School

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."

2021 ANNUAL REPORT

Character Excellence Service for the Glory of God



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Principal's Report 2021

Psalm 121

- 1 *I lift up my eyes to the mountains—where does my help come from?*
- 2 *My help comes from the LORD, the Maker of heaven and earth.*

Covid-19 continued to disrupt New Zealand and the world during 2021 including the way we learn, work and live. We all had to adjust to a 'new normal' way of doing things, which includes operating in a range of differing Alert Levels depending on the severity of the virus in our country.

We were blessed to get through much of the year before Covid-19 had a direct impact on our school with a lockdown during August/September for 3 weeks and the return to 'remote learning' during this time. This has also led to many events and activities being cancelled during the latter part of the year due to social distancing restrictions or other health requirements.

As a school we made our priorities clear, namely:

1. First and foremost, to honour and trust in God, especially during these very uncertain times.
2. Our next priority has been on student and staff wellbeing, whilst maintaining the necessary health and safety measures required by Public Health to manage Covid-19.
3. Last, but by no means least, we have endeavoured to ensure we maintain the integrity of our academic and co-curricular programmes during these challenging and uncertain times.

Our School Motto

Character, Excellence, Service for the Glory of God.

The school continues to be blessed with a capable Board who have a heart for ensuring the school delivers biblically based teaching and a first-rate general education. We thank Peter Marshall as a Proprietor Trustee, who stepped down after many years of faithful service to our school. We also thank Annalise Peez who was our Student Trustee for 2021. In 2022 we have our next board elections, and I would encourage parents of the school to prayerfully consider this opportunity for serving our school community.

Each year we are blessed with a strong Student Leadership Team and this year was no exception: Head Leaders Mason Murphy and Amma Amofo were ably supported by Jung Woo Yi and Sam Ayers. Maia Keepa as Māori Leader ensured the school had growth in this important part of our school. This team were wonderful examples of servant leadership to the school community.

This year we say farewell to a number of our long serving staff who will be retiring. This includes Dave Read who has taught at Middleton Grange for 40 years in the Middle School. He will be one of the longest serving teachers to have taught at Middleton Grange School and will be fondly remembered. We will also be farewelling Judi Lawrence, who has taught at Middleton Grange for 22 years; Peter Anderson and Rosemary Allison who have both taught at Middleton Grange for 20 years. These four staff have a combined total of service to the school of over 100 years. We thank God for each of you and wish you all a blessed and well-earned retirement.

We also say farewell to Karen Baker who has worked in the Student Services and Administration area of the school for 26 years. Karen is taking early retirement and we thank her for her faithful service to the school community over these many years. We also farewell Janet Tillman who has worked in our school libraries for 14 years, as she will be retiring at the end of this year also. Our gratitude is extended to all other staff leaving in 2021. This includes Natalie Down who has been on maternity leave; Fiona Wilson who has taught English in a part time capacity for a number of years; Caitlin Steele and Susan Kingsley who have had short term appointments. We are thankful for the quality of staff we have and continue to gain, without which it would be challenging to deliver an authentic high quality Christian education.

I would again like to acknowledge and thank all the staff, parents and students involved in the Senior College Production of 'Oliver' during term 2. What an outstanding show and I am sure, for those involved, it will be a highlight of their time at Middleton Grange School. In addition to the Senior College production being held in term 2, the Primary School Production, 'Captain Black Custard' was held during term 3, with performance possible just before we went into lockdown as a school. Fortunately, we were also able to have two further performances following lockdown under Alert Level 2 conditions, which we are very thankful for. They were wonderful shows, and I would like to express my thanks to staff and students involved and congratulate them on their efforts and success.

2021 has been another challenging year for many people, with many individuals losing their jobs or businesses, but as a Christian school our confidence and hope continue to be in 'The Lord – the maker of heaven and earth.' We do not know what the future holds, but as Christians we have a firm foundation on which to build our lives. To God be all the glory.

Psalm 72:19

Blessed be his glorious name forever; may the whole earth be filled with his glory! Amen and Amen!

Mike Vannoort
Principal (Tumuaki)

Finance Report 2021

MIDDLETON GRANGE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	00335
Principal:	Michael Vannoort
School Address:	30 Acacia Avenue, Upper Riccarton, Christchurch 8041
School Postal Address:	30 Acacia Avenue, Upper Riccarton, Christchurch 8041
School Phone:	(03) 348-9826
School Email:	office@middleton.school.nz

Members of the Board

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

Accountant: Paul Hartstonge
MGS Business Manager

MIDDLETON GRANGE SCHOOL

Annual Report - For the year ended 31 December 2021

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Middleton Grange School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Melanie Hikuroa

Full Name of Presiding Member



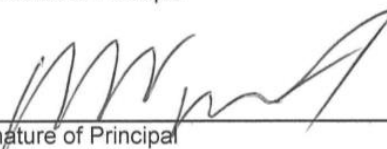
Signature of Presiding Member

26th May 2023

Date:

Michael Vannoort

Full Name of Principal



Signature of Principal

26th May 2023

Date:

Middleton Grange School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	10,841,175	10,813,346	10,529,227
Locally Raised Funds	3	1,653,077	1,435,993	1,763,357
Use of Proprietor's Land and Buildings		1,989,000	1,989,000	3,182,400
Interest Income		13,705	16,251	56,849
Gain on Sale of Property, Plant and Equipment		-	-	56
International Students	4	1,064,795	936,759	2,134,251
		15,561,752	15,191,349	17,666,140
Expenses				
Locally Raised Funds	3	648,996	601,346	515,523
International Students	4	1,100,687	1,054,718	2,082,882
Learning Resources	5	9,374,845	9,342,662	9,623,292
Administration	6	947,698	965,518	1,013,040
Finance		6,942	9,850	8,084
Property	7	2,865,736	2,913,684	4,092,641
Depreciation	12	509,276	530,586	520,866
Loss on Disposal of Property, Plant and Equipment		-	-	26,749
Loss on Uncollectable Accounts Receivable		(12,075)	-	10,965
		15,442,105	15,418,364	17,894,042
Net Surplus / (Deficit) for the year		119,647	(227,015)	(227,902)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		119,647	(227,015)	(227,902)

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



Middleton Grange School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		2,233,400	2,233,400	2,418,926
Total comprehensive revenue and expense for the year		119,647	(227,015)	(227,902)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		44,786	44,000	42,376
Equity at 31 December		2,397,833	2,050,385	2,233,400

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



Middleton Grange School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	256,516	250,000	393,330
Accounts Receivable	9	719,833	666,000	787,339
GST Receivable		77,587	79,500	130,444
Prepayments		42,437	38,000	45,269
Inventories	10	142,014	140,000	161,993
Investments	11	2,395,209	2,300,230	2,470,482
		3,633,596	3,473,730	3,988,857
Current Liabilities				
Accounts Payable	13	994,102	1,145,200	1,163,132
Revenue Received in Advance	14	713,115	706,117	1,305,653
Provision for Cyclical Maintenance	15	46,000	46,000	46,000
Finance Lease Liability	16	96,781	82,111	169,914
Funds held in Trust	17	45,052	55,000	43,308
		1,895,050	2,034,428	2,728,007
Working Capital Surplus/(Deficit)		1,738,546	1,439,302	1,260,850
Non-current Assets				
Property, Plant and Equipment	12	1,241,924	1,276,083	1,567,336
		1,241,924	1,276,083	1,567,336
Non-current Liabilities				
Provision for Cyclical Maintenance	15	530,873	550,000	502,468
Finance Lease Liability	16	51,764	115,000	92,318
		582,637	665,000	594,786
Net Assets		2,397,833	2,050,385	2,233,400
Equity		2,397,833	2,050,385	2,233,400

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



Middleton Grange School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		2,873,168	2,733,142	2,674,159
Locally Raised Funds		1,666,516	1,519,993	1,731,234
International Students		498,625	505,938	1,165,819
Goods and Services Tax (net)		52,857	(1,484)	40,049
Payments to Employees		(2,293,647)	(2,033,240)	(3,244,018)
Payments to Suppliers		(2,765,693)	(2,507,950)	(2,996,843)
Interest Paid		(6,942)	(9,850)	(8,084)
Interest Received		14,052	(6,749)	72,720
Net cash from/(to) Operating Activities		38,936	199,800	(564,964)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	745	-
Purchase of Property Plant & Equipment (and Intangibles)		(107,340)	(526,460)	(258,726)
Proceeds from Sale of Investments		75,273	(49,445)	1,099,127
Net cash from/(to) Investing Activities		(32,067)	(575,160)	840,401
Cash flows from Financing Activities				
Furniture and Equipment Grant		44,786	44,000	42,376
Finance Lease Payments		(190,213)	311,360	(184,542)
Funds Administered on Behalf of Third Parties		1,744	10,000	(15,504)
Net cash from/(to) Financing Activities		(143,683)	365,360	(157,670)
Net increase/(decrease) in cash and cash equivalents		(136,814)	(10,000)	117,767
Cash and cash equivalents at the beginning of the year	8	393,330	260,000	275,563
Cash and cash equivalents at the end of the year	8	256,516	250,000	393,330

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Middleton Grange School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.



c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

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

Donations and Gifts

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised of canteen supplies and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.



Finance Leases

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

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

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

k) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and student activities received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.



o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

q) Financial Instruments

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

The School's financial liabilities comprise accounts payable, finance lease liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	2,307,495	2,449,326	2,256,289
Teachers' Salaries Grants	8,012,367	8,075,707	7,802,506
Other MoE Grants	418,587	223,148	377,763
Other Government Grants	102,726	65,165	92,669
	<u>10,841,175</u>	<u>10,813,346</u>	<u>10,529,227</u>

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	510,516	413,280	404,866
Curriculum related Activities - Purchase of goods and services	8,737	5,000	-
Fees for Extra Curricular Activities	167,695	6,982	-
Trading	599,115	681,370	573,624
Fundraising & Community Grants	38,285	30,000	16,472
Other Revenue	328,729	299,361	768,395
	<u>1,653,077</u>	<u>1,435,993</u>	<u>1,763,357</u>
Expenses			
Extra Curricular Activities Costs	138,211	25,791	-
Trading	510,785	575,555	515,523
	<u>648,996</u>	<u>601,346</u>	<u>515,523</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,004,081</u>	<u>834,647</u>	<u>1,247,834</u>

4. International Student Revenue and Expenses

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	Number	Number	Number
International Student Roll	47	40	88
	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
International Student Fees	1,064,795	936,759	2,134,251
Expenses			
Student Recruitment	119,303	118,604	212,610
Employee Benefit - Salaries	452,619	435,293	881,190
Other Expenses	528,765	500,821	989,082
	<u>1,100,687</u>	<u>1,054,718</u>	<u>2,082,882</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>(35,892)</u>	<u>(117,959)</u>	<u>51,369</u>

5. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	352,760	372,491	230,060
Information and Communication Technology	58,313	57,562	48,889
Library Resources	11,117	19,579	7,216
Employee Benefits - Salaries	8,919,619	8,875,758	9,305,037
Staff Development	33,036	17,272	32,090
	<u>9,374,845</u>	<u>9,342,662</u>	<u>9,623,292</u>



6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	11,268	11,847	11,771
Board Fees	5,605	8,450	7,460
Board Expenses	1,859	3,000	4,925
Communication	7,736	9,000	9,375
Operating Lease	6,672	6,700	66,592
Other	92,942	95,070	55,824
Employee Benefits - Salaries	626,926	633,184	671,070
Insurance	17,955	18,777	18,176
Service Providers, Contractors and Consultancy	176,735	179,490	167,847
	<u>947,698</u>	<u>965,518</u>	<u>1,013,040</u>

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	27,186	29,000	15,781
Consultancy and Contract Services	232,885	225,500	225,593
Cyclical Maintenance Provision	47,000	47,000	74,000
Grounds	25,798	24,000	31,057
Heat, Light and Water	214,323	236,800	214,311
Repairs and Maintenance	94,720	111,000	105,119
Use of Land and Buildings	1,989,000	1,989,000	3,182,400
Security	10,847	20,700	11,469
Employee Benefits - Salaries	223,977	230,684	232,911
	<u>2,865,736</u>	<u>2,913,684</u>	<u>4,092,641</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	256,516	250,000	393,330
Cash and cash equivalents for Statement of Cash Flows	<u>256,516</u>	<u>250,000</u>	<u>393,330</u>

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	53,337	48,000	79,174
Receivables from the Ministry of Education	35,154	10,000	112,556
Provision for uncollectable debts	(7,440)	(20,000)	(19,514)
Interest Receivable	2,933	28,000	3,280
Teacher Salaries Grant Receivable	635,849	600,000	611,843
	<u>719,833</u>	<u>666,000</u>	<u>787,339</u>
Receivables from Exchange Transactions	48,830	56,000	62,940
Receivables from Non-Exchange Transactions	671,003	610,000	724,399
	<u>719,833</u>	<u>666,000</u>	<u>787,339</u>



10. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
School Uniforms	141,532	139,500	161,087
Canteen	482	500	906
	<u>142,014</u>	<u>140,000</u>	<u>161,993</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,395,209	2,300,230	2,470,482
Total Investments	<u>2,395,209</u>	<u>2,300,230</u>	<u>2,470,482</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2021						
Furniture, Plant and Equipment	640,561	26,337	-	-	(141,789)	525,109
Information and Communication Technology	396,336	72,720	-	-	(128,043)	341,013
Land Improvements	44,410	-	-	-	(5,271)	39,139
Motor Vehicles	49,882	-	-	-	(9,894)	39,988
Textbooks	174,569	8,290	-	-	(34,049)	148,810
Leased Assets	261,578	76,517	-	-	(190,230)	147,865
Balance at 31 December 2021	<u>1,567,336</u>	<u>183,864</u>	<u>-</u>	<u>-</u>	<u>(509,276)</u>	<u>1,241,924</u>

The net carrying value of equipment held under a finance lease is \$147,866 (2020: \$261,579)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture, Plant and Equipment	1,228,478	(703,367)	525,109	1,223,665	(583,104)	640,561
Information and Communication Technology	877,533	(536,519)	341,013	808,715	(412,379)	396,336
Land Improvements	52,714	(13,576)	39,139	52,714	(8,304)	44,410
Motor Vehicles	117,516	(77,529)	39,988	117,516	(67,634)	49,882
Textbooks	551,188	(402,379)	148,810	542,899	(368,330)	174,569
Leased Assets	725,042	(577,177)	147,865	1,055,349	(793,771)	261,578
Balance at 31 December	<u>3,552,471</u>	<u>(2,310,547)</u>	<u>1,241,924</u>	<u>3,800,858</u>	<u>(2,233,522)</u>	<u>1,567,336</u>

13. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	153,987	185,000	173,263
Accruals	36,098	85,000	107,912
Banking Staffing Overuse	-	-	19,073
Employee Entitlements - Salaries	774,906	840,000	835,544
Employee Entitlements - Leave Accrual	29,111	35,200	27,340
	<u>994,102</u>	<u>1,145,200</u>	<u>1,163,132</u>
Payables for Exchange Transactions	964,991	1,110,000	1,135,792
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	29,111	35,200	27,340
	<u>994,102</u>	<u>1,145,200</u>	

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	19,700	15,000	33,669
International Student Fees in Advance	634,382	626,117	1,200,552
Other revenue in Advance	59,033	65,000	71,432
	<u>713,115</u>	<u>706,117</u>	<u>1,305,653</u>

15. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	548,468	548,468	505,808
Increase/ (decrease) to the Provision During the Year	47,000	47,000	74,000
Use of the Provision During the Year	(18,595)	-	(31,340)
Provision at the End of the Year	<u>576,873</u>	<u>595,468</u>	<u>548,468</u>
Cyclical Maintenance - Current	46,000	46,000	46,000
Cyclical Maintenance - Term	<u>530,873</u>	<u>550,000</u>	<u>502,468</u>
	<u>576,873</u>	<u>596,000</u>	<u>548,468</u>

16. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	89,836	82,111	160,953
Later than One Year and no Later than Five Years	90,406	115,000	130,322
Future Finance Charges	(31,697)	-	(29,043)
	<u>148,545</u>	<u>197,111</u>	<u>262,232</u>
Represented by			
Finance lease liability - Current	96,781	82,111	169,914
Finance lease liability - Term	<u>51,764</u>	<u>115,000</u>	<u>92,318</u>
	<u>148,545</u>	<u>197,111</u>	<u>262,232</u>

17. Funds held in Trust

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	45,052	55,000	43,308
	<u>45,052</u>	<u>55,000</u>	<u>43,308</u>

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



The Proprietor of the School (Christian Schools Trust) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 7, above. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
Board Members		
Remuneration	5,605	7,460
Leadership Team		
Remuneration	900,030	860,588
Full-time equivalent members	7	7
Total key management personnel remuneration	905,635	868,048

There are 10 members of the Board excluding the Principal & Secretary. The Board had held 8 full meetings of the Board in the year. The Board also has 3 Finance members and 3 Property members that meet approx monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 -180	170 -180
Benefits and Other Emoluments	0 - 5	0 - 5

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	19	8
110 - 120	5	3
120 - 130	1	2
130 - 140	1	0
	26	13

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has not entered into any contract agreements for capital works.
(Capital commitments at 31 December 2020: \$Nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	256,516	250,000	393,330
Receivables	719,833	666,000	787,339
Investments - Term Deposits	2,395,209	2,300,230	2,470,482
Total Financial assets measured at amortised cost	3,371,558	3,216,230	3,651,151

Financial liabilities measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Payables	964,991	1,110,000	1,135,792
Finance Leases	148,545	197,111	262,232
Total Financial Liabilities Measured at Amortised Cost	1,113,536	1,307,111	1,398,024

24. Events After Balance Date

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



25. COVID 19 Pandemic on going implications

Impact of Covid-19:

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later.

Impact on operations:

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds:

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised, , such as the school's main annual fundraising event – It's Fiesta wasn't able to take place. Also due to the uncertainty placed on the parent community's employment, the school had to budget for a significant reduction than normal, in its donation receipts income.

Increased Remote learning additional costs:

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery. This was especially noticeable in our primary school where 'hard leaning packs' were made for ALL year levels to use at home during the lockdown period. This was an expensive exercise to make these packs in terms of learning materials, photocopying, purchasing additional resources, transport costs, and staff time, etc. The school also loaned ICT equipment to students and families during this time, which obviously resulted in wear and tear and some damage to equipment during that time. Our school has also been required to ensure that we have been in a position to be agile enough to provide NZQA assessments online both at school and remotely for students who are not able to be at school. This has required significant support from the school in terms of infrastructure, staffing and time resources.

Reduction in International students:

Under alert levels 4, 3, 2, and 1 International travel was heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a significant reduction in student numbers during the 2021 year and consequence with receiving less revenue from their international students. This trend of fewer international students has continued over the last 3-4 years and is having a significant impact on the operations of the school.

Reduction in the Schools Trading Operations:

The pandemic had financially impacted upon the schools Grange Theatre venue hire operations plus it's gym facilities previously budgeted income expectations. This resulted from the gathering limitations imposed during the 2021 year, due to the various changes to the alert level requirements.

Other school wide area's affected:

Students have also not been able to participate in their usual range of co-curricular activities – sport, performing arts, cultural, music, etc for the last 3 years due to the pandemic with many events or activities either cancelled, postponed or modified. This is definitely having an impact on students and staff. Another significant impact on the school due to the pandemic has been to ensure we look after and support the wellbeing of students, staff and whanau. Being a Christchurch school, we have endured a number of significant events over the last 10 or so years, namely; the Christchurch earthquakes in 2010/2011, the Christchurch Mosque terror attacks in 2019 and the Covid-19 pandemic for the last 3 years. These events are all taking their toll on people and their emotional and physical wellbeing.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MIDDLETON GRANGE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Middleton Grange School (the School). The Auditor-General has appointed me, Anthony Smith, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 26 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.



- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance and Kiwisport Statement, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

Anthony Smith
Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Property Report 2021

10-year property plan update

Site building Management system:

Over the past 2 years we have been replacing our site wide building management system that controls our heating, air conditioning and ventilation systems. This has been a major job, funded through the Proprietor. The work is expected to be completed in early 2022.

Old House

The Original Middleton Homestead was due for an upgrade in 2021. Over the year we replaced the carpets, installed LED lighting, updated the kitchen area and carried out a full interior re-paint. We had thought to do some repairs to the roof of the building, however, after obtaining a report of the condition of the roof it was decided to carry out a complete roof replacement. This was not able to be commenced until early 2022. The building dates from the early 1800's and the school has owned the property since 1963. The roof is not the original roof but has not been replaced since the school acquired the property.

Summary

We continue to work through the 10-year property plan. At this time there are no plans to add on any additional space, rather to look at each building as it comes up for repainting with the intention of ensuring the building is still fit for purpose and any major maintenance/upgrade work is done prior to repainting. We started this process in 2017 and expect to complete the full site by 2026. Next year we are looking at the Performing Arts Centre plus O Block (Primary Rooms 12-15). Planning has been carried out and work started over the Christmas 2021/2022 period.

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

Kevin Wakeham

Property Manager

May 2022

Primary School Annual Report 2021

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

	All students at Middleton Grange Primary School (300)					Māori at Middleton Grange Primary School (22)					Pasifika at Middleton Grange Primary School (11)				
	2021	2020	2019	2018	2017	2021	2020	2019	2018	2017	2021	2020	2019	2018	2017
Reading	87%	76%	87%	88%	86%	91%	73%	84%	100%	77%	73%	40%	75%	75%	75%
Writing	92%	67%	86%	83%	81%	91%	91%	84%	90%	82%	82%	90%	88%	66%	58%
Maths	81%	78%	75%	88%	85%	86%	87%	69%	85%	71%	73%	70%	75%	58%	50%

*Data taken from our *Student Management System*, December 2021

Comments: Our Reading Writing and Maths results have improved significantly from those reported for 2020. A much shorter lockdown and a less disruptive school year is a possible explanation for the improvements. The small numbers of Māori (22) and Pasifika (11) students means that those percentages can change markedly from year to year as children move on to year 7 or start in year 1.

The *Class Review* that each teacher carries out early in term 1 and mid-year continues to be a critical document that identifies learning, social and behavioural needs, and sets out how those needs are going to be addressed. Where children are identified as 'at risk', specific strategies or programmes are put in place to assist them in their learning and to ensure that they make the best possible progress. The aim with Māori, Pasifika and ELL students is to see them progressing at the same rate as all other students, if at all possible.

The Primary Learning Centre and the English Language Learners' programme continue to be very important aspects of curriculum delivery and student support, as outlined below:

2021 Te Kohango Ako, The Primary Learning Centre: (The full report, written by Susan Meredith, SENCO, has already been presented to the Board)

Key points that Susan made were:

- 99 students received Learning Centre support in 2021 from a variety of sources. Much of the in-class and 1:1 support was provided by our team of 5 Teacher Aides across 13 classes
- The high number of specialist outside agencies that we worked with in 2021
- The complexity of learning, social, physical and behavioural needs that teachers and Learning Centre staff are dealing with, in our very diverse group of students
- Decreased funding, which means that teachers, students, and parents are under increased pressure

When I discussed Susan's report with her, she described her workload as 'unsustainable'.

I want to thank Susan for her fantastic work to support our learners in so many ways. She is very diligent, hard-working and leads her team exceptionally well.

English Language Learner Report 2021: (The full report, written by Catherine Moore, ESOL co-ordinator, has already been presented to the Board)

Key points that Catherine made were:

- The high number of learners needing ESOL support – 43% of primary school students (147 in total) speak a language other than English at home and 42 of these are funded by the Ministry of Education
- Many students are well supported by their classroom teachers and are making good progress
- Interventions have focused strongly on oral language and reading in 2021 and this will continue
- ELL support was cut in 2021 due to the loss of funding from the International College
- We have an ESOL 'Within School Teacher' funded by our COL in 2022, and she will contribute to the development of ELL support

We have recently appointed two *English Language Assistants (ELAs)* to continue the good work being done with our English Language Learners. I want to thank Catherine for working so well to support our ELLs and our staff who work with them.

Behaviour programme: I have kept a record of behaviour incidents where serious misbehaviour occurred since 2015. Serious misbehaviour is defined as:

- ✚ Foul, sexually explicit or abusive language
- ✚ Fighting or physically harming others
- ✚ Stealing or damaging property
- ✚ Bullying other students
- ✚ Defiance, disobedience or lying

As you can see below, the number of incidents has declined over time to the point where such behaviour is very rare. It's great to have such a positive culture in the Primary School. Data from the last 5 years is summarised as follows.....

2021			2020			2019			2018			2017		
Incidents	Pupils involved	Repeat offender	Incidents	Pupils involved	Repeat offender	Incidents	Pupils involved	Repeat offender	Incidents	Pupils involved	Repeat offender	Incidents	Pupils involved	Repeat offender
3	3	-	5	3	2	8	6	2	6	3	1	17	14	3

Summary of 2021 incidents: 1) Defiance 2) Assault on teacher 3) Racism & sexually explicit comments

We always work closely with students and their parents when misbehaviour occurs in order to ensure that relationships are restored, and that the behaviour does not happen again.

Other programmes, initiatives and special character considerations:



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

The Legend of Captain Black-Custard was a huge success, and my thanks to Rebecca Thompson and others for their fantastic work and their skill with costumes, backdrops, music, sound effects, rehearsals, lighting and so many other things. We were able to have a full dress-rehearsal and our first evening performance, but the final two performances were cancelled due to lockdown. Fortunately, we were able to perform to a small audience once school resumed and create a good quality video for parents to watch. All of our Year 3 – 6 students, 210 in total, took part in the musical in some way.

Professional Learning & Development: Following on from 2020, we have had weekly PLD on Wednesdays from 2.45 – 4.00 pm. This has been extremely worthwhile, and I believe that the Board has been kept up-to-date on the topics covered, which included.....

- What it means to be a Christian Teacher at MGS, *Kō wai tatou* (continued from 2020)
- Continuing with the book *Transformational Education*
- Working on the NZ Histories Curriculum
- Preparation for the Primary School Musical
- Developments in Literacy, Numeracy, EOTC, ICT and Spelling

The **Christian Character** of our school is infused into our learning experiences in the Primary Classes. Although there are scripture lessons, times of Bible reading, prayer and worship together, the Christian 'content' is just as evident in the way that we care for one another, spontaneous prayer, and conversations that arise out of curriculum topics. Learning about 'Heroes of our Faith' is a great way to build resilience and a sense of hope in the troubled times that we live in.

The '4-Quadrant model' consisting of Teaching, Role Modelling, Caring and Belonging is a very apt summary of how things operate within the Primary School and is quite central to the *Kō wai tatou* summary of teaching at MGS. This is certainly the best guide for Christian Teaching that I have seen during my time working here.

Canterbury Adventure Race: The school community and staff came together again to organise or compete in a local adventure race that was run for the Christchurch community. We were thrilled to have 380 participants, despite Covid restrictions and a postponement. Competitors thoroughly enjoyed the event and we raised \$22,000 for the school. We plan to run a third *Canterbury Adventure Race* in 2022.

Primary School Staff: There have been only a few changes in staff, and we are blessed to have a wonderful team of committed people who work together collaboratively and support one another very well. The Musical, mentioned above, is just one example of this teamwork in action. We have a '*Distributed Leadership Model*' that shares out curriculum leadership to 5 individual teachers instead of having a Deputy Head of School as the main person responsible for curriculum development. Not only does *Distributed Leadership* enable a range of people to develop leadership skills, it also enables a variety of approaches and interests to be utilized for everyone's benefit. My sincere thanks to our teaching staff and support staff for their excellent work throughout the year that has been of great benefit to our students. The academic results are testament to this.

Concerns and Challenges:

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

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

Rod Thompson

Head of the Primary School

February 2022

Middle School Annual Report 2021

Introduction

The following Annual Report provides an overview of Special Character, Academic Progress and Extra Curricular Initiatives from within the Middle School during 2021. Despite another disrupted year for academic and extra-curricular programmes we were able to tangibly see the hand of the Lord in our Middle School Community.

MIDDLE SCHOOL OVERVIEW:

	Classes	Maori	Pasifika	IC	Pupils
Year 7	4	4	4	-	100
Year 8	4	7	3	-	97
Year 9	5	5	7	1	127
Year 10	5	5	2	3	136
Total	18	21	16	4	470

SPECIAL CHARACTER

A key component of all that we do in the Middle School is the opportunity to encourage and live out our Christian faith. This underpins the holistic approach that we take to curriculum delivery, opportunities and pastoral care systems. Through our special character lens, we seek to help students:

- Critique and Engage Society (1 Chronicles 12:32)
- Display Christ-likeness (Luke 10:57 and Micah 6:8)
- Receive / value instruction and character formation (Luke 2:52)
- Middle School students and staff were able to participate in a review of Scripture / Christian Studies, with their thoughts and ideas included in the recommendations of this review.
- We give thanks for the many years of incredible leadership and service by Mrs Judi Lawrence in Middle School Scripture. Mrs Lawrence had a heart for young people being able to connect to the Scriptures in an engaging and meaningful way and will be missed post her retirement at the end of 2021. We welcome Mr Peter Collier as the interim Teacher in Charge of Middle School Scripture in 2022.
- Middle School Assemblies and guest speakers were centred around our social culture plan and developing our understanding of Belonging, Honour and Resilience. We believe that our community should be motivated to act in accordance with these three biblical principles.
- Service was integrated as a common theme in Year 7 and 8. It was a highlight to see the establishment of a connection with Tūhaitara Trust, one that we will look to maintain going into the future.
- Each subject continued to weave the Scriptures into their programmes, seeking and taking opportunities to unpack the Biblical narrative through the context of their topics.
- Our Middle School Service days provided an opportunity to bless the local community. Our Year 10 students continued their long-standing relationship with the Department of Conservation. Year 9 classes visited a variety of community organisations. Year 7 and 8 visited Tūhaitara Trust in North Canterbury. We are aiming to establish this as a long-term relationship as well.

MIDDLE SCHOOL HIGHLIGHTS IN 2021

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

- We continued to be guided by the Social Culture Plan to enhance the interactions of students in the Middle School. In Term 4 a follow-up survey was conducted and we look forward to analysing the results to give an indication of the impact of this initiative.
- Our Year 9 students enjoyed a successful run of Camps in Term One. The Year 13 leaders were able to establish meaningful connections which were maintained through regular visits throughout the rest of the year.
- The Year 8 cohort enjoyed their field trips to the Museum and Adrenalin Forest in Term 1. They also enjoyed their ski trip to Mt Hutt in September
- The Year 7 cohort enjoyed their activities day at Spencer Park in Term One, a variety of field trips and their Peer Support Programme.
- The Middle School Picnic Days were a wonderful way to end the year with the Year 10's going to Blue Skies; Year 9's to Hibbert Park and the Year 7 and 8's having a combined day of fun based at school due to restrictions meaning that Jellie Park were unable to host them.
- Both the Year 8 and Year 10 Market Days ran successfully with students using profits to support service and mission.
- A successful implementation of differentiated protocols for remote learning in conjunction with the E-Learning director.

PUPIL ACHIEVEMENT ANALYSIS

This section outlines pupil achievement across Years 7-10 in both Literacy (Reading and Writing) and Numeracy. It is important to note that 2021 was another disrupted year for learning due to Covid 19 restrictions and remote learning. This has been reflected in results which are lower in some instances than in previous years.

Notes:

Year 7 & 8:

The results below provide an indication of which level (with included sub-level) of the New Zealand Curriculum our student have reached. Teachers make an overall judgement based on the whole year's work across a variety of Curriculum objectives. By the end of the year, Year 8 pupils should have mastered Level 4 of the Curriculum (i.e.: 4P or 4A). For Year 7 we would expect pupils to have reached Curriculum sub-level 4B by the end of the year.

Years 9 & 10:

The tables in the Year 9 and 10 sections show the results for English and Mathematics. All other Curriculum Leaders (Including CLs in English and Maths) conduct their own analysis of the achievement of all pupils, including priority learner groups. This analysis is shown in their 2019 Curriculum Area Report.

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

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

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

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

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

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

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

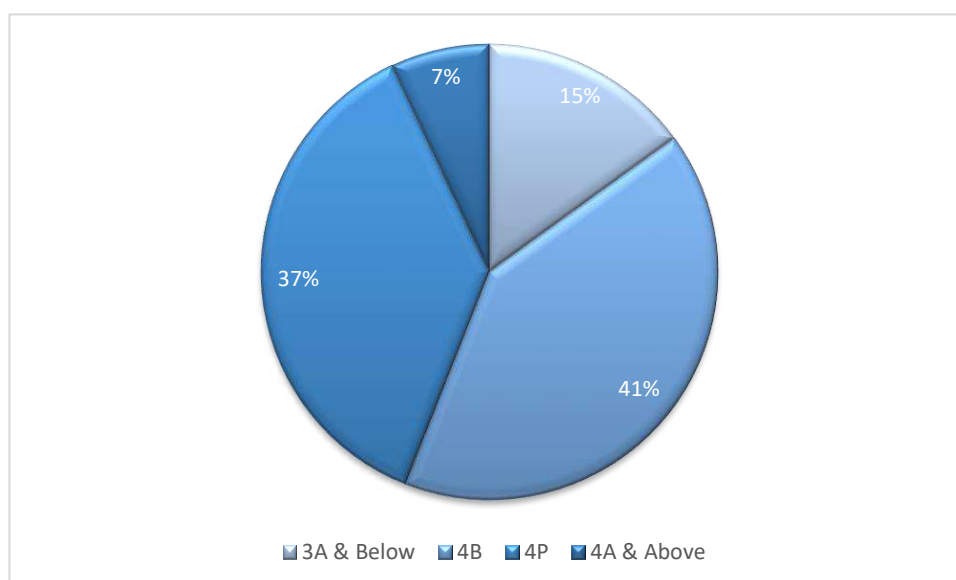
YEAR 7

2021 saw another year of disruptions to teaching and learning as a result of COVID19. Staff in year 7 worked hard to support learning and the results below are pleasing given these disruptions. Year 7 teachers also face a variety of learners who have come into the school at this level. It is more difficult to measure progress of these learners when we do not always have accurate data upon entry. A detailed analysis of results and some commentary is provided below.

Year 7 Reading:

Table 1: Reading Results Year 7 Students 2021

	3A or Less	4B	4P	4A and Above
All Pupils	15%	41%	37%	7%
Māori	-	4/5 Students	1/5 Students	-
Pasifika	1/2 Students	-	1/2 Students	-
Males	20%	40%	38%	2%
Females	10%	41%	37%	12%



Graph 1: Distribution of Curriculum Levels – Year 7 Reading 2021

Analysis / Commentary:

In 2021 85% of our Year 7 Students were at or above the expected level in Reading. This was a pleasing result given the disrupted nature of the year with a lockdown in Term three. With 50% of our cohort coming in from a variety of schools it is difficult to get a detailed comparison for the cohort as Year 6 students; however, when comparing Year 7 results from the past 3 years (2018 83%, 2019 81% and 2020 76%), 85% is pleasing. A further 10% of students

were sitting just one sub-level below 4B. Credit should be given to the Year 7 team for their work in supporting learners to achieve in Reading in 2021

All 5 Māori students were at or above the expected level for Reading. The Pasifika student who was below the expected level has been identified as a priority learner. When looking at this student's progress in Reading in 2021, they advanced 2 sub-levels of the curriculum which is an outstanding achievement. A higher percentage of male students than females were at Level 3A or less.

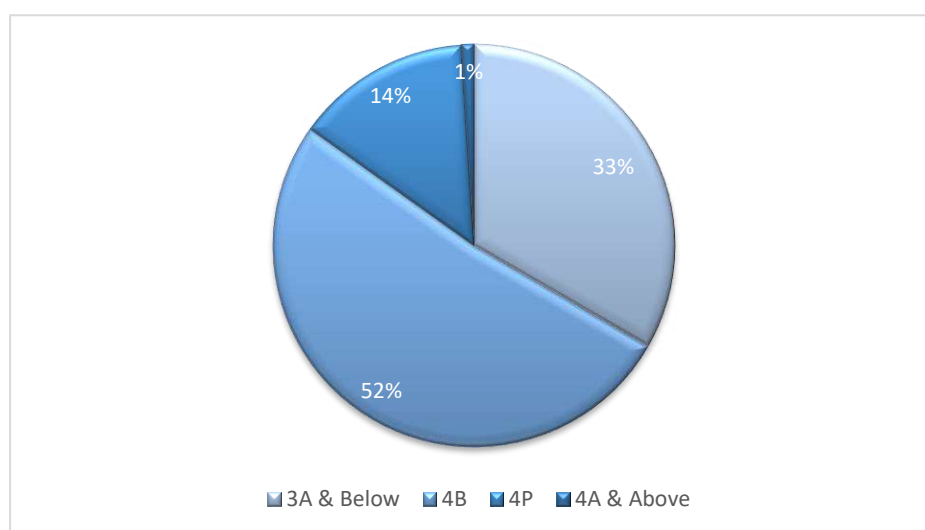
Future Actions:

- Our Pasifika student who sits below the expected level will be supported in 2022.
- Details of all students who were below the expected curriculum level in Reading will be included in our Class profile information for Year 8 teachers.
- We will liaise with the Learning Centre in relation to targeted support or interventions.
- Year 8 staff will look to build on this foundation in Reading for all learners and ensure consistent progress.

Year 7 Writing:

Table 2: Writing Results Year 7 Students 2021

	3A or Less	4B	4P	4A and Above
All Pupils	33%	51%	14%	1%
Māori	1/6 Students	4/6 Students	1/6 Students	-
Pasifika	1/2 Students	-	1/2 Students	-
Males	42%	50%	8%	-
Females	23%	52%	24%	-



Graph 2: Distribution of Curriculum Levels – Year 7 Writing 2021

Analysis / Commentary:

In Writing 67% of our learners were at Level 4B or higher. A further 26% of students sit at level 3A, just one sub-level beneath their expected level for the end of Year 7. While not comparing the same cohort our results in Writing have increased from previous years (2018 63%, 2019 57% and 2020 58%) This is likely due to the impact of our 'Write that Essay' PD and our targeted approaches to lift achievement in Writing in Year 7 and 8. It is heartening to see that 93% of students have either reached the expected level or are very close to doing so.

As I often state in this annual report, it is not uncommon for students to progress in Writing over the course of both Year 7 and 8. For example in 2020, the percentage of our Year 7 students at expected level or above was 58% and the same cohort at the end of Year 8 in 2021 was 70%. We expect this cohort to following that trend as they progress into Year 8 in 2022.

5 of our 6 Māori students were at the expected level or above in Writing. As identified in the Reading results, one of our Pasifika students sits beneath the expected level in Writing as well. This student progressed 2 sub-levels in Writing in 2021 which is an exceptional achievement. Female students have out-performed male students in Writing in this cohort.

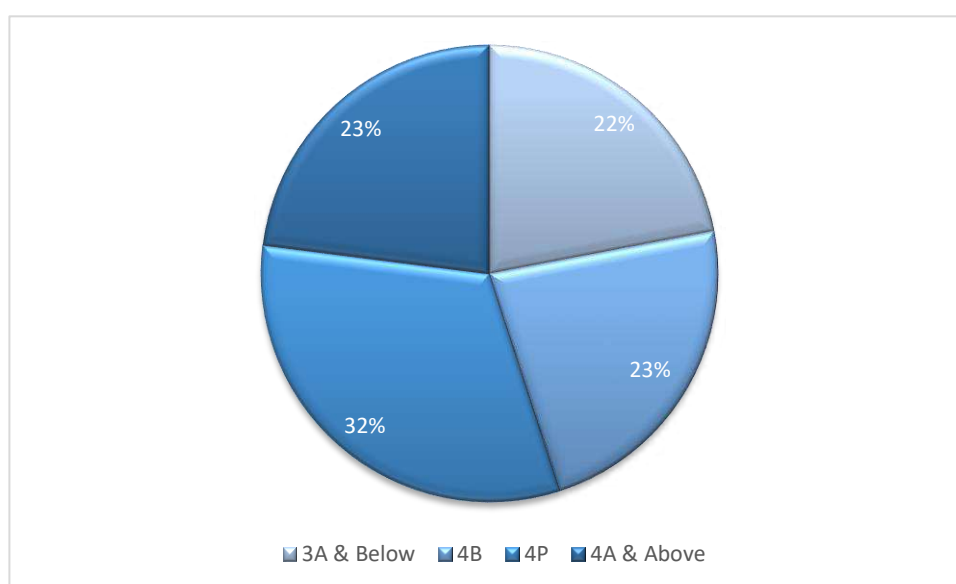
Future Actions:

- Details of those students who are below the expected level for Year 7 will be added to the class profiles in 2022.
- Year 8 staff will be made aware of the number of boys who had not reached the expected level by the end of Year 7 and will target strategies to support their progress.
- We will continue to support the progress of our Pasifika student who currently sits below the expected level in Writing
- With the Shift to BYOD in 2022 we will need to support students to adjust to writing in the digital environment.

Year 7 Mathematics:

Table 3: Mathematics Results Year 7 Students 2021

	3A or Less	4B	4P	4A and Above
All Pupils	22%	23%	32%	23%
Māori	1/6 Students	2/6 Students	2/6 Students	1/6 Students
Pasifika	1/2 Students	-	-	1/2 Students
Males	18%	22%	34%	26%
Females	29%	24%	29%	19%



Graph 3: Distribution of Curriculum Levels – Year 7 Mathematics 2021

Analysis / Commentary:

78% of our Year 7 students had reached the expected level or above by the end of 2021. This is a pleasing result, particularly when we add the further 18% of students who are sitting one sub-level below. This indicates that 96% of students in this cohort have reached or are very close to reaching the expected curriculum level in Mathematics. Maths has consistently been a strong area of achievement for our Year 7 cohorts (2018: 80%, 2019 80% and 2020 76%).

5 of our 6 Māori students were either at or above the expected level. Our Pasifika student who is not yet at the expected level has made progress and we will continue to monitor this as this student moves into Year 8 in 2022. Overall, there was a higher percentage of male students (82%) compared to female students (71%) who achieved the expected level or higher.

Future Actions:

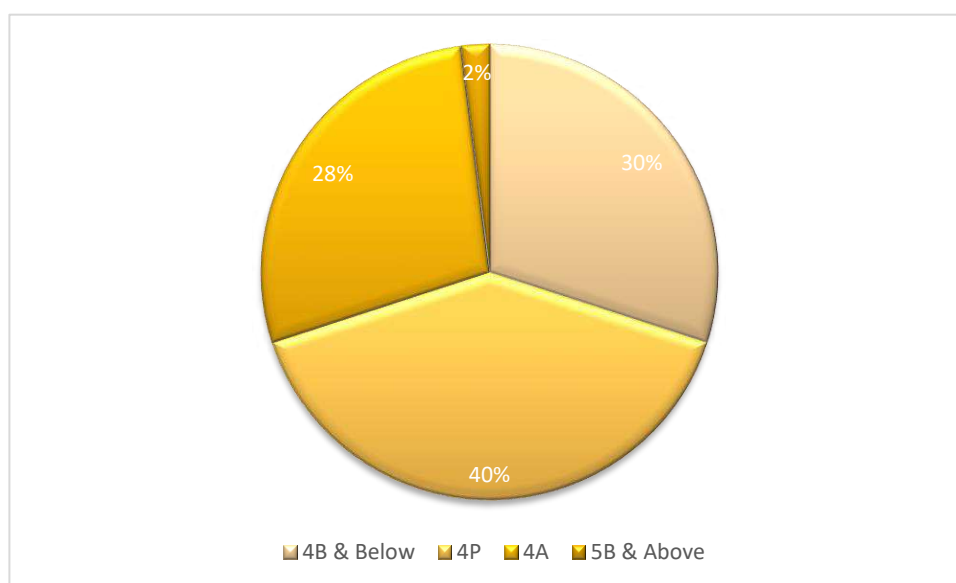
- Those students who are not yet at the expected level will be supported through our differentiated Mathematics teaching in Year 8. In particular we will work closely with the identified Pasifika learner within this cohort.

YEAR 8

When we analysed our results for 2021 across the disciplines of Literacy and Numeracy we were very pleased with the progress the students have made from Year 7 to 8. 2021 had further disruptions due to COVID19 and it is a testament to the staff to see so many students progress and to maintain / improve results in target areas. Detailed analysis / commentary for Year 8 students can be found below:

Year 8 Reading:**Table 4:** Reading Results Year 8 Students 2021

	4B or Less	4P	4A	5B and Above
All Pupils	16%	30%	38%	15%
Māori	2/4 Students	-	1/2 Students	1/2 Students
Pasifika	2/5 Students	2/5 Students	1/5 Students	-
Males	20%	30%	45%	6%
Females	14%	30%	33%	23%

**Graph 4:** Distribution of Curriculum Levels – Year 8 Reading 2021**Commentary / Analysis:**

In Reading 84% of student were at or above the expected standard. This has been a pleasing result. Of particular note is the progress that students have made between Year 7 and 8. As Year 7 students, this cohort had 76% of students at or above. The Year 8 staff have supported learners not only to increase the percentage at or above but have done so with the step up in expected level from Year 7 to 8. This is a very commendable result. A further 8% of students sit one sub-level below the expected level, meaning that 90% of students were at or very close to the expected level.

2 of 4 Māori students were at or above the expected level, 2 of 4 Māori students were not yet at the expected level (1 was one sub-level below). 3 of 5 Pasifika learners were at or above the expected level and 2 of 5 not yet there. (1 of these students was one sub-level below expected level). A slightly higher percentage of female students (86%) were at or above the expected level than male students (80%)

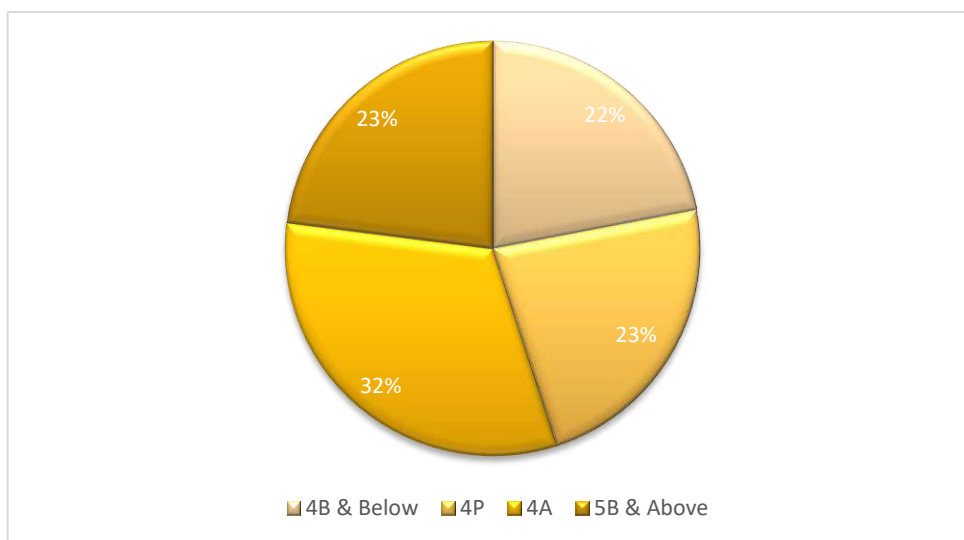
Future Actions:

- We will liaise with the English teachers and the Learning Centre to pass on the names of students who may require some extra literacy support in Year 9.
- We will also communicate with Year 9 staff around the Māori and Pasifika students who are yet to reach the expected level for Reading.

Year 8 Writing:

Table 5: Writing Results Year 8 Students 2021

	4B or Less	4P	4A	5B and Above
All Pupils	30%	40%	28%	2%
Māori	2/4 Students	-	2/4 Students	-
Pasifika	2/5 Students	3/5 Students)	-	-
Males	36%	51%	13%	-
Females	24%	32%	40%	4%



Graph 5: Distribution of Curriculum Levels – Year 8 Writing 2021

Commentary / Analysis:

In Writing, 70% of all students had reached the expected level by the end of Year 8. While we would like this number to be higher when comparing the data from this cohort as Year 7's we have seen good progress. At the end of 2020, 58% of all students were at the expected level for the end of Year 7. This is a fantastic gain and a good reward for the effort that has gone into PLD for staff and the adoption of the Write that Essay Programme. A further 24% of all students sit one sub-level below the expected level for the end of Year 8. This means that 94% of Year 8 students had reached, or were very close to reaching, the expected Curriculum Level for Writing.

2 of our 4 Māori students were at or above the expected level, 2 of 4 had not yet reached the expected level, with one of these sitting one sub level below expected. 3 of 5 Pasifika students had reached the expected level with both of the other two students sitting one sub-level back. Each of the students has progressed 1 – 2 sub-levels which is a pleasing result. A higher percentage of female students (76%) reached the expected level by the end of the year compared to males (64%). A further 30% of the boys were sitting only one sub-level below the expected level along with a further 19% of the girls.

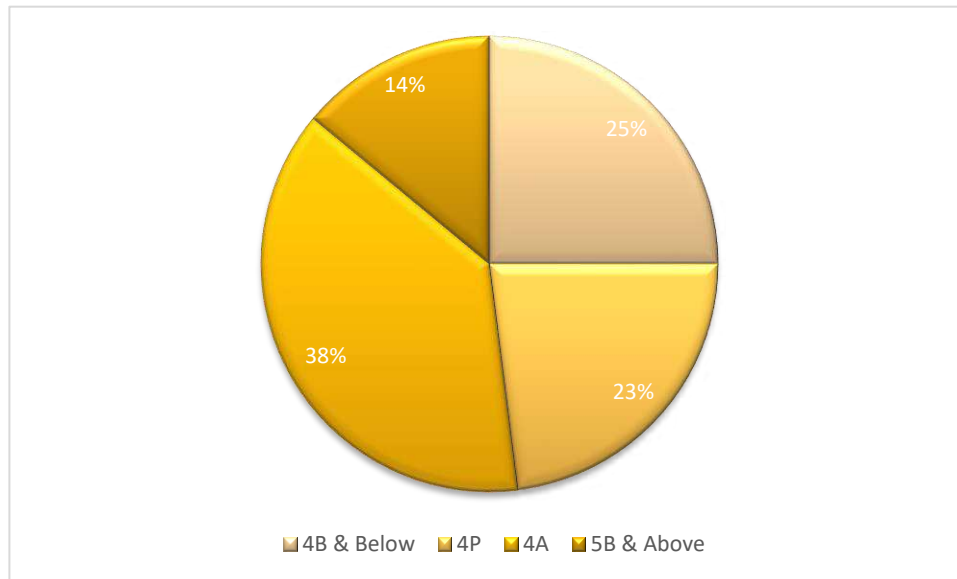
Future Actions:

- Information regarding students who remain below the expected curriculum level will be passed on to English and Learning Centre Staff to ensure they are supported to progress.
- With the Shift to BYOD in 2022 we will need to support students to adjust to writing in the digital environment.

Year 8 Mathematics:

Table 6: Mathematics Results Year 8 Students 2021

	4B or Less	4P	4A	5B and Above
All Pupils	25%	23%	38%	14%
Māori	2/4 Students	1/4 Students	1/4 Students	-
Pasifika	3/5 Students	1/5 Students	1/5 Students	-
Males	21%	17%	40%	21%
Females	28%	28%	35%	9%



Graph 6: Distribution of Curriculum Levels – Year 8 Mathematics 2021

Commentary / Analysis:

75% of Year 8 pupils were at the expected level for Year 8 pupils in Mathematics at the end of the year. This has remained in comparison to the same cohort at the end of Year 7 (2020) where 76% of students were at or above the expected level. A further 17% sit one sub-level below the expected level in Mathematics. This when including this 92% of students have reached, exceeded or a very close to achieving at the expected level in Mathematics.

2 of 5 Pasifika students were at the expected level in Mathematics by the end of Year 8 with 2 of the other 3 students sitting one sub-level below the expected level. 2 of 4 Māori students had reached the expected level and 2 had not yet reached the expected level. This information will be passed on to staff in Year 9 so that they can continue to support these students to progress as they enter Year 9. In keeping with trends over previous years, males have outperformed females in Mathematics with 79% of boys compared to 72% of females.

Future Actions:

- We will form our differentiated Mathematics teaching classes with these results and students in mind ensuring that they are receiving teaching at their current level as well as targeted support for those who require it.

YEAR 9

YEAR 9 English (Literacy)

Year 9 pupils are assessed according to Curriculum Levels

In English Results are calculated by combining assessments in Reading and Writing to give an average level of achievement at a curriculum sub- level across those assessments.

Reading:

	4B or Less	4P	4A / 5B	5P and above
All Pupils	4%	8%	45%	43%
Māori	-	-	75%	25%
Pasifika	-	50%	-	50%
Males	9%	6%	48%	37%
Females	1%	9%	44%	46%

Table 7: Year 9 Reading Results 2021

Writing:

	4B or Less	4P	4A / 5B	5P and above
All Pupils	7%	10%	53%	28%
Maori	-	-	51%	49%
Pasifika	-	-	67%	33%
Males	10%	14%	51%	25%
Females	1%	7%	54%	38%

Table 8: Year 9 Writing Results 2021

Analysis / Commentary:

More detailed commentary and analysis can be found in the Annual Report from the English Department. For the purpose of this report, I have made some general observations:

88% of Year 9 students had reached the beginning of Level 5 in Reading and 81% in Writing. This is an increase when compared to last year's Year 9 cohort. There is also an increase when comparing this same cohort as Year 8 students. In 2020 88% of learners had reached the expected level in Reading and 72% in Writing. The Year 9 English teachers have worked hard to assist learners to progress in these two areas. In particular, I believe the impact of Write that Essay in improving Writing results is evident.

Females continue to outperform males in both Reading and Writing. Both Māori and Pasifika students have performed well in both Reading and Writing.

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

YEAR 9 Mathematics (Numeracy)

Year 9 pupils are assessed according to Curriculum Levels

In Mathematics, six assessments are combined to give an average percentage of assessments achieved at a particular curriculum sub-level. These assessments are based on strands and some strands are only assessed once per year. This makes it difficult to determine progress from Year 8 as pupils in Year 8 are given an Overall Teacher Judgement.

	4B or Less	4P	4A / 5B	5P and above
All Pupils	14%	9%	59%	18%
Maori	12%	15%	69%	4%
Pasifika	-	-	91%	9%
Males	13%	9%	60%	18%
Females	16%	9%	58%	17%

Table 9: Year 9 Mathematics Results 2021

Analysis / Commentary:

More detailed commentary and analysis can be found in the Annual Report from the Mathematics Department. For the purpose of this report I have made some general observations.

77% of all assessments sat by Year 9 pupils were passed at the expected level for a Year 9 student. We need to continue to support the Māori learners in this cohort and information will be passed on to Year 10 teachers in relation to this in 2022. It was pleasing to see Pasifika learners achieve at such a high level in Mathematics. As has been a trend over previous years and cohorts, males have out-performed females in Mathematics.

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

YEAR 10

Year 10 English: (Reading)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	7%	-	-	10%	5%
Merit	28%	22%	-	32%	25%
Achieved	49%	67%	-	48%	50%
Not Achieved	16%	11%	100% (2 students)	10%	21%

Table 10: Year 10 Reading Results 2021

Year 10 English: (Writing)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	23%	25%	-	33%	14%
Merit	30%	17%	-	37%	22%
Achieved	30%	25%	50%	16%	43%
Not Achieved	17%	33%	50%	14%	20%

Table 11: Year 10 Writing Results 2021

Analysis / Commentary:

More detailed commentary and analysis can be found in the Annual Report from the English Department. For the purpose of this report, I have made some general observations:

It is pleasing to see that by the end of Year 10 84% of students in Reading and 83% in Writing are achieving at or above the expected level. This particular cohort has been supported since Year 3/4 as they were identified as having greater needs in the Literacy area. For example, as Year 7 students only 63% of students had reached the expected level in Writing. To see this increase to 83% by the end of Year 10 is a very pleasing result. This foundation will serve them well as they enter Level One NCEA in 2022. We need to continue to support our 2 Pasifika learners as they progress as well as our Māori students. Their results are behind the remainder of the cohort. It is again worth noting that this has been a trend that has continued; however, the trend that these students are progressing is also evident. These results are also pleasing in light of the disruptions to learning that eventuated from COVID19 in 2021.

Year 10 Mathematics:

6 Achievement Standards per pupil

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	27%	4%	-	25%	29%
Merit	35%	20%	-	29%	41%
Achieved	28%	5%	55%	33%	24%
Not Achieved	10%	26%	45%	13%	7%

Table 12: Year 10 Mathematics Results 2021

Analysis / Commentary:

More detailed commentary and analysis can be found in the Annual Report from the Mathematics Department. For the purpose of this report I have made some general observations.

It is excellent to see that we have high pass rates (90%) across the cohort for Numeracy. Boys have outperformed girls in this cohort in Mathematics and there are a slightly higher percentage of boys (70% compared to 63%) achieving at the Merit and Excellence level. This trend is in line with previous results for both this particular cohort and others. As discussed in relation to Literacy, our teaching and learning targets proficiency at level 5 of the New Zealand Curriculum. To have 89% of students at this level despite Covid 19 disruptions is a very pleasing result indeed.

ATTENDANCE

Pupil Group	% Attendance				
	All Pupils	Male	Female	Māori	Pasifika
Year 7	92.2 93.2	94.1	92.2	93.7	93.0
Year 8	91.0 92.0	92.7	91.5	91.4	93.0
Year 9	94.6 94.1	95.2	93.4	90.1	88.7
Year 10	92.4 92.3	93.3	91.1	91.5	79.6
Overall(Y1-13)	92.1 91.5	92.0	91.1	89.3	88.8

Table 13: Middle School Attendance 2021

Our attendance rates remained high despite the disruptions of COVID19. In the first column, the numbers in blue are the overall attendance rates in 2020 for comparison. Our Middle School students remained engaged in Remote Learning throughout the Lockdown in Term Three.

2021 DEVELOPMENTS

- In 2020 the Head of Middle School led a Year 7 and 8 Curriculum Review. The recommendations of this review have been finalised and presented to the SLT in early 2022.
- A review of Scripture / Christian Studies was carried out by an external reviewer. The recommendations of this review are with the Board and Senior Leadership Team.
- 2021 saw the continued uptake of BYOD at Year 9 and 10 Level. Staff have adapted their programmes incredibly well to include e-learning and make use of this initiative. The effectiveness of the uptake came to light when we were thrust into Remote Learning. Overall, this went well with a high level of engagement from our students. The review we conducted into remote learning for MS students in 2020 proved valuable as we implemented the proposed changes with good effect.
- Our 2 Year plan of integrated topics in Year 7 and 8 continued to go well in 2021 with staff in this area valuing the opportunities for collaboration and implementation.
- A follow up survey on the wellbeing measures that formed our Social Culture plan was undertaken late in Term 4. The results of this survey will be analysed, and we will form recommendations and strategies for implementation in 2022.

2022 Initiatives:

- BYOD has become 'highly recommended' for our Year 7 and 8 students. Staff will be supporting students in this part of the school to integrate this into their every-day learning
- Pilot of a thematic approach across curriculum areas in Term 3. This is part of annual goals and is an adopted recommendation from the 7/8 Curriculum Review
- SLT will continue to prioritise actions resulting from the emergent recommendations provided in the 7/8 Curriculum Review.
- The results of the Scripture Review will be discussed, and any recommended changes adopted. We will be in mind that with the retirement of Judi Lawrence, we have an interim Teacher in Charge for Middle School Scripture.
- Targeted support for students that have been identified in our data analysis will be provided. We will continue to provide relevant information to all teaching staff via both our class profiles and via the Learning Centre.
- We will analyse the results of our Wellbeing follow-up survey and consider ways to implement strategies to support the findings.

CLOSING COMMENTS

2021 was another a year of difference and challenge in many regards. To have so many events impacted by Covid 19 as well as many teaching and learning programmes modified was difficult for students and their families along with the staff.

As I regularly convey in my annual report, we felt the Lord's presence and hand of blessing as He protected our school community despite the impact of COVID in and around our community. Our planning and interventions around this saw students remain engaged in learning opportunities and therefore progress and achieve.

Our levels of pastoral care remained high and we are grateful for the Guidance Team and their support to our Deans. We were blessed with the appointment of Wendy Bowen-Graham who has continued to strengthen the support networks for students in the Middle School.

Like I stated at the end of my 2020 Annual Report, it is my prayer that we will never lose sight of our calling to provide a Biblically-based, first rate general education for our rangatahi. An education that allows them to grow and develop into the fullness of who they are in Christ.

In Christ,

Matt Barlow

Head of Middle School

Senior College Annual Report 2021

SPECIAL CHARACTER

Another year of skirting around COVID-19 and its variants failed to derail the work of the Lord in our school. The new Student Head Leaders were active in gathering in the Team Leaders to create an environment of openness to the promptings of the Spirit of God as they encouraged the student body in faith, academia, sport, missional and social foci. As the darkness closed in, the light and hope these young folk brought only shone more brightly.

Prayer groups sprang up during the year at the initiative of some Y12 students, some of whom had been reluctant to align with the school's Christian character in the previous year. This was evidence of a response to the Lazarus Project of 2019, the miracle of God working in the hearts of our young men and women to transform their dispositions and to draw them into a living relationship with Jesus. On the occasion where a few staff accepted the invitation to join the students in their prayer meeting one early morning, it was truly inspiring to experience the fervour, the faith and the conviction of the group in this space.

A taste of the promised **revival** came later in the year with the sudden appearance of an ex-student, a young man, Hayden, who had scorned faith at school but encountered the grace and healing, both physical and spiritual, of God through personal trauma. He shared his story at a Senior College assembly, after which, over 70 students responded on their feet to Hayden's invitation to come to Jesus at the close of his message. Some staff promptly asked to mentor these students in smaller groups to encourage their growth. This is the true mission of Middleton Grange School!

Y13 Christian Focus Days were held during Terms 1 and 2 and met with enthusiasm from the students; but the Term 3 event had to be cancelled, sadly, due to another Lockdown.

A Christian Studies Review was undertaken with recommendations yet to be confirmed.

NCEA 2021 – Summary of Results

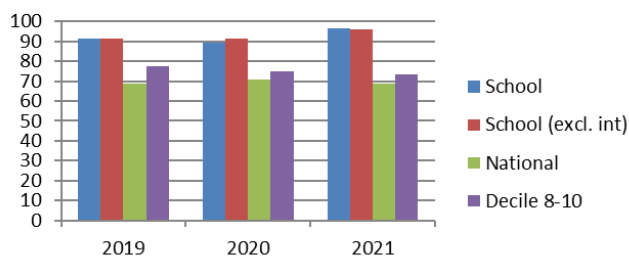
	Level 1			Level 2			Level 3		
	2021	2020	2019	2021	2020	2019	2021	2020	2019
Including Internationals	96.3%	89%	91%	92.5%	95.7%	95.1%	87.1%	89.9%	90.8%
Excluding International	96.2%	91.6%	91.6%	92.6%	97.8%	96.1%	88.2%	90.5%	92.7%
Excellence Endorsements	23.5%	31.8%	26%	23.2%	27.7%	19%	20.1%	14.5%	17%
Merit Endorsements	40.2%	40.8%	48.5%	34.5%	23.9%	26.8%	32.8%	29.6%	34.5%
Maori	85.7%	100%	88%	88.9%	94.1%	94%	73.3%	85.7%	75%
Pasifika	88.9%	90%	90.9%	100%	100%	100%	80%	85.7%	100%
Male	92.9%	84.4%	88.5%	88%	93.8%	90.6%	81.8%	85.7%	89.4%
Female	100%	93.9%	93.3%	97%	97.8%	99%	94.0%	93.5%	91.9%
University Entrance							71.4%	74%	78.3%

Significant Features		Explanation
Certificate passes	All Levels	<p>Pass rates continue to be nationally competitive across all levels despite slight dips in overall achievement at Levels 2 and 3. The dip represents only 4-5 students.</p> <p>While evidence for derived grades was collected, it was not used as we were not in Lockdown for long enough.</p> <p>Students can be proud of their outcomes in a year that again saw some disruption and rescheduling of assessment on account of COVID volatility. End of year exams were well attended but the number of Standards Not Attempted (SNAs) was higher than usual.</p> <p>The delayed start of NCEA exams released some pressure at the start of Term 4 and enabled internal assessment to take place under lower duress.</p> <p>International Students are making very little difference to our overall statistics at all levels, possibly in part due to the fact there are so few International Students at our school now.</p>
	Level 1 Overall achievement rose significantly at this level.	<p>High staff awareness of the need to secure Y11 students more strongly in their first year of NCEA; and greater comfort with on-line learning and assessment during lockdown transferred to students. Endorsements were lower than the previous 2 years, possibly due to the anomalies of this year's external marking. Note, however, that our Endorsements at this Level are still higher than national and Decile 8-10.</p>
	Gender differentials are slightly wider than the previous year but still acceptable.	<p>The gender gap represents a difference of only 4 students. This would suggest that the Boys'- and Girls-only English classes are worth continuing for the sake of Literacy alone.</p>
	Maori and Pasifika achievement was lower in 2021.	<p>This is not significant given the small sample of Maori and Pasifika students in the course, which skews the stats.</p>
	Level 2 – Domestic pass is slightly down on 2020 achievement figure but up on this cohort's L1 achievement.	<p>Endorsements are well up on National stats in all categories: Merit, Excellence and Total at this Level.</p>
	Gender gap at L2 is lower than L2 2019 and for this Cohort in 2019	<p>A number of boys struggled medically in 2021. Attendance due to medical and other issues was not conducive to high achievement. However, intervention strategies resulted in a better pass rate than might otherwise have been experienced. (1/3 of the At Risk boys achieved L2.)</p>
	Maori and Pasifika pupils continue to profile well again.	

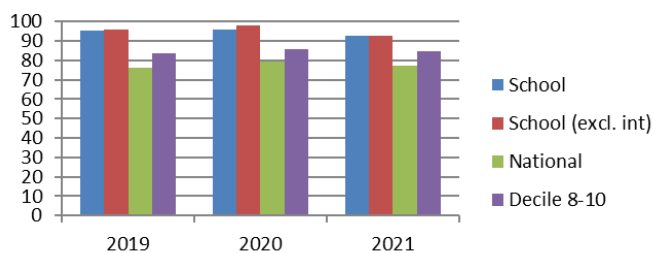
	<p>Level 3 –</p> <p>Achievement is consistent with both previous years.</p> <p>Gender gap has increased significantly.</p> <p>Māori/Pasifika</p>	<p>The National trend at L3 was lower in 2021 than in the previous year. Middleton has followed suit but not a big drop.</p> <p>Several boys had attendance and/or discipline obstacles that hindered progress and were not willing to adjust habits for academic gain, despite encouragement and interventions, including communication and meetings with parents.</p> <p>Down slightly but insignificant in terms of number of students and compares well with Decile 8-10.</p>
Level 1 Literacy and Numeracy	<p>98.9% (including Internationals) gained Literacy.</p> <p>100% domestic pupils gained Literacy</p> <p>96.8% (including Internationals) gained Numeracy.</p> <p>100% domestic girls gained Numeracy</p>	<p>An excellent result. One student is doing NCEA over 2 years and has not yet gained Literacy.</p> <p>Only 1 male did not gain Numeracy.</p>
UE Literacy	<p>76.3%, including International Students, gained UE Literacy.</p> <p>Y12</p> <p>98.8% Females gained UE Literacy</p> <p>63% Males gained UE Literacy</p> <p>Y13</p> <p>96.1 Females left MGS with UE Literacy</p> <p>83.1 Males</p>	<p>Some students were very selective as to the Standards they attempted in the exams, largely from a place of fatigue but also for strategic reasons (eg, based on needs for career choices).</p> <p>8 males and 3 females gained UE Lit in Y13, which indicates our UE Lit at risk programme is effective.</p> <p>(See below for Priority Learners statistics)</p>
UE	<p>UE pass rate continues to trend downwards (71.4% cf 84%)</p> <p>Females = 75.3%</p> <p>Males = 67.5%</p> <p>11/15 Maori pupils gained UE</p> <p>5/7 Pasifika pupils gained UE.</p>	<p>Increasing numbers of students focus on are not interested in gaining UE and focus</p> <p>More males are inclined to head into trades and apprenticeships and do not need UE.</p>
Scholarship	<p>11 Scholarships from 9 students. This is the highest number of students gaining scholarships in the last 5 years.</p>	
General Comment	<p>Despite increasing mental health issues and resilience deficits amongst our young people, achievement levels continue to compare very well both with internal expectations and across national and Decile 8-10 outcomes. Our Learning Centre offered incredible support to over 100 Senior College students needing adjusted programmes. Moreover, Deans and teachers were mindful of their students' needs and effective in applying appropriate interventions. This validates the importance of the At Risk Register in supporting academic achievement.</p>	

LEVEL CERTIFICATES

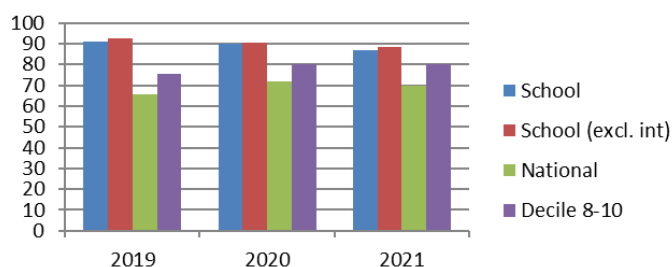
Percentage of People Achieving
Level 1 NCEA Certificate



Percentage of People Achieving
Level 2 NCEA Certificate

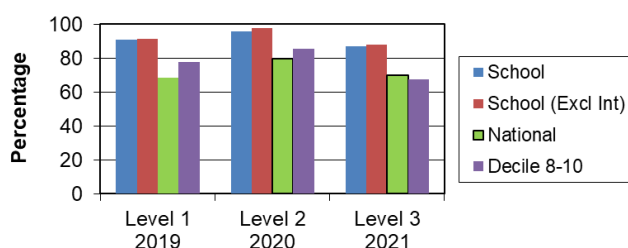


Percentage of People Achieving
Level 3 NCEA Certificate

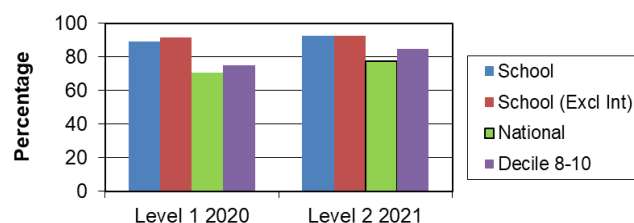


COHORT COMPARISON

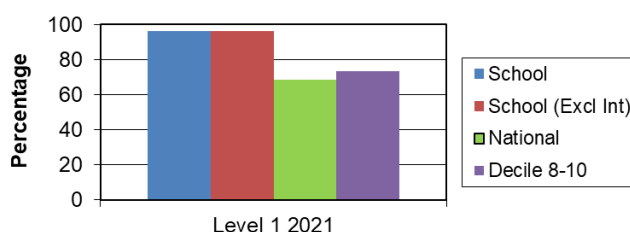
Yr 11 2019 Cohort
Percentage passing each Level



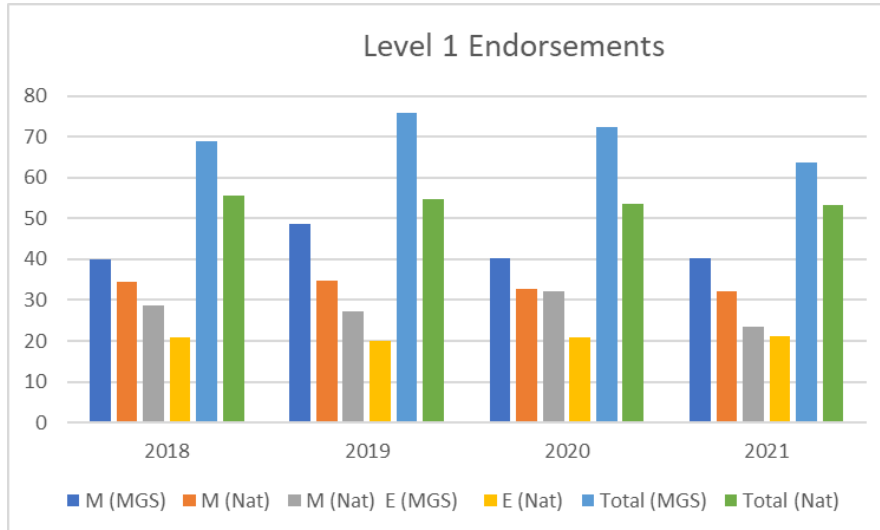
Yr 11 2020 Cohort
Percentage passing each Level



Yr 11 2021 Cohort
Percentage passing each Level

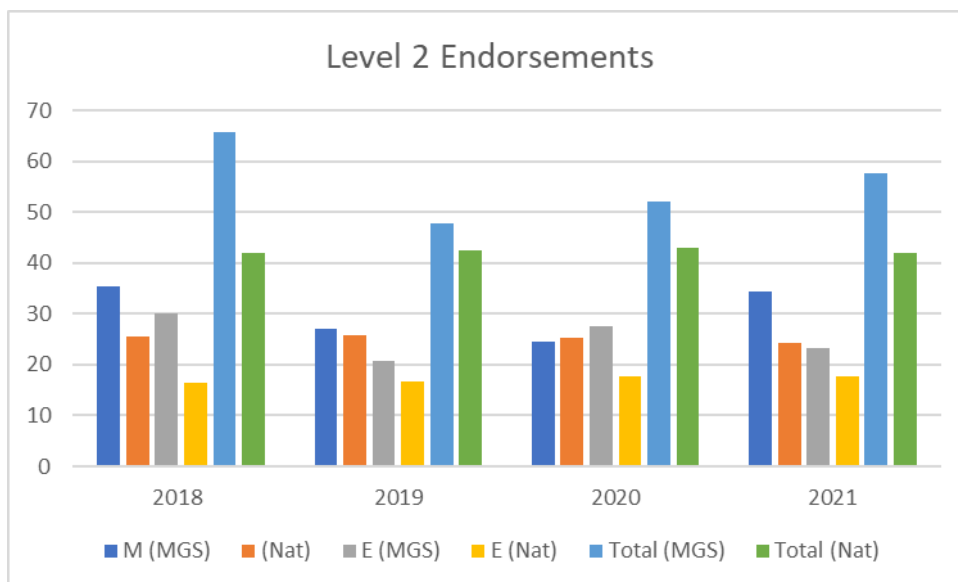


Level 1 Endorsement



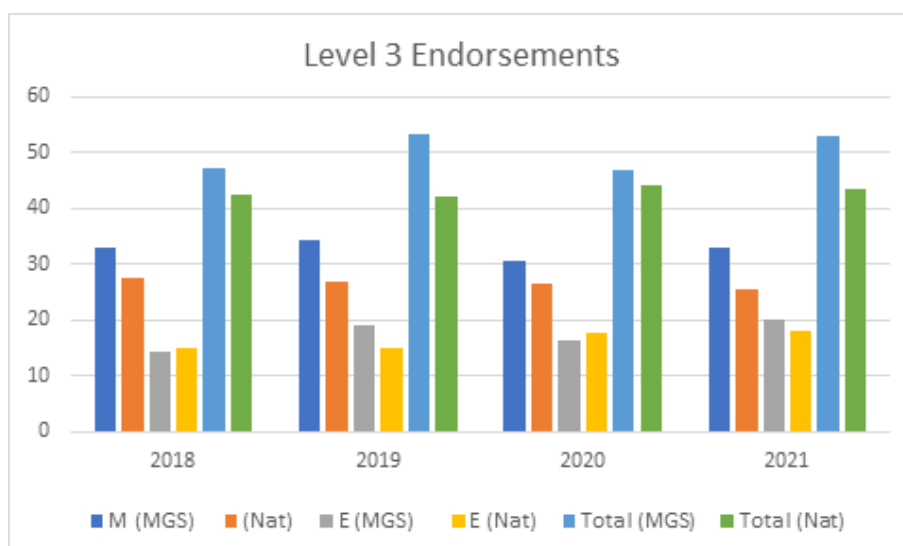
Year	M (MGS)	M (Nat)	M (8-10)	E (MGS)	E (Nat)	E (8-10)	Total (MGS)	Total (Nat)
2018	40	34.6	40.4	28.8	20.9	29.5	68.8	55.5
2019	48.5	34.8	41.1	27.3	19.9	28.2	75.8	54.7
2020	40.2	32.7	38.1	32.2	20.8	30.3	72.4	53.5
2021	40.2	32.2	38	23.5	21.1	30.4	63.7	53.3

Level 2 Endorsement



Year	M (MGS)	(Nat)	M (Decile 8-10)	E (MGS)	E (Nat)	E (Decile 8-10)	Total (MGS)	Total (Nat)
2018	35.5	25.6	32.1	30.2	16.4	24.2	65.7	42
2019	27	25.9	33	20.7	16.7	23.6	47.7	42.6
2020	24.6	25.3	31.5	27.5	17.7	25.4	52.1	43
2021	34.5	24.2	30.1	23.2	17.7	25.4	57.7	41.9

Level 3 Endorsement



	M (MGS)	(Nat)	M (Decile 8-10)	E (MGS)	E (Nat)	E (Decile 8-10)	Total (MGS)	Total (Nat)
2018	32.9	27.4	33.8	14.3	15.1	19.2	47.2	42.5
2019	34.3	27	32.7	18.9	15.1	19.4	53.2	42.1
2020	30.4	26.5	32.5	16.3	17.6	23.2	46.7	44.1
2021	32.8	25.6	30.8	20.1	17.9	23.4	52.9	43.5

PRIORITY LEARNERS

Maori Achievement 2021

	Level 1			Level 2			Level3		
	2021	2020	2019	2021	2020	2019	2021	2020	2019
Number of pupils	8	18	7	18	15	18	15	15	8
Certificate	86	100	88	89	93	94	73	87	75
Merit	14	33	80	13	43	18	27	6	50
Excellence	14	11	6	13	21	6	18	0	0
Num	86	100	94	100	93	100			
Lit	100	100	100	100	100	100			
UE Lit				78	73	83	87	93	88
UE							60	73	50

Pasifika Achievement 2021

	Level 1			Level 2			Level3		
	2021	2020	2019	2021	2020	2019	2021	2020	2019
Number of pupils	9	10	11	9	10	7	10	7	5
Certificate	89	90	92	100	100	100	80	86	100
Merit	38	67	70	33	30	28	50	17	20
Excellence	13	0	0	0	0	14	0	0	0
Num	89	100	100	100	100	100			
Lit	89	100	100	100	100	100			
UE Lit				56	80	86	80	86	80
UE							70	71	80

SPECIAL LEARNING NEEDS ACHIEVEMENT 2021

Level 1	8 out of 8 pupils completed NCEA L1. All gained Level 1 literacy and numeracy. 1 gained a merit endorsement	
Level 2	6 out of 8 pupils completed Level 2.	3 gained UE Literacy.
Level 3	3 out of 6 pupils completed Level 3	1 gained a merit endorsement.
	1 of the students completed Level 2.	3 gained UE literacy and 2 gained University Entrance.

ATTENDANCE

Student attendance levels were again predictably lower in 2021 due to the wear and tear on mental health and resilience of a 2nd year of the COVID-19 pandemic. The statistics still paint a healthy picture, nonetheless.

Attendance Comparison (%)

	2019			2020			2021		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
All	92.7	91.2	91.7	90.3	89.3	89.6	91.3	89	88.6
Male	93.1	92.7	93	91.1	90.4	90.6	91.2	88.5	90.3
Female	91.9	89.9	90.6	89.5	88.2	88.8	91.5	89.5	86.9
Maori	91.9	87.8	90.2	90.3	82.5	89.7	88.1	86.2	84.5
Pasifika	94	91.9	91.8	85.6	87.8	91.4	88.9	77.6	83.7

SENIOR COLLEGE HIGHLIGHTS 2021

- The Pastoral team (of Deans, Counsellors, Senior Study Support, Heads of School) intervened in the learning structures and programmes of At Risk and other overwhelmed students to provide support and hope for the learning outcomes
- Testimony of ex-student Hayden Stewart in a Senior College assembly, resulting in over 70 student responses to the altar-call offered at the end of the assembly
- Both staff and students managed Remote learning during Lockdown with less stress, having been introduced to this mode of curriculum delivery in 2020
- A hugely modified Senior College Prize Giving honoured every student of every Year Level. In spite of not being able to invite parents, they were still able to view the celebration on-line.
- NZQA's decision to delay the NCEA exam period for 2 weeks took some pressure off and enabled helpful adjustments to programmes to support student readiness for assessment and exams

SENIOR COLLEGE CHALLENGES 2021

- Weariness of students and staff in the second year of COVID restrictions and the ever-changing landscape, including the need for another Lockdown
- Keeping students motivated to sit exams
- The need to ensure the collection of sufficient 'evidence' in case the need arose for applications for derived grades should exams be disrupted
- NCEA Review preparation continued with late release of resources and guidance
- Unfortunate end of year antics by some Year 13 students derailed staff-student relationships, a situation that was redeemed by a beautiful at-school Graduation Dinner

LEADERSHIP

- Head Student initiatives helped to further the school's relatively new Social Culture Plan
- The Leadership Team continued to provide strong spiritual role modelling and inspiration throughout the year

NEXT STEPS

1. Further preparation toward implementing the NCEA Review
2. Address recommendations as appropriate arising from the Christian Studies Review
3. Review effectiveness and manageability of the Student Leadership Structure
4. Explore strategies for shifting the focus away from Credits alone to discovery through learning

Ruth Velluppillai

Head of Senior College

February 2022

International College Annual Report 2021

Jeremiah 29: 11

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."

While the world has struggled through another year of the pandemic, the one truth has steadied and guided us here at Middleton Grange School's International College. That God has plans for us and these plans are not to harm us. There is always hope and always certainty in knowing this.

COVID-19

MGS, along with all other educational institutions in New Zealand, faced another year of border restrictions. These were both incoming and outgoing, meaning onshore students and families were not able to travel home and return back to NZ to finish their studies.

Throughout the year the International College along with local schools, regional bodies and sector Peak Bodies engaged with government agencies in trying to work through the pandemic and find solutions for the situation that the international education industry faced. Minister Hipkins held a seminar in Auckland in July to inform of the direction the Government was contemplating with international education. The two major points were, developing a High-Value sector and limiting enrolment for under Year 9 students i.e., Primary and Intermediate. MGS provided feedback on the High Value statement and the under Year 9 submission is due in March 2022. Both proposals are clearly ill-informed with no evidence to support the claims made in the report. The New Zealand international education industry has pushed back on these proposals, as well as other proposals related to an immigration review.

SPECIAL CHARACTER

The International Assemblies and Christian Studies programmes delivered to the international students are designed to challenge non-Christians and to encourage Christian young people in their walk with God. In 2021 David Farmer taught a combined Year 11 and 12 International Christian Studies until the end of Term 2 and then Joanna Bisseker took over from David when he retired.

Year 13 Christian Focus Days were predominantly cancelled due to the pandemic restrictions.

Sophie Bates, the International College 24/7 Youth Worker continued to support and engage with our students throughout the year. Sophie also participated in any activities we held for the students e.g., language days etc. Sophie connected regularly with the students outside of school and established a Girls Craft Group for the senior girls, which was a success. Sophie completed her studies as a teacher and was offered a position at Templeton School for 2022. She therefore finished her time with us and Izaak Wilson was appointed as the International 24/7 worker for 2022. Izaak is an ex-Middleton student, who was an International Ambassador when he was at school. He is now studying Chinese and Social Change at the University of Canterbury.

The Abundant Life Chinese Church continued working with the international students with their new Youth Pastor visiting the school regularly and praying for the students. During the NCEA external examinations he made sure he was at school for each exam so that he could pray for the students as they went in to sit their exams. One of our younger boys has been attending Boys Brigade at the church.

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

INTERNATIONAL BOARD OF ADVISORS (IBOA)

The IBOA members were David Gillon, Mike Vannoort, Craig Utting, Rachael Hutton and Colleen Steyn. The IBOA met twice each term throughout the year, with all major decisions and activities being discussed at these meetings. The advice and support of this group has been invaluable to the leadership of the International College.

MARKET REPORT BACK

Student Numbers for 2021 – The budgeted numbers were set at 40 FTE's in October 2020. We ended the year on 46.5 FTE's. Historic numbers are as follows:

2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
46.5	88.55	106.75	117.5	115.5	89.75	98.75	94.75	89	72	108	118	132	121

The drop is solely related to the pandemic.

The ethnic composition of students for 2021, 2020, 2019, 2018 and 2017 for full year totals:

	Korea	PR China	Japan	Thailand	Germany	Vietnam	Hong Kong	Taiwan	Argentina	Indonesia
2021	12	20	3	6	0	2	2	1	0	1
2020	15	45	23	7	10	2	1	2	(France – 1)	1
2019	12	69	34	10	8	0	0	3	5	2
2018	11	80	29	8	14	0	0	1	2	2
2017	7	84	30	14	11	3	0	2	2	2

Marketing events for 2021 were very limited and more along the lines of maintaining relationships.

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

Vietnam – Very little engagement with any agents. Interest transferred to Canada.

Thailand – Very little engagement with agents. Interest transferred to Canada. We did take part in a virtual fair along with other Christchurch providers.

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

Japan – Very little engagement with agents, except those on shore or who have very good relationships with us. All partner schools have indicated they will wait until they're able to travel again.

We took part in a virtual Study Fair with an organization in South America, which was very promising.

Regional and most national events were cancelled, but we did take part in many meetings and webinars via Zoom.

I was elected to the Christchurch Educated Board as Vice-Chair at the end of 2020 and in October 2021 was elected as President of ISANA NZ's Executive Board. At the end of the year, I was also nominated and received two awards from ISANA NZ. Nominations were from colleagues in the industry.

While there is considerable work involved in both these organisations, the high-level challenges, interactions and submission that are required are valuable tools for my work at MGS and support my leadership development. As these Peak Bodies are both part of the working groups working with the various Government Agencies, it is an excellent opportunity for MGS to have this involvement.

Our arrangement with the Tottori Board of Education has been placed on hold, but we have resigned our agreement with the Board and will continue to develop this programme as soon as possible. It is a possibility that by the March 2023 we will see this programme reactivated.

All pathway projects have been placed on hold while borders remain closed, but these projects will continue as we move towards welcoming students back to New Zealand.

We advertised in various offshore publications and sponsored the Secondary Star Awards held by Study Travel Network, an organization that links institutions, agents and students across the world.

At the end of the year, the International College hosted a dinner for local agents. It was a 'thank you' for their commitment to the school and an indication to them of our ongoing support.

NEXT STEPS

- Re-energise our various partners with key, targeted marketing material and information pertinent to each country.
- Continue to connect with offshore agents and provide support where possible.
- Continue to keep up the awareness of MGS and what we offer.

STUDENT ACHIEVEMENT

Senior College

2021 was a much more settled year for international students than 2020. With all the students in the Senior College having been at school the previous year, they were settled and knew all systems and routines. Digital learning has been well received and students on the whole, performed well.

David Farmer commenced the year as International Dean to Senior students and Rosemary Allison to Middle School students. When David retired, Rosemary took over full academic Dean duties and Colleen took over the pastoral duties.

Year 13 – 13 students

No. in Yr level entered for NCEA	UE	Level 3	Endorsements
13	5	9	5 Merit

Of the four students that gained Level 3 but not University Entrance, they were only missing one or two credits. Two have taken the entry tests at UCIC and will commence first year studies in 2022 and another will be doing Foundation Studies at the University of Auckland. The fourth student was planning to study in Australia but is working on what her plans are for 2022.

Four students did not gain Level 3. Two Japanese students needed to return to Japan prior to the external examinations in order to sit the entry exams for university. They do not require NCEA, only a Graduation Certificate. One boy narrowly missed gaining Level 3 and has subsequently taken the entry test to UCIC and will commence his studies in Foundation Course at this institution.

It is extremely rewarding to see the pathways that all our Year 13's are taking for 2022. They are as follows:

University of Canterbury's International College – 4

University of Auckland 1

Waikato University – 1

Victoria University – 1

ARA Institute of Canterbury - 1

Japanese Universities – 3 (including Chinese girl who has chosen to study at Japanese university)

Returning to Taiwan – 1

Returning to Korea – 1

Year 12 – 12 students through year

No. in Yr level entered for NCEA	Level 2	Did not gain Level	Endorsement
9	8	1	2 Merit 1 Excellence

We are extremely pleased with the results of the Year 12 students. They are a talented group of students who are diligent and hard working.

Of the three who were not entered for NCEA, one student returned to Thailand mid-year, one student transferred to another New Zealand school in the North Island due to discipline issues and another to an Auckland school for family reasons. At the end of the year, we were unable to renew one students place.

Year 11 – 6 students through year

No. in Yr level entered for NCEA	Level 1	Did not gain Level	Endorsement
6	6	0	4 Merit

All student achieved excellent results, with all gaining University Entrance Numeracy.

Unfortunately, two students needed to return to Korea for family reasons at the end of the year. One student transferred to domestic role.

Overall, the international students in Senior College were settled and well adjusted. They have set themselves up for a productive 2022.

Not many of our students decided to go to the University of Canterbury despite the university providing numerous visits and support. Due to the academic ability of a large proportion of these students they are not limited to the local university but are able to look all over the world and choose a study destination for the tertiary studies.

Debbie Smit supported numerous students in various subjects where the academic language was difficult and they needed that additional support.

Primary and Middle School

The International College again provided support for the Primary School by providing hours for an English Language Learning Coordinator (Primary) and in some English Language Assistants hours. There were two students in Year 5 and one in Year 2. The Year 2 student and one Year 5 required ongoing support. The reduction in the funding to the Primary has impacted on the English Language Learners in the school, which in turn, has raised other issues.

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

We had thirteen students in Years 8 to 10. The bulk of the students have remained at MGS ad the end of 2021 except one who returned to Korea with her family and another who transferred to Rangi Ruru Girls School. We have had one student move to domestic role for 2022.

MGS was invited by Christchurch City Council to take part in the 10th memorial celebration of the earthquake. Ten of our students read names in relevant languages of people who had lost their lives in the earthquake. It was an honour to be a part of this and the students, who were predominantly international but a few domestic, conducted themselves in an exemplary fashion. We then held a memorial at school to honour the anniversary of the devastating Tsunami in Japan. The Consular General and two of the staff joined the service. It was televised and broadcasted in Japan on a Japanese television channel.

At the end of 2021 Colleen interviewed all the students. It was a valuable exercise and highlighted areas where additional help could be given as well as the general positive mood of the students.

NEXT STEPS

- Middle school students – review their progress and provide feedback to parents, agents and care providers.
- Monitor the wellbeing of the students due to them not being able to return to home countries over the summer.
- Due to the academic ability of the group, investigate challenges that can stimulate and broaden student development.

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

PASTORAL

The International College was able to run most in school events like language days and celebration lunches.

The International Ambassador programme was put on hold due to the lack of new students needing the support of the ambassadors.

The International Leadership Team (ILT) was appointed for the year and underwent extensive training throughout the year. The first session was with EA Curations and then subsequent training in the Kahika Centre run by Kerryn Malcolm. In July two students from Otago University and Auckland University spoke to students on their choices for the future and leadership in their chosen fields. Both students are outstanding role models and have impressive CV's, which fully engaged the ILT and resulted in many questions and ideas.

The annual BBQ in March went ahead fortunately, which was again a very special day in which to connect with families, students, care providers and residential caregivers.

The annual Queenstown trip took place in the January school holidays, allowing students to travel and explore some of the South Island. Later in the year a Hanmer Springs trip also went ahead, which again was great fun for the students. On both trips the ILT joined and supported staff.

The International Food Festival due to take place in September, was cancelled due to new restrictions for public gatherings.

The International College staff were on call or working for all 2020 and 2021 summer holiday and while we all realized this was required for the wellbeing of our students, it has meant that staff have started back in 2022 without much rest or recovery.

International College staff carry out regular checks on the welfare of all international students. Included in this is the student interviews in Terms 1 and 3 and the student surveys in Terms 2 and 4. There are also bi-annual residential caregiver visits and the International College once again provided additional support to all at the end of the year with gift baskets and Countdown vouchers to allow residential caregivers to support the students in their homes.

We continue to face problems with students spending much of their time outside of school online, mainly gaming with friends. This does often disrupt their sleep, studies and life in general and requires ongoing input from staff and residential caregivers and at times, the support of parents. We are concerned that having both computers and phones at school has allowed students to continue gaming while at school. We will investigate ways that we can educate individuals and groups on how to better use their time.

SHORT-TERM PROGRAMMES

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

STAFFING

David Farmer commenced the Year as Assistant Director and Dean, as reported earlier. He retired mid-year and was not replaced. His role was covered by Colleen for the bulk of his duties, and Rosemary as academic Dean.

Other than this, staff remained stable for the year, with all needing to go above and beyond in their care and support of the students at school, given that these students have been away from home for so long.

All staff undertook various forms of professional development, including workshops, conferences and seminars. These were mainly online.

At the end of the year, Rosemary Allison retired after twenty years of service to the International College and MGS. Her service to the school and the international students that have studied at MGS, has to be acknowledged and we are extremely grateful for all she has done during her time at school.

For the 2022-year, staff hours needed to be reduced due to the number of international students enrolled. Gaylene Anderson has been appointed to the Teacher in Charge of ESOL, teacher of ESOL and the Kahui Ako position to support English Language Learners in year 7 to 13.

GENERAL

A new Code of Practice was implemented, and we needed to engage the school lawyers to again review all documentation. The Code changed, and then we also needed to include wording and requirements to include cover for the Pandemic and any future pandemics.

Immigration New Zealand stopped the Student Online partnership with all institutions in New Zealand, which has not been well received. We are now not able to process student visa renewals at school and all students and families are required to do their own online. We will however continue to assist and support our students in doing this.

We were visited by the Education Review Office, staff and students were interviewed, as part of the school's review process.

On the whole, 2021 was a settled year. It has allowed the International College staff to gain broader knowledge of the field we work in.

I would like to recognise the commitment and work that the International College staff have provided this year. At times the uncertainty of the situation we faced as a country and school was extremely difficult on morale and job security, but through it all they remained professional, keeping the care and support of our students and our school at the heart of all they did. It is a privilege working with them and our students, and I look forward to our next steps as the country starts to return to some normality.

Finally, I continue to thank our Lord for the amazing blessing it is to have a school like MGS, where the support of the Senior Leaders as well as the Board, allows international students to receive top-quality education, care and support and a living experience they would not otherwise receive. Allowing these students to be exposed to the Grace of God cannot be underestimated. They will carry this with them throughout their lives.

Colleen Steyn
Director

February 2022

Māori Community Report 2021

Āhuatanga, Hiranga, Manaakitanga mō te korōria o te Atua

Māori Student Numbers and Movement

In 2021 there were 36 boys 56 girls (91 students in total) who identified themselves as Māori. This represented approximately 7.0 % of the total school roll. These students identified with a range of iwi from broad geographic regions.

MĀORI STUDENT ROLL 2021		
Māori	Males	Females
Year 1	3	4
Year 2	0	1
Year 3	0	4
Year 4	3	1
Year 5	1	2
Year 6	3	1
Year 7	1	5
Year 8	2	3
Year 9	1	4
Year 10	3	7
Year 11	5	4
Year 12	11	8
Year 13	3	12

Engagement with School and Specific Support for Māori Students

All students are cared for:

Years 1 – 8, through their classroom teacher.

Years 9 – 13, through the pastoral networks which include teachers, Deans, Counsellors, Heads of School and Senior Leaders.

Sadly, due to Covid regulations we were unable to hold our annual Whānau Hui at the beginning of the year nor our usual end of year hui and farewell of our Year 13 students. There was a small gathering to acknowledge the Year 13 leavers and to pray for them and their future.

Attendance

The school monitors attendance daily and provides a report to the Board of Trustees on a termly basis. Attendance by students is crucial to their academic success and engagement with staff and students. There are systems in place whereby the Deans identify patterns of absences and follow up on these. Attendance for our students identifying as Māori was **87.9%** and the overall attendance for the school was **[90.6%]**. The small percentage of unjustified absences for Māori students at **3.3%** was slightly larger than the school overall at **2.5%**. Justified absences for Māori students was 8% while the school overall was 6.1%.

Absence largely falls into two groups – explained (parent note or contact) and unexplained. Every effort is made to contact parents by the School’s Early Notification Service on the day of absence. Within the ‘explained’ group of absences, not all are ‘justified’ reasons for absence. Justified absences according to the Ministry of Education are for sickness, bereavement and exceptional family circumstances. A code has been added that identifies absence from school for a holiday during term time and will be coded as ‘G’. To assist with monitoring the attendance of our Māori students, the Assistant Head of Senior College provides the Associate Principal with an end of term attendance report and analysis for discussion and action if required.

Discipline

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

Stand-Downs and Suspensions

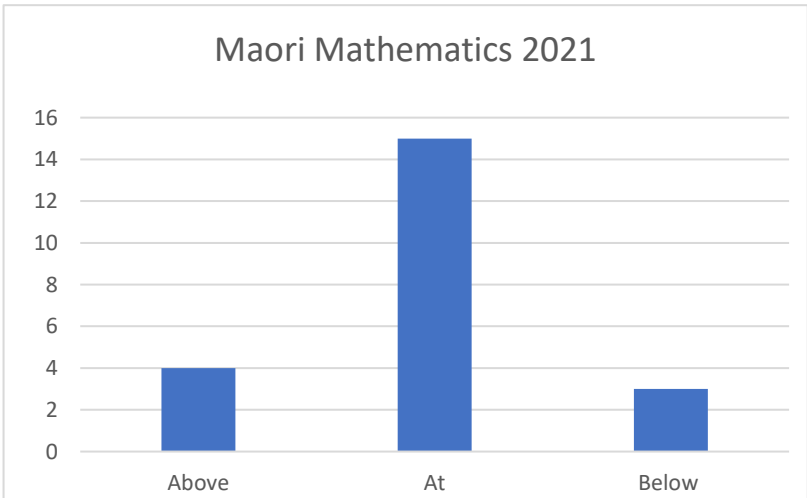
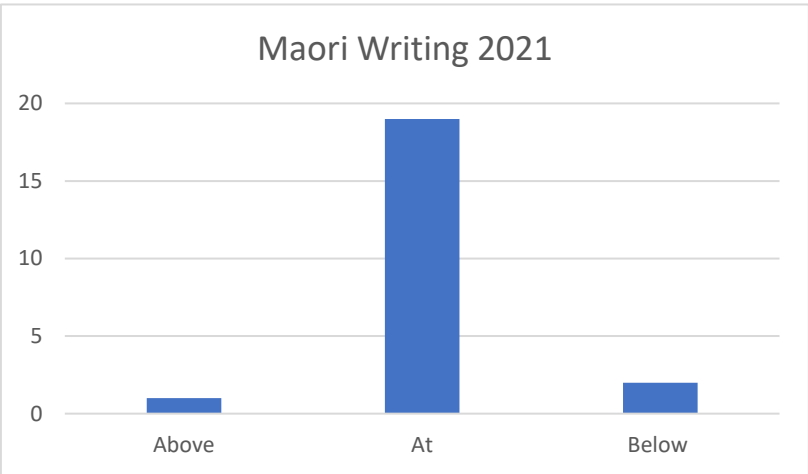
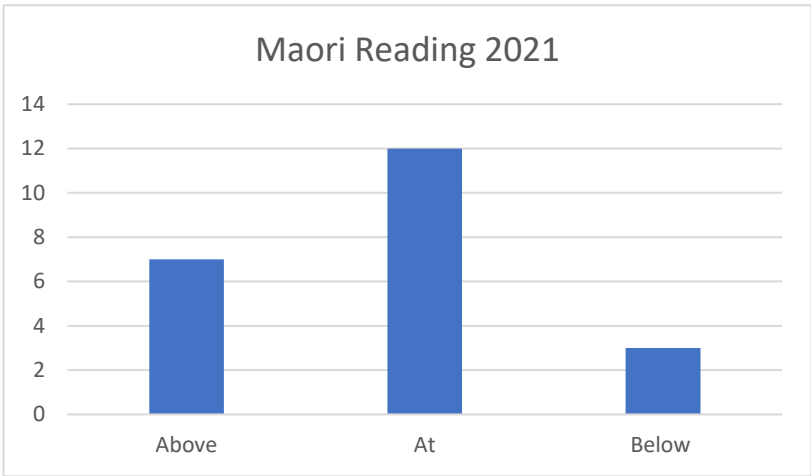
In 2021 there were no suspensions for the whole school. There were 18 Stand-Downs, 4 of whom were Māori students. All students returning from Stand-Down or Suspension are given counselling as of right when they return to school and are supported by their Dean and Head of School. These statistics do not give us any cause for concern for our Māori students.

Detentions

Detentions are either lunch-time detentions (minor discipline) or after-school for more serious discipline. All detentions are electronically recorded in the pastoral notes. Examination of patterns in relation to detentions again does not highlight any concerns for a majority of our Māori students in both the Middle School and the Senior College for 2021. This is carefully monitored by Mrs Gomez in the Middle school/Senior College Administration area.

Primary School Achievement

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



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

The 2021 summaries (see attached graphs) indicate that Māori students are achieving at about the same level as non-Māori in Reading, Writing and Mathematics.

Any children deemed to be at-risk are being carefully monitored as indicated above.

Middle School Achievement

YEAR 7 6 Students

English : Reading

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	37	17
At Expectation	45	67
Below Expectation	18	17

Mathematics:

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	54	25
At Expectation	23	33
Below Expectation	23	17

Maori students in Years 7 and 8 are achieving at expectation for this level of the curriculum. The Year 7 students are achieving at a higher level than the statistics representing All year 7 cohort.

English: Writing

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	7	0
At Expectation	61	80
Below Expectation	32	20

YEAR 8 5 Students

English : Reading

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	15	25
At Expectation	68	25
Below Expectation	17	50

Mathematics

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	14	0
At Expectation	61	50
Below Expectation	25	50

English: Writing

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	2	0
At Expectation	68	50
Below Expectation	30	50

YEAR 9 and 10: In Years 9 and 10, academic results are shown in Science, English and Mathematics Curriculum Areas as these 3 subjects have all students included in their analysis. All other Curriculum Leaders conduct their own analysis where they have Māori students in their classes. This analysis is shown in the 2021 Curriculum Area Report. For the standards-based assessments, the academic results below are calculated based on **how many standards** were passed by Māori students, not how many Māori students passed a standard. *For example, looking at Year 10 English, there are 6 Achievement Standards available. For the Māori students in Year 10, 47% of the standards assessed were at 'Not Achieved', and 10% of the standards assessed were at 'Excellence' level.*

YEAR 9: 9 Students

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

Science: 4 topics per student.

Assessed to Curriculum Levels

Level	All Year 9 Students (%)	Māori Students (%)
6+	0	0
5p-5a	66	50
5b	30	40
4p-4a	4	10
4b and below	0	0

English: 7 topics per student

Level	All Year 9 Students (%)	Māori Students (%)
6+	3	0
5p-5a	25	32
5b	29	29
4p-4a	35	40
4b and below	8	0

Mathematics: 6 topics per student

Level	All Year 9 Students (%)	Māori Students (%)
6+	0	0
5p-5a	18	4
5b	37	23
4p-4a	31	61
4b and below	14	12

Maori students in Year 9 are achieving at expectation for this level of the curriculum. The exception is in Mathematics where 12% of Maori students are at 4b and below.

YEAR 10: 5 Students

Science: 7 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	22	7
Merit	26	22
Achieved	32	41
Not Achieved	20	30

English: 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	15	10
Merit	28	23
Achieved	38	40
Not Achieved	19	27

Mathematics: 7 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	27	4
Merit	35	20
Achieved	28	51
Not Achieved	10	26

Maori students in Year 10 are achieving at expectation for this level of the curriculum.

70% (Science), 73% (English) and 75% (Mathematics) are at Achieved level or Higher.

MIDDLE SCHOOL PRIZE-GIVING AWARDS

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

Alyssa Proctor-McGregor

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

Devon Aylward

First in Te Reo Māori Year 9 – Zoe Bartlett Year 10 – Samuel Jun

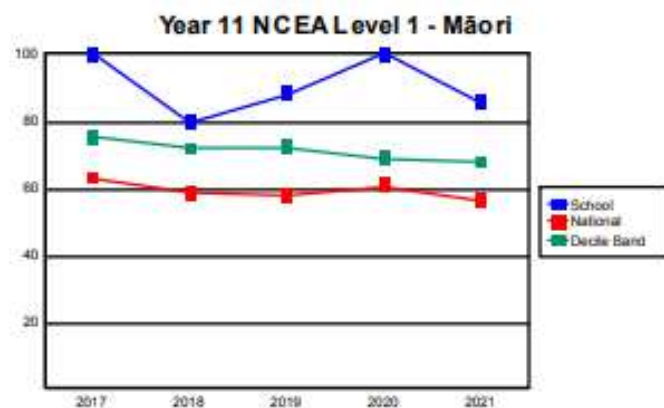
Senior College Achievement

NCEA LEVEL 1-3

The following information is based on the Participation Comparative Statistics made available by the New Zealand Qualifications Authority for 2021. Details are provided as follows:

By percentage in text form

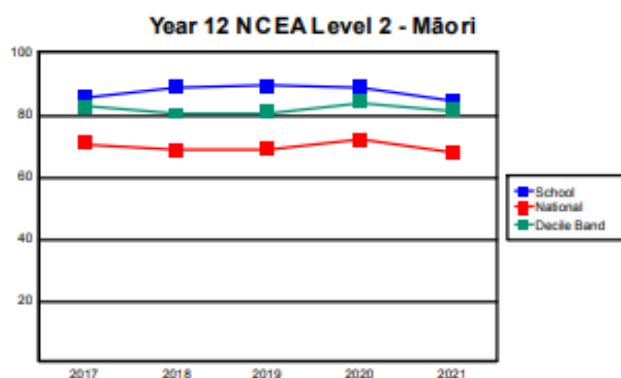
As a % comparison to National statistics and Decile 8 – 10 school statistic



Level 1 NCEA: 9 Students

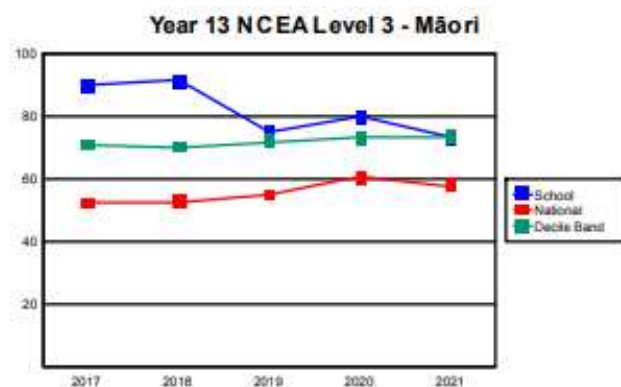
- 86% Māori students gained Level 1 NCEA.
- 14% Merit Endorsement
- 14% Excellence Endorsement
- 86% gained level 1 and level 2 Numeracy

100% gained level 1 Literacy



Level 2 NCEA: 19 Students

- 89% gained Level 2 NCEA
- 13% Merit Endorsement
- 13% Excellence Endorsement
- 78% UE Literacy
-



Level 3 NCEA: 15 Students

- 73% Gained Level 3 NCEA
- 60% gained UE Entrance
- 27% Merit Endorsement
- 18% Excellence Endorsement
- 87% UE literacy

SENIOR COLLEGE PRIZE-GIVING AWARDS

Te Ao Marama Māori Award Maia Keepa

1st Te Reo Māori Yr 11 – Emily Pearson
Yr 12 – Joshua Bedggood
Yr 13 – Maia Keepa

Literacy and Numeracy

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

100% Māori students gained Level 1 Literacy
100% Māori students gained Level 1 Numeracy

For University Entrance, students need to gain 10 credits in Literacy. They can achieve these credits in Year 12 or, if needed, in Year 13. In 2021, 74% Māori students gained UE Literacy in Year 12 and 87% Māori students gained UE Literacy by the end of Year 13. This is a significant improvement from 2020 which is pleasing.

Destination of Māori Learners

EVENTS AND PROGRAMMES THROUGH THE CAREERS DEPARTMENT

Destinations: of the 15 Year 13 Maori leavers interviewed, 13 are going to tertiary education. 1 student is entering the Army and another into the hospitality sector. One student received the UC Tu Kahika Scholarship.

Courses through Careers Department:

3 students were in the Tourism Gateway class and 4 were in the Early Childhood Education Gateway class.

34 Maori students did a variety of courses including Health and Safety, Barista, First Aid, and Strength Finders.

Events:

8 students attended the Year 12 Autaha Tau Day at University of Canterbury. Unfortunately the Te Pae Tawhiti Young Enterprise Day at Ara was cancelled, so too was the Year 10 Maori Learners' Experience Day at Ara and we had students signed up for both events.

A Year 11 student was in the Senior Ethics Olympiad team who came 1st place in the South Island, 2nd in New Zealand and 8th internationally out of 300 teams.

Learning Support

Years 1 - 6

In 2021, five Māori pupils were identified by their classroom teachers as being at risk in their learning. All of these pupils were on the Learning Support register and were supported by at least one intervention from the Primary Learning Centre (STEPS literacy software, Maths Support, Literacy Support, Handwriting support, Social Skills and/or Assistive Technology) and/or by Teacher Aides (MOE and school funded) in the classroom. Two of these pupils were also supported by external agencies (Resource Teacher of Learning and Behaviour, Resource Teacher of the Deaf).

Years 7-13

In 2021 there were 16 students who have been involved with the Learning Centre.

Year 7: (2 students) One student was involved with literacy and two students had numeracy support.

Year 8: (2 students) One student was involved with Literacy support and two students had Teacher Aide support in Numeracy classes twice a week.

Year 9: (1 student) One student was involved in literacy assistance and was in podded English classes. One student had extra Teacher Aide support in numeracy classes twice a week.

Year 10: (1 student) This student was in a podded English class where a Teacher Aide was present and able to help. One student had extra teacher Aide support in numeracy classes.

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

Year 12: (6 students) Four students had extra support in English Classes. Two students came to the Learning Centre four times a week for Senior Study support. All six students receive Special Assessment Conditions.

Reflections and Highlights from 2021

Primary School

Within the Primary School all teachers are working to improve their knowledge and use of Te Reo Māori within the classroom. As part of this the Year 3-6s, as a complete year level, attend weekly 30 minute lessons with Matua Pairama. Teachers are present for these lessons as part of their personal learning. Matua Steve Reid led kapa haka weekly as he has done for many years. We are grateful for his continued commitment to the school. In the Primary school Kapa haka is compulsory for all Year 4 pupils and voluntary for those in Years 5 and 6. In 2021 our Kapa haka roll was about 100.

Tūkaha was our first opportunity for performance with the Year 5/6s taking the lead. This was a highly successful evening and it was great to see the progression of Kapa haka throughout the school.

Tūhono was held in November and transferred, because of Covid regulations, from the Christchurch Town Hall to the Horncastle Arena. The ropu continues to grow and this was the largest group of boys I have ever taken to Tūhono. The tamariki were extremely excited and performed with great energy and skill. They won all four trophies: waiata tira, waiata aringa, haka and overall champion.

Unfortunately, due to Covid we were unable to visit the local rest home as we have done in the past.

Middle School

Kapa Haka

2021 was an interesting year with Covid restrictions inhibiting students from performing at Tuhono until later in the year. Anecdotal information shows that a large proportion of the Year 8 students who were part of Kapa Haka during Year 7 and 8 had chosen to continue with Maori as a Language option in Year 9. Up to 60 students from Year 7 and 8 participated in the weekly practice.

Tuhono

A highlight for year 7/8 as we were so uncertain if we could compete. The feedback from the students was that they really enjoyed seeing the other schools and noticing the improvement in them. The event is positive, engaging and uplifting. Our stronger singers had moved on to year 9 so we were not successful this year, however, the feedback from the students was positive.

Staff Professional Development

- Grow Waitaha workshops attended by some staff focussing on cultural sustainability in teaching practice and building culturally sustaining practice into pedagogy and student learning
- E Tu Tangata course attended by some staff with the idea to share and create resources that can be used to implement E Tu Tangata in our school and classrooms
- Taumutu and Te Tiriti Workshop – which dives into the history of the Treaty of Waitangi and it's impacts on our people.
- CENCOL -Teacher only day – range of workshops re Bicultural practice in a Christian School
- Maturanga Maori being incorporated into teaching and learning in all curriculum areas
- Primary School bi-cultural learning through multiple Professional development sessions through the year
- Maths department session on 'bite-size' phrases
- Year 7 and 8 Social Studies [programme being re-written to consider and include bi-cultural aspects
- Bi-cultural practice and te Reo Māori sessions run by Rebecca Thompson in the Primary School
- New te Reo words and phrases offered by Matua Matt Barlow weekly in staff briefing
- Māori History curriculum development being overseen by Tony Kendrew

Craig Utting

Associate Principal,

February 2022

Pasifika Community Report 2021



In 2021 there were 52 students who identified themselves as Pasifika and this represented 3.8% of the total school roll. These students identified with a range of islands: Samoa, Fiji, Cook Islands, Vanuatu and Tonga.

PASIFIKA STUDENT ROLL 2021		
Pasifika	Males	Females
Year 1	4	1
Year 2	0	0
Year 3	1	1
Year 4	3	0
Year 5	1	2
Year 6	0	0
Year 7	1	1
Year 8	2	3
Year 9	0	2
Year 10	0	2
Year 11	6	3
Year 12	5	4
Year 13	5	5

SENIOR COLLEGE

In the Senior College, Tongan external and internal standards were offered across NCEA Level 1, 2 and 3 through a partnership with Riccarton High School. Five students attended the classes and four completed internal and external NCEA Tongan standards at Levels 1, 2 and 3 and we gained mostly Merits and Achieveds across Listening and Reading Achievement Standards. NCEA students who participated in the Pasifika Cultural Group were awarded NCEA Dance Standard credits according to their level. These assessments were moderated and found to be consistent with the required standard. Ten Pasifika students attended the Pasifika Careers Expo at Ara in April, and they found the speakers, workshops and stalls motivational. A select number were part of the UCMExL Holiday programme, where extra NCEA tuition was given by University of Canterbury students. Five of our students also attended the Ara 'Pacific Bloom' holiday programme. The Spacpac Leadership and Academic Awards were held at St Andrew's College this year, where five of our students received recognition. Dawson Misa received a certificate for being the Runner-up for the Top Male Academic Achiever in Canterbury 2020 NCEA Level 2. Two Year 13 Pasifika students received scholarships to study at University of Otago and one to study at Ara. Winnie Palamo had the honour of being awarded Sportswoman of the year for all she had done and contributed to sport at Middleton and way beyond. During Samoan and Tongan Language Weeks the students organised some lunchtime and assembly activities and wore traditional costumes. The BizNinja Challenge and the Spacpac Speech Contests were both cancelled this year.

PASIFIKA CULTURAL GROUP

This was open to all students from Year 7 to 13, and 30 students were part of the group. It was encouraging to see students of mostly Pasifika descent joining the group and learning about their culture. Practices for Polyfest were intense but rewarding, and the final product was well-performed in the Christchurch Red Zone. There were 21 schools participating and we were third from the end, but the students supported all the other schools, were patient and gracious! The Senior Leadership team members came to support them and so did many of their teachers. All those who participated in Polyfest were awarded a badge in assembly when they performed for all Year 7 to 13 students, and 100 friends and family members attended Fia Fia night at The Grange just before Polyfest, where the tutors could be honoured. This year we had many tutors, guitarists and drummers from UC and some parents and siblings helping our students learn different dances, which created a community feel. The performance at the Primary School for their Cultural Assembly was well received.



PASIFIKA LEADERSHIP DAY

The event was held in the Kahika Centre on 30th June. All Year 9 to 13 students from our Christian Schools Network were invited. We were delighted that 20 students from Christchurch Adventist School, 2 from Hillview and 2 from Aidanfield attended, as well as 30 of our own Middleton students. The theme was Turangawaewae and Kerryn Malcolm spoke about thriving where you feel comfortable and Marie Lemalie, the Assistant Principal from Christchurch Girls' High School, encouraged the students to be proud of their heritage and their position in society. Finally, Josiah Tualamali'i, a past Middleton student and advocate for Pasifika Youth Mental Health, spoke about the Dawn Raids and lobbying for historical injustices. We provided morning tea and then pizzas for lunch where the students interacted well, and Senior Leadership members as well as various teachers could join us for a while. To end the day the students had time to have their say and put forward suggestions, including voting for the 2022 Pasifika Leader. They then designed their own 'seis' or 'puas' (flowers) that were joined together into a lava lava/skirt wrap to show the beauty of their collective Pasifika heritage/talents.

PASIFIKA STUDIES CLASS

The new Pasifika Studies class ran for the first time and we had 27 students from Year 11 to 13 in the class under the leadership of Tim Lalahi. I praise God for His provision, \$16 000 from the Ministry of Education to fund this course. Guest speakers were invited from the community and they were educated by Brian Turner (writer), Jo Togiato (UC academic), Lyle Peninsula (artist) and Poto Williams (MP for Christchurch East). Tim was also selected to be in the national Pacific Studies Reference Group in Term 1 of 2022, working towards making Pacific Studies Achievement Standards. He is one of only 12 teachers and academics selected from across New Zealand. Currently he is using Social Studies Achievement Standards with Pacific topics as Pacific Studies only has Unit Standards, so it will be good to move on to custom made standards.



Grace Neilson and Poto Williams, MP for Christchurch East

School Support

All students are cared for:

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

Attendance

The school monitors attendance daily and provides a report to the Board of Trustees on a termly basis. Attendance by students is crucial to their academic success and engagement with staff and students. It has been said the 80% of success is being in class. There are systems in place whereby the Deans identify patterns of absences and follow up on these. In 2021, we had no truancy concerns in the Primary School, Middle School and Senior College for Pasifika students. Attendance overall for Pasifika was 86.5%. The overall attendance for the school was 91.5%. This shows us that there is room for improvement in Pasifika attendance rates.

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

Discipline

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

Stand-Downs and Suspensions

In 2021 there were no suspensions or stand-downs for Pasifika students

Detentions

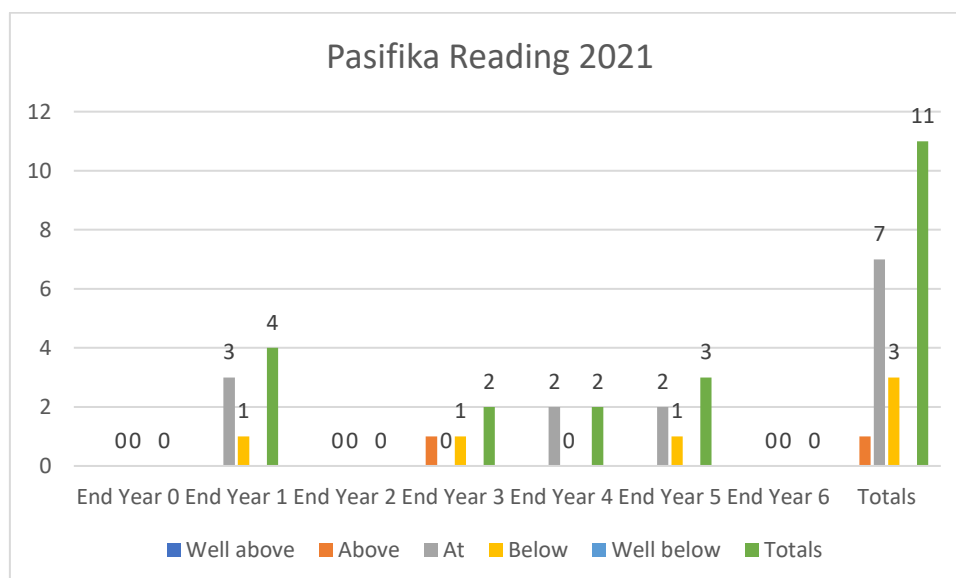
Detentions are either lunch-time detentions (minor discipline) or after-school for more serious discipline. All detentions are electronically recorded in the pastoral notes. Examination of patterns in relation to detentions does not highlight any concerns for Pasifika students in both the Middle School and the Senior College.

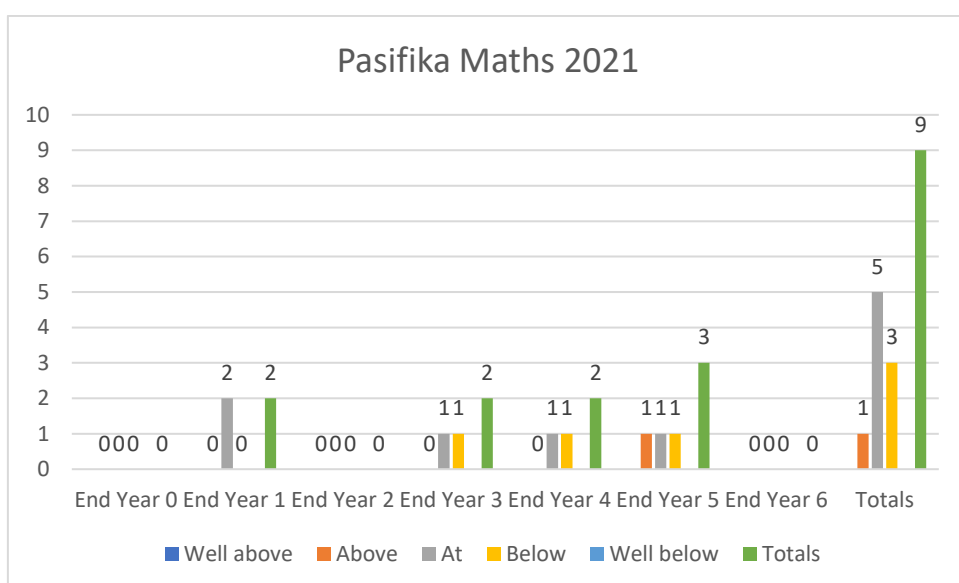
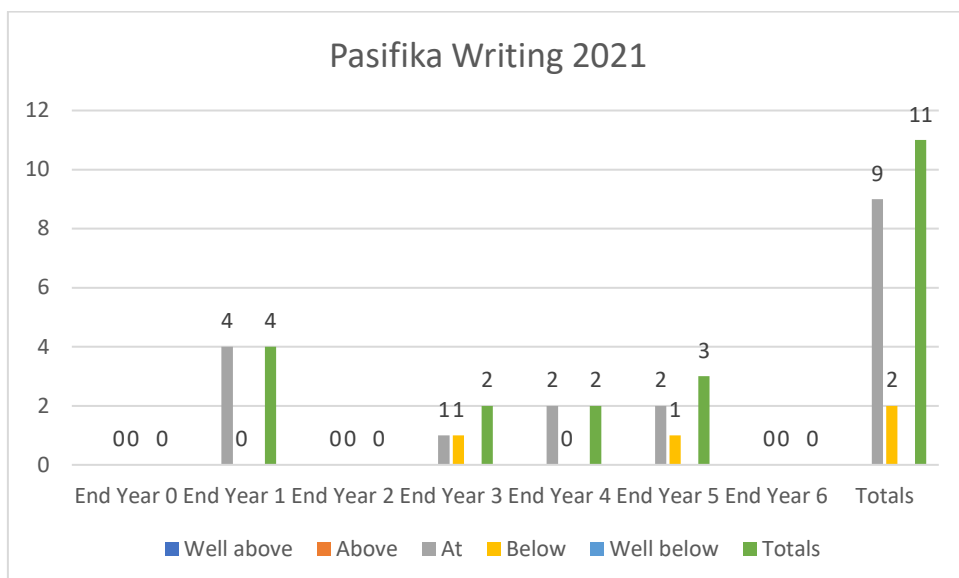
Primary School Achievement

Male: 9

Female: 4

The following graphs show distributions of students Above, At and Below Expectation. There are significant number of Pasifika students who are 'At' and 'Below' the expected standard and not many above. Rod Thompson has expressed his concern, and, after meeting with a Tongan parent, suggested that the Talanoa Ako Programme is worth looking into. It is a programme that involves weekly or fortnightly meetings or fono with parents suggesting ways they can help their children, explaining the education system and getting feedback from parents where the school can assist their children.





Middle School Achievement

Year 7 and 8. There are only 2 students in Year 7 who are known to their teachers and they are aware of their achievement. Statistically as a group this data can be misleading, or make the pupils easily identifiable, and so the percentages are not included here. For Year 8 the statistics are as follows:

English: Reading

Level	All Year 8 students (%)	Pasifika students (%)
Above Expectations	15	0
At Expectation	68	60
Below Expectation	17	40

English: Writing

Level	All Year 8 students (%)	Pasifika students (%)
Above Expectations	2	0
At Expectation	68	60
Below Expectation	30	40

Mathematics:

Level	All Year 8 students (%)	Pasifika students (%)
Above Expectations	14	0
At Expectation	61	40
Below Expectation	25	60

In Years 9 and 10, academic results are shown in English, Mathematics and Science Curriculum Areas as these 3 subjects have all students included in their analysis. All other Curriculum Leaders conduct their own analysis where they have Pasifika students in their classes. This analysis is shown in the 2021 Curriculum Area Report. For the standards-based assessments, the academic results below are calculated on the basis of **how many standards** were passed by Pasifika students, not how many Pasifika students passed a standard. For example, looking at Year 10 Science, there are 6 Standards available. For the Pasifika students in Year 10, 54% of the standards assessed were at 'Achieved', and 40% of the standards assessed were at 'Merit' level.

Year 9: 2 students

Science: 4 topics per student. Assessed to Curriculum Levels

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

a = advanced, b = basic, p = proficient

Level	All Year 9 students (%)	Pasifika students (%)
6+	0	0
5p – 5a	66	50
5b	30	50
4p-4a	4	0
4b and below	0	0

English: 7 topics were assessed to Curriculum Levels

Level	All Year 9 students	Pasifika Students
6+	3	0
5p – 5a	25	16
5b	29	25
4p – 4a	35	50
4b and below	8	9

Mathematics: 6 topics per student. Assessed to Curriculum Levels

Level	All Year 9 students (%)	Pasifika students (%)
6+	0	0
5p – 5a	18	8
5b	37	58
4p-4a	31	33
4b and below	14	0

Year 10: 2 students

Science: 6 standards available per student

% Passed at	All Year 10 students (%)	Pasifika students (%)
Excellence	22	0
Merit	26	17
Achieved	32	25
Not Achieved	20	58

English: 6 standards available per student

% Passed at	All Year 10 students (%)	Pasifika students (%)
Excellence	15	0
Merit	28	22
Achieved	38	56
Not Achieved	19	22

Mathematics: 6 standards available per student

% Passed at	All Year 10 students (%)	Pasifika students (%)
Excellence	27	0
Merit	35	0
Achieved	28	55
Not Achieved	10	45

Senior College Achievement

NCEA Level 1 to 3

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

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

Level 1: 9 students

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

Level 2: 9 students

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

Level 3: 10 students

86% of our Pasifika students passed Level 3 and 57% gained University Entrance. 14% gained a Merit endorsement and 86% gained UE literacy

The achievement of our Pasifika students at Middleton compares favourably nationally, especially at Level 3.

NCEA	Middleton Grange Pasifika	National Pasifika	Decile 8 to 10 Schools (Pasifika)	National (All ethnicities)
Level 1	90	61.9	67.6	68.5
Level 2	100	71.2	80.4	77.4
Level 3	85.7	65.6	71.1	69.9
University Entrance	57.1	32.9	47.2	52.4

Nicole Bailey

March 2022

Strategic Goals Analysis of Variance 2021

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

Strategic Plan 2020 - 2022

Strengthening Capability:

Whakapakari āheitanga

Our Mission:

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

In 2020-22:

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

Responsive, Christ-Centred Curriculum

Mātauranga-a-Karaiti

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

In 2020-22 our curriculum:

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

Building Partnerships:

Whakarahi Rangapū

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

In 2020-22:

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

Strategic Goal 1 : Analysis of Variance 2021

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		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		KIS partially met
	1.1 Staff participate in CENCoL PLD on 1 st April	As, PLD cte		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		KIS partially met
	1.2 Continue to embed e-Learning as a core classroom practice	WST (CoL) Mn		KIS partially met
	1.3 Staff and students are given opportunity to develop their leadership practice	Tn, Mo		KIS met
	1.3 Te Ohu Kahika Centre is officially opened	Mo, SLT		KIS not met
	1.3 E tū Tangata / Standing Together pilot is implemented	Sn		KIS met
	1.4 Student forums on a range of school wide topics	SLT		KIS met
Term 2	1.1 Professional Development Committee lead the PLD for all teaching staff, ensuring differentiation is a key objective. PLD to include NZ History	As, PLD Com		KIS met
	1.1 Monitor and ongoing review of modified ACT programme implementation	Va, Ed		KIS partially met
	1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools	Mn, PLD Com		KIS partially met
	1.3 Kahika Centre continues to offer leadership development opportunities for staff and students	Mo		KIS met
	1.3 E tū Tangata / Standing Together programme is monitored	Sn		KIS partially met
	1.4 Discussion on suggested recommendations from student forums	SLT		KIS met
Term 3 & 4	1.1 Professional development Committee lead review (in Term 4) on PLD for all teaching staff	As, PLD Com		KIS met
	1.1 Staff to participate in MOE TODs in May, August and November	SC staff		KIS met
	1.2 Embed the PLD regarding digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	Mn		KIS met

	1.3 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 Waioara 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'. 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 : Analysis of Variance 2021

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 & Chris French		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 & 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	Review Team and Chris French		On-going See note below
	2.1 Review completed and report written up with recommendations and suggestions			
	2.2 Collaborative sense-making and implementation of suggested changes to the Year 7/8 programme	Bw, Ke, Bc, LD		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)

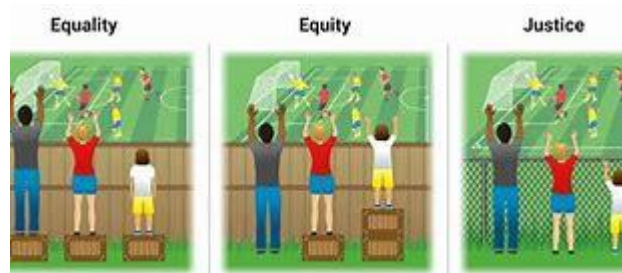
Term 1

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 Vellupillai; NI – Anita Nielson; RT – Rod Thompson; La – Judi Lawrence

Strategic Goal 3 : Analysis of Variance 2021

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		KIS met
	3.2 MGS AST/WSTCoL will work with other staff to support their professional learning	Ut, Tn, Hr		KIS met
	3.2 MGS staff will attend the CENCoL TOD for professional learning on 1 st April	Staff		KIS met
	3.3 Conduct a survey to audit and update current 'Service' activities across the school	Ut, Sn, Fs		KIS met
	3.4 MGSPG will plan and coordinate a 'Middleton Family Fun Fest' during Term 1	Rod, Ut, Va		KIS met
	3.5 Key staff to experience Cultural narrative of MGS and Christchurch/Canterbury/SI/NZ history	Hr, Pi, Col		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		KIS met
	3.3 Review and explore the barriers for 'Service' activities in our community. Further Service opportunities will be explored	Ut		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		KIS not met
	3.5 Ongoing development of relationship with Ngai Tahu and work with IOS (indicators of success)	Hr, Pi, SLT		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		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,	Va, Rod, Cs, Bw, Ut, Vp, As		

	<p>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.</p> <p>3.1 MPG will meet regularly during the year & explore fundraising opportunities for the school</p> <p>3.2 Staff are regularly attending subject and other professional association meetings</p> <p>3.4 Progress will be made with the development of the Middleton Alumni as time and finances permit</p> <p>3.5 We will continue to build our relationship with CEN as a key member of this organisation</p> <p>3.5 We will continue to build and grow our relationship with local iwi and Ngai tahu</p>	<p>Va</p> <p>CL's</p> <p>Va</p> <p>Va, BOT</p> <p>Hr</p>		
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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

Parent Voluntary Donation and Special Character 2021

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

The greatest resource God has given Middleton Grange School is committed Christian staff; however, most teachers employed at Middleton Grange School have not been trained in Christian Tertiary institutions. In 2020 Middleton Grange School introduced regular school wide Professional Learning and Development (PLD) for all teaching staff and this has continued in 2021. For the Primary staff this occurs on a Wednesday afternoon and for the Year 7 – 13 teaching staff this occurs on a Monday morning. The primary focus of this PLD is to equip our teaching staff to be better Christian teachers, whilst also ensuring we are upskilled and up to date with all the latest Ministry of Education requirements and initiatives. This PLD has proven to be a great success and will continue to be refined over time in order to better meet the needs of our staff.

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

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

Other opportunities for Christian PLD have been provided through our partnership with Laidlaw College who offer study courses for teachers as well as PLD meetings for teachers, as well as working with our Australian Christian Schools online through TEC and other sources. Unfortunately, due to Covid, many of these face-to-face opportunities have been limited during 2021. However, these opportunities for professional learning and growth as Christian teachers sets us apart as a Christian school and they are essential for maintaining the Christian foundation in our curriculum and pedagogical practices.

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

Another portion, approximately one third of the Special Character Donation is spent to support activities funded in the same way as other schools eg: the donations are used to support the school magazine, school library, handbooks, staffing of classes where numbers are small, sports funding, etc. This part of the donations is essential to ensure we can offer a first-rate general education and a wide range of activities that support the holistic education offered at Middleton Grange School.

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