



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."

2022 ANNUAL REPORT

Character Excellence Service for the Glory of God



Contents

Executive Reports

- Principal 3
- Finance 5
- Property25

Heads of School

- Primary School26
- Middle School32
- Senior College45
- International College.....52

Māori Community Report59

Pasifika Community Report69

Strategic Goals : Analysis of Variance75

Strategic Goals Analysis of Variance 2020-202276

Parent Voluntary Donation and Special Character87

Principal's Report 2022

3 John 1:4

"I have no greater joy than to hear that my children are walking in the truth."

There is an ongoing attack on the truth. People talk about "my truth," "your truth," as relativism runs rampant and truth is pushed out of society. But there is only one truth, and His name is Jesus Christ: *"I am the way, the truth, and the life. No one comes to the Father except through Me."* John 14:6

Let us all plant our feet firmly in the truth and teach our children about Him.

Our School Motto

Character, Excellence, Service for the Glory of God

2022 continued to be dominated by Covid-19 and the disruption caused by this ongoing global pandemic, as well as the war in Ukraine and more recently the death of Her Majesty Queen Elizabeth II. It is a good reminder that we live in a broken, and very dynamic world; a world that needs a Saviour – Jesus Christ, in whom we can always depend on and trust in, as we read in Psalm 121:2 *'My help comes from the LORD, the Maker of heaven and earth'*.

During March our Senior College students all had to learn 'remotely' from home for 3 weeks due to Covid-19 and the additional demands on our staffing related to sickness. This also led to many events and activities being cancelled during the year due to social distancing restrictions and / or other health requirements.

As a school and as a country, we were grateful to have the Covid restrictions removed in September which allowed everyone to get back to the 'new normal' whilst still living with Covid. Our borders reopened and we also saw the reintroduction of some international students to our school, with the prospect of more coming in 2023. I am extremely thankful to our staff and parent community for their support during what has been another challenging year, but most importantly I thank our Lord for His provision, faithfulness, and steadfast love in all circumstances.

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 Michael Smith, who was Presiding Member (Chair) for three years and stepped down to take up a position with Deloitte during the year. We also thank Christine Buckley, our Staff Board Member for the last nine years; and Natasha Wensley, our Student Board Member for 2022. We also say farewell to John Peez and Raechel Hurren who served on the Board for the last three years, as well as Becky George who was a Proprietor representative. The Triennial Board elections were held in September, and we welcomed the following Board Parent Members: Melanie Hikuroa, Tony Kan, Andy Milne, Geoff Robson and Karen Winder. Also elected were Luke Noble as Staff Member and Logan King as Student Member.

Each year we are blessed with a strong Student Leadership Team and this year was no exception: Head Student Leaders Mackenzie Hoskin and Izzy Steadman were ably supported by Neo Caughtry and Maddie Bakker. Joshua Bedgood as Māori Leader ensured the school had growth in this important area of our school. This team were wonderful examples of servant leadership to the school community.

This year we said farewell to several staff during the year, namely Megan Cassidy our Associate Principal who left us after nine years of faithful service to work for Education Review Office (ERO) at the start of Term 2; Matt Barlow, our Deputy Principal – Head of Middle School, who left at the end of Term 3 to take up the position of Principal at Amuri Area School; Geoff Wallis, our Learning Team Leader for Year 1 and 2 who left at the end of Term 3 to take up the Deputy Principal position at Our Lady of Assumption School. We congratulate these staff on their new appointments and wish them well for the future. Other staff to leave during the year were Suzanne Tennant, a highly regarded Science and Biology teacher; Lucy Bellamy (maternity) the Year 7 Team Leader, Kevin Wakeham, our Property Manager who will become Business Manager for the Christian Schools' Trust (CST); and Nicki Davison – our Secondary Librarian who has moved to work at Emmanuel Christian School in a part time capacity. We also say

farewell to Aidan Harrison, a science teacher and strong supporter of Te Ao Māori at Middleton as he leaves to pursue further studies. Rod Thomson, Deputy Principal – Head of Primary retires at the end of 2022, and we thank

him for his leadership and faithful service during his nine years as the leader of the Primary School at Middleton Grange. Our gratitude is extended to all staff leaving in 2022. 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 who assisted with co-curricular activities this year including sport, performing arts and cultural activities which for many are some of the highlights of the school year, including sports tournament week during Term 3 and the Middle School Production of 'Aladdin Jr' during Term 4. What an outstanding show and I am sure, for those involved, it will be one of many highlights of their time at Middleton Grange School.

2022 has been another challenging year for us as a school and for many people, but God has continued to be faithful, and we have continued to put our trust and hope in Christ as a Christian school knowing that He loves us as His children. 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.

Romans 12:2

"Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect."

Mike Vannoort

Principal / Tumuaki

March 2023

Finance Report 2022

MIDDLETON GRANGE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 335

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
Melanie Hikuroa	Presiding Member	Elected role	Till next elections / May 2025
Andy Milne	Parent Board Member	Elected role	Till next elections / May 2025
Chris Hannen	Proprietor Board Member	Proprietor Appointed	Continuous
David Gillion	Proprietor Board Member	Proprietor Appointed	Continuous
Geoff Robson	Parent Board Member	Elected role	Till next elections / May 2025
Hillary Carley	Non-Voting Secretary	Staff Appointment Role	Continuous
Karen Winder	Parent Board Member	Elected role	Till next elections / May 2025
Logan King	Student Board Member	Student Election	September 2022 to September 2023
Luke Noble	Staff Representative	Staff Elected Role	Till next elections / May 2025
Michael Vannoort	Principal ex Officio	Staff Appointment Role	Continuous
Paul Owens	Proprietor Board Member	Proprietor Appointed	Continuous
Rebekah Immanuel	Proprietor Board Member	Proprietor Appointed	Continuous
Tony Kan	Parent Board Member	Elected role	Till next elections / May 2025

Accountant: Paul Hartstonge
MGS Business Manager

MIDDLETON GRANGE SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
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Financial Statements	
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 15	Notes to the Financial Statements

Other Information	
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Analysis of Variance	
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Kiwisport	
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Good Employer Statement	
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Middleton Grange School

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Melanie Hikuroa

Full Name of Presiding Member



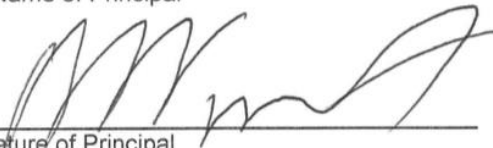
Signature of Presiding Member

18th September 2023

Date:

Michael Vannoort

Full Name of Principal



Signature of Principal

18th September 2023

Date:

Middleton Grange School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	11,199,465	10,856,202	10,841,175
Locally Raised Funds	3	2,173,078	1,723,344	2,717,872
Use of Proprietor's Land and Buildings		2,610,000	2,610,000	1,989,000
Interest Income		45,051	14,896	13,705
Total Revenue		16,027,594	15,204,442	15,561,752
Expenses				
Locally Raised Funds	3	1,454,219	1,106,957	1,749,683
Learning Resources	4	10,159,646	9,894,101	9,884,121
Administration	5	1,044,219	974,880	947,698
Finance		15,807	16,050	6,942
Property	6	3,647,553	3,593,413	2,865,736
Other Expenses	7	(145)	-	(12,075)
		16,321,299	15,585,401	15,442,105
Net Surplus / (Deficit) for the year		(293,705)	(380,959)	119,647
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(293,705)	(380,959)	119,647

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,397,833	2,397,834	2,233,400
Total comprehensive revenue and expense for the year		(293,705)	(380,959)	119,647
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		55,596	52,000	44,786
Equity at 31 December		2,159,724	2,068,875	2,397,833

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	525,029	450,000	256,516
Accounts Receivable	9	969,236	699,380	719,833
GST Receivable		78,568	75,000	77,587
Prepayments		73,196	65,200	42,437
Inventories	10	126,870	134,750	142,014
Investments	11	3,011,921	2,820,000	2,395,209
		4,784,820	4,244,330	3,633,596
Current Liabilities				
Accounts Payable	13	1,009,058	1,013,000	994,102
Revenue Received in Advance	14	1,943,191	1,500,134	713,115
Provision for Cyclical Maintenance	15	169,711	74,000	46,000
Finance Lease Liability	16	102,095	96,780	96,781
Funds held in Trust	17	57,909	52,000	45,052
		3,281,964	2,735,914	1,895,050
Working Capital Surplus/(Deficit)		1,502,856	1,508,416	1,738,546
Non-current Assets				
Property, Plant and Equipment	12	1,193,251	1,154,502	1,241,924
Non-current Liabilities				
Provision for Cyclical Maintenance	15	397,106	505,000	530,873
Finance Lease Liability	16	139,277	89,043	51,764
		536,383	594,043	582,637
Net Assets		2,159,724	2,068,875	2,397,833
Equity		2,159,724	2,068,875	2,397,833

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		3,222,184	2,934,929	2,873,168
Locally Raised Funds		1,586,018	1,159,756	1,666,516
International Students		1,585,206	1,352,725	498,625
Goods and Services Tax (net)		(981)	4,500	52,857
Payments to Employees		(2,336,643)	(1,966,155)	(2,293,647)
Payments to Suppliers		(2,927,667)	(2,415,859)	(2,765,693)
Interest Paid		(15,807)	(16,050)	(6,942)
Interest Received		34,177	36,396	14,052
Net cash from/(to) Operating Activities		1,146,487	1,090,242	38,936
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	2,001	-
Purchase of Property Plant & Equipment (and Intangibles)		(191,408)	(689,185)	-
Purchase of Investments		(616,712)	(519,770)	(107,340)
Proceeds from Sale of Investments		-	-	75,273
Net cash from/(to) Investing Activities		(808,120)	(1,206,954)	(32,067)
Cash flows from Financing Activities				
Furniture and Equipment Grant		55,593	8,000	44,786
Finance Lease Payments		(138,304)	311,712	(190,213)
Funds Administered on Behalf of Third Parties		12,857	(3,000)	1,744
Net cash from/(to) Financing Activities		(69,854)	316,712	(143,683)
Net increase/(decrease) in cash and cash equivalents		268,513	200,000	(136,814)
Cash and cash equivalents at the beginning of the year	8	256,516	250,000	393,330
Cash and cash equivalents at the end of the year	8	525,029	450,000	256,516

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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.

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor owned buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 16.



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 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, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

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 expected 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
Motor vehicles	8 years
Library Books and Textbooks	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) 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. If such indication exists, the School estimates the asset's recoverable service amount. 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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) 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.

n) 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 12 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. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) 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.

p) 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.

q) 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.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

s) 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.

t) Budget Figures

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

u) 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Other Government Grants

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
3,068,666	2,705,247	2,726,082
7,994,535	8,075,707	8,012,367
136,264	75,248	102,726
11,199,465	10,856,202	10,841,175

3. Locally Raised Funds

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

Revenue

Donations & Bequests
Curriculum related Activities - Purchase of goods and services
Fees for Extra Curricular Activities
Trading
Fundraising & Community Grants
Other Revenue
International Student Fees

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
500,484	507,608	510,516
-	-	8,737
176,715	15,140	167,695
626,850	633,342	599,115
19,375	6,000	38,285
104,810	13,513	328,729
744,844	547,741	1,064,795
2,173,078	1,723,344	2,717,872

Expenses

Extra Curricular Activities Costs
Trading
International Student - Student Recruitment
International Student - Employee Benefit - Salaries
International Student - Other Expenses

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
159,274	22,500	138,211
547,207	558,555	510,785
143,197	73,071	119,303
231,101	168,492	452,619
373,440	284,339	528,765
1,454,219	1,106,957	1,749,683
718,859	616,387	968,189

Surplus/ (Deficit) for the year Locally raised funds

Note: During the year the International Student numbers were 33 (2021:47)

4. Learning Resources

Curricular
Information and Communication Technology
Library Resources
Employee Benefits - Salaries
Staff Development
Depreciation

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
450,236	367,123	352,760
54,205	76,800	58,313
5,559	11,500	11,117
9,109,721	8,916,604	8,919,619
68,716	37,630	33,036
471,209	484,444	509,276
10,159,646	9,894,101	9,884,121

5. Administration

Audit Fee
Board Fees
Board Expenses
Communication
Operating Lease
Other
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
12,828	12,688	11,268
6,800	8,450	5,605
2,258	3,600	1,859
10,092	14,160	7,736
1,844	1,336	6,672
80,598	99,620	92,942
734,767	638,328	626,926
17,569	18,978	17,955
177,463	177,720	176,735
1,044,219	974,880	947,698

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	31,494	29,000	27,186
Consultancy and Contract Services	234,362	247,500	232,885
Cyclical Maintenance Provision	74,004	74,000	47,000
Grounds	33,587	28,000	25,798
Heat, Light and Water	286,117	231,800	214,323
Repairs and Maintenance	91,652	114,925	94,720
Use of Land and Buildings	2,610,000	2,610,000	1,989,000
Security	20,911	21,950	10,847
Employee Benefits - Salaries	265,426	236,238	223,977
	<u>3,647,553</u>	<u>3,593,413</u>	<u>2,865,736</u>

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.

7. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Loss on Uncollectable Accounts Receivable	(145)	-	(12,075)
	<u>(145)</u>	<u>-</u>	<u>(12,075)</u>

8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	525,029	450,000	256,516
Cash and cash equivalents for Statement of Cash Flows	<u>525,029</u>	<u>450,000</u>	<u>256,516</u>

9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	298,966	45,000	53,337
Receivables from the Ministry of Education	4,201	15,000	35,154
Allowance for impairment of receivables	(7,293)	(7,120)	(7,440)
Interest Receivable	13,807	6,500	2,933
Teacher Salaries Grant Receivable	659,555	640,000	635,849
	<u>969,236</u>	<u>699,380</u>	<u>719,833</u>
Receivables from Exchange Transactions	305,480	44,380	48,830
Receivables from Non-Exchange Transactions	663,756	655,000	671,003
	<u>969,236</u>	<u>699,380</u>	<u>719,833</u>

10. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
School Uniforms	125,996	134,000	141,532
Canteen	874	750	482
	<u>126,870</u>	<u>134,750</u>	<u>142,014</u>

11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	3,011,921	2,820,000	2,395,209
Total Investments	3,011,921	2,820,000	2,395,209

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Furniture, Plant and Equipment	525,111	75,043	-	-	(140,874)	459,280
Information and Communication Technology	341,014	56,927	-	-	(134,010)	263,931
Land Improvements	39,138	-	-	-	(5,271)	33,867
Motor Vehicles	39,987	52,826	-	-	(14,096)	78,717
Textbooks	148,809	6,609	-	-	(34,641)	120,777
Leased Assets	147,865	231,131	-	-	(142,317)	236,679
Balance at 31 December 2022	1,241,924	422,536	-	-	(471,209)	1,193,251

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Furniture, Plant and Equipment	1,303,521	(844,241)	459,280	1,228,478	(703,367)	525,111
Information and Communication Technology	934,460	(670,529)	263,931	877,533	(536,519)	341,014
Land Improvements	52,714	(18,847)	33,867	52,714	(13,576)	39,138
Motor Vehicles	170,342	(91,625)	78,717	117,516	(77,529)	39,987
Textbooks	557,798	(437,020)	120,777	551,188	(402,379)	148,809
Leased Assets	426,185	(189,506)	236,679	725,042	(577,177)	147,865
Balance at 31 December	3,445,020	(2,251,768)	1,193,251	3,552,471	(2,310,547)	1,241,924

13. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	129,993	138,000	153,987
Accruals	41,505	42,000	36,098
Employee Entitlements - Salaries	784,424	785,000	774,906
Employee Entitlements - Leave Accrual	53,136	48,000	29,111
	1,009,058	1,013,000	994,102
Payables for Exchange Transactions	955,922	965,000	964,991
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	53,136	48,000	29,111
	1,009,058	1,013,000	994,102

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	6,000	10,000	19,700
International Student Fees in Advance	1,474,743	1,431,101	634,382
Other revenue in Advance	462,448	59,033	59,033
	<u>1,943,191</u>	<u>1,500,134</u>	<u>713,115</u>

15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	576,873	576,873	548,468
Increase to the Provision During the Year	74,004	74,000	47,000
Use of the Provision During the Year	(84,060)	(71,873)	(18,595)
Other Adjustments	-	-	-
Provision at the End of the Year	<u>566,817</u>	<u>579,000</u>	<u>576,873</u>
Cyclical Maintenance - Current	169,711	74,000	46,000
Cyclical Maintenance - Non current	397,106	505,000	530,873
	<u>566,817</u>	<u>579,000</u>	<u>576,873</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for Computers, Photocopiers, TRL Laptop leases and other ICT equipment. Minimum lease payments payable:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	102,095	96,780	89,836
Later than One Year and no Later than Five Years	159,167	89,043	90,406
Future Finance Charges	(19,890)	-	(31,697)
	<u>241,372</u>	<u>185,823</u>	<u>148,545</u>
Represented by			
Finance lease liability - Current	102,095	96,780	96,781
Finance lease liability - Non current	139,277	89,043	51,764
	<u>241,372</u>	<u>185,823</u>	<u>148,545</u>

17. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	57,909	52,000	45,052
	<u>57,909</u>	<u>52,000</u>	<u>45,052</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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 School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School 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 School Board as noted in Note 6. 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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	6,800	5,605
<i>Leadership Team</i>		
Remuneration	797,744	900,030
Full-time equivalent members	6	7
Total key management personnel remuneration	804,544	905,635

There are 9 members of the Board excluding the Principal, Student and Staff Representatives & Secretary. The Board had held 8 full meetings of the Board in the year. The Board also has 3 Finance and 2 Property that meet 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	170 - 180
Benefits and Other Emoluments	5 - 10	0 - 5

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	14	19
110 - 120	6	5
120 - 130	1	1
130 - 140	1	1
	22	26

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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into contract agreements for capital works.
(Capital commitments at 31 December 2021: \$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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	525,029	450,000	256,516
Receivables	969,236	699,380	719,833
Investments - Term Deposits	3,011,921	2,820,000	2,395,209
Total Financial assets measured at amortised cost	<u>4,506,186</u>	<u>3,969,380</u>	<u>3,371,558</u>

Financial liabilities measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Payables	955,922	965,000	964,991
Finance Leases	241,372	185,823	148,545
Total Financial Liabilities Measured at Amortised Cost	<u>1,197,294</u>	<u>1,150,823</u>	<u>1,113,536</u>

24. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MIDDLETON GRANGE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Middleton Grange School (the School). The Auditor-General has appointed me, Nicole Dring, 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 15, that comprise the statement of financial position as at 31 December 2022, 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 2022 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 18 September 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 report, Good employer statement 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.



Nicole Dring
Deloitte Limited

On behalf of the Auditor-General
Christchurch, New Zealand

Property Report 2022

10-Year Property Plan (10YPP) update

Following on with our 10YPP, our foci for the 2022 year were the Performing Arts Centre, O Block and G Block.

O Block – Primary Rooms 12-15

Extensive interior refurbishment was all but completed in 2022 (carpets scheduled 2023). Over 2022 we replaced/installed grid ceilings, led lighting, extensive use of Autex wall coverings, repainting, minor locker update.

Exterior cladding is an ongoing project, requiring surface remediation. After obtaining a report on the condition of the cladding it was decided the Christian Schools' Trust (CST) would continue to seek quotes for various repair systems. The project is expected to be green lit in 2023.

Performing Arts Centre (PAC) – The Grange

The PAC fell due for its first major exterior refurbishment in 2022. Interior and Exterior repainting began in December and will be completed before Term 1, 2023.

G Block

Because of the scale of the Library refurbishment, demolition of the Secondary Library began before the break in Term 4 (2022) and is expected to continue into Term 1 (2023). Potentially as late as March/April.

Summary

We continue to advance through the 10-Year Property Plan. Due to the aging building stock, maintenance becomes an increasing financial consideration. There are currently minimal plans for additional space, focussing rather on maintaining existing buildings ensuring fitness for purpose. We are completing any major maintenance/upgrade work prior to repainting.

In 2023 the major focus is the Library, which will be a significant project both in scope and importance to the school. Planning has been carried out and work started over the Christmas 2022/2023 period.

I would like to acknowledge the work of our Property Committee members, comprised of School, Board and Proprietor representatives, both past and present. We now reap a harvest sown over generations. Our ability to provide modern, well equipped, fit for purpose, buildings and grounds is testament to our common purpose. The unity of the two entities is both a blessing that creates wonderful working results and is increasingly rare in our sector. The fruit of which is an environment conducive to student learning and development as well as appropriate facilities for staff and visitors.

I would also like to acknowledge Nick, Steve, John and Barrie (maintenance team) and their tireless work around our site.

Ben Knowles

Property Manager

May 2023

Primary School Annual Report 2022

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

	All students at Middleton Grange Primary School (306 students)					Māori at Middleton Grange Primary School (27 students)					Pasifika at Middleton Grange Primary School (14 students)				
	2022	2021	2020	2019	2018	2022	2021	2020	2019	2018	2022	2021	2020	2019	2018
Reading	89%	87%	76%	87%	88%	90%	91%	73%	84%	100	79%	73%	40%	75%	75%
Writing	94%	92%	67%	86%	83%	100 %	91%	91%	84%	90%	59%	82%	90%	88%	66%
Maths	71%	81%	78%	75%	88%	86%	86%	87%	69%	85%	50%	73%	70%	75%	58%

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

Comments

Our Reading and Writing results have continued a slight improvement from those reported for 2021. This progress could be attributed to a more settled year than the previous two years, due to Covid lockdowns. Students spending more time in a face to face learning situation will enable progress than sustained times learning via distance. We have noted a decline in the students achieving at or above the expected curriculum level in Maths, particularly in our Pasifika students. This could be attributed to the decrease in curriculum time due to ongoing covid interruptions and illness, not allowing students the usual time to complete the various requirements/ learning outcomes set in Maths. Another contributing factor could be the small numbers of Māori (27) and Pasifika (14) 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. Although in this document, the students identified at risk is a percentage number, these students are known by as individuals by staff and identified in classroom planning and teaching to ensure that we meet the needs of each learner in our school.

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:

2022 Te Kohanga Ako, The Primary Learning Centre:

Te Kōhanga Ako, the Primary Learning Centre is a resource of people and place. Te Kōhanga Ako means the Learning Nest. As a nest provides a protective and enabling structure for young birds, the aim of the Learning Centre is to help our tamariki thrive.

We support pupils who are at-risk in their academic, emotional, physical, behavioural and/or social development. We have experienced and expert staff who provide quality assistance and programmes for these diverse pupils.

In 2022 we continued to be a resource which was highly utilised. As well as the individual and group interventions provided in the Learning Centre, our staff also supported individuals and groups of pupils in the classroom, as directed by the classroom teachers and in collaboration with the SENCO.

Year Group	Pupils supported (individually, in small groups, or in consultation with teachers).
Year 1	31
Year 2	20
Year 3	17
Year 4	20
Year 5	13
Year 6	15

All pupils made progress. Some pupils made significant progress and will not require any additional specific intervention. But for many others, the support will need to be on-going due to the nature of their diversity. While they too made huge progress from where they were, our focus continues to be taking each child as an individual, and celebrating the gains made for them. Working with parents and classroom teachers is essential for accelerating and maintaining progress. We are blessed at Middleton Grange in having such committed and professional teachers, who implement recommendations and independently cater for individual diversity.

The external support provided this year included Resource Teachers of Learning and Behaviour, Resource Teacher of Literacy, Mana Ake (Individual and Group), Within School Counsellors, Public Health Nurse, Ko Taku Reo - Deaf Education New Zealand, CDHB Paediatric Services, Ministry of Education and Private Speech Language Therapists, Private Educational Psychologists, and Socially Speaking.

Some of this support is on-going through the year, and others for a shorter period focusing on a targeted need. The current model offered by Ministry of Education is advisory, so while specialists may observe and assess pupils, they do not work directly with them, but rather offer advice to teachers and Learning Support staff.

In 2022 a stronger relationship was established with Mana Ake, a Ministry of Health initiative. Mana Ake provides well-being and mental health support for children aged 5 - 12 years across Canterbury. Their kaimahi provide advice, guidance and workshops for parents, whānau and teachers, as well as directly working with tamariki. This year I have had regular meetings with Jean Hur, our liaison kaimahi, and we have trialed a programme called 'Brave Brains' which focuses on challenging anxiety by separating thoughts from reality. We also ran a parenting course called 'Tuning into Kids'. This course focuses on the emotional connection between parents/carers and equips parents with tools to help their child/ren develop emotional intelligence. The feedback from parents was that this course had a positive effect on the way they engaged with their children and as a result how their children communicated with them, I was subsequently able to incorporate some of the tools and language from both Brave Brains and Tuning into Kids, into the Emotional Coaching lesson series I took with the Year 3 classes. So, as well as impacting individuals and families, these programmes have had a wider influence within our school community. In 2023 we hope to offer a regular opportunity for parents to meet Jean and begin initial conversations around their areas of concern.

Reading Recovery

by Susan Meredith, Primary School SENCO

Mrs Linda Bucknell continued to provide quality one-to-one support for children making the slowest progress in literacy learning after one year at school. This year our Reading Recovery programme was extended to also include support for 5 year-old children in small groups in the classroom (Early Literacy Support - ELS). ELS groupwork is for students who have been at school for 2 terms and clearly need a boost in their literacy learning.

In total we had eight pupils in individual Reading Recovery intervention in 2022. After being identified as well below expected levels, five pupils were successfully discontinued at or above expected co-hort levels. One pupil was referred to the Ministry of Education's resource Teacher of Literacy due to lack of progress and more complex needs, and two pupils will be carried over to 2023 and expected to successfully discontinue.

In ELS, two groups of two children were taken in the year. Very clear gains were made, most particularly with the second grouping. One child went on to Individual Instruction in Reading Recovery and is making excellent progress, while another appears to have more complex needs so alternative support is being sought. The co-review process was well supported by Mrs Bucknell, and the students' classroom teacher, Mrs Cass Down. Communication with whānau was a key component of the process and ongoing very positive comments and feedback were made by parents.

At the end of 2022 Mrs Bucknell retired from teaching after over 40 years of service to education. I would like to acknowledge her commitment to Reading Recovery for the last five years and her professional expertise that benefitted so many children.

In 2023 I will take on the trained Reading Recovery teacher position alongside my SENCO role. We hope to train another teacher in Reading Recovery which will be fully funded by the Ministry of Education. This will result in twice the number of children being able to access this valuable resource.

English Language Learner Report 2022:

Overview

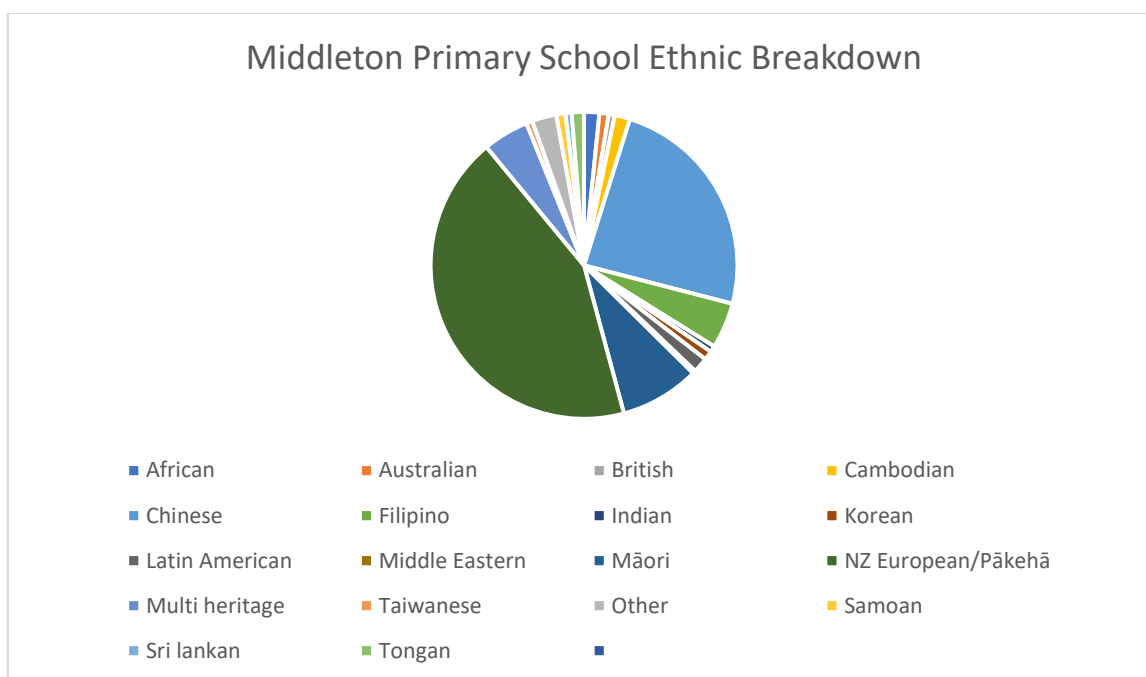
In the Primary school there are 136 learners who speak another language at home than English, equating to around 43% of the primary school. There has been no change in this from 2021. There are 28 different languages spoken in our learners' homes. Two new staff (English Language Assistants) were employed this year, one a trained teacher and the other a parent who has been active in school life. Both have been such a blessing to the primary school in their roles. It has taken some time however to find good staff and then train them. My time in the classroom decreased because of this but I was very thankful to be given extra time to manage better.

Staffing: Staffing didn't change in 2022 in terms of hours. There have been two English Language Assistants (ELA) working approximately 12 hours each per week. They have done a fantastic job of supporting learners, building good relationships, and understanding of needs. I have had 0.4 (2 days per week) in the ESOL coordinator role. Once again, the support of our SENCO, Susan Meredith, Rod Thompson and our incredibly competent teachers has made an impact on the ELLs success.

2023: With the loss of Shelley Liden to the senior school, we have employed another ELA who speaks both Mandarin and Cantonese. With the return of international students, we will once again need to employ another ELA. This has proven difficult in terms of hiring someone with experience. International College have recognized the time needed to plan and care for their students in the primary school and have given me a fixed term 0.2 (1 day) increase. I have also asked for more time for our domestic students as around 90% of our new entrants coming in over the year speak another language at home. This is quite a change. Until they arrive however we won't know how much language support they will need. Time to train two new staff has also been given. I appreciate greatly that this has been acknowledged with an increase to my hours.

The learners: There were 44 MOE funded ELLs, of which 22 were migrants and 22 NZ born students. There was a significant drop in learners who were funded over the year as their funding was completed. At the end of the year there were 23 funded students. There will be a similar number going into 2023. 37 learners were supported either in class or in targeted learning groups. There were two international learners in the primary school – both in Year 6. One has been in the school for at least four years and is now an independent learner, the other while still needing continued support has become much more independent.

The following graph shows the ethnic makeup of the primary school (parent identified). The makeup is similar to 2020.



Country of Origin	Number	Country of Origin	Number
African	5	Filipino	15
Austalian	3	Indian	2
British	2	Korean	13
Cambodian	5	Latin American	5
Chinese	75	Middle Eastern	1
Maori	26	Samoan	3
Multli Heritage	15	Sri Lankan	2
New Zealand European/Pakeha	134	Tongan	4
Taiwanese	2	Other	8

English language Learning (ELL) Academic data for 2022

The data collected in 2022 was impacted by Covid and was not enough to track individual progress. While it gave a good impression of overall ELL achievement, it differed over year groups because of the impact in learning Covid had. We are currently looking at ways data is gathered and analyzed so that it is useful and reliable for across the Primary School. Most ELLs however, are at or above in reading, writing and math. Those ELLs who are not, tend to be learners who have learning needs also.

Day to day: ELAs work alongside learners in class and may withdraw to support core learning (literacy and numeracy) as well as targeted oral language classes.

Within class support: Year 1, 2, 4, and 6 had an ELA or myself to support in class for 30mins, between 1 and 3 times a week.

Withdrawal classes:

Four learners in year 1 participated in HPP, an oral language program in term 4.

Eight learners in Year 2 had extensive support in reading, writing and oral language all year.

Four learners in Year 3 had writing, vocabulary and oral language support all year.

Three learners in Year 4 had topic support for two terms.

Three learners in Year 5 had topic support all year.

Five learners in Year 6 had topic support, oral language and writing support all year.

One high needs learner had one on one withdrawal all year to work on oral language, reading and writing.

ESOL cluster/COL network meetings:

It was wonderful to be able to participate in this PD again this year. We were able to host both the ESOL Primary Cluster group and the kahui ako group. We are very grateful for this time as it connects us with the wider community of schools and also is a chance to learn and grow in how we support our learners and gain more understanding of what is happening in classrooms (structured literacy and Te Reo Māori in particular this year)

Verification by the Ministry of Education (MOE):

This year Janis Maidment from the MOE was finally able to come and verify how we use the funding from the MOE. Her recommendation was that as a whole school a policy for ELLs was developed. On the ministry website where they have an example of this, they speak both of procedures and policy. Currently, I have started a conversation with the across school ELL teachers, Judith Anthony and Christine Buckley around how we go about this. Janis Maidment seemed to be satisfied with the care and teaching of learners and also our assessment of them for funding.

Goals set in 2022 that have been achieved (or in progress):

We wanted to target explicit teaching in reading this year. Maggie Smit did a wonderful job, working with Year 2 learners, explicitly teaching learners how to understand vocabulary from text and picture contexts and also making them aware of how narrative is crafted. The learners gained confidence in reading, speaking and writing. It will be interesting to track these learners in 2023 to understand how much they have retained and can carry over into their work in Year 3.

What's next? Training the two new staff members will be a priority alongside welcoming at least 6 new international students. In the last five years we have never had 6 IC students and not all arriving at similar times. Managing the support well between our domestic ELLs and IC students will be important. Teachers may need an increase in support also as the potential for more IC learners with little or no English return. With the increase in ELLs coming in to school as new entrants there is the possibility to be feeling quite stretched however until these learners arrive we won't know how much English language they have already acquired. Managing these changes will be our focus this year.

Professional Learning & Development

Following on from 2021, the Primary School 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)
- Working on the NZ Histories Curriculum
- 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.

Primary School Staff: At the conclusion of 2022, there have been considerable changes to the staff/personnel in the Primary School. There has been the retirement of **Mr Rod Thompson** at the end of 2022, **Mr Geoff Wallis**, moving to Our Lady of Assumption as a Year 7/8 teacher and a promotion to Deputy Principal and **Mr Nicholas Pomare**, moving from the Primary school to teach Year 7 and become the Year 7 Learning Team Leader. Due to this movement, we have appointed **Mrs Christine Buckley** to the Deputy Principal, Head of Primary School role, she has come from Year 8, MGS; **Mr Paul Jack**, Year 6 teacher and Year 5/6 Learning Team Leader, moving from Year 5 at Templeton School and **Mrs Joelle Goodall** has taken up the role of Learning Team Leader Year 1/2. The teaching position made available by Geoff Wallis moving on, was covered in term 4 by relief staff, Mrs Julie Dalzell and Mrs Karen McCormack. We have made the permanent appointment of **Mrs Gretchen Brunner** to teach in Year 1, she will join us at the beginning of 2023. Looking forward to term 1 2023, we will see **Mrs Elsbeth Swarbrick** leaving on maternity leave at the end of week 4, and will welcome **Mrs Erna Pilkington** to the Year 3 class. **Mrs Donna Smith**, our long serving New Entrants Teacher has handed in her resignation, effective at the end of term 1, 2023.

Despite all these changes, the school is blessed to have a wonderful team of committed people who will be able to work together collaboratively and support one another very well. No doubt the existing staff will continue to offer guidance and support for those who will take up the new roles in the school.

There is 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. Sincere thanks to the teaching staff and support staff for their excellent work throughout the year that has been of great benefit to the students. The academic progress documented is testament to this.

Concerns and Challenges:

As this report is about the 2022 academic year, and I, Christine Buckley was working in a different area of the school, it would not be appropriate to comment on concerns and challenges at the end of 2022. If questions or concerns are raised as to the progress and activities during the 2022 school year, I am happy to ask people who may be able to speak into these issues. Other than this, it is important to note that there has been a high degree of staff changes and changes in staff undertaking leadership in curriculum areas in the Primary School, meaning that will need to be an allowance given for a time of settling as we look forward to 2023.

Compiled by

Christine Buckley
Deputy Principal Primary School

February 2023

Middle School Annual Report 2022

Introduction:

The following Annual Report provides an overview of Special Character, Academic Progress and Extra Curricular Initiatives from within the Middle School during 2022. 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	5	4	-	99
Year 8	4	7	3	-	91
Year 9	5	5	7		124
Year 10	5	5	2		133
Total	18	21	16		447

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)
 - Our Year 13 Leaders and Year 9 Whānau teachers included activities in the Year 9 camp programmes that sought to develop spiritual formation.
 - We currently have Peter Collier as Interim Teacher in Charge of MS Scripture. Peter has bought a focus on the Gospels to the programmes in Years 9 and 10.
 - Middle School students participate in their weekly Scripture lessons along with the integration of Biblical principles in all curriculum areas, specifically:
 - Year 7-8 students have used their integrated studies to understand more of who God is and their identity in Him; understanding and exploring parables about the kingdom of God and comparing this to the social and moral framework of society today. Students have also been writing reflections based on the Gospels.
 - Year 9 students have been looking at God's love for justice and how in Micah 6:8 we are encouraged to seek justice, love mercy and walk humbly with our God. Students have also been enjoying reading biographies of great Christian saints as they are doing their 'Heroes of the Faith' assignments.
 - Year 10 have been looking at the contrast between light and darkness; how the things of the world, the flesh and the devil are darkness but how the things of God are light and life. Earlier in the year they looked at foundational issues from the book of Genesis.
 - We continue to have our Middle School Assemblies 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.

- We have been digesting, discussing and reflecting on the findings of the Scripture / Christian Studies review that was undertaken in 2021.
- We await the findings of the Special Character review and any relevant points or recommendations that relate to the Middle School.
- Deans / Learning Team Leaders have continued to input spiritually to individuals through their one-on-one interactions as well as through cohort assemblies.
- Our Middle School Service days provided an opportunity to bless the local community. Our Year 10 students visited Tūhaitara Trust in North Canterbury, continuing a link that has been established a few years ago. Year 9 classes visited a variety of community organisations. Year 7 and 8 classes served the school on the school site, as well as visiting local rest homes.

MIDDLE SCHOOL HIGHLIGHTS IN 2022

- There were a number of key events and highlights for the year despite many opportunities being limited by the restrictions resulting from Covid19.
- 2022 began with a key focus on establishing belonging and whanaungatanga within our Middle School cohorts and Whānau classes. The Year 7 and 8 students spent the first 3 days of school together and the Year 9 and 10 classes spent the first day together. This time is valuable for building class and school culture.
- Our Year 7 students enjoyed their activities day based at Spencer Park and our Year 8 classes visited Adrenaline Forest, which complimented their sense of belonging as both groups interacted within a challenging, outdoor-based setting.
- The Peer Support programme started well, with Year 7 students enjoying the fun and activities provided by our Year 12 Leaders. Sadly, the Peer Support programme was postponed until later in the year due to Seniors being in Remote Learning.
- Our Year 9 students and Whānau classes have had a modified Year 9 including a day at Halswell Quarry for Adventure Based Learning activities and a day-trip to Cave Stream and the Craigieburn Environmental Education centre. Absences due to COVID19 have meant two classes had to complete their day-trip at a later date.
- Years 7-10 attended the Revolution Tour assembly which brought a message of hope and practical tips to support young people facing self-doubt.
- Our Year 8 and 10 Leaders have participated in a leadership development programme run by Kerryn Malcolm. It was wonderful for the students to focus on their strengths and values to form a leadership platform and then unpack elements of leadership that are essential e.g. communication. Year 10 Leaders enjoyed a leadership workshop including a presentation from past principal Richard Vanderpyl. Our Year 8 and 10 leaders also enjoyed the combined leaders' lunch with Primary and Senior College leaders.
- Year 9 and 10 students had visits from local youth pastors. Jono Coulbeck (Life Church) and Ruby Manning (Grace Vineyard) has spoken at cohort assemblies to encourage students in faith and life related matters.
- Years 7-10 participated in the annual House Singing competition.
- Year 7 and 8 Students enjoyed visits to the Materials Recovery Facility and The Antarctic Centre, both trips integrated into themed term units.
- Middle School students entered Cantamath projects and our Year 7 Team finished 3rd in the inter-schools competition, an outstanding result.
- Middle School classes filled shoeboxes for Operation Christmas Child. One class, 7Ke, filled 23 boxes with the proceeds of fundraising and whānau support.
- Year 8 had their ski day at Porters after an earlier scheduled trip to Mt Hutt was cancelled due to poor weather and Year 10 also had their ski trip. Many of our students had not skied before, so these trips were a great experience.
- We have celebrated Tongan and Māori language weeks and participated in the House Haka Celebration.
- Year 7/8 Students attended the Koru Games, with our Table Tennis team being champions for the fifth year in a row.
- The MS Production of Aladdin Junior was a massive highlight. Much credit must go to Mrs Macfarlane and her staff team, as well as to the cast and crew, for the excellent standard of performance.

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 2022 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.

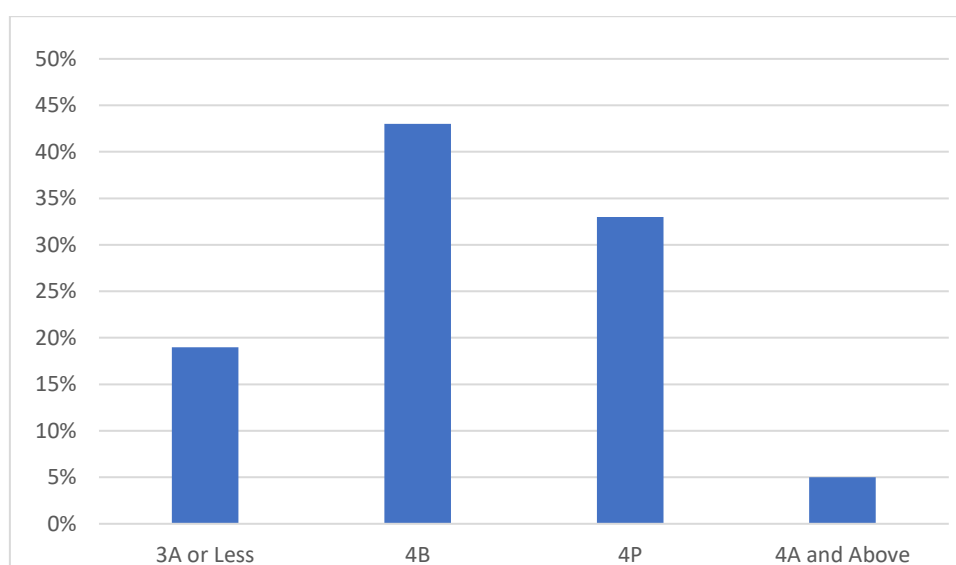
YEAR 7

2022 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 2022

	3A or Less	4B	4P	4A and Above
All Pupils	19%	43%	33%	5%
Māori	1/5 Students	2/5 Students	2/5 Students	-
Pasifika	1/4 Students	3/4 Students	-	-
Males	20%	58%	20%	2%
Females	10%	31%	44%	5%



Graph 1: Distribution of Curriculum Levels – Year 7 Reading 2022

Analysis / Commentary:

In 2022 81% of our Year 7 Students were at or above the expected level in Reading. This was a decrease from the previous year. 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 (2019 81%, 2020 76%, and 2021 85%)

Four out of five 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 2022, they advanced 2 sub-levels of the curriculum which is an outstanding achievement. The recent trend of a higher percentage of male students than females were at Level 3A or less continued in 2022.

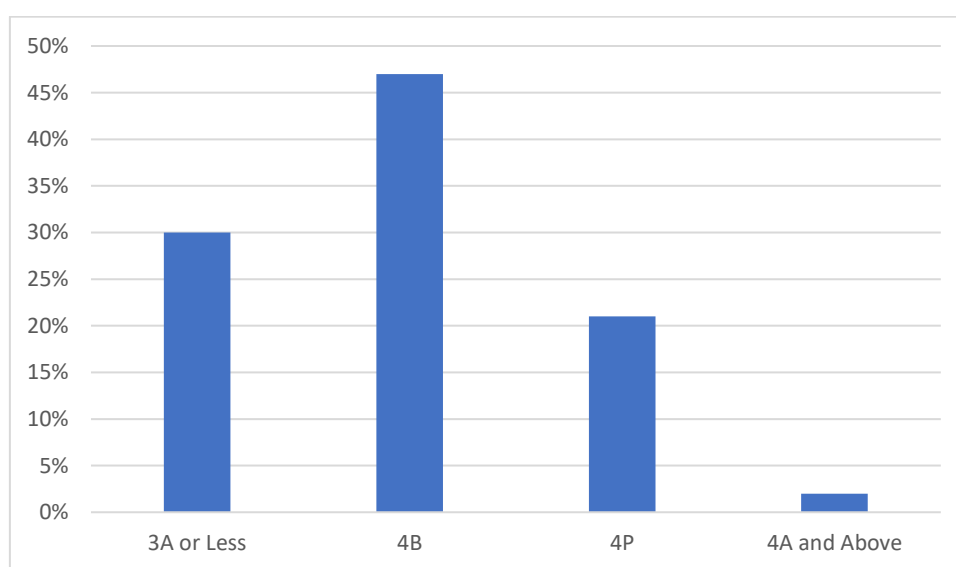
Future Actions:

- 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 2022

	3A or Less	4B	4P	4A and Above
All Pupils	30%	47%	21%	2%
Māori	1/5 Students	2/5 Students	2/5 Students	-
Pasifika	3/4 Students	1/4 Students	-	-
Males	41%	42%	13%	4%
Females	21%	51%	28%	-



Graph 2: Distribution of Curriculum Levels – Year 7 Writing 2022

Analysis / Commentary:

In Writing 70% of our learners were at Level 4B or higher. While not comparing the same cohort our results in Writing have increased from previous years (2019 57%, 2020 58%, and 2021 67%). This upward trend is very 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 not uncommon for students to progress in Writing over the course of both Year 7 and 8. For example in 2021, the percentage of our Year 7 students at expected level or above was 67% and the same cohort at the end of Year 8 in 2022 was 75%. We expect this cohort to following that trend as they progress into Year 8 in 2023.

4 of our 5 Māori students were at the expected level or above in Writing. 3 of our Pasifika students sit just beneath the expected level in Writing; however, all of these students progressed a sub-level in Writing in 2022. Female students have out-performed male students in Writing in this cohort.

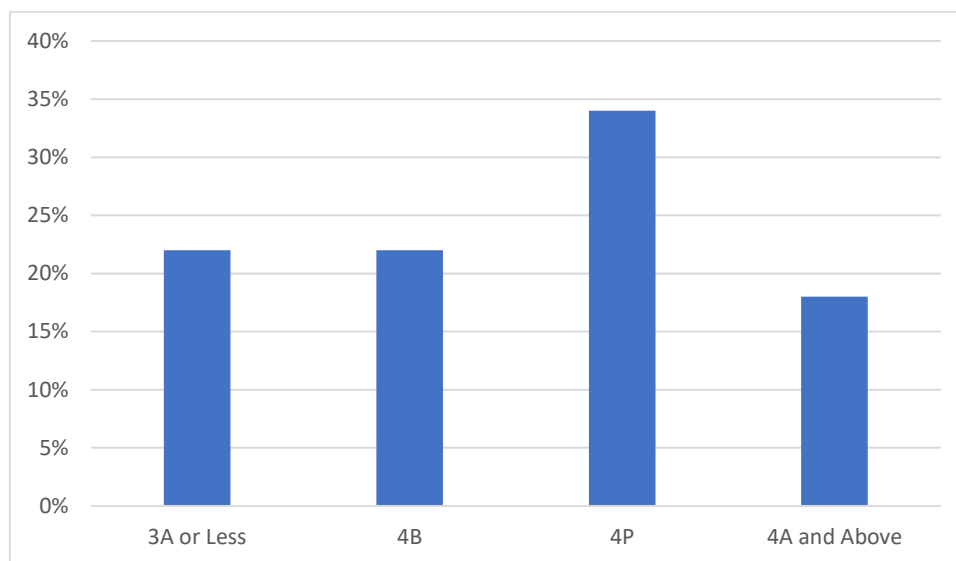
Future Actions:

- Details of those students who are below the expected level for Year 7 will be added to the class profiles in 2023.
- 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 students who currently sits below the expected level in Writing
- In regards to BYOD, we continue to support students to adjust to writing in the digital environment.

Year 7 Mathematics

Table 3: Mathematics Results Year 7 Students 2022

	3A or Less	4B	4P	4A and Above
All Pupils	22%	22%	34%	18%
Māori	1/5 Students	2/5 Students	1/5 Students	1/5 Students
Pasifika	2/4 Students	2/4 Students	-	-
Males	9%	34%	30%	27%
Females	34%	20%	37%	10%



Graph 3: Distribution of Curriculum Levels – Year 7 Mathematics 2022

Analysis / Commentary:

74% of our Year 7 students had reached the expected level or above by the end of 2022. This is a pleasing result, particularly when we add the further 15% of students who are sitting one sub-level below. This indicates that 89% 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 (2019 80% and 2020 76%, and 2021 78%).

4 of our 5 Māori students were either at or above the expected level. Two Pasifika students who are not yet at the expected level have made progress and we will continue to monitor this as these students move into Year 8 in 2023. Overall, there was a higher percentage of male students (91%) compared to female students (67%) 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 learners within this cohort.

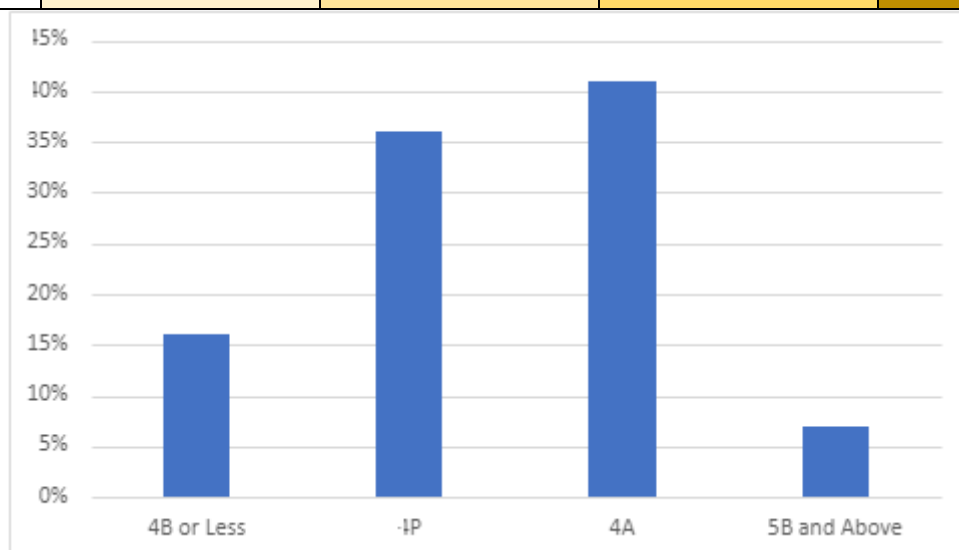
YEAR 8

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. 2022 had further disruptions due to COVID19. Many students were absent for a week or two; however these absences were scattered throughout the year which can be a greater disruption than an specific lockdown or remote learning period. 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 2022

	4B or Less	4P	4A	5B and Above
All Pupils	16%	36%	41%	7%
Māori	1/7 Students	3/7 Students	3/7 Students	-
Pasifika	2/3 Students	-	1/3 Students	-
Males	18%	35%	41%	6%
Females	12%	37%	42%	9%



Graph 4: Distribution of Curriculum Levels – Year 8 Reading 2022

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.

6 of 7 Māori students were at or above the expected level, 1 Māori student was not yet at the expected level. 1 of 3 Pasifika learners were at or above the expected level and 2 of 3 not yet there. (1 of these students was one sub-level below expected level). A slightly higher percentage of female students (88%) were at or above the expected level than male students (82%).

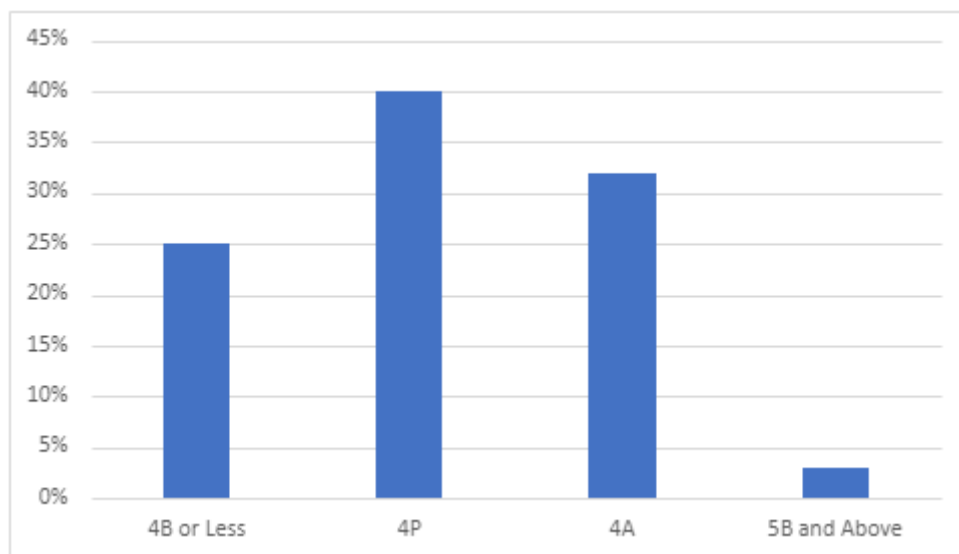
Future Actions:

- 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 2022

	4B or Less	4P	4A	5B and Above
All Pupils	25%	40%	32%	3%
Māori	2/7 Students	3/7 Students	2/7 Students	-
Pasifika	2/3 Students	-	1/3 Students	-
Males	28%	46%	24%	2%
Females	21%	34%	41%	5%



Graph 5: Distribution of Curriculum Levels – Year 8 Writing 2022

Commentary / Analysis:

In Writing, 75% 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 2021, 67% 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 Writers' Toolbox Programme.

5 of our 7 Māori students were at or above the expected level, 2 of 7 had not yet reached the expected level, with one of these sitting one sub level below expected. 1 of 3 Pasifika students had reached the expected level with one of the other two students sitting one sub-level back. A higher percentage of female students (79%) reached the expected level by the end of the year compared to males (72%).

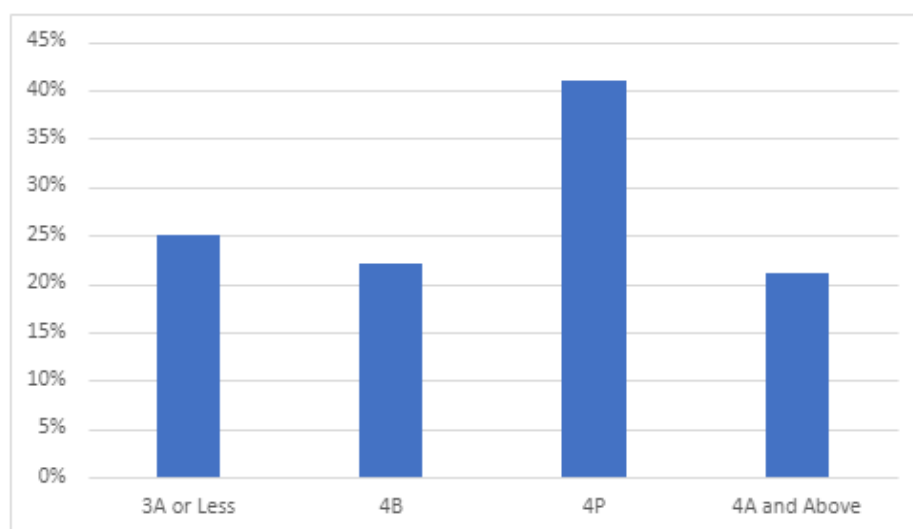
Future Actions:

- 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.
- In regards to BYOD, we continue to support students to adjust to writing in the digital environment.

Year 8 Mathematics

Table 6: Mathematics Results Year 8 Students 2022

	4B or Less	4P	4A	5B and Above
All Pupils	25%	22%	41%	21%
Māori	2/7 Students	1/7 Students	2/7 Students	2/7 Students
Pasifika	2/3 Students	-	1/3 Students	-
Males	14%	17%	44%	25%
Females	21%	27%	36%	16%



Graph 6: Distribution of Curriculum Levels – Year 8 Mathematics 2022

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 (2021) where 78% of students were at or above the expected level.

1 of 3 Pasifika students was at the expected level in Mathematics by the end of Year 8 with 2 of the other 3 students sitting two sub-levels below the expected level. 5 of 7 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 86% of boys compared to 79% 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%	5%	46%	45%
Māori	20%	-	20%	60%
Pasifika	-	14%	57%	29%
Males	6%	9%	43%	42%
Females	3%	1%	58%	48%

Table 7: Year 9 Reading Results 2022

Writing

	4B or Less	4P	4A / 5B	5P and above
All Pupils	9%	11%	52%	28%
Maori	-	10%	30%	60%
Pasifika	8%	23%	54%	15%
Males	16%	10%	56%	18%
Females	3%	11%	50%	36%

Table 8: Year 9 Writing Results 2022

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:

91% of Year 9 students had reached the beginning of Level 5 in Reading and 80% in Writing. This is an increase when compared to last year's Year 9 cohort for Reading. The Year 9 English teachers have worked hard to assist learners to progress in these two areas. In particular, I believe the impact of Writers' Toolbox 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.

We can look with some confidence that a significant number of our students would be on track to achieve the Ministry of Education's literacy standards under the revised National Certificate of Educational Achievement (which will be sat by Year 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	12%	10%	60%	18%
Maori	3%	10%	84%	3%
Pasifika	24%	31%	43%	2%
Males	13%	10%	55%	22%
Females	10%	10%	64%	16%

Table 3: Year 9 Mathematics Results 2022

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.

78% 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 Pasifika learners in this cohort and information will be passed on to Year 10 teachers in relation to this in 2023. It was pleasing to see Māori learners achieve at such a high level in Mathematics. In a change to the normal trend over previous years and cohorts, females have out-performed males in Mathematics in this cohort.

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

YEAR 10

Year 10 English: (Reading)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	5%	-	-	7%	2%
Merit	40%	20%	-	49%	26%
Achieved	34%	80%	50%	28%	43%
Not Achieved	21%	-	50%	16%	30%

Table 4: Year 10 Reading Results 2022

Year 10 English: (Writing)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	27%	-	-	34%	17%
Merit	30%	33%	-	34%	25%
Achieved	29%	67%	50%	24%	36%
Not Achieved	14%	-	50%	8%	22%

Table 5: Year 10 Writing Results 2022

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:

By the end of Year 10 79% of students in Reading and 86% in Writing are achieving at or above the expected level. The Reading result is lower than we would normally see. Of the 21% that did not achieve the expected level in Reading, half of them were classified as Almost Achieved. It is pleasing to see the improvement in Writing throughout their time in the Middle School. For example, as Year 7 students only 57% of students had reached the expected level in Writing. To see this increase to 86% by the end of Year 10 is a very pleasing result. This foundation will serve them well as they enter Level One NCEA in 2023. We need to continue to support our Pasifika learners as they progress. Their results are behind the remainder of the cohort. The achievement of our Māori students was pleasing, with all students receiving Achieved or Merit.

Year 10 Mathematics

6 Achievement Standards per pupil

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	26%	-	36%	25%	27%
Merit	41%	43%	36%	39%	42%
Achieved	23%	43%	27%	26%	20%
Not Achieved	10%	13%	-	10%	11%

Table 6: Year 10 Mathematics Results 2022

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. Girls have narrowly outperformed boys in this cohort in Mathematics; however, there are a slightly higher percentage of boys (69% compared to 64%) achieving at the Merit and Excellence level. As with Literacy, our teaching and learning targets proficiency at level 5 of the New Zealand Curriculum. To have 90% of students at this level is a very pleasing result indeed.

ATTENDANCE

Pupil Group	% Attendance				
	All Pupils	Male	Female	Māori	Pasifika
Year 7	93.2 91.5	92.0	90.3	90.8	85.5
Year 8	92.0 91.0	91.4	90.5	88.7	88.6
Year 9	94.1 93.5	94.1	93.0	91.4	90.9
Year 10	92.3 89.8	93.1	87.5	88.0	83.1
Overall(Y1-13)	91.5 91.6	92.5	90.7	89.7	88.3

Our Middle School attendance rates dipped in relation to the previous year. In the first column, the numbers in blue are the overall attendance rates in 2021 for comparison. As discussed early in the report, we experienced large numbers of students taking 1-2 weeks away from school as they contracted Covid19. In addition to this, health advice to stay home if unwell has meant that our Middle School attendance rates were lower in comparison to other years where we had Remote Learning throughout specific lockdown periods. In 2023, the addition of an Attendance Officer will help us monitor absences and communicate with parents in a timely manner.

2022 DEVELOPMENTS

- Kahui Ako led professional development in teaching the new Aotearoa New Zealand Histories component of the Social Sciences curriculum has assisted our Middle School Humanities staff to prepare for the integration of this curriculum in 2023.
- In 2020 the Head of Middle School led a Year 7 and 8 Curriculum Review. The recommendations of this review were finalised and presented to the SLT in early 2022. We look forward to putting these recommendations into action from 2023.
- 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.
- A follow up survey on the wellbeing measures that formed our Social Culture plan was undertaken late in Term 4. We look forward to receiving the results of this survey and being able to form recommendations and strategies for implementation in 2023.

2023 INITIATIVES

- Implementation of the Ministry of Education's numeracy and literacy standards under the revised National Certificate of Educational Achievement.
- Pilot of a thematic approach across curriculum areas. 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.
- 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

2022 was certainly a year of change. Mr Matt Barlow took up a role as Principal of Amuri Area School at the beginning of Term 4. I thank God for the leadership that Matt provided in the Middle School, building excellent relationships with students, staff, Board and parents.

As we move into a new period in the Middle School, it is right to review and set a vision for the next season. A big part of any review is to consider the importance and impact of a Middle School and ask ourselves how we may be able to structure the Middle School curriculum so it meets the holistic learning needs of our 11- 15 year olds. It has been pleasing to see that there is enthusiasm for starting this conversation.

The Middle School is blessed by the level of pastoral care our students receive and we are grateful for the Guidance Team and their support to our Deans. Our Middle School students are not immune to anxiety, worry, fear and trauma, and it is reassuring to know that our pastoral structure offers wonderful support to students and families.

Middleton Grange is called 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. An education that encourages them in their relationship with God and their relationships and actions with others. An education that inspires them to make a difference in our world, for the glory of God. I pray that we never lose sight of that.

Compiled by
In Christ,

Tony Kendrew
Deputy Principal Middle School

February 2023

Senior College Annual Report 2022

SPECIAL CHARACTER

For a third year Senior College was forced into on-line Home Learning for a time at the start of the year and it was very noticeable that both staff and students were disheartened by yet another outbreak of COVID and the ensuing disruptions to teaching and learning. However, yet again, our God was gracious and kind and we found provision for every need and the certainty of His presence with us every day, resulting in reputable academic outcomes.

The first Y13 Christian Focus Day had to be cancelled, but two more in the following terms were beneficial and encouraging for our young adults. The Christian Studies programme at Y11 and Y12 continued unchanged due to the myriad pressures from elsewhere requiring further delay.

Our Student Leadership team played a magnificent part in mobilising and invigorating the student body from Y1-13 wherever possible. A new initiative, Whakapaukaha, led by Matua Pai, made a grand entry into our efforts as a school to promote Christian values and faith development. The programme targets young men (Y12/13) and seeks to bring about a deeper commitment to Jesus and challenges lifestyles. Stories of healings, deliverance, conversions and re-commitment have been a wonderful testimony to the timeliness of this programme, which will continue into 2023.

An additional encouragement for the school is the growth of a group of recent ex-students gathering under the mentorship of an ex-student from 10 years ago exhibiting a real hunger to explore Biblical truth together and to commit to a faith journey. This is a beautiful validation for the existence of Middleton Grange and its mission to develop men and women of sincere and genuine faith. Our work is not in vain, even after students have left our sphere.

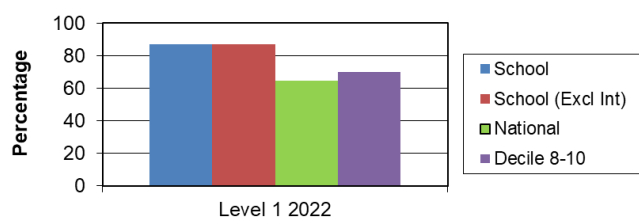
NCEA 2022 – Summary of Results

	Level 1			Level 2			Level 3		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
Including Internationals	87.2%	96.3%	89%	94.7%	92.5%	95.7%	87.3%	87.1%	89.9%
Excluding International	86.8%	96.2%	91.6%	95.2%	92.6%	97.8%	87.3%	88.2%	90.5%
Excellence Endorsements	22.9%	23.5%	31.8%	23.6%	23.2%	27.7%	19.3%	20.1%	14.5%
Merit Endorsements	45.9%	40.2%	40.8%	31.8%	34.5%	23.9%	34.5%	32.8%	29.6%
Maori	72.2%	85.7%	100%	60%	88.9%	94.1%	73.3%	73.3%	85.7%
Pasifika	60%	88.9%	90%	100%	100%	100%	44.4%	90%	85.7%
Male	85.5%	92.9%	84.4%	90.4%	88%	93.8%	75.6%	79.7%	85.7%
Female	88.2%	99.1%	93.9%	97.9%	97%	97.8%	96.7%	94.0%	93.5%
University Entrance							74.7%	71.4%	78.3%

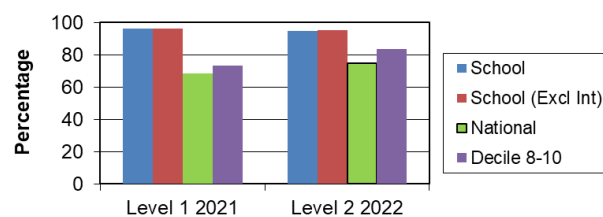
Things to note – Individually in terms of non-achievement there were no surprises. A Substantial Majority were on at risk lists - Maori/ Pasifika Achievement gives rise to some concerns - Level 1 – down on previous years - Level 2 comparable to previous years - Level 3 Similar to previous years. Male achievement presents possible concerns.

COHORT COMPARISON

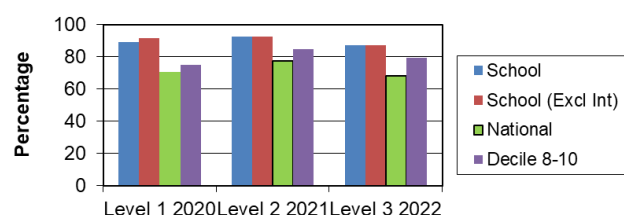
**Yr 11 2022 Cohort
Percentage passing each Level**



**Yr 11 2021 Cohort
Percentage passing each Level**

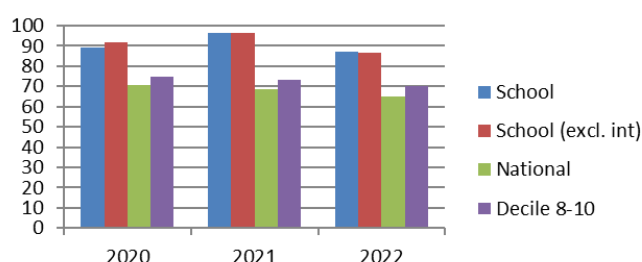


**Yr 11 2020 Cohort
Percentage passing each Level**

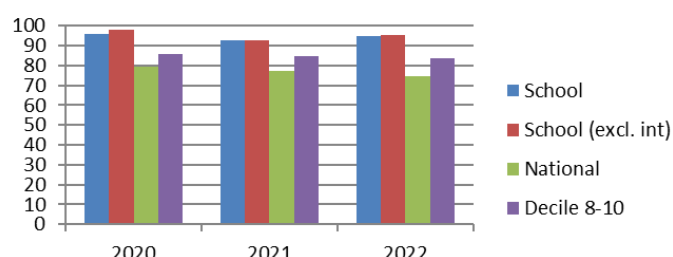


LEVEL CERTIFICATES

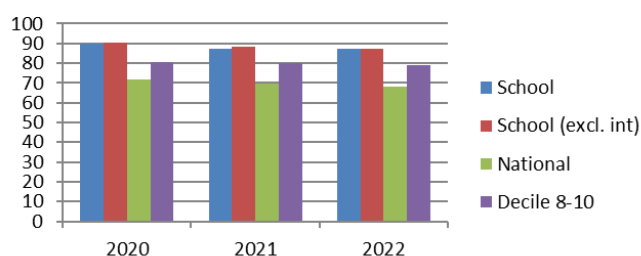
**Percentage of People Achieving
Level 1 NCEA Certificate**



**Percentage of People Achieving
Level 2 NCEA Certificate**

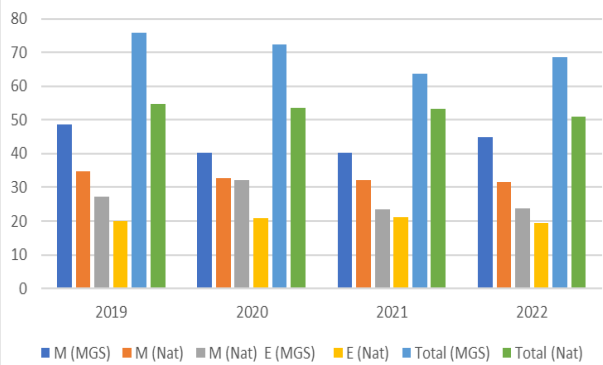


**Percentage of People Achieving
Level 3 NCEA Certificate**



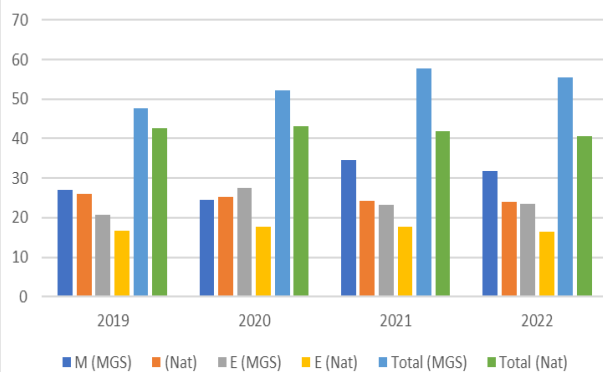
ENDORSEMENTS

Level 1 Endorsements



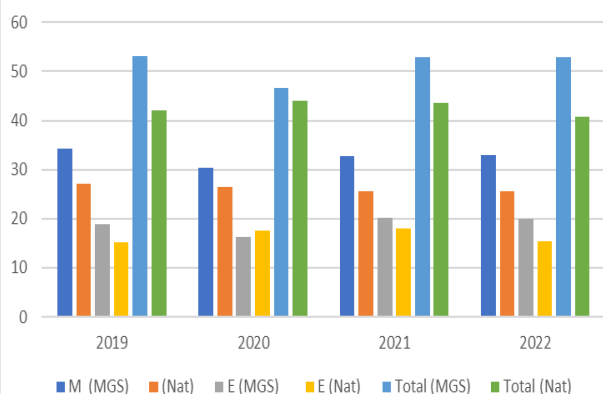
Year	M (MGS)	M (Nat)	E (MGS)	E (Nat)	Total (MGS)	Total (Nat)
2019	48.5	34.8	27.3	19.9	75.8	54.7
2020	40.2	32.7	32.2	20.8	72.4	53.5
2021	40.2	32.2	23.5	21.1	63.7	53.3
2022	44.8	31.5	23.9	19.4	68.7	50.9

Level 2 Endorsements



Year	M (MGS)	(Nat)	E (MGS)	E (Nat)	Total (MGS)	Total (Nat)
2019	27	25.9	20.7	16.7	47.7	42.6
2020	24.6	25.3	27.5	17.7	52.1	43
2021	34.5	24.2	23.2	17.7	57.7	41.9
2022	31.8	24.1	23.6	16.4	55.4	40.7

Level 3 Endorsements



	M (MGS)	(Nat)	E (MGS)	E (Nat)	Total (MGS)	Total (Nat)
2019	34.3	27	18.9	15.1	53.2	42.1
2020	30.4	26.5	16.3	17.6	46.7	44.1
2021	32.8	25.6	20.1	17.9	52.9	43.5
2022	32.9	25.5	20	15.3	52.9	40.8

Certificate passes	All Levels	<p>Despite the lower percentage pass rates in some areas, Middleton maintains its competitive edge and our staff and students have overcome the challenges once again to honour our mission to provide "a rigorous learning environment".</p> <p>Once again, the end of year exams were well attended but the number of Standards Not Attempted (SNAs) was higher than desirable. This reflects our students' coping mechanism of strategic selection of Standards in the interests of manageability.</p> <p>Fewer International Students attending Middleton has resulted in very slight variation in results.</p>
	National and Decile 8-10 drop in achievement	<p>Level 1 % nationally dropped 3.7% from 68.5 (in 2021) to 64.8 (in 2022).</p>
		<p>Decile 8-10 dropped 73.3% to 69.9% - a drop of 3.4%</p>
		<p>Level 2 was a drop of 2.6% nationally; Decile 8-10 1.1%</p>
		<p>Level 3 was a drop of 1.8% nationally; Decile 8-10 9%</p>
	Level 1 A drop in achievement.	<p>The lowered result at Level 1 was no surprise given the nature of this cohort and the very large number of students requiring Learning Centre assistance throughout the year. There were some pleasant stories of success amongst some of these students, thanks to Learning Centre, teacher and Dean care and expertise.</p>
	Gender differentials are slightly skewed toward female, but acceptable	<p>The gender gap in this cohort is negligible.</p>
	Maori and Pasifika achievement was lower in 2022.	<p>This is not significant given the small sample of Maori and Pasifika students in the course, which skews the stats.</p>
	Level 2 – Impressive results at this level	<p>While the Pass rate is itself significantly higher for 2022, it is encouraging that Excellence Endorsements remain high in spite of the weariness experienced over the year.</p>
	Gender gap at L2 is lower than L2 2019 and for this Cohort in 2019	<p>Male achievement is up slightly on 2021 but girls continue to rise above. A number of boys struggled medically in 2022. Again, Deans are aware of the challenges faced by some boys, a number of whom left during the year to pursue other pathways.</p>
	Maori and Pasifika pupils continue to profile well again.	<p>Maori achievement is down, partially due to lower numbers in this cohort. All Pasifika students achieved the level again.</p>

<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>Resilience in this 3rd year of COVID took its toll on this cohort, yet encouragement and interventions, including communication and meetings with parents appear to have enabled achievement to rise, albeit very slightly.</p> <p>Still a large gap, and not at all a surprise as motivation had visibly waned amongst a few boys by mid-Term 3. Some boys already had trades and apprenticeships lined up and did not feel the need to push for academic gain.</p> <p>Again, no surprise as a number of Y13 males left during the year to pursue other pathways. Others struggled to sustain motivation. Many did not attempt external exams.</p> <p>Maori achievement held, but Pasifika fell. Some attendance issues here, despite Dean's persistent support and encouragement.</p>
<p>Level 1 Literacy and Numeracy</p>	<p>Year 11 All domestic students doing NCEA gained Level 1 literacy. For foreign fee paying students, all those in year 11 for the complete year gained literacy</p> <p>98% of all domestic students gained level 1 literacy.</p> <p>99% female students gained level 1 literacy.</p> <p>98% boys students gained level 1 literacy.</p>
<p>UE Literacy</p>	<p>70%, including International Students, gained UE Literacy.</p> <p>Y12 81.3% Females gained UE Literacy</p> <p>62% Males gained UE Literacy</p> <p>Y13 97.6 Females left MGS with UE Literacy</p> <p>83.8 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>
<p>UE</p>	<p>Pass rate went up (75.2 % cf 71.4%)</p> <p>Females = 84.7% Males = 65%</p> <p>9/15 Maori pupils gained UE</p> <p>4/10 Pasifika pupils gained UE.</p> <p>Increasing numbers of students focus on are not interested in gaining UE</p> <p>More males are inclined to head into trades and apprenticeships and do not need UE.</p>
<p>Scholarship</p>	<p>2 Scholarships in 2022. The lowest number of Scholarships and the target in 2023 for added impetus and strategic action.</p>
<p>General Comment</p>	<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>

PRIORITY LEARNERS

Maori Achievement 2022

	Level 1			Level 2			Level3		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
Number of pupils	18	8	18	5	18	15	15	15	15
Certificate	72	86	100	60	89	93	73	73	87
Merit	38	14	33	67	13	43	18	27	6
Excellence	8	14	11	0	13	21	9	18	0
Num	89	86	100	80	100	93			
Lit	100	100	100	100	100	100			
UE Lit				60	78	73	87	87	93
UE							67	60	73

Pasifika

	Level 1			Level 2			Level3		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
Number of pupils	5	9	10	7	9	10	10	10	7
Certificate	60	89	90	100	100	100	50	80	86
Merit	0	38	67	28	33	30	20	50	17
Excellence	0	13	0	14	0	0	0	0	0
Num	80	89	100	100	100	100			
Lit	80	89	100	100	100	100			
UE Lit				86	56	80	70	80	86
UE							40	70	71

SPECIAL LEARNING NEEDS ACHIEVEMENT 2021

- Level 1** 3 out of 5 pupils completed NCEA L1. All gained Level 1 literacy and numeracy. 1 gained an excellence endorsement
- Level 2** 5 out of 5 pupils completed Level 2. 3 gained UE Literacy. 1 gained a Merit endorsement.
- Level 3** 4 out of 5 pupils completed Level 3 4 gained UE literacy and 1 gained University Entrance.

ATTENDANCE

Student attendance was a challenge in this third year of the presence of COVID in the community. Discouragement and fear of not being able to catch up on school work inhibited attendance. Some students simply got used to not coming to school and found it difficult to regain momentum.

Attendance Comparison (%)

	2020			2021			2022		
	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	91.3	89	88.6	91.6	90.6	87
Male	91.1	90.4	90.6	91.2	88.5	90.3	92.4	91.8	87
Female	89.5	88.2	88.8	91.5	89.5	86.9	90.6	89.7	86.6
Maori	90.3	82.5	89.7	88.1	86.2	84.5	90.3	87.2	84.9
Pasifika	85.6	87.8	91.4	88.9	77.6	83.7	86.4	85.3	72.4

SENIOR COLLEGE HIGHLIGHTS 2022

- 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
- Increased comfort and competence of staff with Remote learning during Lockdown after 2 years of experience in this delivery mode
- Enjoyable and successful Senior Formal and Graduation Dinner

SENIOR COLLEGE CHALLENGES 2022

- The need to cancel Y13 Camp (COVID)
- Dealing with increased numbers of Y12 and Y13 students worn out by repetition of COVID interruption
- Keeping students motivated to sit exams
- Continued pressure of NCEA Standards Review preparation
- Increased resistance of a group of Y13 students to working within the school's behavioural expectations

LEADERSHIP

- Some great efforts from Student Leaders to lift morale across the school
- Whakapaukaha group established and inspired many young men toward godliness

NEXT STEPS

1. Reset a culture conducive to constructing a community committed to Christ-likeness
2. Further preparation toward implementing the new Standards in 2024
3. Complete the Christian Studies Review
4. Design and implement an effective strategy for student achievement in Scholarship examinations

Ruth Velluppillai

Deputy Principal Senior College

March 2023

International College Annual Report 2022

Psalm 23

"The LORD is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul. He guides me along the right paths for his name's sake. Even though I walk through the darkest valley, I will fear no evil, for you are with me; your rod and your staff, they comfort me. You prepare a table before me in the presence of my enemies. You anoint my head with oil; my cup overflows. Surely your goodness and love will follow me all the days of my life, and I will dwell in the house of the LORD forever."

As we end 2022 and commence 2023, we are grateful for the provision that has been granted us by our Lord. We have weathered a storm and many challenges, and through strength, not of our own, we see the goodness of all that is provided to us.

Abbreviations:

Middleton Grange School (MGS); International College (IC); Education New Zealand (ENZ); Immigration New Zealand (INZ); International Education (IE); Christchurch Educated (ChchEd); Christchurch New Zealand (CNZ); Kwangsung Dream School (KDS); Ministry of Education (MOE); University of Canterbury (UC).

COVID-19

MGS started the school year with the lowest number of international students since the establishment of the IC. By late February the Government reconsidered its stance on eliminating Covid-19 and looked at ways of bringing international students back into the country. A system called Cohort 4 Border Exception Group was established whereby schools could apply for places in a border exception group and if approved, students would be allowed entry and INZ would issue appropriate visas. MGS was fortunate enough to be allocated thirteen students. This number was quickly filled and by July we welcomed these thirteen students along with seven short term students. Some of the short-term students decided to extend their time and have become long-term students. This resulted in a mid-year doubling of student numbers.

The forecast from ENZ and the Government had been that there would be a slow recovering to the IE Industry as countries and families slowly got used to the Covid-19 global situation and carefully considered sending children offshore for study. This prediction did not eventuate and by the end of 2022 MGS saw an increase in enquiries and applications for international student places. In fact, the enquiries far outstripped the number of places, which has meant that the IC has commenced 2023 in a very strong position.

Covid-19 did impact the IC with numerous staff and students contracting the virus throughout the year, but the disruption was actually very minor and by the end of the year the functioning of the IC was back to normal.

The IC organised for all international students with consent from parents and age appropriate, to have at least two doses of the Covid-19 vaccine.

Covid-19 halted many proposed programmes and partnerships, but it also allowed MGS to review and reset meaning that moving forward we have sharpened what we do and how we do this.

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 2022 Joanna Bisseker taught a combined Year 11 and 12 International Christian Studies class.

Year 13 international students attended all Christian Focus Days.

Izaac Wilson commenced the year as the 24/7 Youth Worker for the IC. Izaac was regularly to be seen amongst the international students throughout the year. He was able to get alongside quite a few of the young men, mentoring and guiding them in their journey at MGS.

The Abundant Life Chinese Church continued to work closely with the MGS. They donated an amount to the school to support students in need. Early in Term 1 a Year 13 student and his family faced extreme financial difficulties, which would mean he needed to return to his home country and not complete his high school education. As an outreach from the school as well as the generous gift from the Chinese Church, MGS offered this student the opportunity to continue his studies at MGS. This was gratefully accepted.

The staff at the International College continued to meet regularly for staff devotions and prayer.

INTERNATIONAL BOARD OF ADVISORS (IBOA)

The IBOA members were David Gillon, Mike Vannoort, Craig Utting, Rachael Hurren and Colleen Steyn. In the second half of the year, the IBOA changed with new members, namely Geoff Robson and Chris Hannen joining and Rachael Hurren leaving. 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 2022 – The budgeted numbers were set at 20 FTE's in October 2021. We ended the year on 32.69 FTE's. Historic numbers are as follows:

2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
32.7	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	Malaysia
2022	11	15	5	9	0	3	2	1	0	0	1
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	

Please note the purple boxes. These indicate a significant increase from these markets in comparison to 2019 – pre-covid, based on the proportion to total number of students.

MARKETING EVENTS FOR 2022

MGS started to ramp-up activities as we became aware of border opening timeframes. While travel offshore was limited we still managed to make significant inroads into marketing strategies through the year.

Germany – Communications with Elfi Kohler, our agent in Nuremburg, continued. We re-connected with other agents, but there was very little appetite due to the pandemic conditions in Germany. Elfi held an information evening in the second half of year with some interest.

Vietnam – There was very little engagement from our existing agents which may indicate that businesses has hibernated. In the second half of the year a marked increase in interest was seen, especially from two specific agents who have worked closely with us previously.

Thailand – Considerable engagement especially for the Cohort 4 entry group and from three of the top agencies in Thailand. This indicates the work we have done there has paid off.

Korea – Increased engagement from our local agents, and by the end of 2022 a lot of enquiries started coming through. This would be as a result of our work with local agents and in market activities by Craig.

Japan – Considerable engagement especially from local agents, showing this has come from our work with local agents. MGS reconnected in person with Mike and Colleen travelling over in September/October, with old and new agents in Japan, and we hosted a ChchEd event in Tokyo at the NZ Embassy. We also reconnected with our old school partners and visited possible new partner schools. MGS is extremely grateful to Yuko McKenzie for the work she does on our behalf and the support she provides to MGS.

Mike and Colleen travelled to Tottori on their visit to Japan and were able to be judges in the Tottori Prefectures annual speech competition, which is a regional competition; the winners of which come to Christchurch as part of their award. We have committed to continuing this relationship and resigned the MOU for a further three years. We were very graciously hosted by the Board of Education during our visit and hope to reciprocate their hospitality when they visit Christchurch in March 2023.

Argentina – Renewed interested from our local agent based on the work we have done locally and the online activities throughout the pandemic period.

Local Agent Events – we hosted a Re-Connect Agent Seminar in April, which started with an information session at school and then a tour of UC and the city and the new Te Pai facilities and ended with a lunch at Ilex in the Hagley Gardens. Representatives from the three tertiary providers were invited as well as from ChchEd. This was extremely well received and appreciated by all agents who attended. We also hosted an end of year agent dinner as a thank you to our loyal agents for their support over the last few years, and for actually staying in the industry.

Auckland Agent Events – as a region we hosted two events in Auckland. One was a complete ChchEd event with only Christchurch institutions there and the second was tied in with an ENZ event where agents were taken to dinner after. As with the Christchurch events, agents were extremely appreciative of our efforts. At both events while I represented ChchEd, I was able to promote MGS.

From the end of September, the Chair of ChchEd Board resigned his position and I was made Acting-Chair. Being on the Board as Vice-Chair and now Acting-Chair has had significant benefits to MGS. I have been involved with high level negotiations and organisations and MGS is continuing to be recognized as a school of influence in the IE space. I have continued as the President of the ISANA NZ's Executive Board. This again has been of benefit to MGS ISANA NZ operates in an across sector IE space and shows MGS's commitment to the industry. For both 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.

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. We were also featured in three global IE publications as being one of the top schools for IE in New Zealand.

Regional Activities

ChchEd hosted numerous events and training sessions for IE staff.

A resource was developed for school to promote and facilitate pathwaying to local tertiary institutions. As part of this schools were hosted by the tertiary institutions for an information session and tour of campus. Videos were produced as well as electronic and hard copy resources. These have been very well received.

Next Steps

- Re-engage with in country marketing for 2023.
- Maintain the momentum gained in 2022 with local agents.
- Continue to keep up the awareness of MGS and what we offer.

STUDENT ACHIEVEMENT

Senior College

For the start of 2022 there were no new students. Therefore, the cohort was quite small at each year level. The advantage of this was that the majority were high achieving, academic students, especially in Year 12 and 13, who encouraged and energised their fellow students to achieve.

Year 13 – 8 students

No. in Year level entered for NCEA	UE	Level 3	Endorsements
7	6	7	4 Merit

The one student who did not gain UE but gained Level 3 only missed out due to not gaining his Literacy. He is however, planning to commence tertiary study at UCIC, with his first year of university studies.

It is extremely rewarding to see the pathways that all our Year 13's are taking for 2023. They are as follows:

University of Canterbury's International College – 1

University of Canterbury - 1

University of Auckland – 1

Massey University – 1

USA OR UK – 1

Australia – 1

Hong Kong - 1

Year 12 – 6 students through year

No. in Yr level entered for NCEA	Level 2	Did not gain Level	Endorsement	UE Literacy
6 (2 mid-yr start)	4	2	2 Excellence	2

The Year 12 students have again had a very good academic year. Of the six, two arrived mid-year and were able to gain some NCEA credits. Of the remaining four, two gained Excellence Endorsement and one of those two along with one of the others has gained the UE Literacy and Numeracy, setting them up for an excellent Level 3 year.

Year 11 – 13 students through year

No. in Yr level entered for NCEA	Level 1	Did not gain Level	Endorsement
11 (5 mid-yr start)	6	5	5 Merit

The students in this year level also achieved very good results. Of the six that were with us for the full year, five achieved Merit Endorsements. The five that started mid-year were entered for NCEA and able to achieve some credits, but not able to gain Level 1. The other two were with us for a few weeks in Term 3.

As can be seen, the 2023 academic year has produced outstanding results for international students.

Debbie Smit supported numerous students in various subjects where the academic language was difficult, and they needed that additional support and her hours were increased mid-year to support the new students arriving.

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 some English Language Assistants hours. There were only two students in Year 6 this year. 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. This was addressed at the end of the year and provision made for 2023. Unfortunately, one of the boys in Year 6 withdrew at the end of the year to attend another school in Christchurch.

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 started the year with four students in Years 8 to 10. In Term 2 we enrolled a boy in Year 8 and mid-year saw our Cohort 4 group enter adding nine students to the Middle School. We also hosted three short term students.

Of these pupils we had two who required extensive support from Debbie Smit and one who we dropped to Year 10 in the latter half of the year due to his extremely low level of English and academic ability. He will repeat Year 11 in 2023.

The majority of these students are high achieving students, and it was encouraging to see the progress they all made at the end of the year.

In August MGS took part in the Welcome Event hosted by the city for all the new Cohort 4 students. It was a wonderful event especially given that we had not had new students in the city for two years.

Next Steps

- Middle school students – review their progress and provide feedback to parents, agents and care providers by end of Term 1.
- 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

Many of the annual activities were put on hold due to restrictions to numbers. We were however able to run smaller events.

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.

We needed to cancel the annual BBQ in March due to restrictions placed on school activities by the MOE.

The annual Queenstown trip took place in the July school holidays, with only five boys and the 24/7 youth leader taking part.

The International College staff were on call or working for all 2021 summer holiday and all of 2022. This was required for the wellbeing of our students. We were fortunately able to have the 2022 – 2023 summer holiday but given that the start of 2023 looked to be an extremely busy start, the staff still worked long hours to set up for the start of year.

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.

SHORT-TERM PROGRAMMES

There were no programmes due to pandemic, but enquiries did not stop, and our regular groups have booked in for 2023 in the hope that borders will be open. We have also developed relationships with new schools, which will hopefully mean visits in 2023 and beyond.

For the beginning of 2023, MGS is looking at welcoming students from Kwangsung Dream School for the first term. In order to facilitate this, the school has added a Year 10 class for 2023. KDS students will be spread across the Yr 10 classes as well as some going into Yr 9. We are expecting thirty-nine students from KDS. Annie has spent the bulk of the fourth term and the December holidays arranging homestays for these students as well as all the other new students.

STAFFING

For the first half of the year Colleen was Acting-Dean to support the academic and pastoral issues of the international students. At the mid-year point, when our new students started arriving, David Farmer very kindly offered his services again as Dean.

Gaylene was appointed to the Teacher in Charge of ESOL when Rosemary left and has really stepped into this role, with her and Debbie Smit working well as a team. Gaylene was also appointed as the Middle School ELL liaison person. She has developed resources and training to assist staff in the teaching of ELL's, predominantly working with Year 7 and 8 teachers.

The administrative staff were on reduced hours for the beginning of the year and then slowly hours increased in the second half of the year. Yolandy Stander also worked to develop and Alumni Programme for the whole school, with outstanding results.

For the 2023-year, staff hours have been increased to almost pre-Covid levels. David Farmer has been appointed as International Dean for .4FTE's. Annie's hours have increased to 30 hours per week and Yolandy's back up to 37.5 hours per week. We have also employed a Korean speaking lady, Soo Hyun Lee, for 5 hours per week to work with our Korean Partner School. Shelley Liken has been employed as an ESOL teacher for mainly Middle School students.

The Primary staff, as indicated earlier in this report, have also had an increase in hours as we see an increase in enrolments in Primary levels.

GENERAL

Immigration New Zealand stopped the Student Online partnership with all institutions in New Zealand, which has not been well received. The school however is still able to encourage Pathway Visas and we have helped all our students where possible, to support their application for visa.

2022 started as a quiet, but more settled year and we ended the year in complete engagement mode as we looked to re-engage with new students and families as well as all our partners and friends overseas.

As we finally appear out of the fog of Covid-19 we are truly grateful for the amazing number of enquiries and enrolments that we are receiving. Our recovery is on track to be much sooner than previously thought. We are truly grateful for God's provision to us personally and to MGS during these years and moving on to the future.

I would like to recognise the work that the IC staff have done over the past three years and as we prepare for the large number of new students for 2023. The IC is only as good as the staff who are working here and their passion and care for our international students. God has placed each one of them and each one of the students in this place at this time, and I am eternally grateful for this.

I would also like to recognise the support of Senior Management, especially Mike, through these very difficult years, but also for the vision of what we can achieve and what God's school can be. They all work tirelessly for MGS and the school community.

Colleen Steyn

Director

February 2023

Māori Community Report 2022

Māori Student Numbers and Movement

In 2022 there were 36 boys 49 girls (85 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 2022		
Māori	Males	Females
Year 1	2	3
Year 2	3	2
Year 3	0	1
Year 4	1	4
Year 5	3	2
Year 6	1	2
Year 7	3	2
Year 8	1	6
Year 9	1	4
Year 10	1	4
Year 11	9	9
Year 12	2	3
Year 13	9	7

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.

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 **88.3%** and the overall attendance for the school was **[90.2%]**. The small percentage of unjustified absences for Māori students at **3.2%** was slightly larger than the school overall at **2.7%**. Justified absences for Māori students was 8.3% while the school overall was 6.9%.

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

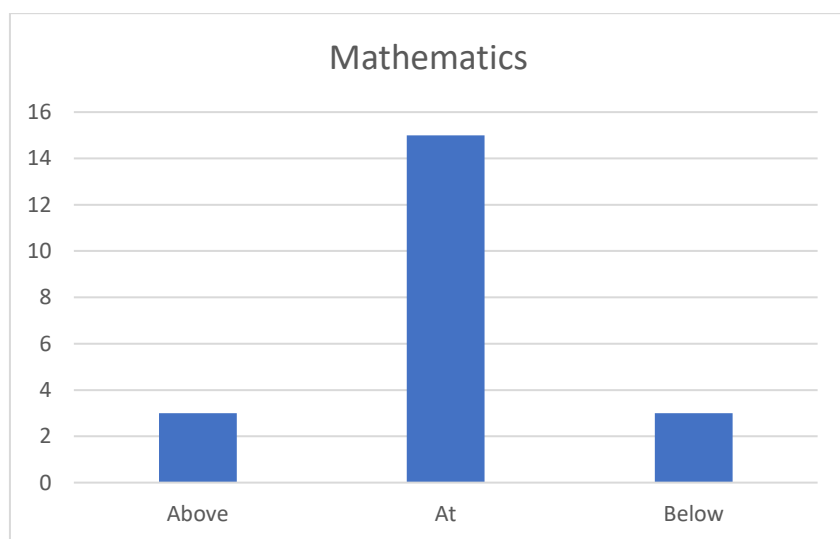
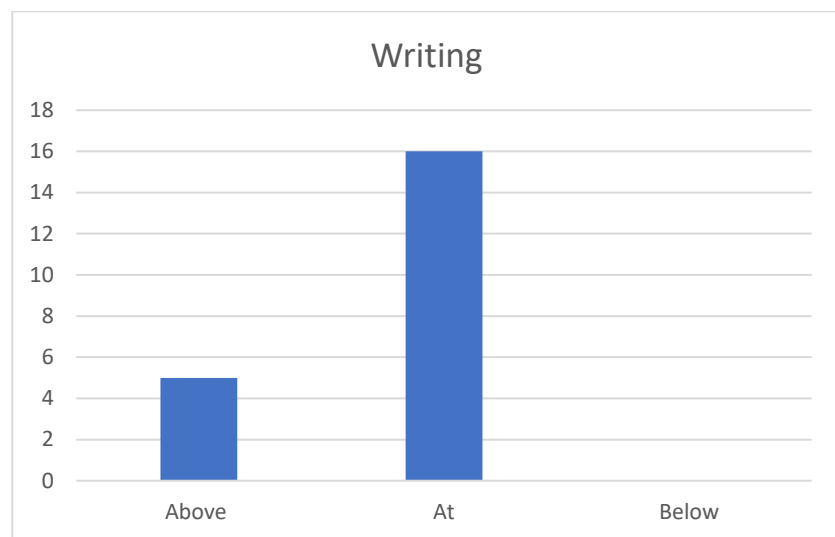
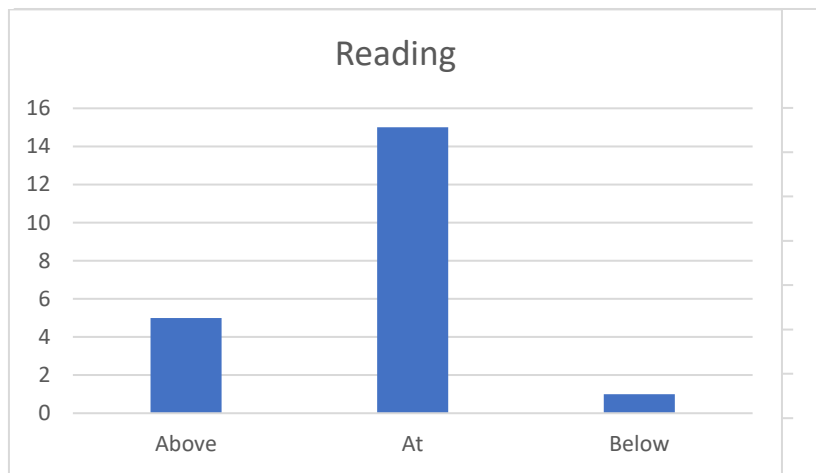
In 2022 there were no suspensions for the whole school. There were 2 Stand-Downs for Māori students. All students returning from Stand-Down or Suspension are given counselling as of right when they return to school and are supported by their Dean and Head of School. These statistics do not give us any 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 2022. 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 2022 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 5 Students

English: Reading

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	38	40
At Expectation	43	40
Below Expectation	19	20

Māori students in Years 7 and 8 are achieving at expectation for this level of the curriculum.

Mathematics:

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	52	40
At Expectation	26	40
Below Expectation	22	20

Chart Area

English: Writing

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	23	40
At Expectation	47	40
Below Expectation	30	20

YEAR 8 7 Students

English: Reading

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	7	0
At Expectation	77	86
Below Expectation	16	14

Mathematics:

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	21	29
At Expectation	63	43
Below Expectation	16	29

English: Writing

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	3	0
At Expectation	72	72
Below Expectation	25	28

Chart Area

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 2022 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, 7% of the standards assessed were at 'Not Achieved', and 15% of the standards assessed were at 'Excellence' level.*

YEAR 9: 5 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	57	60
5b	35	25
4p-4a	8	15
4b and below	0	0

English: 7 topics per student

Level	All Year 9 Students (%)	Māori Students (%)
6+	3	0
5p-5a	22	35
5b	28	35
4p-4a	35	24
4b and below	12	6

Mathematics: 6 topics per student.

Level	All Year 9 Students (%)	Māori Students (%)
6+	0	0
5p-5a	18	3
5b	37	47
4p-4a	33	47
4b and below	12	3

Māori students in Year 9 are achieving at expectation for this level of the curriculum.

Chart Area

YEAR 10: 5 Students

Science: 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	33	15
Merit	34	41
Achieved	26	41
Not Achieved	6	4

English: 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	21	15
Merit	31	30
Achieved	33	48
Not Achieved	14	7

Mathematics: 7 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	26	0
Merit	41	43
Achieved	23	43
Not Achieved	10	13

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

96% (Science), 86% (English) and 90% (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)

Bree Bennetts

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

Zoe Bartlett

First in Te Reo Māori Year 9 – **Alyssa Proctor McGregor** Year 10 – **Zoe Bartlett**

Senior College Achievement

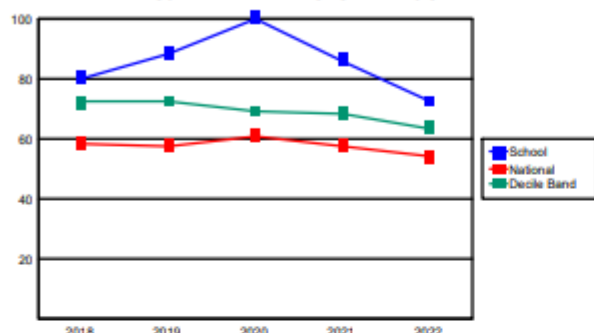
NCEA LEVEL 1-3

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 statistics

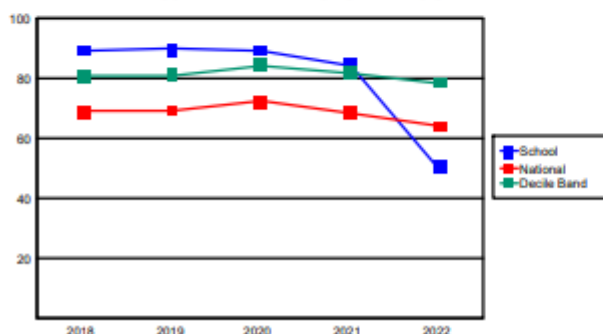
Year 11 NCEA Level 1 - Māori



Level 1 NCEA: 18 Students

72% Māori students gained Level 1 NCEA.
 38% Merit Endorsement
 8% Excellence Endorsement
 89% gained level 1 Numeracy
 100% gained level 1 Literacy

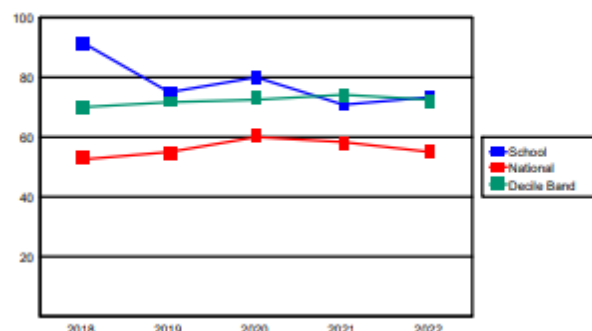
Year 12 NCEA Level 2 - Māori



Level 2 NCEA: 5 Students

60% gained Level 2 NCEA
 67% Merit Endorsement
 60% UE Literacy

Year 13 NCEA Level 3 - Māori



Level 3 NCEA: 15 Students

73% Gained Level 3 NCEA
 67% gained UE Entrance
 18% Merit Endorsement
 9% Excellence Endorsement
 87% UE literacy

SENIOR COLLEGE PRIZE-GIVING AWARDS

Te Ao Marama Māori Award - **Joshua Bedggood**

1st Te Reo Māori Yr 11 - **Devon Aylward**

Yr 12 - **Abby Irvine**

Yr 13 - **Joshua Bedggood**

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, 89% Māori students gained Level 1 Numeracy

For University Entrance, students need to gain 10 credits in Literacy at level 2. They can achieve these credits in Year 12 or, if needed, in Year 13. In 2021, 60% Māori students gained UE Literacy in Year 12 and 87% Māori students gained UE Literacy by the end of Year 13.

Destination of Māori Learners

EVENTS AND PROGRAMMES THROUGH THE CAREERS DEPARTMENT

Destinations: of the 10 Year 13 Maori leavers interviewed, 6 are going to University education. 2 students are entering Ara, and 2 are planning a GAP year. Two Māori students got University of Otago Māori Entrance Scholarships

Courses through Careers Department:

One Māori student was in a Dual Enrolment Programme at Ara at Level 3

Events:

Senior Māori students were in the Senior Ethics Olympiad and the Youthtown Learner License lessons and the Gateway programme.

Learning Support

Years 7-13

In 2022 there were 14 students who have been involved with the Learning Centre.

Year 7: (1 students) One student was involved with literacy and the same student had numeracy support.

Year 8: (3 students) One students was involved with Literacy support and three 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. The same student had extra Teacher Aide support in numeracy classes twice a week.

Year 10: (0 students)

Year 11: (7 students) Four students had a Teacher Aide in their English class, and four had a teacher Aide in their Numeracy class. Four students had a teacher Aide in their Science Class. Three of the students came to the Learning Centre four times a week for Senior Study Support. Six students receive Special Assessment Conditions.

Year 12: (2 students) One student had extra support in English Classes. One student came to the Learning Centre four times a week for Senior Study support. Both students receive Special Assessment Conditions.

Year 13: Four students receive Special assessment Conditions

Reflections and Highlights from 2022

Primary School

Within the Primary School teachers continue to work 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 25 minute lessons with Matua Pairama. Teachers are present for these lessons as part of their personal learning.

Matua Steve Reid led kapahaka weekly as he has done for many years. We are grateful for his continued commitment to the school. In the Primary school Kapahaka is compulsory for all Year 4 pupils and voluntary for those in Years 5 and 6. In 2022 our Kapahaka roll was about 100.

Highlights:

Tūkaha was our first opportunity with the Year 5/6's making up the performance group. This was a highly successful evening, and it was great to see the progression of Kapahaka throughout the school. Listening to Patawai perform was inspiring for many of the tamariki.

2022 was the first year in about 10 years that all the primary classes worked together on a Matariki activity day. Older classes joined with their younger swimming buddy class for the day. During the morning we shared waiata, reo, craft activities and prepared vegetables for making soup. After eating the soup together, we had an assembly together.

Tūhono 2022 was held in November in the Christchurch Town Hall with a group of 67 performers. The tamariki were extremely excited and performed with great energy and skill coming second overall. Marieta Maumau also won the best female leader award.

Acknowledgement of leadership in Te reo Māori in the primary School with Rebecca Thompson being named as Curriculum Leader of Te reo Māori including the equivalent of one day's release per term to administer the role.

2023 Challenges:

This year we have a number of new staff, so ongoing upskilling will be required. As part of this Rebecca Thompson is leading a 10–15-minute Te reo and tikanga Maori learning spot in the Primary PLD meetings. This will include useful reo in the classroom and tikanga such as pepeha as advised by Pairama Moon. Rebecca is completing study with Te Wananga o Aotearoa of Level 3 Tikanga.

Secondary School

Kapa Haka

2022 was a great year for the senior Kapa haka. Matua Steve along with the student leadership team Josh Beddgood, Neo Caughtry, and Brooke Taane were able to pull the group together for extra practices and meetings.

Tuhono

A highlight for the senior Kapa Haka was winning first place overall at Tuhono in 2022. This was a massive achievement for the group and they are excited to compete again this year in 2023.

Tūkaha

Another highlight this year was the Tūkaha Māori performing arts night where the Primary, middle school and secondary all come together to perform. This year we had some solo performances from the students as well as a guest spot for Whenua Patuwai. The Tūkaha night has become the largest gathering for an event outside of Founders day assembly.

Noho Marae

This year was the first time we organized a Noho Marae for my year 9's, 10's, 11,12 and 13's. The purpose was to prepare for Tu Kaha, learn about Powhiri and mihi whakatau as well as build Whakawhanaungatanga between the different year groups that are learning Te Reo Maori at Middleton Grange School. The Noho marae was a big success.

Whakapau Kaha

Matua Pairama has designed a year 11/12 leadership and wellbeing course for boys. The course offers students the opportunity to go away on 3 weekends and 3 one day wananga to learn about hauora (wellbeing) and leadership. The time away allows for students at Middleton Grange to push into the special character of Middleton Grange school and develop there relationship with themselves one another but also with God.

Staff Professional Development

- Six staff participated in the level 1 Whitiara Te Ahu o te Reo course
- One staff member progressed onto level 2 Whitiara Te Ahu o te Reo course
- 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 through until end of term 3
- Māori History curriculum development being overseen by Tony Kendrew

Dean McKenzie

Deputy Principal

February 2023

Pasifika Community Report 2022

In 2022 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 PUPIL ROLL 2022		
Pasifika	Males	Females
Year 1	0	0
Year 2	4	2
Year 3	0	0
Year 4	1	1
Year 5	3	0
Year 6	1	2
Year 7	2	2
Year 8	2	1
Year 9	2	5
Year 10	0	2
Year 11	2	3
Year 12	4	3
Year 13	6	4

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. Two students attended the classes and one completed the internal and external NCEA Tongan standards at Levels 2. Unfortunately, NCEA students could not be awarded NCEA Dance Standard credits according to their level, as there was no Polyfest this year due to COVID restrictions. Pasifika Careers Expo at Ara in April was cancelled. Some of our students 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. During Samoan and Tongan Language Weeks the students organised some lunchtime and assembly activities and wore traditional costumes for Tongan dances. There were also Samoan prayers and bible readings at Year Level assemblies. The BizNinja Challenge and the Spacpac Speech Contests were both cancelled this year. It was great to host University of Canterbury early June when they brought five Pasifika students, some food and music, to encourage our school leavers in their future pathways. Josiah Tualamali'i kindly arranged for two of our Year 13s to represent Pasifika in Youth Parliament, and when the flights were cancelled due to bad weather, he set

up zoom meetings so they could still present their concerns and suggestions about the environment and housing. In July I also attended an Education Sunday event at St Paul's Trinity Pacific Presbyterian Church that a number of our students attend. Their theme was: "Rise Up, God is Calling You". A selection of educational organisations were represented in the church hall for a mini expo and lunch after the service. There was an Emerging Leaders breakfast at UC towards the end of the year which Ana Togiasso, the 2023 Headgirl, and Sifa Mohi, the Pasifika Leader, attended. Two Middleton Pasifika students received the UC Takere scholarships for 2023.

PASIFIKA CULTURAL GROUPs

Unfortunately there was no Polyfest in March this year and we could not find anyone to tutor a whole group without this incentive. In April, however, Sisila Misa organised a group of six dancers for the World Vision fundraiser, and they performed for the Year 9 assembly too. A group of Year 9 and 10 girls helped teach Primary school pupils how to do some Tongan dancing as well.

PASIFIKA LEADERSHIP DAY

The event was held in the Kahika Centre in July. All Year 9 to 13 students from our Christian Schools Network were invited. We were delighted that 20 students from Christchurch Adventist School, Aidanfield and Emmanuel attended, as well as 30 of our own Middleton students. The theme was Paying It Forward and Kerryn Malcolm gave a presentation to start the day. The MGS and Adventist student leaders were good at MCing the day and leading two activities. Ex Middleton student, Sela Faletolu-Fasi, who is the Arts Practice

Director for Creative NZ and her husband Lio Fasi, who is a Youthworker and street mural artist, motivated the students with their interactive activities and thought-provoking encouragement. UC brought a panel of ex Middleton Pasifika students who are currently studying, and they shared their varied academic pathways. 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.

PASIFIKA STUDIES CLASS

The Pasifika Studies class ran for the second 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 from the Ministry of Education to fund this course. Tim was also selected to be in the national Pacific Studies Reference Group and worked with the team for a few days each term, to create the new Pacific Studies Achievement Standards. He is one of only 12 teachers 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.

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: eight 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 that 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 2022, there were some truancy concerns in the Primary School, Middle School and Senior College for Pasifika students. Attendance overall for Pasifika was 85.3% and was below the attendance rate for the school at every year level. It was particularly noticeable in Year 13 where Pasifika students had a 72.6% attendance rate. The overall attendance for the school was 91.6%. 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 2022 there was one stand-down and no suspensions 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

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: 5 students

60% of our Pasifika students passed Level 1: 80% gained Level 1 Numeracy. 100% gained Level 1 Literacy

Level 2: 7 students

100% of our Pasifika students passed Level 2. 14% gained an Excellence Endorsement 28% gained a Merit endorsement. 86% gained University Entrance literacy

Level 3: 10 students

50% of our Pasifika students passed Level 3 and 40% gained University Entrance. 1 student gained a Merit endorsement and 70% gained UE literacy

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

Middle School Achievement

Year 7 and 8. There are only 3 students in Year 8 who are known to their teachers and they are aware of their achievement. Statistically as a group this data can be misleading, or make the pupils easily identifiable, and so the percentages are not included here. For Year 7 the statistics are as follows:

YEAR 7 4 Students

English: Reading

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	38	0
At Expectation	43	75
Below Expectation	19	25

English: Writing

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	23	0
At Expectation	46	25
Below Expectation	31	75

Mathematics:

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	52	0
At Expectation	26	50
Below Expectation	22	50

Year 9 and 10. There are only 2 students in Year 10 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 9 the statistics are as follows:

YEAR 9 7 Students

English: 7 topics per student

Level	All Year 9 Students (%)	Pasifika Students (%)
6+	3	0
5p-5a	22	21
5b	28	17
4p-4a	35	50
4b and below	12	12

Mathematics: 6 topics per student.

Level	All Year 9 Students (%)	Pasifika Students (%)
6+	0	0
5p-5a	18	2
5b	37	26
4p-4a	33	48
4b and below	12	24

Science: 4 topics per student

Level	All Year 9 Students (%)	Pasifika Students (%)
6+	0	0
5p-5a	57	32
5b	35	54
4p-4a	8	14
4b and below	0	0

Primary School Achievement

Fifteen students from Year 2 to 5 received English Language Acquisition support three times a week, focussing on Reading, Writing and Speech. Six Pasifika students were identified by their classroom teachers as being at risk in Literacy, Numeracy and/or behaviour. They were all supported at the Learning Centre (Reading Recovery, Writing Support, Reading Comprehension, Maths Support, Lego Therapy) by Teacher Aides in the classroom, or by external agencies like Mana Ake, RTLb, MOE or SLT)

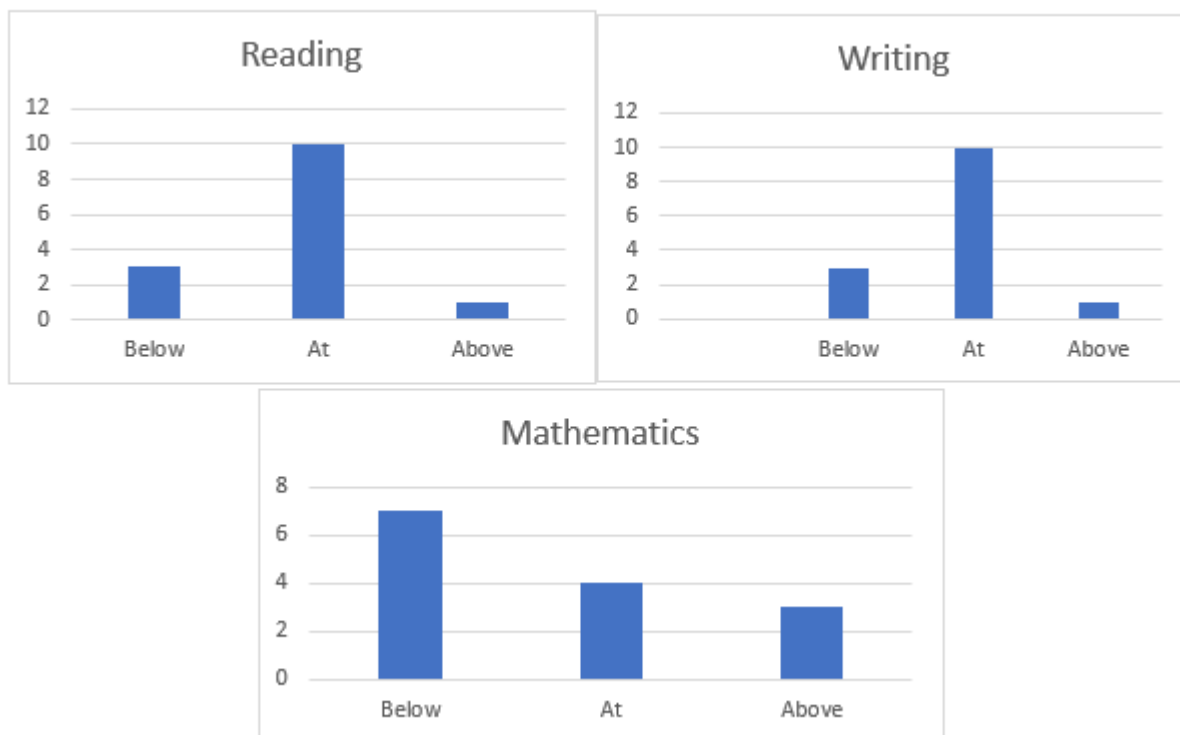
Joelle Goodall also made a great effort in 2022 to connect with Pasifika families and celebrate Pasifika culture. She wanted to start a Pasifika music group but parents were unable to come in to help. A group of Middle School Tongan students came across, but running the group at lunchtimes was challenging. A facilitator from Mana Ake Pasifika Group came to run a language, identity, and culture workshop, called Building Pasifika Fanau, once a week for six weeks during class time, which worked well. There was also a focus on getting students to create writing portfolios and share them with their parents. They were encouraged to write in their first language too. Dual Language texts were used as part of the reading programmes. There was PD for staff about finding resources and key principles for teaching English Language Learners.

PASIFIKA ACHIEVEMENT INFORMATION – Primary School 2022

Male: 9

Female: 4

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



Nicole Bailey
February

Strategic Goals Analysis of Variance 2022

NAG 1 Curriculum

1.1 See attached Analysis of Variance reports

NAG 2 Self Review

- Complete 2022 Middleton Grange School Board cycle of self-review
 - Completed
- Consult with Māori and Pasifika communities
 - Hui with Maori affected by Covid, so not met.
- Ongoing Implementation of the Action Plan for Pacific Education
 - Ongoing review and partnering with Pasifika community

NAG 3 Personnel

- None specified

NAG 4 & 5 Property, Finance, Health & Safety

- Review MOU with CST
 - Completed

NAG 6 Legislation

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

NAG 7 Charter

- Complete Charter
 - Target met

NAG 8 Analysis of Variance

- Complete Analysis of Variance
 - Target met

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 2022

Middleton Grange School Annual Plan 2022

Strategic Goal 1: Strengthening Capability

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

Annual Goal:

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

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	1.1 Professional Development Committee to set outline for the weekly PLD sessions focussing on delivering differentiated coverage of e-Learning, Leadership development, Waiora, Being a Christian Teacher (Ko wai tatou) and culturally responsive practices (ELLs)	PLD cte		KIS Partially Met
	1.1 Modified ACT program is implemented to support key staff and assist with being a Christian teacher at MGS.	Dave		KIS Partially Met
	1.1 Teaching staff will develop their cultural competency knowledge and skills to improve student outcomes (e.g., ELLs, Maori, Pasifika, International students). (ERO/CoL goal)	Joelle, Gaylene, Colleen		KIS not met (Covid 19)
	1.2 Continue to raise digital fluency, use of digital tools and pedagogical knowledge to impact the success of all students	ICT, Dir e-L'g		KIS Met
	1.3 Staff and students are given opportunity to develop their leadership practice	SLT, HOS, Deans, Kahika		KIS Partially Met for SC KIS Partially Met for MS Not met for PS
	1.4 Student forums on a range of school wide topics	Deans, HOS		PS not met (Covid 19) MS not met (Covid 19) SC not met (COVID 19)
Term 2	1.1 Professional Development Committee lead the PLD for all teaching staff, ensuring differentiation is a key objective. PLD to include NZ History, Cultural competencies, teaching Christianly, Matauranga Māori, ELL provision	PLD cte + others		KIS not fully met due to Covid 19 restrictions
	1.1 Monitor and ongoing review of modified ACT programme implementation	Dave		KIS Partially Met
	1.2 Expose teaching staff to best practice (e-Learning) within the school and in local schools	ICT cte		KIS Met
	1.3 Kahika Centre continues to offer leadership development opportunities for staff and students	Kerryn		KIS Met
	1.4 Discussion on suggested recommendations from student forums	Deans, HOS		KIS Partially Met
Term 3 & 4	1.1 Professional Development Committee lead review (in Term 4) on PLD for all teaching staff	PLD cte		KIS Met
	1.1 Staff to participate in MOE TODs in May, August and November, as well as CENCoL meetings each term	Staff		KIS Met

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

Resourcing:

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

Term 1:

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

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

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

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

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

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

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

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

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

I have also taken the opportunity to meet with Tom Littlejohn of Emmanuel Christian School, at his request. Tom is tasked with helping lead their review of Christian Education and I have

assisted with readings and discussion. It is not strictly MGS but is certainly part of the wider development of Christian Education within the CSN.

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

1.2 Dir of eLearning meets regularly with staff to offer support for digital fluency. Currently engaging with the year 7 and 8 staff re digital pedagogy in respective year levels.

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

1.3 Remote Learning time out hindered the plans in place at the start of the year and many student-led projects had to be abandoned. However, Student Leaders adjusting planning and implemented some service activities – eg, Valentine's Day encouragement messages; Easter activities for Y1-2 Students; sports coaching of younger students; providing devotions online during

Remote Learning etc. Student Leaders received Strength's finder coaching in readiness for using their gifts and talents to serve. The Rite Journey consultation with HOSC identified that this is better placed at Y10.

The Year 10 Leadership Team had a training morning where they revisited the strengths identified in our training day in Term 4 2021. HOMS also shared with the group about leading from our 'why?' and connected the Social Culture Plan, NZCER Survey results and other initiatives to this. The group has established regular meetings and in Term 2 will draw on other students in Year's 9 and 10 to form portfolio teams and working groups. A decision to postpone the Year 8 Leadership days to Term 2 was made given student absences due to COVID19 and because the Year 7/8 Teams wanted

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

Term 2

1.1 Due to the postponement of PLD for the majority of Term 2 because of Covid-19, most of the key areas of foci did not have much support or time spent on them. However, ELL, NZ Histories And the Better Start Literacy Programme continued to operate with good progress being made. All of these initiatives are supported through a 'Teaching Christianly' lens to ensure a Christian, Biblical world view framework is maintained.

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

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

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

1.4 As Forums were sparse with interrupting medical absences and resultant pressure on catching up. Student leaders have commented throughout the year on their desire for room for greater initiative, but this has been difficult due to gathering restrictions. A plan is in progress for a student-led Christian Focus Day for Y12/13 in Term 3 or early Term 4. Topics voiced: Boys wanting to be allowed to wear earrings – discussion began but to continue; Y13 Study exemptions to go home or stay home for some studies – partially granted.

In the Middle School our opportunities for forums have been limited. Some ideas have been explored through the Year 10 and Year 8 Leadership groups, but this has not been in a formal capacity. We will look in Term 3 to introduce more of these in Term 3 and 4, as restrictions allow.

Term 3 – 4

1.1

The CENCoL meetings were well planned and resourced by our AST teachers and provided a good opportunity for Christian Schools to network and support each other in this area.

The majority of PLD was delivered via PLGs although there were sessions on Mātauranga Māori and time for curriculum refresh work. During term 4 a review was undertaken of the effectiveness of PLG as a method of PD delivery. The staff overwhelmingly supported this model and wished for it to continue in 2023 with some minor adjustments to the frequency of scheduling. The PLD committee met and discussed these findings and set priorities for the start of 2023.

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

1.3 The Kahika Centre hosted several leadership events including the Women in Leadership Lab in August and the Pasifika Leadership Day where students from other CEN schools were invited to attend. These days were all very successful and we are thankful for the work and ongoing support of Kerryn Malcolm, as the Director of Te Ohu Kahika.

The Senior College HOS and Deans had a 2-day retreat in November to review / reflect on 2022 and plan for 2023. This was important, especially with the challenges after 3 years of Covid and the disruption to the SC culture in our school – which will be a major focus in 2023.

1.4 The SC HOS and Deans have sought staff and student feedback to plan for 2023, and the new Middle School leadership team will be working closely with students as they plan and prepare for 2023. There will be a Y11 camp at the start of 2023 to better support new students arriving to Middleton and support the establishment of a positive SC culture. Another addition will be the introduction

of 'The Rite Journey' into the Year 10 HPE program to support the character development of our Year 10 students as they transition into the Senior College.

Senior College:

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

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

Next Steps

Abbreviation Key:

Strategic Goal 2 : Analysis of Variance 2022

Middleton Grange School Curriculum Annual Plan 2022

Strategic Goal 2: Responsive Christ Centred Curriculum

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

Annual Goal:

2.1 Is Christ-centred and authentically infused with biblical truth

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

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

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

Key Improvement Strategies (KIS)

When	What	Who	Alert	AoV
Term 1	2.1 Christian Studies/Scripture Review disseminated to appropriate staff years 1-13	CC		KIS met
	2.2 Year 7/8 Review from 2021 Consultation with the Curriculum/Learning Team Leaders to prepare for Pilot programme Term 3 with main foci being Thematic Approach.	Head of MS/CLs/LTLs		KIS met
	2.4 Years 1-10 NZ Histories Curriculum content developed	WST Teachers		KIS partially met
	Years 7-13 Mātauranga Māori curriculum content developed in consultation with CLs and Subject Associations	Head of MS		KIS not met (Covid 19)
	Years 11-13 Continued work on the development of the Level 1 NCEA programme in preparation for 2024	Head of SC		Ongoing
Term 2	2.1 Christian Studies Review recommendations investigated with regards to programme delivery Years 1-10, Level 1, the pathway to Level 2 and staffing provision 2023.	CC, CL Christian Studies		Ongoing
	Any revisions to the Level 1 Programme 2022 presented to the CC for approval by the end of term 2.	T.I.C MS Scripture		KIS met
	2.2 Year 7/8 Continued preparation on programme planning and resource development for pilot programme Term 3 Investigate status of Level 1 NCEA and carry out consultation with other schools who have dropped Level 1	HoMS, CLs, LTLs		KIS met
		CL Focus Group, AP		KIS not met
	2.4 Years 1-10 NZ Histories Curriculum rolled out to classes	WST Teachers		KIS met
	Years 7-13 Mātauranga Māori curriculum content developed in consultation with CLs and Subject Associations	Head of MS		KIS met in part
	Years 11-13 Development of the Level 2 NCEA programme in preparation for implementation 2025, including design of MOE Teacher Accord TODs	Head of SC		Ongoing
Term 3 Term 4	2.1 Term 3 Staffing provision ratified at SLT and communicated to staff. Programme changes worked on Years 1-11 Term 4 Programme changes Years 1-10 and specifically Level 1 Programme 2023 ready to roll out	CC, CL CHR St T.I.C MS Scripture, HoPS		Ongoing
	2.2 Year 7/8 Review Pilot programme delivered Term 3 Continue Level 1 investigation and write up findings and proposals/options Term 4 Consultation with MGS community and collation of survey results	Head of MS, LTLs CL Focus Group, AP, CC		KIS partially met

	2.4 Term 3 Years 1-10 Focus groups Years 5-10 interviewed and surveyed regarding Histories Curriculum	WST Teachers		KIS not met
	Term 4 Years 1-10 Suggestions and learnings from the focus groups assimilated into the programme delivery for 2024 and 2023.	WST Teachers		ongoing
	Years 7-13 Mātauranga Māori curriculum content developed and prepared for roll out 2023.	Head of MS		KIS not met
	Years 11-13 Continued work on the development of the Level 2 NCEA programme in preparation for implementation 2025 including design of MOE Teacher Accord TODs	Head of SC		KIS partially met
Ongoing	Manage curriculum delivery in an agile and adaptable manner with face-to-face, hybrid or remote learning Investigate options for Year 11 Level 1 re: NCEA or alternatives for 2024.	SLT		KIS partially met

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

Term 1:

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

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

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

Term 2:

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

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

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

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

Term 3-4:

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

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

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

2.4 Survey did not take place. However, anecdotal evidence from conversations between WST and Rod, Lindsey, Y7-8 teams, and Geoff give similar responses: We have spent this year in PD around the ANZH curriculum and everyone is satisfied with their understanding of the curriculum content. Now we are looking to practically roll the material out next

year. One of the major roadblocks was the new textbook resources required, particularly for Y9-10. Uncertainty exists around textbook funding.

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

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

Ongoing: Leadership review to occur at Deans' Retreat

Next Steps:

2.4 Term 1 2023 Write report and recommendations for continuation or other Level 1 2024

Terms 2-3 prepare alternative programme delivery 2024 for Level 1 if required

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

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

Abbreviation Key: CC – Curriculum Committee; CLT – Curriculum Leaders Team; LTL – Learning Team Leaders; WLT – Waiora Lead Team; SWOT – Strengths, Weaknesses, Opportunities, Threats; Cs – Megan Cassidy; Bw – Matt Barlow; Ba – Nicole Bailey; Vp – Ruth Velluppillai; NI – Anita Nielson; RT – Rod Thompson; WST Teachers -Tony Kendrew and Lindsey Thoroughgood.

CL Focus group-Megan Cassidy, Patrick Baker, Sharon Gudsell. Nicole Bailey.

Strategic Goal 3 : Analysis of Variance 2022

Middleton Grange School Annual Plan 2022

Strategic Goal 3: Building Partnerships:

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

Annual Goal:

- 3.1 Parents are involved in the life of the school and regular communication between home and school supports teaching and learning
- 3.2 We are actively involved in the CENCoL/Kahui Ako and other professional associations to improve the learning outcomes of all students
- 3.3 Service and mission are an integral part of being 'a light' in our community
- 3.4 The MGSPG will continue to serve the school through prayer, physical and financial support
- 3.5 We will grow and connect with our alumni community
- 3.6 We will build our relationship with local Iwi, our Mana whenua and CEN

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	3.1 Parent Evenings for each cohort in Years 1-13. Staff to contact parents within the first 4 weeks to introduce themselves and courses	Rod, Bw, Vp		KIS Met
	3.1 There will be consultation with our school community re: strategic planning for 2023 and beyond	Va		KIS Not Met (COVID 19)
	3.2 MGS WSTCoL will work with other staff to support their professional learning	Ut, Tn, Ke		KIS met
	3.3 Kahui Ako staff actively engage students and staff in service-learning opportunities.	Ut, Sn, Fs		KIS met
	3.4 MGSPG will plan and coordinate a 'Middleton Fiesta' during Term 1 – March 25, 2022	Ut, Va		KIS Not Met (COVID 19)
	3.5 Create and develop an MGS alumni database	Yolandy		KIS Met
	3.6 Explore opportunities for working more closely with CoL, CEN and local Mana Whenua	Pi, Bw		KIS not met (COVID 19)
Term 2	3.1 PPTC's will take place for Y7-13 students/parents and attendance data will be collected and analysed	Cs		KIS Met
	3.1 There will be consultation with our school community re: strategic planning for 2023 and beyond	Va		KIS Not Met (COVID 19)
	3.2 Year 1-10 MGS staff will attend the CENCoL TOD for professional learning on 12 May	Col		KIS Met
	3.3 Preparation to host a Service and missions hui in Term 4.	Ut, Fs, Sn		KIS not met (COVID 19)
	3.5 Opportunities for developing the Middleton Alumni will be explored - i.e., data base, alumni profiles, Alumni section on school website, etc	Yolandy		KIS Met
	3.6 Ongoing development of relationship with Ngai Tahu and work with IOS (indicators of success)	Hr, Pi, SLT		KIS Partially Met
Term 3 - 4	3.3 MS students are involved in a 'service' day in the community in Term 4	Bw, Ke		KIS Met
	3.4 The parent community will be involved in the co-ordination of the Canterbury Adventure Race &/or other fundraising/community activities	Rod, Ut, SLT		KIS Met

	3.5 An alumni newsletter will be created and distributed to all MGS alumni on the database	Yolandy		KIS Met
	3.6 Review progress to date and explore next steps for further improving relationships in 2023	Col		KIS Partially Met
Ongoing	3.1 Review the communication strategies between home and school to determine consistency, effectiveness, participation and areas for improvement	Cs, Rod		KIS Met
	3.1 Regular communication (Newsletter, Friday Notices) between school and home outlining key events, Maori Whanau hui, Whanau Advisory Group, Pasifika Fono, information, 3-way conferences PS, Friday morning coffee PS, New Parent evening, Formal reporting & KC reporting, IC events, identification of issues, etc. a copy of the 'communicating your concerns document' sent home.	Va, Rod, Cs, Bw, Ut, Vp, As		KIS Met
	3.1 MGSPG will meet regularly during the year & explore fundraising opportunities for the school	Va		KIS Partially Met
	3.2 Staff are regularly attending subject and other professional association meetings	CL's		KIS Met
	3.2 MGS staff will attend the CENCoL PLD staff meetings each term	Va		KIS Met
	3.4 Progress will be made with the development of the Middleton Alumni as time and finances permit	Va, Yolandy		KIS Met
	3.5 We will continue to build our relationship with CEN as a key member of this organisation	Va, BOT		KIS Met
	3.5 We will continue to build and grow our relationship with local iwi and Ngai tahu	Pi, Bw		KIS Partially Met

Resourcing:

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

Term 1

3.1 Senior College: Parents routinely emailed by classroom teachers and Course Outlines sent for relevant classes. The Middle School parent evenings were held via Zoom with an excellent turn out. We combined 7/8 together as well as Year 9 and 10 together. While it was a challenge to have the same connection parent's feedback that the evenings were useful. The information shared pertained to day-to-day routines and the Whānau teachers had the opportunity to introduce themselves and establish a point of contact.

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

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

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

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

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

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

Term 2

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

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

3.2 All MGS Year 1-10 teachers attended the CENCoL PLD on 12 May from 3.00 - 5.00pm. The PLD was hosted by various CENCoL schools with the focus being on the NZ

Aotearoa Histories. The material was prepared by the AST and WST Histories leaders. Feedback was positive and encouraging. The next CENCoL PLD meeting is scheduled for Term 3, on the 6 September.

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

3.4 N. A.

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

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

Term 3 – 4

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

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

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

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

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

Next Steps 2023

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

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

Term 3-4: 3.4 All Alumni will be contacted and will receive an MGS Alumni newsletter including request for financial support of the school (2023)

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

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

Parent Voluntary Donation and Special Character 2022

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 2022. For the Primary staff this occurs on a Wednesday afternoon and for the Year 9 – 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 2022. 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