



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."

2023 ANNUAL REPORT

Character Excellence Service for the Glory of God



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Principal's Report 2023

Psalm 127:3

"Children are a gift from the Lord, they are a reward from him."

Proverbs 22:6

"Train up a child in the way he should go; even when he is old, he will not depart from it."

Our Vision

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

Our Mission Statement

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

It's always good to remember your 'WHY'. What is the purpose and meaning for Middleton Grange Schools existence? This can be seen clearly in the Vision and Mission statements that the school has and holds onto very strongly. This is why we exist - to support and partner with families in the discipling of their children. Our school motto beautifully clarifies this:

Character, Excellence, Service for the Glory of God.

We desire for our graduates to have a personal relationship with Jesus Christ, to grow in Christian character, to attain their personal excellence in all they do, and to use their gifts and talents to serve others – all for the glory of God. This is aspirational, and we know we cannot do this in our own strength, but through the power of the Holy Spirit and the positive partnership between school, home, and the church.

2023 has seen us move into the post-Covid era with all Covid restrictions being removed by August. This has certainly been a blessing following what has been a very challenging and disruptive 3 years of teaching and learning in a Covid environment. We are still noticing the significant impact and disruption to learning that Covid has caused, especially with the mental health of some of our young people. However, this year has also seen further disruption in our schools with industrial action from the NZEI and PPTA unions, which has resulted in additional loss of teaching and learning time during terms 1 and 2. Thankfully this was resolved after a lengthy period of negotiation which also included arbitration.

This year we have continued to witness the continuation of the war in the Ukraine; natural disasters in New Zealand and around the world involving floods, fires and earthquakes, which are a timely reminder that our days are numbered on this earth and that our lives are in God's hands. We are thankful for the promises in God's word as we are reminded in Psalm 33: 22 *"Let your unfailing love surround us, LORD, for our hope is in you alone."*

Education in New Zealand continues to experience significant change through the many initiatives that the Government and the Ministry of Education are requiring schools to implement. The New Zealand Curriculum is being refreshed, which in reality is much more than a refresh; NCEA is being renewed after 20 years in existence; literacy and numeracy requirements are changing, just to mention a few of the many changes that are occurring. This continues to place pressure on schools and staff to implement these changes and meet the deadlines. As a Christian school we are continually mindful 'to be in the world, but not of the world', and we need to be discerning and wise in how we respond to the many changes being asked of us – to ensure that we continue to keep Christ at the centre of everything we do and that His word guides our thinking and actions.

The school welcomed a new board late last year and are thankful for their commitment to our school. **Melanie Hikuroa** was again elected Presiding Member for 2023 and was ably supported by Andy Milne as deputy. I would also

like to thank Luke Noble, our Staff Board Member; and Logan King, our Student Board Member for their service to the board during 2023.

Each year we are blessed with a strong Student Leadership Team and this year was no exception: Head Student Leaders Joseph Wong and Ana Togliaso were ably supported by Reuben Buckley and Alice Jordan. This team were wonderful examples of servant leadership to the school community, and we thank them for their service, as we do the many other students who supported the school in other leadership roles.

This year we said farewell to several staff during the year, namely Donna Smith who taught in the Primary Year 1-2 area and retired at the end of Term 1 after teaching at Middleton Grange for 27 years; Catherine Moore, our ESOL coordinator in the primary school who has moved with her family to South Korea; Helen Williamson, an experienced Mathematics teacher and Basketball coach who has moved to take up a teaching position in Hong Kong; and Tessa Cameron, an English teacher who has gone to the UK for her overseas experience; we also said farewell to Chris Goldsbury, our Sports Coordinator since 2018 who is moving Belgium to take up a hockey coaching role; Ingrid Gomez who worked in the Middle School and Senior College office for 17 years for the respective Heads of School. Ingrid left us to take up the position of PA to the Principal at Aidanfield Christian School.

At the end of year, we farewelled some long serving staff including Ian Goddard who has taught Social Studies and Christian Studies for over 20 years at Middleton; Chris Walker who began his career at Middleton teaching Music in 1996 and then later became a French teacher. Chris has faithfully taught and served at Middleton for 29 years. We thank them both for their years of service and the thousands of students they have taught during their time at Middleton and the impact they have had on so many lives.

We also say farewell to Ruth Velluppillai, our Deputy Principal – Head of Senior College who resigned in term 3 and finishes at the end of this year after serving in that position for 20 years. Ruth was a former student at the school, as well as a parent with some of her children attending Middleton Grange. We thank her for her leadership and faithful service during that time and the positive influence she has had over many senior college students during her tenure as the leader of the Senior College at Middleton Grange. Ruth has been an amazing woman of prayer, a godly role model for staff and students alike and a person with a real heart and desire to serve others.

Our gratitude is extended to all staff leaving in 2023. We are thankful for the quality of staff we have and continue to gain, without which it would be very challenging to deliver an authentic high quality Christian education. I would again like to acknowledge and thank all the staff, parents and students involved in the Senior College Production of 'Shrek' during term 2. What an outstanding show it was, and I am sure for those involved, it will be a highlight of their time at Middleton Grange School. A special note of thanks must go to Michael McCormack and Elizabeth MacFarlane for their leadership and contribution to this event.

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 winter sports tournament week during Term 3. All of these activities are very important as they contribute to the holistic development of our young people and allow them the opportunity to express themselves in different ways.

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.

To God be all the glory.

Isaiah 54:13

"All your children will be taught by the LORD, and great will be their peace."

Mike Vannoort

Principal / Tumuaki

April 2024

Finance Report 2023



MIDDLETON GRANGE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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

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
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MIDDLETON GRANGE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Middleton Grange School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Melanie Hikuroa
Full Name of Presiding Member



Signature of Presiding Member

30th May 2024
Date:

Michael Vannoort
Full Name of Principal



Signature of Principal

30th May 2024
Date:

Middleton Grange School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	12,359,151	11,154,376	11,199,465
Locally Raised Funds	3	4,005,169	2,926,272	2,173,078
Use of Proprietor's Land and Buildings		2,633,750	2,610,000	2,610,000
Interest		166,595	59,400	45,051
Gain on Sale of Property, Plant and Equipment		-	-	-
Total Revenue		19,164,665	16,750,048	16,027,594
Expense				
Locally Raised Funds	3	2,700,901	1,969,625	1,454,219
Learning Resources	4	11,756,330	10,251,188	10,157,310
Administration	5	1,187,576	1,113,964	1,046,555
Interest		15,170	15,548	15,807
Property	6	3,725,179	3,756,104	3,647,553
Other Expense	7	10,905	-	(145)
Loss on Disposal of Property, Plant and Equipment		3,016	-	-
Total Expense		19,399,077	17,106,429	16,321,299
Net Surplus / (Deficit) for the year		(234,412)	(356,381)	(293,705)
		-	-	-
Total Comprehensive Revenue and Expense for the Year		(234,412)	(356,381)	(293,705)

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		2,159,721	2,342,240	2,397,833
Total comprehensive revenue and expense for the year		(234,412)	(356,381)	(293,705)
Contributions MOE ~ Netwrok Upgrade		186,966	-	-
Contribution - Furniture and Equipment Grant		263,447	65,500	55,593
Equity at 31 December		2,375,722	2,051,359	2,159,721
Accumulated comprehensive revenue and expense		2,375,722	2,051,359	2,159,721
Equity at 31 December		2,375,722	2,051,359	2,159,721

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	459,393	480,000	525,029
Accounts Receivable	9	999,266	1,108,500	969,236
GST Receivable		208,331	140,000	78,568
Prepayments		103,374	85,000	73,196
Inventories	10	177,322	145,520	126,870
Investments	11	4,086,187	3,589,000	3,011,921
		6,033,873	5,548,020	4,784,820
Current Liabilities				
Accounts Payable	13	1,375,235	1,098,700	1,009,062
Revenue Received in Advance	14	2,787,360	2,408,389	1,943,193
Provision for Cyclical Maintenance	15	33,000	40,238	169,711
Finance Lease Liability	16	76,560	57,000	102,095
Funds held in Trust	17	49,087	51,000	57,909
		4,321,242	3,655,327	3,281,970
Working Capital Surplus/(Deficit)		1,712,631	1,892,693	1,502,850
Non-current Assets				
Property, Plant and Equipment	12	1,216,300	756,428	1,193,254
		1,216,300	756,428	1,193,254
Non-current Liabilities				
Provision for Cyclical Maintenance	15	463,866	469,762	397,106
Finance Lease Liability	16	89,343	128,000	139,277
		553,209	597,762	536,383
Net Assets		2,375,722	2,051,359	2,159,721
Equity		2,375,722	2,051,359	2,159,721

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		3,295,867	3,088,681	3,222,184
Locally Raised Funds		1,757,930	1,160,223	1,586,018
Hostel		-	-	-
International Students		3,221,986	2,199,919	1,585,206
Goods and Services Tax (net)		(129,763)	(61,432)	(981)
Payments to Employees		(3,108,765)	(2,481,422)	(2,336,643)
Payments to Suppliers		(4,058,847)	(3,401,797)	(2,927,667)
Interest Paid		(15,170)	(15,548)	(15,807)
Interest Received		130,473	41,207	34,177
Net cash from/(to) Operating Activities		1,093,711	529,831	1,146,487
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(3,016)	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(410,978)	-	(191,408)
Purchase of Investments		(1,074,266)	(577,079)	(616,712)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(1,488,260)	(577,079)	(808,120)
Cash flows from Financing Activities				
Furniture and Equipment Grant		450,413	65,500	55,593
Contributions from / (Distributions to) Ministry of Education		-	-	-
Finance Lease Payments		(112,678)	(56,372)	(138,304)
Loans Received		-	-	-
Repayment of Loans		-	-	-
Funds Administered on Behalf of Other Parties		(8,822)	(6,909)	12,857
Net cash from/(to) Financing Activities		328,913	2,219	(69,854)
Net increase/(decrease) in cash and cash equivalents		(65,636)	(45,029)	268,513
Cash and cash equivalents at the beginning of the year	8	525,029	525,029	256,516
Cash and cash equivalents at the end of the year	8	459,393	480,000	525,029

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2023

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 2023 to 31 December 2023 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 Ministry's 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. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly 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 not received in cash by the school as 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.

Other Grants where conditions exist

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 are 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 material.

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
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 surplus or deficit.

The reversal of an impairment loss is recognised in 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 and annual leave earned, by non teaching staff, 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 where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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 Comprehensive 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 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.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

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, finance lease liability. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	3,279,472	2,873,656	3,068,666
Teachers' Salaries Grants	8,962,871	8,183,914	7,994,535
Other Government Grants	116,808	96,806	136,264
	12,359,151	11,154,376	11,199,465

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	583,674	575,380	500,484
Fees for Extra Curricular Activities	238,101	16,200	176,715
Trading	782,099	654,050	626,850
Fundraising & Community Grants	6,753	6,000	19,375
Other Revenue	80,210	55,868	104,810
International Student Fees	2,314,332	1,618,774	744,844
	4,005,169	2,926,272	2,173,078
Expense			
Extra Curricular Activities Costs	237,244	51,550	159,274
Trading	651,365	585,351	547,207
International Student - Student Recruitment	270,979	265,550	143,197
International Student - Employee Benefits - Salaries	452,913	455,778	231,101
International Student - Other Expenses	1,088,400	611,396	373,440
	2,700,901	1,969,625	1,454,219
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	1,304,268	956,647	718,859

During the year, the School hosted 72 FTE International students (2022: 33)

International students:

- 1) During the year ended December 2023, the Director of International students travelled to London and Germany, Vietnam and Thailand and Japan at a cost of \$53,000 for the purpose of recruiting new student for the school. The travel was funded from the net surplus for international student fees revenue.
- 2) During the year ended December 2023, the Principal travelled to Perth Australia to take part in the ICEF ANZA event at a cost of \$10,000 for the purpose of recruiting new student for the school. The travel was funded from the net surplus for international student fees revenue. The Principal's wife accompanied him on this trip at her own cost.
- 3) During the year ended December 2023, the Associate Principal travelled to South Korea at a cost of \$17,000 for the purpose of recruiting new student for the school. The travel was funded from the net surplus for international student fees revenue. The Associate Principal's wife accompanied him on this trip at her own cost.
- 4) During the year ended December 2023, the Curriculum Leader of Maori, along with two students, travelled to Japan on an exchange programme with the Tottori rejoin at a cost of \$10,000 for the purpose of recruiting new student for the school. The travel was funded from the net surplus for international student fees revenue. The CL Maori's wife accompanied him on this trip at her own cost.



4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	540,297	441,220	449,760
Information and Communication Technology	81,944	94,000	54,205
Library Resources	16,192	12,000	5,559
Employee Benefits - Salaries	10,607,492	9,181,112	9,107,861
Staff Development	85,264	86,030	68,716
Depreciation	425,141	436,826	471,209
	11,756,330	10,251,188	10,157,310

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	11,858	12,178	12,828
Board Fees	8,010	8,500	6,800
Board Expenses	13,233	3,500	2,258
Communication	7,554	14,160	10,092
Legal Fees	11,921	-	2,336
Other	87,077	101,542	80,598
Employee Benefits - Salaries	844,881	767,131	734,767
Insurance	25,681	23,217	17,569
Service Providers, Contractors and Consultancy	179,743	178,736	177,463
	1,187,576	1,113,964	1,046,555

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	33,771	36,996	31,494
Consultancy and Contract Services	258,160	249,000	234,362
Cyclical Maintenance	47,353	74,000	74,004
Grounds	29,517	38,401	33,587
Heat, Light and Water	300,282	312,402	286,117
Repairs and Maintenance	131,705	143,043	91,652
Use of Land and Buildings	2,633,750	2,610,000	2,610,000
Security	20,454	25,452	20,911
Employee Benefits - Salaries	270,187	266,810	265,426
	3,725,179	3,756,104	3,647,553

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 Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Loss on Uncollectable Accounts Receivable	10,905	-	(145)
	10,905	-	(145)



8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	459,393	480,000	525,029
Cash and cash equivalents for Statement of Cash Flows	459,393	480,000	525,029

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	172,036	335,000	298,966
Receivables from the Ministry of Education	107,779	65,000	4,201
Loss on Uncollectible Accounts Receivable	(22,521)	(8,500)	(7,293)
Interest Receivable	49,929	32,000	13,807
Teacher Salaries Grant Receivable	692,043	685,000	659,555
	999,266	1,108,500	969,236
Receivables from Exchange Transactions	199,444	358,500	305,480
Receivables from Non-Exchange Transactions	799,822	750,000	663,756
	999,266	1,108,500	969,236

10. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
School Uniforms	177,195	145,000	125,996
Canteen	127	520	874
	177,322	145,520	126,870

11. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	4,086,187	3,589,000	3,011,921
Total Investments	4,086,187	3,589,000	3,011,921



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Furniture, Plant and Equipment	459,280	182,609			(150,029)	491,860
Information and Communication Technology	263,931	201,213	(1,285)		(125,927)	337,932
Land Improvements	33,867	3,866			(5,368)	32,365
Motor Vehicles	78,717	20,200			(14,876)	84,041
Textbooks	120,778	11,458	(1,731)		(16,313)	114,192
Leased Assets	236,681	31,857			(112,628)	155,910
Balance at 31 December 2023	1,193,254	451,203	(3,016)	-	(425,141)	1,216,300

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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture, Plant and Equipment	1,486,129	(994,269)	491,860	1,303,521	(844,241)	459,280
Information and Communication Technology	1,134,131	(796,199)	337,932	934,460	(670,529)	263,931
Land Improvements	56,580	(24,215)	32,365	52,714	(18,847)	33,867
Motor Vehicles	172,522	(88,481)	84,041	170,342	(91,625)	78,717
Textbooks	561,261	(447,069)	114,192	557,798	(437,020)	120,778
Leased Assets	431,538	(275,628)	155,910	426,187	(189,506)	236,681
Balance at 31 December 2023	3,842,161	(2,625,861)	1,216,300	3,445,022	(2,251,768)	1,193,254

13. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	183,283	165,000	129,997
Accruals	218,067	65,200	41,505
Employee Entitlements - Salaries	926,287	820,000	784,424
Employee Entitlements - Leave Accrual	47,598	48,500	53,136
	1,375,235	1,098,700	1,009,062
Payables for Exchange Transactions	1,327,637	1,050,200	955,926
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	47,598	48,500	53,136
Payables for Non-exchange Transactions - Other			
	1,375,235	1,098,700	1,009,062

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	6,674	2,500	6,001
International Student Fees in Advance	2,382,398	2,055,889	1,474,744
Other revenue in Advance	398,288	350,000	462,448
	<u>2,787,360</u>	<u>2,408,389</u>	<u>1,943,193</u>

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	566,817	505,000	576,873
Increase to the Provision During the Year	47,353	74,000	74,004
Use of the Provision During the Year	(117,304)	-	(84,060)
Provision at the End of the Year	<u>496,866</u>	<u>579,000</u>	<u>566,817</u>
Cyclical Maintenance - Current	33,000	40,238	169,711
Cyclical Maintenance - Non current	463,866	469,762	397,106
	<u>496,866</u>	<u>510,000</u>	<u>566,817</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. 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 and other ICT equipment. Minimum lease payments payable:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	76,560	85,000	102,095
Later than One Year and no Later than Five Years	102,816	131,500	159,167
Future Finance Charges	(13,473)	(11,500)	(19,890)
	<u>165,903</u>	<u>205,000</u>	<u>241,372</u>
Represented by			
Finance lease liability - Current	76,560	85,000	102,095
Finance lease liability - Non current	89,343	120,000	139,277
	<u>165,903</u>	<u>205,000</u>	<u>241,372</u>

17. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	49,087	51,000	57,909
	<u>49,087</u>	<u>51,000</u>	<u>57,909</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 1(c). 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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	8,010	6,800
<i>Leadership Team</i>		
Remuneration	996,226	797,744
Full-time equivalent members	7	6
Total key management personnel remuneration	1,004,236	804,544

There are 9 members of the Board excluding the Principal, Student and Staff Representatives & Secretary. The Board has held 8 full meetings of the Board during the year plus held 2 Hui Board Meetings. The Board also has a Finance Committee with 2 board members and a Property Committee with 3 Board member representatives attending. These 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	190 - 200
Benefits and Other Emoluments	5 - 10	5 - 10



Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	28	14
110 - 120	11	6
120 - 130	5	1
130 - 140	1	1
140 - 150	0	0
150 - 160	0	0
160 - 170	0	0
170 - 180	1	0
	46	22

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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. As at the reporting date, an estimation has been made and incorporated in these financial statements, based on the cost of both the Pay Equity plus Regrading costs due within this period and the anticipated matching funding.

22. Commitments

(a) Capital Commitments

At 31 December 2023, the Board has not entered into contract agreements for capital works



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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	459,393	480,000	525,029
Receivables	999,266	1,108,500	969,236
Investments - Term Deposits	4,086,187	3,589,000	3,011,921
Total financial assets measured at amortised cost	5,544,846	5,177,500	4,506,186

Financial liabilities measured at amortised cost

Payables	1,327,637	1,050,200	955,926
Finance Leases	165,903	185,000	241,372
Total financial liabilities measured at amortised cost	1,493,540	1,235,200	1,197,298

24. Events After Balance Date

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

25. Delay in Submitting Annual Report

The school acknowledges that the draft annual report was submitted on 15 April 2024, missing the statutory deadline of 31 March 2024 by two weeks. This delay was due to unforeseen circumstances involving the Business Manager, who suffered a serious bike accident, in early January 2024. As a result, the Business Manager was on medical leave and only able to work half-days for six weeks leading up to 31 March 2024, effectively amounting to just 2.5 weeks of full-time work. The Business Manager resumed full-time duties on 8 April 2024. Additionally, the finance team faced challenges with limited staffing coverage during this period, which further contributed to the delay.



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF MIDDLETON GRANGE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Middleton Grange School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, 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 18, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 30 May 2024. 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 arise from section 134 of the Education and Training Act 2020.

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 Statement of Responsibility, Members of the Board, Analysis of Variance Report, Good Employer Statement, Te Tiriti o Waitangi 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Sam Naylor

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Property Report 2023

10-year property plan (10YPP) update

The scheduled 2023 major works for E & G Blocks in the 10YPP were delayed (pls see summary).

Block – Primary Rooms 12-15

- Investigation of exterior cladding suggested significant degradation of the framing, however after removal of cladding the problem was less widespread than initially assessed. As a result, the Christian Schools' Trust (CST) arranged for installation of temporary vertical corrugate cladding to the affected area and permanent recladding was delayed for an indefinite period – potentially 3-5 years.
- The Block was slated for Cyclic Maintenance painting in 2022 and with delays to recladding, an interim paint is now required in 2024.
- Final carpeting was completed Jan 2024.

Performing Arts Centre – The Grange

Interior and Exterior repainting began in December 2022 and was completed before Term 1, 2023.

G Block

Because of the scale of the Library refurbishment, demolition of the Secondary Library began before the end of Term 4 (2022) and, due to unexpected delays, continued well into 2023. As an evolving space minor jobs occasionally present (securing shelving, extra furniture items).

Lockdown/Class bell System

CST Project: The SPON class bell system was installed in the T2 Break, resolving ongoing concerns about our Lockdown readiness. In addition, the system gave MGS an unambiguous Shelter in Place option. Fire and Class bell are currently running as close to traditional bells as possible to minimise confusion.

Summary

With the Library works overruns; the asbestos considerations in the G Block roof; and, interest rates skyrocketing the 10-year property plan has stalled. The typical process of aligning the Cyclic Maintenance to the 10YPP had to be adapted. The first of these “out-of-sync” projects is the O Block interim exterior paint. 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.

I would like to acknowledge the work of our Property Committee members, both past and present, comprised of School and Proprietor representatives,. We reap the benefit of many years of steady stewardship with a common vision – modern, well equipped, fit for purpose, buildings and grounds appropriate for students, staff and visitors. The close communication between CST and Middleton Grange School is increasingly rare in our sector.

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

Ben Knowles

Property Manager

April 2024

Primary School Annual Report 2023

Excerpt from Isaiah 43

But now thus says the Lord, He who created you, O Jacob, He who formed you, O Israel;

"Fear not, for I have redeemed you; I have called you by name, you are mine. When you pass through the waters, I will be with you and through the rivers, they shall not overwhelm you; when you walk through fire, you shall not be burned, and the flame shall not consume you. For I am the Lord your God, the Holy one of Israel, your Saviour..."

Remember not the former things, nor consider the things of old. Behold, I am doing a new thing; now it springs forth, do you not perceive it? I will make a way in the wilderness and rivers in the desert.

This scripture has been an encouragement to the Primary Leadership Team over the course of 2023, particularly the Head of Primary School, new to the role. Coming out of a period of considerable change and uncertainty in society has given opportunity for the Primary school staff to reset culture, look to redefine our purpose and grow connection in our community.

Academic results Year 1 - 6

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

	All students at Middleton Grange Primary School (303 students)					Māori at Middleton Grange Primary School (24 students)					Pasifika at Middleton Grange Primary School (13 students)				
	2023	2022	2021	2020	2019	2023	2022	2021	2020	2019	2023	2022	2021	2020	2019
Reading	90%	89%	87%	76%	87%	100%	90%	91%	73%	84%	62%	79%	73%	40%	75%
Writing	90%	94%	92%	67%	86%	91%	100%	91%	91%	84%	77%	59%	82%	90%	88%
Maths	84%	71%	81%	78%	75%	83%	86%	86%	87%	69%	54%	50%	73%	70%	75%

*Data taken from our *Student Management System*

Comments: Our Reading and Writing results have continued in a pleasing way showing similar results in percentage outcomes from those reported for 2022. As a leadership team we have discussed the results from across the Primary school and are able to name the children who face challenges in achievement in their learning, as well as being able to articulate the support put around the students to ensure that progress is being made for the individual. We have noted an improvement in the students achieving at or above the expected curriculum level in Maths. As a team we have proposed ways in which we can triangulate our results to ensure there is robust evidence to support the teacher judgements. Please note that smaller numbers of Māori (24) and Pasifika (13) 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 (English Language Learning) students is to see them progressing at the same rate as all other students. 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 other essential learning areas are taught in the Primary School and progress, or development of understanding is reported to parents in a cyclic approach across a child's time in Year 1 – 6. These essential learning areas at Middleton Grange include Scripture, The Arts, Languages, Technology, Science, and Social Studies.

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:

2023 Te Kōhanga 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 grow and develop, affirming their value and diversity as created by God. We endorse effort and perseverance, learning from mistakes and asking God to help us do hard things.

As a Learning Support team of teachers, teacher aides and communication workers 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 2023 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 supported individuals and groups of pupils within 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	21
Year 2	18
Year 3	22
Year 4	21
Year 5	19
Year 6	16

As a SENCO I planned individual and group programmes, worked directly with children (both teaching and assessment), collaborated with and advised teachers and other school staff, planned and reviewed programmes with and provided professional development for Teacher Aides, met with and advised parents and liaised with external educational and well-being providers.

As a Learning Support team, we worked with external providers to support teachers and provide explicit programmes and support for some of our neuro-diverse learners with higher needs and those with physical health needs. We worked with other providers in an advisory role, and at times referred pupils to try and access additional support from the Ministry of Education and Te Whatu Ora. Unfortunately, as with education, the public health sector is vastly under-staffed and oversubscribed. As a result, accessing Te Whatu Ora support for some of our diverse learners is a long process due to wait times, even after parents have gained support from their GP. Some parents are able to consider private health practitioners, but in the area of mental health there is often still a significant wait.

In order to maximise support and expertise for pupils who are at-risk in their emotional and mental health, this year we began two new initiatives for the Primary School. One was a Pastoral Care liaison group involving the SENCO, Deputy Principals (Primary and Waioara) and Head of Counselling and Well-being. This allowed us to share collective expertise and be up to date as a group on the needs of pupils, the current support being provided, and the progress made. The other initiative was a Mana Ake drop-in service. Jean Hurr, our liaison kaimahi, provided her contact details so parents could connect with her directly about concerns, as well as a weekly time to meet with them as needed. Several parents accessed this support each term, which enabled recommendation of resources, pathways for referrals and support for parents. Due to their value, both of these initiatives will continue in 2024.

We continue to work closely with our fabulous team of classroom teachers, and the English Language Learners staff under the leadership of Lindie Warburg. It is this collaborative approach that provides the best support for our learners.

Susan Meredith
Primary School SENCO

English Language Learner (ELL) Report 2023

Current pupil roll indicates that 61% of our students in Year 1 – 6 are of an ethnic group other than New Zealand European. Many of these pupils will speak and be exposed to a language other than English at home and in their community. This naturally has a large impact on language acquisition. There are 23 different ethnic groups in our primary school community with close to 20 different languages spoken (parent confirmed). Other languages may be spoken at home, this information is shared by students.

There was a total of 33 students (year 2 to year 8) funded by the MOE, of which 14 were migrant students. There was a drop in funded pupils at mid and end year due to funding ceasing. We saw an increase to 9 international students by the end of 2023. (NE- year 6).

The Primary school sees a continuous intake of New Entrant pupils throughout the year. 65% of these students are speakers of a heritage language that is not English. This means that we have increasing amounts of students coming into our school with support needed to ensure that the conversational English they acquire is balanced with the academic English language skills required.

Support Provided

In class support was provided to pupils in year 1, 2, 3, and 4.

Pupils who needed support in year 5 and 6 were withdrawn from class.

International College students were supported both in class and withdrawn individually or as a group.

All ELL students have made steady progress this year. The teachers and ELA (English Language Assistants) staff have worked hard to build relationships with pupils and help the students achieve the goals set. It has been a wonderful blessing to be part of the team able to provide support for staff and pupils.

Staffing:

I (Lindie Warburg), started in the role of 0.5 ESOL coordinator, 0.44 Reading Recovery teacher and 0.06 International College teacher/ coordinator in July 2023 when Catherine Moore relocated to South Korea. The Primary School English Language Learners team is made up of 3 English Language Assistants (ELA) with varying levels of experience, ranging from no experience to ESOL trained. All 3 ELA's are parents of pupils at MGS and 2 of the ELA's require upskilling and intense support. This was possible due to Ministry of Education funded Professional Learning Development (PLD), cluster meetings, as well as myself and Joelle Goodall providing weekly PLD. Ongoing PLD is still a need for the ELA staff, however, to a lesser degree. It has been wonderful being able to provide the training and provide the support the staff have needed to support our pupils.

Hours for ELA staff:

Maggie Smit's hours remained at 14.30 hours per week.

Tracey Docherty's hours increased to 6.40 hours per week.

Shannon Hu's hours increased to 9.50 hours per week.

Challenges faced:

Staff: Some ELA staff appointed lacked the skills and experience required to assist teachers and students. This is due to it being difficult finding suitably experienced candidates. In turn, this caused staff to require constant PLD and support in order to upskill them.

Teachers: the teachers are very supportive and work hard at supporting their ELL pupils. This said, they also find it extremely challenging teaching year 4 to 6 pupils who come to the school with very little to no English. Whilst International College provides 3 hours support per week per child due to the current level of ELA skills, I cannot employ a 4th person and risk having to spend more time on training and supporting staff as my position for 2024 with International College funding of 0.2 which equates to 1 hour.

Time: The administrative load of the ESOL and IC coordinator is very high, especially when staff require training and constant support. I was not able to spend much time in class supporting students due to the demand of the staff and administration work. Being 0.44 Reading Recovery, 0.5 ESOL and .06 International College was challenging as I found that I just did not have enough time for my IC pupils.

Language levels: unfortunately, we do not know the level of English spoken by NE and IC students. This often places a lot of pressure on teachers and ELA staff especially when they have no English.

Language program: whilst the previous English Language co-ordinator did a wonderful job supporting pupils and teachers, I found it hard to find what language program had been used and what the next steps were for the pupils.

What's next for 2024:

Continued training and upskilling of ELA staff in 2024 is of importance. I am confident that with the new English Planet language program being implemented, ELA staff will have a more focused approach and be able to better support teachers and pupils. Close monitoring and intervention for the large cohort of ELL pupils is vital in order to maintain the high level of language at MGS. Should the need arise, I will need to either increase ELA hours or employ a 4th ELA. I am very excited and grateful that my team have been given an extra learning room in the Old House. Having a dedicated teaching space will alleviate a lot of pressure in the Learning Centre. We look forward to creating a warm and caring learning space, reaching out to families of pupils we support in order to provide a more holistic approach to learning. Continuous upskilling of ELA staff and myself through PLD, as well as maintaining and building relationships with our ESOL cluster is a focus for 2024.

Looking ahead at 2025:

As the number of IC students increase, I am finding that 1 hour per day to support, develop and administrate learning programs and teach IC students is not enough. The employment of a Korean speaking ELA would be beneficial should we continue receiving a high number of students from Korea. As the intake of ELL and IC students increase, the need for more individual/ small focus groups will increase, which means the ELA team would need more physical space to operate in this growing department in the Primary School.

Lindie Warburg

English Language Learner Coordinator, Primary School

Professional Learning & Development (PLD) in the Primary School

Primary School staff have had weekly PLD on Wednesdays from 2.35 – 4.15 pm. This has been extremely worthwhile. We divide our PLD time between Year 1 – 6 staff sessions, Learning Team sessions, and curriculum development for Year 1 – 8 and other professional development topics.

- What it means to be a Christian Teacher at MGS, *Kō wai tatou*
- Engaging with the NZ Histories Curriculum,
- Critiquing Ideologies in new Ministry of Education documents
- Developments in Literacy, Numeracy, pedagogy

Christian Character

This vitally important are of our school is infused into all our learning experiences in the Primary classes. Although each class has a dedicated weekly Scripture lesson, times of Bible reading, prayer and worship together, the Christian 'content' of what we deliver is just as evident in the way that we care for one another, the spontaneous prayer, and conversations that arise out of curriculum topics in our classroom lessons.

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 who we are and how we teach at Middleton Grange. Over the course of the year as staff settled into their new roles and positions across the Primary school, we ensure there was time for conversations as to what it means to teach Christianly, with a Christ centred vision for the world.

Personal professional development undertaken by the Head of Primary school through Laidlaw College was timely and allowed for discussion and focus during staff meetings regarding the importance of critiquing and engaging with the current ideologies at the fore of educational theory in New Zealand; whilst holding true to the foundation of our school in its Special Character.

Primary School Staff:

2023 was a year for the new staff to settle into their roles and for community and culture to be reset as a Primary School team. After several staff beginning teaching at Middleton Grange Primary School at the start of the year, we were building relationships, connections and clarifying roles.

Through this season, we have again been blessed with well qualified staff who are committed to young people, their family and the progress in a holistic way.

Concerns and Challenges:

2023 saw the first year of a new Head of Primary, new staff to Middleton Grange Primary school, industrial action and challenges in Senior Leadership support across the school. Despite these situations, we progressed through the year with a positive outlook and arrived at the conclusion the year in a stronger position as a team than at the beginning of the year. Staff resilience and contentment improved and the rebuilding of our culture and expectations as a primary school community had begun.

As a Primary Leadership Team we have identified areas for improvement and look forward to putting these strategies into place and working on areas we can focus on more explicitly in 2024.

Christine Buckley

Deputy Principal Primary School

February 2024

Middle School Annual Report 2023

Introduction

The following Annual Report provides an overview of Special Character, Academic Progress and Extra Curricular Initiatives from within the Middle School during 2023. 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	8	2	103
Year 8	4	7	2	3	102
Year 9	5	7	4	3	126
Year 10	6	6	6	14	126
Total	19	21	16	22	457

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 Teacher in Charge of MS Scripture. Peter has bought a focus on the Gospels to the programmes in Years 7-10.
 - 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.
 - Reading the Bible for 10 minutes each lesson and writing a 5 minute reflection has been instituted across Years 7 – 11. This has been very well received and student engagement, as measured by their reflections, has been very high overall. The suggested reading program ensures students attending MGS from Years 7 – 13 will read all the Gospels and Acts, and at least one of each of the major genres of the Bible.

- New Curricula (using CEP material) have been implemented in Years 9 (Mark and Bible Overview) + 10 (John's Gospel, Sermon on the Mount & Ephesians) and the feedback from teachers and students has been very positive about the material.
- 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. There is material available to Whānau teachers to promote discussion and practical activities on these prosocial behaviours.
- Deans / Learning Team Leaders have continued to input spiritually to individuals through their one-on-one interactions as well as through cohort assemblies.

MIDDLE SCHOOL HIGHLIGHTS IN 2023

- 2023 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.
- My thanks go to Mr Geoff Steyn, the Year 9 Form Teachers and other support staff who contributed to the successful running of the Year 9 Camps. These ran incredibly well with pupils having the opportunity to build positive culture, enjoy creation and be challenged through participation in the outdoor environment.
- 2023 saw the beginning of our Year 10 Te Haerenga (The Rite Journey) classes, commencing with a very positive early morning ceremony attended by parents. The intent of this programme is to have our rangitahi consider the bigger picture of maturing into adulthood with a biblical foundation and a focus on what they can contribute to society.
- We introduced a new initiative of Middle School Leadership Weeks. All students in the Middle School now have the opportunity to participate in leadership development and training, in contrast to the past where only a chosen few were given this opportunity. These weeks were facilitated by Kerryn Malcolm in the Kahika Centre.
- Presenters from 'Attitude' visited the MS and ran sessions with Y7-8 (Friendships / Social Skills) and Y9-10 (Hauroa)
- PolyFest was an important cultural event and I was pleased to see the growth in numbers of our group, particularly Middle School students. The group worked extremely hard and was a credit to themselves, their families, and the school.
- We had two teams compete in the Canterbury Get2Go champs (a day of team challenges). The Year 10 team were once again Canterbury Champions and had the opportunity to go the national final. The year 9 team came in 12th from 24 teams.
- Y7-8 choir once again performed in the Canterbury Primary Schools' Music Festival.
- Cantamath: A Year 9 group project won the Overall Outstanding Award. There were also 9 Excellence and 9 Highly Commended awards for Middle School projects. The students who took part in the teams competition thoroughly enjoyed themselves and placed well against the other schools in Canterbury. The Year 7 team was a close 4th overall out of approximately 90 schools. The Year 8 team came 6th equal.
- A Y9/10 Chess club has been operating under the watchful eye of Ian Goddard, and a Coding Club for Y7/8 started, run by Fong Chong.
- We have celebrated Tongan and Māori language weeks and participated in the House Haka Celebration.

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 achievement in 2023 was affected by the cumulative effect of the preceding two or three years of Covid. However, despite this general trend downward, there have been some pleasing cohort results.

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 2023 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.

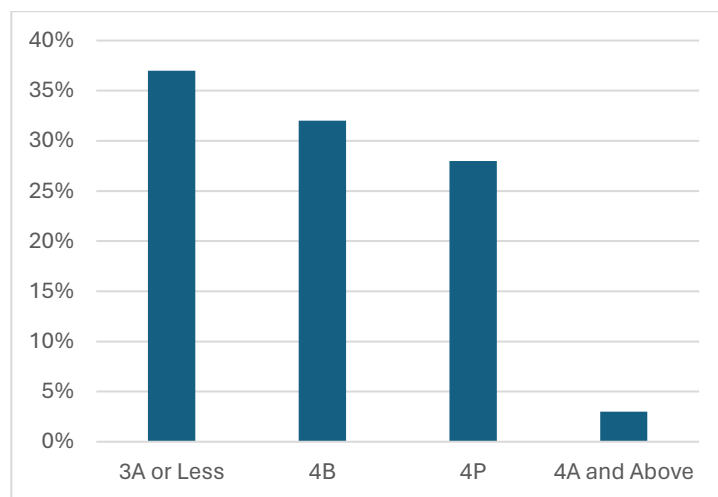
YEAR 7

2023 was a challenging year in many respects. The incoming cohort had identified learning needs, as well as having some behavioural issues that impacted their learning. There was also a significant turnover of staff; three of the four teachers were in their first or second year in the team. In general, 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 2023

	3A or Less	4B	4P	4A and Above
All Pupils	37%	32%	28%	3%
Māori	2/5 Students	1/5 Students	1/5 Students	1/5 Students
Pasifika	5/8 Students	3/8 Students	-	-
Males	54%	27%	19%	-
Females	23%	36%	36%	5%



Graph 1: Distribution of Curriculum Levels – Year 7 Reading 2023

Analysis / Commentary:

In 2023 63% of our Year 7 Students were at or above the expected level in Reading. This was a significant decrease from the previous year. Analysis shows that 46% of boys in this cohort were at or above expectation, in comparison to 77% of girls. A decrease in achievement levels is not unsurprising, given the cumulative effect of multiple disrupted years of learning. However, the size of this decrease is concerning. Many of the boys presented with behaviour issues that had a major impact on their Reading achievement. Other identified factors were new teaching team members (one arriving in the middle of the year), resource limitations, and teachers lacking a clear understanding of unit plans and where to locate resources. 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, a comparison of Year 7 results from the past 3 years (2020 76%, 2021 85%, 2022 81%) shows that the 2023 data does not compare well. We will monitor this cohort carefully to ensure they are supported throughout Middle School.

Three out of five Māori students were at or above the expected level for Reading. Three out of eight Pasifika students were at, or above the expected level, with another four students one sub-level below. The one Pasifika student who was well below expectation was a priority learner.

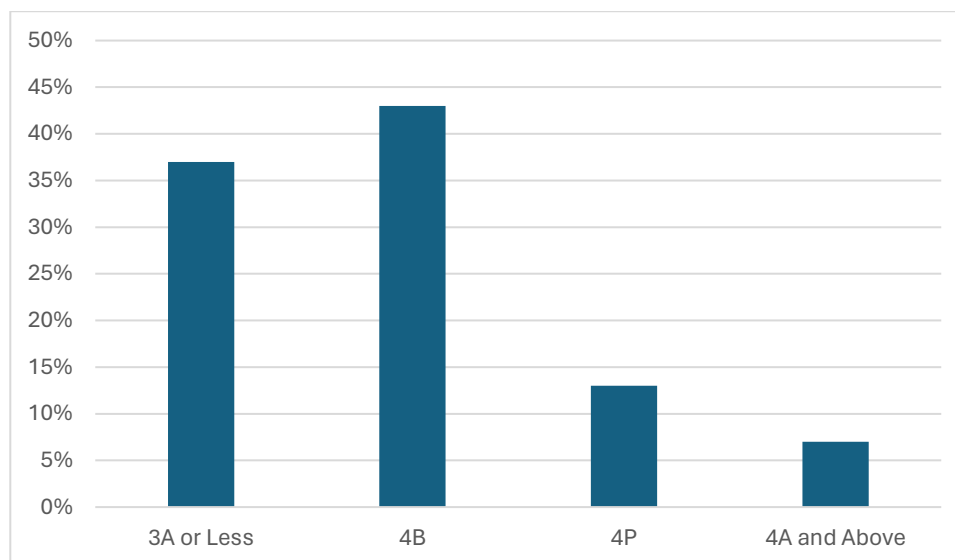
Future Actions:

- Our one Pasifika student who sits well below the expected level will be supported by the Learning Centre in 2024.
- 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.
- We will look to support our Year 7 staff in 2024 through clear and consistent plans, orientation of new staff, and reviewing the Reading resources and professional development opportunities.

Year 7 Writing:

Table 2: Writing Results Year 7 Students 2023

	3A or Less	4B	4P	4A and Above
All Pupils	37%	43%	13%	7%
Māori	3/5 Students	-	2/5 Students	-
Pasifika	4/8 Students	4/8 Students	-	-
Males	58%	38%	2%	2%
Females	20%	48%	22%	10%



Graph 2: Distribution of Curriculum Levels – Year 7 Writing 2023

Analysis / Commentary:

In Writing 63% of our learners were at Level 4B or higher. While not comparing the same cohort our results in Writing have decreased from previous years (2020 58%, 2021 67%, and 2022 70%). The increasing trend over the past few was very likely due to the of our 'Writers' Toolbox' PD and our targeted approaches to lift achievement in Writing in Year 7 and 8. The fact that very few of our current Y7-8 teachers participated in that PD coupled with the behaviour issues mentioned previously have most likely contributed to this decrease in 2023 achievement levels.

Two of our five Māori students were at the expected level or above in Writing. Four of our eight Pasifika students sit just beneath the expected level in Writing with another three students one sub-level below. Female students have out-performed male students in Writing in this cohort.

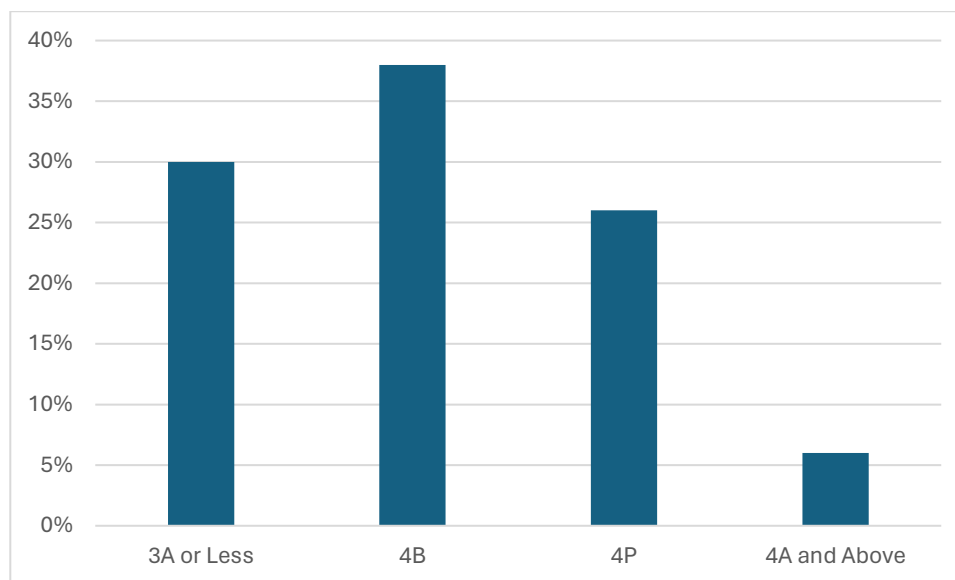
Future Actions:

- Details of those students who are below the expected level for Year 7 will be added to the class profiles in 2024.
- 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 look to offer refresher PD on the 'Writers' Toolbox' material to upskill those teachers who were not part of the original PD contract.
- We will continue to support the progress of our Pasifika students who currently sit below the expected level in Writing.

Year 7 Mathematics:

Table 3: Mathematics Results Year 7 Students 2023

	3A or Less	4B	4P	4A and Above
All Pupils	30%	38%	26%	6%
Māori	3/5 Students	-	2/5 Students	-
Pasifika	4/8 Students	4/8 Students	-	-
Males	40%	31%	23%	6%
Females	23%	43%	29%	5%



Graph 3: Distribution of Curriculum Levels – Year 7 Mathematics 2023

Analysis / Commentary:

70% of our Year 7 students had reached the expected level or above by the end of 2023; a further 18% of students are sitting one sub-level below. This indicates that 88% 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 (2020 76%, 2021 78%, and 74% in 2022). However, this cohort has a significant number of underachieving boys, which is concerning.

Two of our five Māori students were either at or above the expected level. Four out of eight Pasifika students are at the expected level with another three students one sub-level below.

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.
- We will look to see how we can support the male students who have not achieved in 2023.
- We will look to gain clarity around the teaching of Mathematics in Y7, including reviewing unit planning and transition information from Y6.

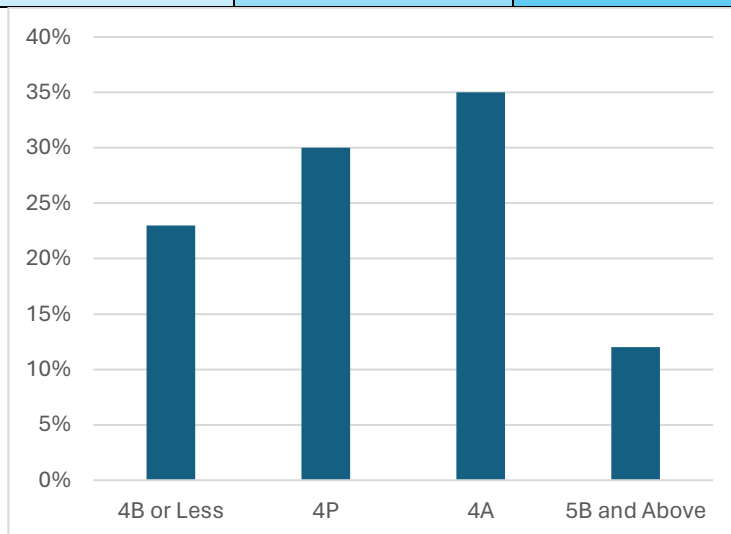
YEAR 8

Achievement data for this cohort in 2023 was pleasing, continuing trends of previous years. In particular, Writing achievement continued the upward trend of recent years. For this specific Year 8 cohort, there were challenging pastoral and behavioural issues that impacted engagement in the classroom. We will continue to monitor this cohort through their time in the Middle School. A detailed analysis / commentary for Year 8 students can be found below:

Year 8 Reading:

Table 4: Reading Results Year 8 Students 2023

	4B or Less	4P	4A	5B and Above
All Pupils	23%	30%	35%	12%
Māori	2/7 Students	3/7 Students	2/7 Students	-
Pasifika	2/4 Students	1/4 Students	1/4 Students	-
Males	28%	37%	27%	8%
Females	17%	25%	42%	16%



Graph 4: Distribution of Curriculum Levels – Year 8 Reading 2023

Commentary / Analysis:

In Reading 77% of student were at or above the expected standard. This is comparable to where this cohort sat as Year 7 students; 81% of students at or above. A further 17% of students sit one sub-level below the expected level, meaning that 94% of students were at or very close to the expected level.

Five of seven Māori students were at or above the expected level, with one Māori student one sub-level below the expected level. Two of four Pasifika learners were at or above the expected level and two were one sub-level below expected level. There was a difference between the percentage of female students (81%) who were at or above the expected level than male students (72%).

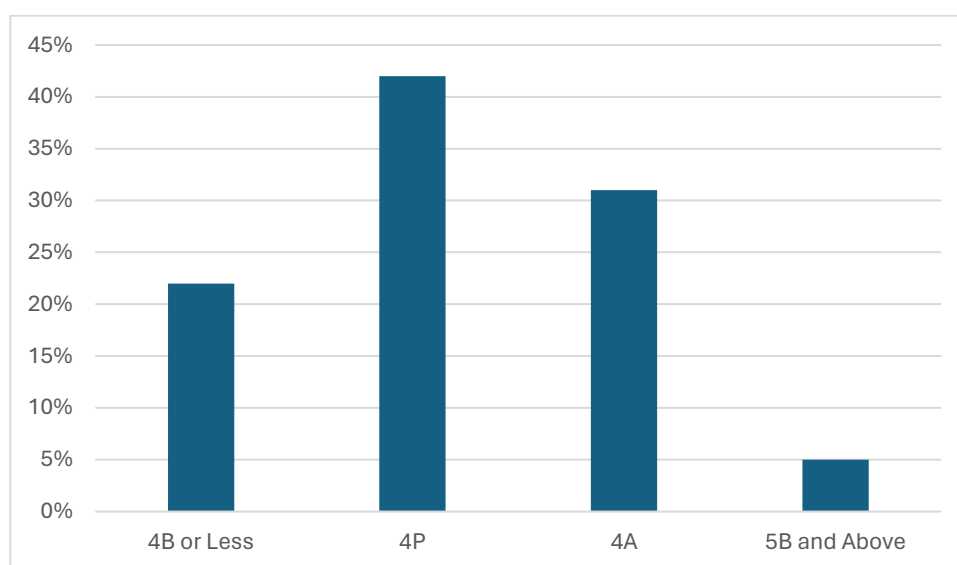
Future Actions:

- 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 2023

	4B or Less	4P	4A	5B and Above
All Pupils	22%	42%	31%	5%
Māori	2/7 Students	2/7 Students	2/7 Students	1/7 Students
Pasifika	2/4 Students	1/4 Students	1/4 Students	-
Males	25%	54%	19%	2%
Females	19%	32%	42%	7%



Graph 5: Distribution of Curriculum Levels – Year 8 Writing 2023

Commentary / Analysis:

In Writing, 78% 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 2022, 70% of all students were at the expected level for the end of Year 7. This is a pleasing gain and evidence of the hard work of staff and the adoption of the Writers' Toolbox Programme in the preceding years.

Five of our seven Māori students were at or above the expected level, two of seven had not yet reached the expected level, both identified learning support students. Two of four Pasifika students had reached the expected level with other two students sitting one sub-level back. A higher percentage of female students (81%) reached the expected level by the end of the year compared to males (75%).

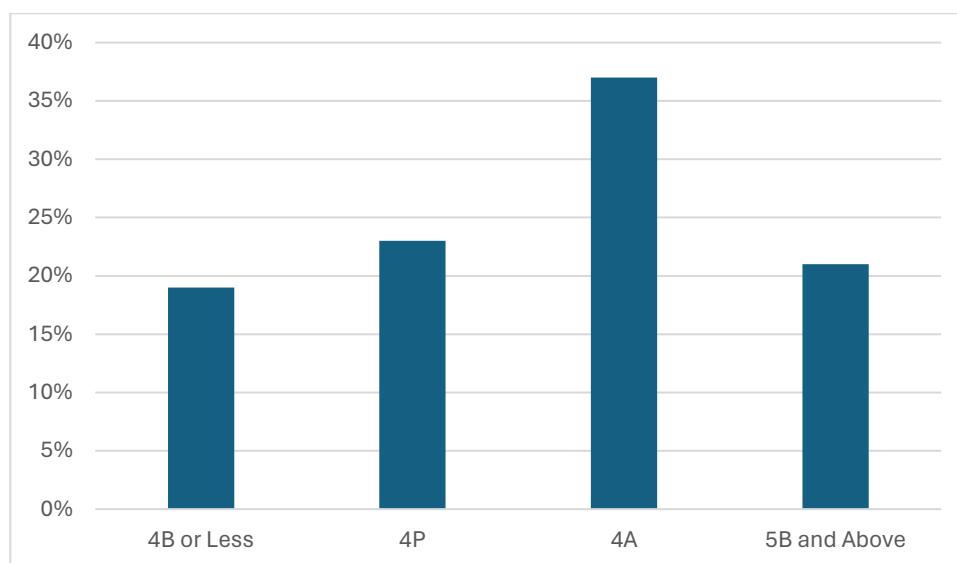
Future Actions:

- 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, including identified Māori and Pasifika students.

Year 8 Mathematics:

Table 6: Mathematics Results Year 8 Students 2023

	4B or Less	4P	4A	5B and Above
All Pupils	19%	23%	37%	21%
Māori	3/7 Students	-	3/7 Students	1/7 Students
Pasifika	2/4 Students	2/4 Students	-	-
Males	14%	17%	42%	27%
Females	24%	28%	32%	16%



Graph 6: Distribution of Curriculum Levels – Year 8 Mathematics 2023

Commentary / Analysis:

81% of Year 8 pupils were at the expected level for Year 8 pupils in Mathematics at the end of the year. This is a positive increase in comparison to the same cohort at the end of Year 7 (2022) where 74% of students were at or above the expected level.

Two of four Pasifika students were at the expected level in Mathematics by the end of Year 8 with two of the other four students sitting one sub-level below the expected level. Four of seven Māori students had reached or exceeded the expected level and three had not yet reached the expected level (one of these students was one sub-level below). This information will be passed on to staff in Year 9 so that they can continue to support these students to progress as they enter Year 9. In keeping with trends over previous years, males have outperformed females in Mathematics with 86% of boys compared to 76% 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	6%	7%	44%	43%
Māori	-	4%	39%	57%
Pasifika	31%	6%	37%	26%
Males	9%	9%	46%	36%
Females	2%	5%	42%	51%

Table 7: Year 9 Reading Results 2023

Writing:

	4B or Less	4P	4A / 5B	5P and above
All Pupils	7%	11%	47%	35%
Maori	-	10%	50%	40%
Pasifika	20%	20%	40%	20%
Males	11%	13%	53%	23%
Females	4%	9%	42%	45%

Table 8: Year 9 Writing Results 2023

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:

87% of Year 9 students had reached the beginning of Level 5 in Reading and 82% in Writing. The writing result is an increase when compared to last year's Year 9 cohort. The Year 9 English teachers have worked hard to assist learners to progress in these two areas. In particular, the ongoing impact of Writers' Toolbox in improving Writing results is evident.

Females continue to outperform males in both Reading and Writing. Our Māori students tend to outperform the national average in e-asTTle reading. Our Pasifika students are not performing as well, although they are making gains over the course of the year.

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%	11%	61%	16%
Maori	12%	12%	57%	19%
Pasifika	51%	18%	22%	9%
Males	10%	10%	61%	19%
Females	14%	13%	61%	12%

Table 3: Year 9 Mathematics Results 2023

Analysis / Commentary:

Overall results are pleasing with approximately 45% of results being 5B or higher. 77% of students are sitting at 4A or higher which is a positive sign for the end of Year 9. Boys' achievement and girls' achievement are fairly similar, with boys being slightly higher than girls.

Māori students achieved well with 48% of results being at level 5B or higher. Pasifika students' results, although lower than other groups, were based on a small sample size (n=4) and this means that individual results had a huge impact on the percentage.

Of the priority learners who were present for testing, 4/6 scored level 4A or higher on the end of year easttle assessment, which is a pleasing level to be at upon the completion of Year 9. The programme caters to a diverse range of pupils through a variety of activities and resources, some teacher aide support and groupings of pupils, formative assessment and assessment across a range of curriculum levels.

YEAR 10

Year 10 English: (Reading)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	25%	36%	14%	36%	14%
Merit	22%	36%	24%	25%	19%
Achieved	29%	14%	33%	21%	39%
Not Achieved	24%	14%	29%	18%	29%

Table 4: Year 10 Reading Results 2023

Year 10 English: (Writing)

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	20%	40%	14%	29%	9%
Merit	27%	20%	29%	28%	27%
Achieved	30%	20%	14%	25%	36%
Not Achieved	23%	20%	43%	19%	28%

Table 5: Year 10 Writing Results 2023

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, 76% of students in Reading and 77% in Writing are achieving at or above the expected level. The Reading result is lower than we would normally see. Of the 24% that did not achieve the expected level in Reading, more than half were classified as Almost Achieved. Year 10 Reading results are at or slightly above the average for similar schools, at the end of the year. Interestingly, assessment shows that attitude towards reading is lower than the national average (in terms of positivity and perceived capability) across the Year 10 cohorts.

Although the writing data shows those students achieving at or above expectation are less than 2022, it is still pleasing to see the improvement in Writing throughout their time in the Middle School. Comparisons with Year 7 data from 2020 show significant improvement over the four years.

We need to continue to support our Pasifika learners as they progress. Their results are behind the remainder of the cohort.

Year 10 Mathematics:

6 Achievement Standards per pupil

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Excellence	30%	19%	8%	28%	33%
Merit	37%	52%	30%	40%	33%
Achieved	23%	26%	38%	22%	25%
Not Achieved	10%	4%	26%	10%	8%

Table 6: Year 10 Mathematics Results 2023

Analysis / Commentary:

Overall, the results are encouraging. 30% of results are at the excellence level and 10% did not achieve. Boys' achievement and girls' achievement are fairly similar to one another. Although Māori achievement is lower at the excellence level (19% compared with 30%), the merit results are significantly higher (52% compared with 37%) and the number not achieving (4%) is less than the cohort data. 26% of Pasifika received a not achieved but again the sample size is so small that individual data dramatically influences results. However, we do need to monitor and support our Pasifika students so they have the best chance of success in Senior College.

Year 10 Co-requisite assessments:

A big focus of this year was the pilot of the Co-requisite assessments. This was a massive undertaking, considering Middleton was also responsible for organizing the assessment of Year 10 at other CEN schools. My thanks go to Dean McKenzie, Scott Aitken, and Louise Arndt for their work in this inaugural year of the assessment.

Year 10 Numeracy Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	87%	100%	67%	86%	88%
Not Achieved	13%	-	33%	14%	12%

Analysis / Commentary:

The data from this assessment is above national averages in all categories. 87% of students passed this assessment compared with 65% nationally and 85% in decile 9 schools. Although the number of Māori students is small (n=6) it is encouraging that 100% passed (compared with 48% nationally and 74% of decile 9). Although lower than other categories, Pasifika achievement is still higher than national averages (67% compared with 49% nationally and 43% of decile 9). Again, the sample size is small (n=6) which means that individual data has a huge impact on percentages. Boys' achievement and girls' achievement are fairly similar and above national averages. Of the 8 identified Priority Learners, 5 passed the co-requisite assessment.

Year 10 Reading Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	81%	83%	57%	86%	75%
Not Achieved	19%	17%	43%	14%	25%

Analysis / Commentary:

The data from this table is above national averages in all categories. 81% of students passed this assessment compared with 71% nationally. Although the number of Māori students is small (n=6) it is encouraging that 83% passed (compared with 56% nationally). Although lower than other categories, Pasifika achievement is slightly higher than national averages (57% compared with 53% nationally). Again, the sample size is small which means that individual data has a huge impact on percentages. Boys' achievement and girls' achievement are above national averages (Boys 75% compared with 68% nationally; Girls 86% compared with 74%).

Year 10 Writing Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	82%	83%	86%	88%	76%
Not Achieved	18%	17%	14%	12%	24%

Analysis / Commentary:

The data from this table is above national averages in all categories. 82% of students passed this assessment compared with 66% nationally. Although the number of Māori students is small (n=6) it is encouraging that 83% passed (compared with 52% nationally). Pasifika students were much more successful in the Writing standard than the Reading one. They achieved much higher than national averages (86% compared with 56% nationally). Boys' achievement and girls' achievement are above national averages (Boys 76% compared with 59% nationally; Girls 88% compared with 74%).

ATTENDANCE

Pupil Group	% Attendance				
	All Pupils	Male	Female	Māori	Pasifika
Year 7	91.5 90.8	90.0	91.6	82.8	87.3
Year 8	91.0 92.6	93.5	91.8	89.9	88.9
Year 9	93.5 93.8	93.8	93.8	94.1	91.1
Year 10	89.8 90.1	89.9	90.3	87.6	92.0
Overall(Y1-13)	91.6 85.8	85.9	85.7	82.5	79.7

Overall, our Middle School attendance rates climbed slightly in relation to the previous year, and compare favourably with the schoolwide rate. In the first column, the numbers in blue are the overall attendance rates in 2022 for comparison. Although Covid19 was still present in the community, it was not as big a factor in 2023. Health advice to stay home if unwell has meant that our Middle School attendance rates continued a low trend. The addition of an Attendance Officer this year helped us monitor absences and communicate with parents. Her work was significant in reducing longer absences of three days or more.

2023 DEVELOPMENTS

- There was an opportunity to review and set a vision for the next season in the Middle School. This included trips to Kingsway School, Elim Christian, and Albany Junior High to see how other schools structure their middle years. Needless to say, there are a number of variations. It was positive to see the possibilities and to reflect on our structure.
- Simon and I presented our ideas for increased Connection across Y7-10, and for increased Integration in terms of Middle School Curriculum. While there are existing barriers to improving the connection and communication across Curriculum Areas, it has been pleasing to see that there is enthusiasm for starting this conversation. This will be an ongoing goal, with emphasis on creating a Middle School Curriculum Team.
- Implementation of the Ministry of Education's numeracy and literacy standards under the revised National Certificate of Educational Achievement.
- Year 7/8 ran a thematic approach across some core curriculum areas (English, Social Studies, and Scripture). This was an adopted recommendation from the 7/8 Curriculum Review.
- Y7-Y10 teachers participated in Kahui Ako supported PLD in the Social Sciences refresh.

2024 INITIATIVES

- Development of a Y7- Y10 Curriculum Team, specifically responsible for Teaching and Learning in the Middle School.
- Change of structure to the Y7-8 Learning Team Leader role, creating a distinction between Curriculum responsibilities and Pastoral duties. Appointing two new pastoral Deans for the Y7-8 cohort, while Mr Nick Pomare becomes the Learning Team Leader in charge of Y7-8 Curriculum.
- Design of Y10 Graduate Profile. This is part of our annual goals and will form part of our school-wide Graduate Profile.
- Y7-Y10 teachers will participate in Kahui Ako supported PLD in Mathematics and English.
- Y7-8 teachers will participate in Core Education PLD on the refreshed curriculum *Te Mātaiaho*.
- Prioritise the delivery of Scripture in the Middle School. This is part of our annual goals and also links to our desire for greater integration across Middle School Curriculum.

CLOSING COMMENTS

2023 was a year of challenge and possibility in the Middle School. Challenge was presented in the form of staff turnover in Year 7-8 where appointments to SLT, maternity positions, and a staff member leaving to Africa all resulted in a fresh new team of teachers. Half of the team were in their first or second year teaching in this part of the school. Challenge also presented in behaviour issues within the Year 8 cohort and a number of high pastoral needs in the Year 10 cohort. Although my absence in Term 4 would have added to all these challenges, I want to express my sincere thanks to Simon Bisseker, Louise Arndt, the members of the Middle School Leadership Team, as well as the SLT, for stepping in and managing the Middle School through to the completion of the year.

The year of possibility has been hinted at throughout this report. In 2023, Middle School leaders were able to consider a refresh of the Middle School structure and to present to others a framework for increasing connection between the student cohorts themselves, and between Middle School students and their teachers who play an important pastoral role in the students' lives. We look forward to 2024, where we can consolidate our vision and look at structure, processes and resourcing to bring the vision to fruition.

The Middle School exists to support the different needs early adolescent students have. They need educational programs that are designed specifically for their age group because of their uniqueness in terms of intellectual, social, emotional, and physical development. We encourage all of our students to engage fully with their learning, take opportunities, develop relationships and grow as followers of Jesus Christ. In short, we want them to Love God and Love Others, and to look for ways to practically apply their learning for the glory of God.

In Christ,

Tony Kendrew

DP: Head of Middle School

March 2024

Senior College Annual Report 2023

SPECIAL CHARACTER

Despite Covid coming to an end, 2023 saw more disruption to students' learning with the teacher strikes and the uncertainty that came with that. However, despite this, we have seen the Lord's goodness to us as the school continues to grow and our students develop in their faith. We are encouraged and greatly blessed by the results that our students achieved, and we give God all the glory for his goodness.

Year 13 Christian Focus Days continued to be successful, and we had some engaging topics that our students were able to choose. Students looked at what it means to take our faith into the workplace, what it means to have healthy relationships with those around us, and how politics and faith are connected. The Year 11 and 12 Christian Studies programme continued on, and we are grateful for some high quality teaching and learning happening.

Our student leadership team did an excellent job of working with our Senior College. They led in a Godly way, and showed the type of Christian character that we want of our students. Whakapaukaha continued to have an impact on our young men, and Matua Pai has continued to point our young men towards Christ.

It has been great to see the positive tone of Senior College assemblies, with a strong emphasis on the redemptive nature of Christ and the impact that he can have in our lives. Students are continually hearing the message that Christ loves them and is actively seeking to be involved in their lives.

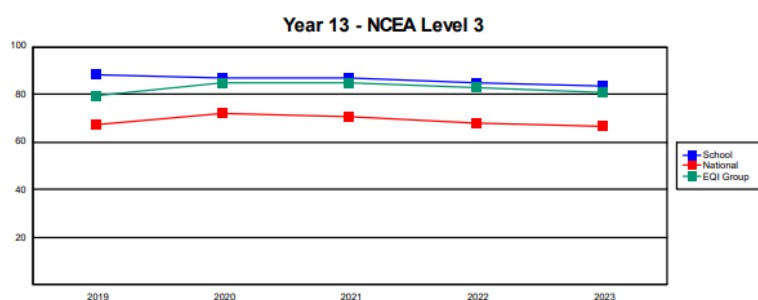
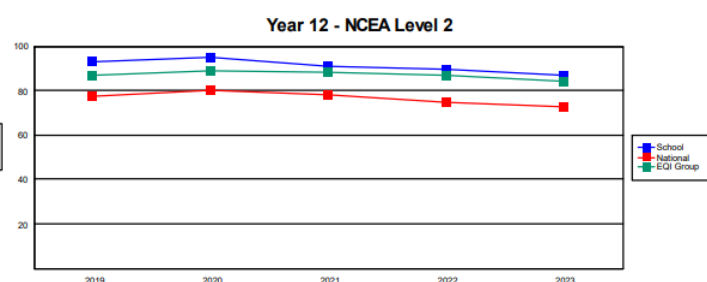
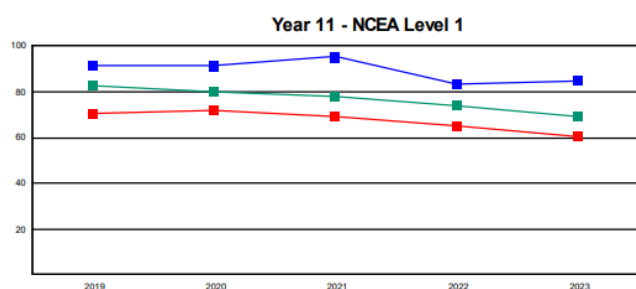
NCEA 2023 – Summary of Results

	Level 1		Level 2		Level 3	
	2023	National	2023	National	2023	National
Pass rate	89.3%	60.5%	90.1%	72.5%	87%	66.8%
Excellence Endorsements	35.4%	16.8%	21.1%	14.8%	17.4%	13.7%
Merit Endorsements	35.4%	31.9%	31.1%	23.8%	35.5%	25.9%
Maori	87.5%	50.3%	76.5%	63.6%	60%	55.4%
Pasifika	100%	50.6%	66.7%	63.5%	60%	59.1%
Male	81.7%	58.8%	88.6%	70.9%	77.6%	63.7%
Female	95.5%	62.3%	93.1%	74.1%	93.1%	69.8%
University Entrance					74.5%	48.2%

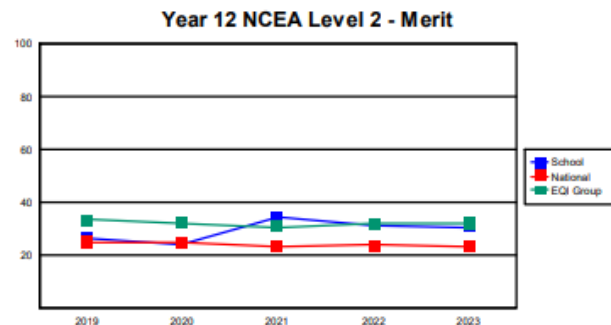
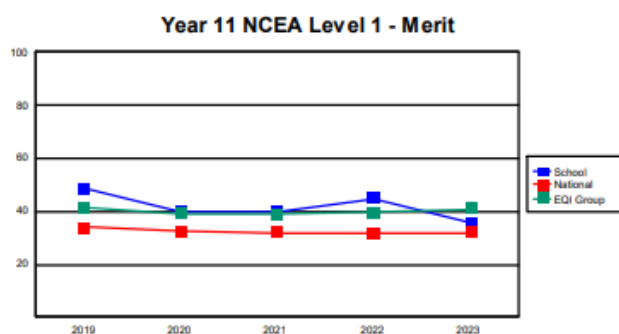
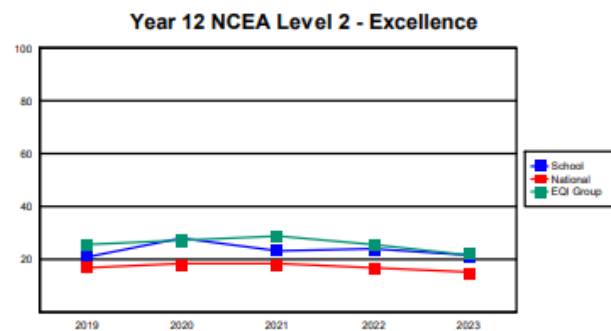
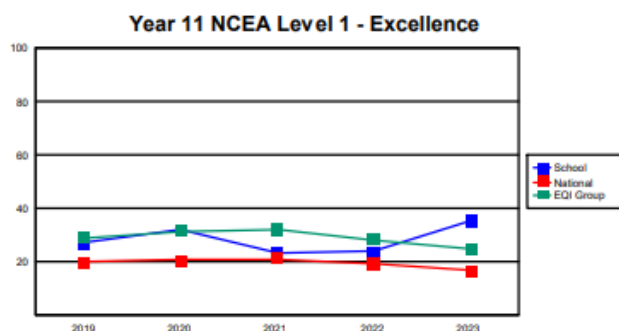
Things to note:

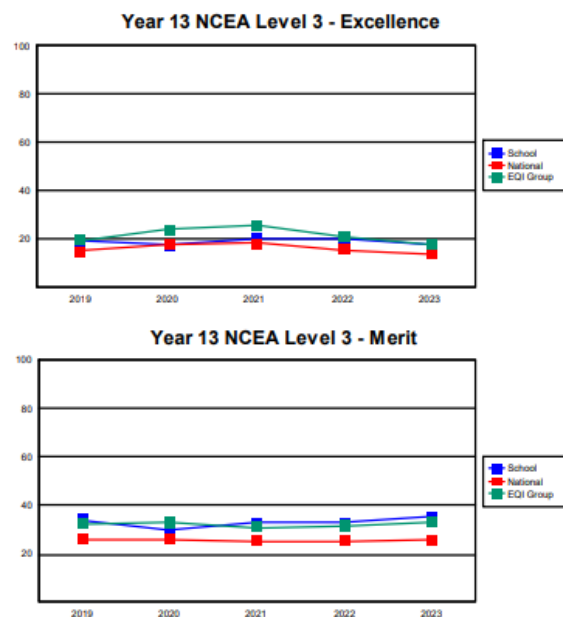
Our results were high and showed excellent progress from our students. This was despite another disrupted year due to teachers' strikes. Level One had a high number of excellent results. There is a significant gender gap between the boys and the girls, which while disappointing, is still well above the national EQI index. Level Two and Three also contain some excellent results. The gender gap is slim in Level Two but grows again in Level Three. Māori and Pasifika achievement is higher than national data, but not as high as other categories.

LEVEL CERTIFICATES



ENDORSEMENTS





Certificate passes

All Levels

Overall, pass rates in Level One to Three remained steady. Level One bucked the national trend and rose, while Level Two and Three were consistent with the national trend and dipped slightly; however, they still remained above the EQI index.

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".

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.

National and Decile 8-10 drop in achievement

Continues to be a downward trend

Level 1

A rise in achievement.

It was very pleasing to see the rise in academic achievement for Level One, going against the national trend by rising. Excellence endorsements rose sharply for this cohort; well above the EQI index. It was no surprise to see Merit endorsements move downward as a lot of students were getting higher endorsements. There were some pleasant stories of success amongst some of these students; thanks to the Learning Centre, teachers and Deans' care and expertise.

Gender differentials are significant in this cohort

There is a 14% gender difference in favour of females in this category. However, boys are still 23% above the national averages, indicating that our boys are still doing very well.

Maori and Pasifika achievement was excellent in 2023.

The results for Māori and Pasifika were excellent in 2023. Very pleasing to see 100% success rate for Māori, 50% above national average.

<p>Level 2 – Impressive results at this level</p> <p>Gender gap at L2 is negligible</p> <p>Maori and Pasifika pupils continue to profile well again.</p> <p>Level 3 – Achievement is high still, and fairly consistent with previous years. Not quite as high as we would like, however.</p> <p>Gender gap has increased significantly.</p> <p>Māori/Pasifika</p>	<p>While the Pass rate is itself high in 2023, it is encouraging that Excellence Endorsements are also high despite the difficulties of 2023.</p> <p>Male achievement is high and only slightly behind females – very encouraging.</p> <p>Māori and Pasifika achievement is slightly down at this level, although they remain above the national averages.</p> <p>Some students found Year 13 difficult as fatigue took its toll on students throughout the year. The teacher strikes had an impact on this cohort and made it difficult for them to have access to full courses. Results are still well above national averages.</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>Both Māori and Pasifika numbers were much lower than we would have liked. However, small numbers skew the results somewhat. 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>97% of all domestic students gained level 1 literacy.</p> <p>96% of all domestic students gained Level 1 numeracy.</p>
<p>University Entrance (UE) Literacy</p>	<p>70%, including International Students, gained UE Literacy. Y12 81.3% Females gained UE Literacy 62% Males gained UE Literacy Y13 97.6 Females left MGS with UE Literacy 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>University Entrance (UE)</p>	<p>Pass rate went up (75.2 % cf 71.4%) Females = 84.7% Males = 65% 2/6 Maori pupils gained UE 3/5 Pasifika pupils gained UE. All 3 who passed, gained a Merit endorsement. Increasing numbers of students focus on are not interested in gaining UE More males are inclined to head into trades and apprenticeships and do not need UE.</p>

Scholarship	6 Scholarships in 2023. This is 4 more than in 2022 and is something that needs to be developed further.
General Comment	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.

PRIORITY LEARNERS

Maori Achievement 2023

	Level 1			Level 2			Level3		
	2023	2022	2021	2023	2022	2021	2023	2022	2021
Number of pupils	17	18	8	18	5	18	6	15	15
Certificate	82	72	86	72	60	89	50	73	73
Merit	43	38	14	15	67	13	33	18	27
Excellence	7	8	14	8	0	13		9	18
Num	100	89	86	100	80	100			
Lit	100	100	100	100	100	100			
UE Lit				68	60	78	67	87	87
UE							33	67	60

Pasifika

	Level 1			Level 2			Level3		
	2023	2022	2021	2023	2022	2021	2023	2022	2021
Number of pupils	7	5	9	6	7	9	5	10	10
Certificate	100	60	89	67	100	100	60	50	80
Merit	43	0	38	0	28	33	100	20	50
Excellence	29	0	13	0	14	0	0	0	0
Num	100	80	89	100	100	100			
Lit	100	80	89	100	100	100			
UE Lit				33	86	56	60	70	80
UE							60	40	70

SPECIAL LEARNING NEEDS ACHIEVEMENT 2023

- Level 1** 6 out of 15 pupils completed NCEA L1.
All gained Level 1 Literacy and Numeracy.
1 gained an excellence endorsement
- Level 2** 4 out of 4 pupils completed Level 2.
3 gained UE Literacy.
1 gained a Merit endorsement.
- Level 3** 3 out of 5 pupils completed Level 3
4 gained UE literacy and 2 gained University Entrance.
1 gained a Merit endorsement

ATTENDANCE

Student attendance remained high in 2023, despite a number of issues facing students. It is important to note the increase in students not being able to attend due to mental health reasons; these are being tracked by the Deans. Māori and Pasifika numbers, especially in Year 13, were lower than the cohort averages; these also were being tracked by the Deans and significant effort was made to help get these students to school.

Attendance Comparison (%)

	2021			2022			2023		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
All	91.3	89	88.6	91.6	90.6	87	87.3	87.8	88.4
Male	91.2	88.5	90.3	92.4	91.8	87	90.2	89	88.4
Female	91.5	89.5	86.9	90.6	89.7	86.6	85	86.4	88.4
Māori	88.1	86.2	84.5	90.3	87.2	84.9	87.2	86.3	83.3
Pasifika	88.9	77.6	83.7	86.4	85.3	72.4	87.7	80.9	84.8

SENIOR COLLEGE HIGHLIGHTS 2023

- 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
- The expectation that all work would be on OneNote and Teams; this helped many students who were unable to be in class for a myriad of reasons
- Enjoyable and successful Senior Formal and Graduation Dinner.
- A settled and positive final year for our Year 13 cohort.

SENIOR COLLEGE CHALLENGES 2023

- The interruptions to teaching and learning due to teachers' strikes.
- Keeping students motivated to sit exams
- Continued pressure of NCEA Standards Review preparation

LEADERSHIP

- Some great efforts from Student Leaders to lift morale across the school
- A high standard of godliness amongst many of the student leaders that set a positive tone in assemblies and other formal occasions.
- Whakapaukaha group continued to inspire 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. A significantly new leadership team in 2024 will need to acclimatise quickly to the Senior College and continue the high standards that have already been set.

Shane McConnell

DP Head of Senior College

March 2024

International College Annual Report 2023

Romans 12: 9 – 13

*⁹ Love must be sincere. Hate what is evil; cling to what is good.
¹⁰ Be devoted to one another in love. Honor one another above yourselves.
¹¹ Never be lacking in zeal, but keep your spiritual fervor, serving the Lord.
¹² **Be joyful in hope, patient in affliction, faithful in prayer.**
¹³ Share with the Lord's people who are in need. Practice hospitality."*

At Middleton Grange School we acknowledge that we serve our Lord and that as a school we are richly blessed. We have weathered the storm of the past few years and are seeing the Lord's provision in the way that we have bounced back in the international education space.

This report aims to address the successes of the past year.

Abbreviations:

Middleton Grange School (MGS); International College (IC); International Board of Advisors (IBOA); 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

The impact of Covid-19 restrictions globally were also felt by New Zealand and specifically, MGS. We did however continue to function as an International College and maintain our presence in the international education space. This meant that while we continued to feel the impact of Covid-19 on the school, especially the health of staff and students, we were able to recover and bounce back to almost pre-Covid levels of students.

SPECIAL CHARACTER

The 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. We were encouraged to see the interest shown by some of the students in learning more about Christianity and a curiosity on how this would impact their lives.

Year 13 international students attended all Christian Focus Days.

Izaac Wilson commenced the year as our 24/7 Youth Worker and in Term 3 finished his time in this role and travelled to China for his personal study programme. Unfortunately, we were not able to have another 24/7 Youth Worker specifically for the IC.

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, Rebekah Immanuel, Geoff Robson and Colleen Steyn. The IBOA met twice each term throughout the year, with all major decisions and activities being discussed at these meetings. The advice and support of this group has been invaluable to the leadership of the International College.

MARKET REPORT BACK

Student Numbers for 2023 – The budgeted numbers were set at 70 FTE's in December 2022. We ended the year on 85.28 FTE's, which included all our short-term visitors. Historic numbers are as follows:

2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
85.28	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, although there has been a significant shift away from the Chinese market, with numbers of Chinese students wanting long-term study declining.

The ethnic composition of students the past seven years is as follows (for full number of students through year):

	Korea	PR China	Japan	Thailand	Germany	Vietnam	Hong Kong	Taiwan	Argentina	Indonesia	Malaysia
2023	55	37	31	30	2	1	1	2	1		
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 growth in these markets in comparison to pre-covid numbers, based on the proportion to total number of students. Please also note the Korean number includes the students from Kwangsung Dream School.

The total number of international students who attended school in 2023 were 160.

MARKETING EVENTS FOR 2023

UK and Germany – Colleen attended the St. Alphe Secondary Education Fair in London where agents from across the world met with secondary education providers. She then went on to Nuremburg to connect with the organiser of the programme we have with schools there, prospective students and their parents. After that Colleen travelled to Lorrach for a German education fair.

Vietnam and Thailand – Colleen visited Vietnam and Thailand to reengage with partners there and combined some Christchurch Educated events while in these countries. She also met with Alumni and parents.

Korea – Craig travelled to Korea to take part in the COEX event in October, supported by one of the local Korean agencies.

Japan – Colleen travelled to Japan to meet with partner schools and to take part in the ENZ event in Tokyo and Osaka. Colleen also met with alumni and parents.

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

Local NZ Agent Events – Colleen participated in numerous events throughout the year to reengage with agents based in NZ.

Other Education Events – Colleen and Yolandy attended a secondary school agent engagement event in Auckland, organized by an organisation called School Focus.

Colleen continued as the Acting-Chair of ChchEd until the new Chair was appointed and then returned to the position of Vice-Chair for the remainder of the year. She was reelected to the ChchEd Board for the 2024 year, with the position of Vice-Chair opening once again for election early in 2024.

Colleen resigned her position on the ISANA NZ Board late in 2023 as the numbers at Middleton increased and as the commitment to school required more intense engagement.

The school's profile was kept high with advertising in various offshore publications and sponsorship of international awards and advertising.

At the end of the year MGS put together gift boxes for our local Christchurch agents as a way of thanking them for their commitment to the school.

Colleen attended the New Zealand International Education Conference (NZIEC) which was held in Christchurch in 2023. Our Vietnamese student was selected to be part of the Conference and to speak on her experience of coming to study in New Zealand. Colleen also participated in numerous meetings and training sessions offered by a variety of organisations including but not limited to ENZ, MOE, INZ.

Regional Activities

ChchEd hosted numerous events and training sessions for IE staff.

NEXT STEPS

- Continue with in country marketing for 2024 focusing on the key markets we have identified.
- Investigate one new market for future engagement and develop contacts within market. It was decided that Italy would be the market due to the growing interest from this country.
- Continue to keep up the awareness of MGS and what we offer.

Please see annual Marketing Plan and marketing reports for 2023.

STUDENT ACHIEVEMENT

Senior College

Year 13 – 7 students

No. in Year level entered for NCEA	UE	Level 3	Endorsements
6	4	5	1 Merit

The 2023 Year 13 students are moving on to study as follows:

University of Canterbury – 1 (Engineering)

University of Canterbury's International College - 1

Australian University – 1

Korean Universities - 2

Thailand University – 1 (no UE)

Year 12 – 22 students through year

No. in Yr level entered for NCEA	Level 2	Did not gain Level	Endorsement	UE Literacy
14	13	1	5 Merit	4

The Year 12 students have again had a very good academic year. The six Thai students all completed their studies with us and returned to Thailand to attend university there.

Year 11 – 28 students through year

No. in Yr level entered for NCEA	Level 1	Did not gain Level	Endorsement
15 (4 mid-yr start)	8	7	3 Merit

Year 11 and Level 1 are seen by the IC as an introductory year to the New Zealand curriculum and classroom environment, which is often very different to where students come from. It is therefore accepted that not all will gain the academic qualifications at this level. It does however also highlight that these students may require additional support in 2024.

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 additional hours for the English Language Learning Coordinator (Primary) and some English Language Assistants hours. Through the year we welcomed eleven students to the Primary School. Some were only there for a few weeks and some long-term.

In Year 10 we opened an additional class to cater for the large group from KDS. The KDS students were predominantly in Year 10 with a few in Year 9. They were required to participate fully in all learning and school activities.

Debbie Smit was able to provide additional support where needed for students struggling with level of English as well as understanding requirements in class.

Numbers for the year at each year level were:

Yr 10	Yr 9	Yr 8	Yr 7
28 + 28 KDS	11 + 11 KDS	8	6

In the later half of 2023 and given the academic level of students applying to MGS, it was decided that in order to better ascertain the academic level and ability of students, the school would use an international testing system called AEAS. This will be used as needed and students are able to sit this test in their home country prior to MGS accepting them for study.

NEXT STEPS

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

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

PASTORAL

In 2023 we were once again able to host group activities and we therefore kicked off with orientation days for new students, including a city tour and BBQ at school after.

The International Leadership Team (ILT) was appointed for the year and underwent training throughout the year. We were once again able to utilise the Kahika Centre run by Kerry Malcolm and the ILT's were able to join main school student leaders in various training activities.

The annual BBQ was a great success after a few years of not being able to hold one.

In March we were able to take a large number of students to Hanmer Springs for the day and the annual Queenstown trip took place in the April school holidays. We were also able to hold language days and other celebrations throughout the 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

We were back hosting our regular short-term programmes as well as new ones in 2023. We welcomed groups from Japan, Thailand and Vietnam through the year, including the students from Tottori Prefecture as part of the exchange programme between Christchurch Educated and the Tottori Board of Education. In total we welcomed six groups.

STAFFING

While staffing hours have not returned to pre-covid levels, it was excellent to have more hours to allow staff to cater for the needs of all the students and provide the quality programme that MGS is known for.

- Gaylene Anderson continued as Teacher in Charge of ESOL and Shelley Like was appointed as an ESOL teacher. Debbie Smit continued as ELA for Middle School and Senior College.
- Catherine Moore commenced the year as English Language Learning Coordinator for the Primary School with three ELA's to assist. Catherine resigned her position and moved to South Korea with her family and Lindie Warburg was appointed to this role.
- The administrative staff hours and roles were reviewed and adjustments made in preparation for large numbers of students in 2024.
- Shelley Like has been appointed to the role of Teacher in Charge of KDS, as after review of the 2023 programme it was evident that greater support was needed for this group.

GENERAL

It is difficult to quantify and list everything that MGS has been involved with in the IE space. The scope of what IE actually entails is far greater than can be recorded. I would like to recognise the work that the IC staff undertake each day. They are a dedicated team who always have the students' best interests at heart. It is a privilege to work with them in furthering God's Kingdom here at MGS. I would also like to recognise the support of Senior Management, especially Mike and Craig as well as the IBOA throughout the year.

Colleen Steyn

Director International College
March 2024

Māori Community Report 2023

Āhuatanga, Hiranga, Manaakitanga mō te korōria o te Atua

Māori Student Numbers and Movement

In 2023 there were 42 boys 49 girls (91 students in total) who identified themselves as Māori. This represented approximately 7.0 % of the total school roll. These students identified with a range of iwi from broad geographic regions.

MĀORI STUDENT ROLL 2023		
Māori	Males	Females
Year 1	2	1
Year 2	3	2
Year 3	4	1
Year 4	1	1
Year 5	1	4
Year 6	2	3
Year 7	2	3
Year 8	4	3
Year 9	1	6
Year 10	2	4
Year 11	8	9
Year 12	9	9
Year 13	3	3

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 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 **82.3%** and the overall attendance for the school was [**88.2%**]. The small percentage of unjustified absences for Māori students at **7.4%** was slightly smaller than the school overall at **8.8%**.

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

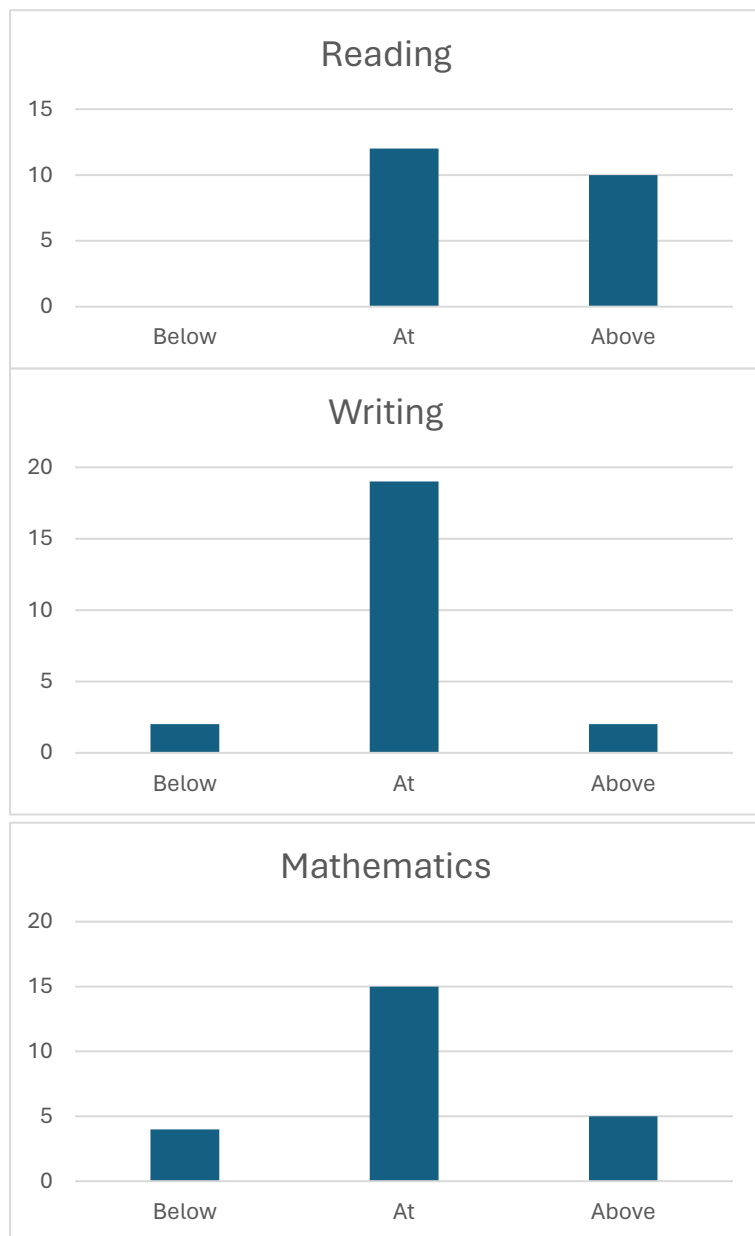
In 2023 there were 2 Stand-Downs for Māori students. All students returning from Stand-Down or Suspension are given counselling as of right when they return to school and are supported by their Dean and Head of School. These statistics do not give us any cause for concern for our Māori students.

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 2023. This is carefully monitored by Mrs Broughton 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 2023 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	31	40
At Expectation	32	20
Below Expectation	37	40

English: Writing

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	20	40
At Expectation	43	0
Below Expectation	37	60

Mathematics:

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	32	40
At Expectation	40	60
Below Expectation	28	0

YEAR 8

7 Students

English: Reading

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	12	0
At Expectation	65	72
Below Expectation	23	28

English: Writing

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	5	14
At Expectation	73	58
Below Expectation	22	28

Mathematics

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	23	14
At Expectation	60	43
Below Expectation	17	42

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:

7 Students

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

Science 4 topics per standards

Assessed to Curriculum Levels

Level	All Year 9 Students (%)	Māori Students (%)
6+	0	0
5p-5a	55	30
5b	32	35
4p-4a	10	30
4b and below	3	5

English 7 topics per student

Level	All Year 9 Students (%)	Māori Students (%)
6+	11	12
5p-5a	28	41
5b	23	14
4p-4a	30	34
4b and below	9	0

Mathematics 6 topics per student

Level	All Year 9 Students (%)	Māori Students (%)
6+	0	0
5p-5a	16	19
5b	36	36
4p-4a	36	33
4b and below	12	12

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

YEAR 10:
6 Students**Science:** 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	23	40
Merit	27	15
Achieved	32	30
Not Achieved	18	15

English: 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	24	37
Merit	23	32
Achieved	29	5
Not Achieved	24	27

Mathematics: 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	30	19
Merit	37	52
Achieved	23	26
Not Achieved	10	4

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

85% (Science), 73% (English) and 90% (Mathematics) grades 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)

Breanna Bennetts

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

Luke Jansen

First in Te Reo Māori

Year 9

Esther Jun

Year 10

Alyssa Proctor-McGregor

SENIOR COLLEGE ACHIEVEMENT

NCEA LEVEL 1-3

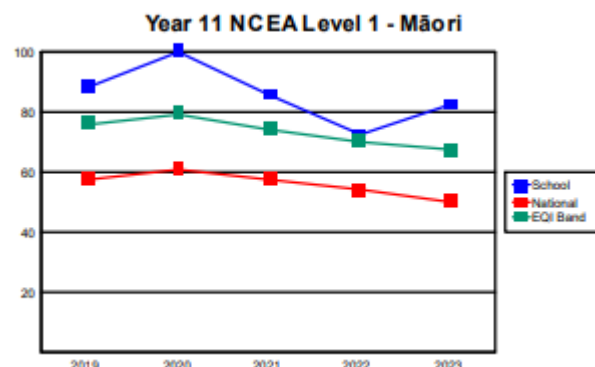
The following information is based on the Participation Comparative Statistics made available by the New Zealand Qualifications Authority for 2023. Details are provided as follows:

By percentage in text form

As a % comparison to National statistics and school equity index statistics

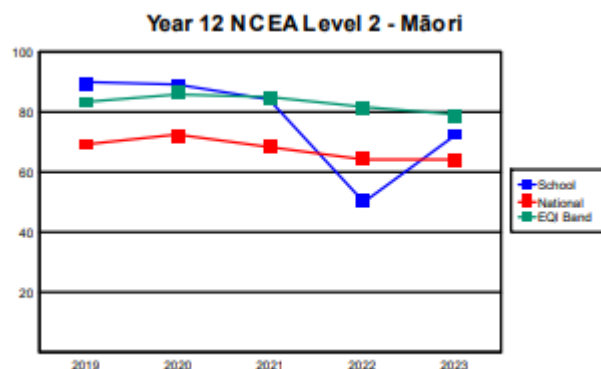
Level 1 NCEA: 17 Students

82% Māori students gained Level 1 NCEA.
43% Merit Endorsement
7% Excellence Endorsement
100% gained level 1 Numeracy
100% gained level 1 Literacy



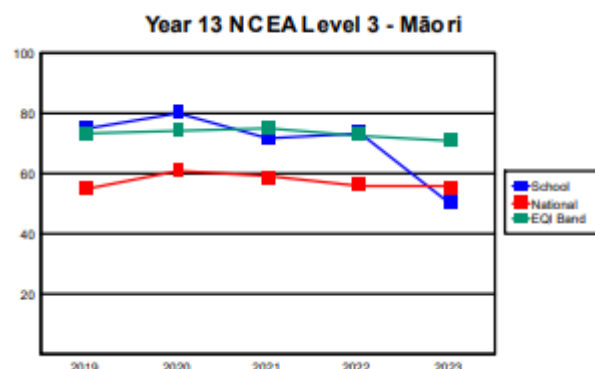
Level 2 NCEA: 18 Students

72% gained Level 2 NCEA
15% Merit Endorsement
8% Excellence Endorsement
68% UE Literacy



Level 3 NCEA: 6 Students

50% Gained Level 3 NCEA
33% gained UE Entrance
33% Merit Endorsement
67% UE literacy



SENIOR COLLEGE PRIZE-GIVING AWARDS

Te Ao Marama Māori Award

Jarrah Tau-Manuel

1st Te Reo Māori

Year 11

Zoe Bartlett

Year 12

Maia Le Roux

Year 13

Abbie Irvine

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, 100% 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, 68% Māori students gained UE Literacy in Year 12 and 68% 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 6 Year 13 Māori leavers interviewed 3 are going to University education.
3 are entering employment

Courses through Careers Department: 15% of gateway places were Māori students

Events The UC Māori and Pasifika liaison visited MGS in June and met with several Māori students

REFLECTIONS AND HIGHLIGHTS FROM 2023

In 2023 we have had a busy year with many highlights that advance Te Reo Maori for the students who are learning Te Reo Maori and for our school community here at Middleton Grange School. We had our second annual noho marae stay at Waiora Trust in Term 1 for all of my year 9, 10, 11, 12, 13 classes. The focus was on Mihi Whakatau, and Tikanga on the Marae. We also used the time away to practice our set for Tukaha- Maori Performing Arts night. The Highlight of our noho marae is really the opportunity for whakawhanaungatanga and the development of a tuakana-tena culture where the senior students lead the way for the younger students.

Tukaha happened in Term 2 where we gather all of the kapa haka students from primary to middle and senior school to celebrate Waiata Maori together. This is where I work with my Reo Maori students to complete a set of three songs to perform on the night. We invited another kapa haka group from Merrin School and the feedback from staff and parents were that they loved the evening. I had some of my students perform solos and we had special guests Hamony perform who later in the year won the national competition called Pacifica beats. Tu kaha has become the largest event on the Middleton Grange calendar with over 600 people in attendance.

In Term 3 we celebrated Te Wiki o Te Reo Maori and the inter house haka celebration. This was a great way for my senior leaders of kapa haka and senior leader of Maori to promote te Reo Maori to the school and its community to raise its profile and encourage our school to embrace Te Reo Maori and tikanga Maori even if they have no Maori whakapapa.

Also in term 2 and 3 we were able to provide leadership around welcoming different international students, teachers and principals by using the formal and traditional welcoming ceremony called a Mihi Whakatau. International visitors are very interested in Maori Culture and not only is it a great way for us to make our guests feel welcome it also a great opportunity for our students to practice and participate in tikanga that is authentic.

Staff Professional Development

- 20+ staff participated in informal after school te Reo upskilling
- Bi-cultural practice and te Reo Māori sessions run by Rebecca Thompson in the Primary School

Pairama Moon

Curriculum Leader Māori

March 2024

Pasifika Community Report 2023

In 2023 there were 54 students who identified themselves as Pasifika and this represented 4.2% of the total school roll. These students identified with a range of islands: Samoa, Fiji, Cook Islands, Vanuatu and Tonga.

PASIFIKA PUPIL ROLL 2023		
Pasifika	Males	Females
Year 1	1	1
Year 2	1	0
Year 3	3	2
Year 4	0	2
Year 5	0	2
Year 6	2	1
Year 7	2	0
Year 8	4	4
Year 9	0	2
Year 10	4	3
Year 11	3	4
Year 12	2	4
Year 13	1	4

SENIOR COLLEGE

Sifa Mohi did an outstanding job as the Pasifika Leader in 2023, organising many events, tributes and celebrations, often at short notice. 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. Three students attended the classes and completed the external standards. One of our Samoan students did Samoan by Te Kura Correspondence school and successfully completed five standards. NCEA students were awarded NCEA Dance Standard credits according to their level, through the dances they performed at Polyfest. Pasifika Careers Expo at Ara in April was attended by five of our seniors. Some of our students were part of the UCMExL Holiday programme, where extra NCEA tuition was given by University of Canterbury students and the Ara 'Pacific Bloom' holiday programme. During Samoan, Fijian and Tongan Language Weeks the students organised some lunchtime and assembly activities, put up national flags and balloons and wore traditional costumes for Tongan dances. There were also Tongan and Samoan bible readings and songs on the school's Fridge radio station. The Service and Mission trip to Tonga in 2024 was promoted during Tongan Language week too.

At the Spacpac Awards ceremony in March at Te Aratai College, Ana Togiasso (Headgirl 2023) and Sifa Mohi were honoured for their top academic results amongst Level 2 Pasifika students at Middleton Grange School in 2022. The inter-school BizNinja Challenge was cancelled this year due to lack of interest. In the Spacpac Speech competition, held at Te Aratai College, Sakalia Moa Tuiloma came second in the Senior Samoan section and Faiva Ofa and Sisilia Misa came first and second respectively in the Junior Tongan section. Sakalia Moa Tuiloma was also 1st overall in the Year 12 section of the National Samoan Language competition, against competitors from Auckland, Ashburton and Palmerston North. There was an Emerging Leaders breakfast at Ara towards the end of the year which Sifa Mohi, the Pasifika Leader, attended. Middleton Pasifika students received a total of four scholarships from the University of Canterbury for 2024.

Tupu Aotearoa have been a very supportive organisation, helping our Pasifika students once they have left school, getting them on their journey to driver's licences and into courses and apprenticeships. I have given them the names of the 2023 school leavers so they can follow their progress.

PASIFIKA CULTURAL GROUP

We had 34 students performing at Polyfest in Hagley Park in March. Our tutor this year, was a past student, Annette Lai King, who choreographed a wonderful selection of Pasifika dances. The Fia Fia night was very well attended by families and friends, a wonderful time of celebration, and I am grateful for all the food and drinks that the parents provided. For the first time at Middleton, Pasifika students also received Red and Black Colours awards at the Performing Arts Awards evening, for their contribution to the Performing Arts at the school. They sang a medley of Polyfest songs at the award ceremony. The Tongan group of singers also performed at Ruth Velluppillai's Tribute Assembly, where she was showered with leis and a floral cape, in a very moving procession.

PASIFIKA LEADERSHIP DAY

The event was held in the Kahika Centre in June. All Year 9 to 13 students from our Christian Schools Network were invited. We were delighted that 23 students from Christchurch Adventist School, Aidanfield, Hillview and Emmanuel attended, as well as 20 of our own Middleton students. The theme was "Enriching the Community" and Kerry Malcolm gave a presentation to start the day. The MGS and Adventist student leaders were good at MCing the day and leading two activities. The guest speakers were Renaka Robertson from Lincoln University, Viane Makalio from University of Canterbury, past Middleton students who are now mentors, Sioeli Ofa from Ara and Neo Caughtry from Laidlaw College, Tim Lalahi from Middleton and our Middleton Board member, Rebekah Immanuel. 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.

PASIFIKA STUDIES CLASS

The Pasifika Studies class ran for the third time, and we had 17 students from Year 11 to 13 in the class under the leadership of Tim Lalahi. Tim also continued to work in the national Pacific Studies Reference Group 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. One of the standards this year was about personal involvement in social action, and the students initiated recording the pronunciation of students' names in Kamar to increase cultural competency in the school. Students of many different nationalities have so far recorded the pronunciation of their names, and this is available to all staff. The pilot Level 2 Pasifika Studies class will be run in Middleton in 2025. Tim has been accepted to start a Masters Education at the University of Canterbury in 2024 with a thesis on Pasifika Studies. He has been awarded release time next year for one class, from TeachNZ.

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.

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 attending class. There are systems in place whereby the Deans identify patterns of absences and follow up on these. In 2023, there were some truancy concerns in the Primary School, Middle School and Senior College for Pasifika students. Attendance overall for Pasifika was 82.6% and was below the attendance rate for the school at every year level. The overall attendance for the school was 85.8%. This shows us that there is still 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 2023 there were no stand-downs or 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 related to detentions does not highlight any concerns for Pasifika students in the Middle School and Senior College.

LEARNING SUPPORT

Years 7-13

There were 14 students involved with the Learning Centre.

Year 7 (3 Students)

- 3 students had literacy support in either an individual reading skills session or small group comprehension lesson.
- 2 students had numeracy support in class with Teacher Aide twice a week.
- 2 students received SAC (Special Assessment Conditions).

Year 8: (0 Students)

Year 9: (3 Students)

- 3 students received literacy support in English with Teacher Aide support twice a week.
- 2 students received numeracy support with Teacher Aide support twice a week.
- 2 students received SAC.

Year 10: (3 Students)

- 3 students received literacy support in a podded English with Teacher Aide support twice a week.
- 3 students received numeracy support with Teacher Aide support twice a week.
- 3 students received SAC.

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Year 11: (1 Student)

- The student received support in their English class twice a week from a Teacher Aide.

Year 12 (3 Students)

- 1 student received support in their English class twice a week from a Teacher Aide.
- 2 students came to the Learning Centre four times a week for Senior Study Support.
- 3 students received SAC.

Year 13 (1 Student)

- 1 student came to the Learning Centre four to eight times a week for Senior Study Support.
- 1 student received SAC

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: 7 students

100% of our Pasifika students passed Level 1: 100% gained Level 1 Numeracy. 100% gained Level 1 Literacy. 29% gained an Excellence Endorsement and 43% gained a Merit Endorsement

Level 2: 6 students

60% of our Pasifika students passed Level 2. 1 gained Level 1 in 2023. 33% gained University Entrance literacy

Level 3: 5 students

60% of our Pasifika students passed Level 3 and 60% gained University Entrance. 3 students gained a Merit endorsement and 60% gained UE literacy.

The achievement of our Pasifika students at Middleton compares favourably nationally

MIDDLE SCHOOL ACHIEVEMENT

Year 7 and 8.

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

YEAR 8 4 Students

English: Reading

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	12	0
At Expectation	65	50
Below Expectation	23	50

English: Writing

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	5	0
At Expectation	73	50
Below Expectation	22	50

Mathematics

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	21	0
At Expectation	60	50
Below Expectation	19	50

Year 9 and 10

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

YEAR 10 7 Students

English: 7 topics per student

Grade	All Year 10 Students (%)	Pasifika Students (%)
E	24	14
M	23	25
A	29	29
AA	17	29
N	7	4

Mathematics: 6 topics per student

Grade	All Year 10 Students (%)	Pasifika Students (%)
E	30	8
M	37	30
A	23	38
AA	3	13
N	7	13

Science: 4 topics per student

Grade	All Year 10 Students (%)	Pasifika Students (%)
E	23	4
M	27	18
A	32	32
AA	4	14
N	13	32

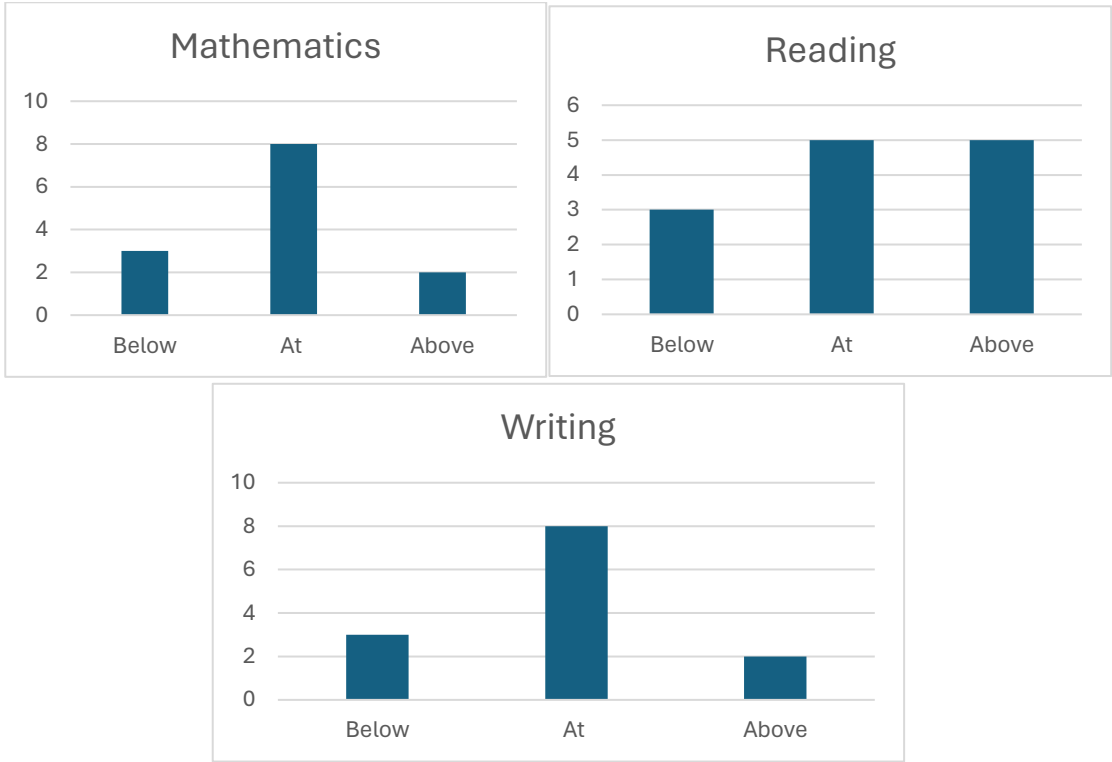
PRIMARY SCHOOL ACHIEVEMENT

In 2023 10 Pasifika students were identified by their classroom teachers as being at risk in Literacy, Numeracy and/or behaviour. Four of these pupils were new to Middleton Grange this year, and were all supported by Teacher Aides in the classroom. Nine of these pupils were supported at the Learning Centre (Writing Support, Reading Comprehension, Structured Literacy, Maths Support, or Lego Therapy), and two by external agencies (Mana Ake, MOE SLT). Both staff received training from Joelle Goodall and upskilling from Lindie Warburg to help these students. They have attended multiple PLDs throughout the year.

Male: 7

Female: 8

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



Nicole Bailey
February 2024

Strategic Plan 2020 – 2023

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 2020-23

- 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 2020-23 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 2020-23

- 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 2023

Middleton Grange School Annual Plan 2023

Strategic Goal 1: Strengthening Capability

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

Annual Goal:

1.1 Professional Learning and development is regular, differentiated and of the highest quality with an enduring focus on teaching Christianly.

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

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	1.1 PLD Committee to set outline for the weekly Y1-13 PLD sessions focussing on delivering differentiated coverage of e-Learning, Leadership development, Waiora, being a Christian Teacher (Ko wai tatou) and culturally responsive practices (ELLs), etc based on feedback from 2022 and staff needs	PLD cte, HOS Mn		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, Catherine, Colleen		Partially Met
	1.3 Staff and students are given opportunity to develop and grow their leadership practice and to build their personal &/or professional capacity. Appropriate support provided for new staff leaders: HOPS - BC, HOMS - Ke, AHOMS - Bi, AHOSC - MI, Y7 LTL – Po, Y8 LTL – Cz	SLT, HOS, Deans, Kerryn		Partially Met
Term 2	1.1 Professional Development Committee lead the PLD for all Y1-13 teaching staff, ensuring differentiation is a key objective. See 1.1 above	PLD cte + others		Met
	1.1 Staff to participate in NZACS Conference at end of Term 2, as well as CENCoL meetings as required	Staff		Met
	1.3 Kahika Centre continues to offer equitable leadership development opportunities for staff and students	Kerryn		Met
Term 3 & 4	1.1 PLD Committee lead review (in Term 4) on PLD for all teaching staff in preparation for 2024	PLD cte		Met
	1.1 90% of ELL students in Y1-8 will be at or above their expected NZC levels for reading, writing and maths (ERO goal too)	Joelle, Gaylene		Not Met
	1.2 Leadership opportunities reviewed and planning for 2024 to commence	SLT, Deans, HOS, Kerryn		Partially met
Ongoing (BAU)	1.1 Staff wellbeing is monitored and supported as per the Wellbeing Policy	SLT, Board		
	<i>Term 1-2: ERO visits and planning</i>	SLT		
	<i>Staff participate in CENCoL PLD – ELL, Bi-cultural, NZ History</i>	SLT		
	<i>Staff continue work on NZC re: Literacy and Numeracy, ELLs, NZ Histories and reviewing NCEA Levels 1-3.</i>	SLT		

Resourcing:

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

Term 1:

1.1 Three full staff meetings Y1-13 1. Concentrating on pedagogy and reinforcing roles of the teacher concentrating on two main aspects as outlined in the program 8People by Kevin Knight. These emphasize relationships and classroom management practices. Further to this Kevin Knight has met with three staff members to further implement these aspects of teaching and more training will be undertaken in term 2.

2. The second full staff meeting involved matauranga Maori and a presentation by the Head of School for Teaching and learning at Canterbury University Dr Te Hurinui Clarke. This attempted to explore the interconnectedness of Māori knowledge with education and gave some explanations and descriptions of overlaps.

3. The final full staff meeting was to explain the new professional growth cycle and link it back to the messages from the first two presentations. The emphasis placed upon the importance of the PGC was shown by devoting two time slots to it to undertake the first discussions between coach and coachee. A lot of work has gone into aligning the Primary School model with the Secondary School for both PLD and PGC and this collaboration between the LTLs, Christine, and Dean is ongoing.

Leadership has been a big emphasis in PLD and funds have been targeted towards staff upskilling in this area in particular having two staff join the Leadership course for upcoming leaders.

The final new initiative was devoting time to having Whanau teachers in specific year levels meet to discuss specific pastoral approaches.

Through all of this, staff are focussing on applying this PLD to improving our teaching Christianly practices and our growing understanding of ko wai tatou.

1.1 Catherine Moore, the Primary ESOL coordinator has been supporting primary staff with PLD for assisting ELL students. This has involved gathering baseline data for ERO as ELLs is a focus for our work with ERO. It has also involved providing a range of resources to support teachers in their work with ELL students. Gaylene is also supporting secondary teachers in her role as an WST with their work on cultural competence with in-class visits and one on one support.

Our Maori and Pasifika programmes within school continue to provide support for staff as they continue to learn and grow in these culturally responsive areas, and they are ably supported by several staff with expertise in these areas. We are encouraged that our Maori and Pasifika students generally achieve at or above national standards for NCEA, but we also know that we still have work to do in these areas.

1.3 The Kahika centre offers leadership development for student leaders in Years 6,8,10 and 13. A number of students have taken the opportunity to work alongside staff in the Kahika centre. The Kahika Centre also hosted the annual Creatives Lab for year 11-13 students who are especially talented in the Creatives domain. Ideas around Creative Confidence and developing curiosity were expounded. We had the privilege of Richard Marrett, New Zealand's foremost musical director, and Ex-HOD Music at MGS spending a few hours with a variety of our students sharing his skills, wisdom, and knowledge.

Support is also offered to new leaders eg KE and BC by current SLT staff (Principal, Associate Principal and Dep Principals). The HOMS visited three schools in Auckland to meet with senior staff re Middle School philosophy.

Term 2

1.1 1. This term saw the beginning of the differentiated professional learning groups. The topics being offered this year are Theology and Christian Education, Teaching Staff new to Middleton Grange, Engaging with Te Ao, me Tikanga, me Te Reo Māori in the classroom, How to Read the Bible for all its worth, Trauma informed practice, e-learning, Exploring Te Tiriti from a biblical perspective, Ko Wai Tatou, Effective teaching and learning. These learning groups provide the focus for PLD in terms 2 and 3.

2. A new initiative was started to provide time for Whānau teachers of the same year level to meet to strategize and discuss issues particular to the given year level. These sessions are organised by Heads of School and run by Deans.

3. A session for Y9-13 teachers on relationship building was run by the specialist classroom teacher. This involved reflection on the amount of connection that is being developed with students and made strides in identifying students who had yet to establish strong connections throughout the school. The intention being that once identified Deans and teachers could deliberately make attempts to improve the connection of the identified students.

1.1 Approx 100 teaching staff from MGS attended the NZACS conference at the end of term 2. MGS also had 8-10 staff presenting workshops at the conference, as well as 6 staff and one ex-MGS student leading the worship during the conference.

MGS Y1-10 teachers also participated in the CENCoL PLD on 13 June, with a focus on the Social Sciences NZC refresh, while Y11-13 teachers worked on the NCEA review.

1.1 The Kahika centre continues to offer high quality leadership training and development for both staff and students. Anne Mackechnie and Isaac Stanton are both involved in a CEN leadership development course which is being facilitated by Laidlaw College and Leadership Lab.

Kerryn Malcolm has continued to offer leadership development for students at MGS during term 2. Y7 students had this during week 3 and Y10 students were involved in a leadership week during week 6. There was also a leadership lab for women (MGS female students) on 24 May, as well as a Pacifica leadership day for the CEN schools on 21 June for all Y9-13 Pacifica students. Also, on offer has been an 'Emerging Leaders' course over 5 weeks on Monday mornings from 8-9am for interested Y12/13 students.

Term 3 – 4

- 1.1** 1. This term continued with professional learning groups as the main PLD focus. The feedback about the value of these PLGs has been positive, however the theme of some having a whole school focus has been questioned. The manner in which PLGs are delivered has been reviewed, and in 2024 the PLGs will have a broader scope of choice and a more targeted Christian focus.
2. A new initiative was started by the SCT Matt Vannort to grow collegiality and support around the use of te Reo in the classroom. This has been in the form of voluntary sessions for staff held after school on a Thursday. It has been very popular with many staff giving up their time to attend.
3. Another initiative led by staff has been Dale Goddard creating an EP course for staff to improve their te reo. This course has also proved popular.
4. There were two whānau teacher group meetings held where the social culture plan was reinforced
5. In addition there was a student led presentation to staff on racism.
6. The PLD committee reviewed PLD and the 2024 overview has been presented to SLT. A meeting in week 1 Term 4 with Rebecca Dow from Laidlaw and members of PLD was held and several sessions were planned on Christian teaching.
7. The three Christian network schools were contacted, and a meeting scheduled for week 5 to collaborate on Christian education PLD.
8. Year 1- 8 have been exploring the Curriculum refresh, looking at two overarching documents.

1.1 Testing of ELL students will take place in early December. We can then measure achievement against this goal.

- 1.3** The new student leaders for 2024 have been appointed and planning is under way for their training and preparation to take on the responsibilities for 2024. Kerryn Malcolm has submitted a proposal regarding the structure of student leadership at Middleton Grange. This is being discussed with the new Head of Senior College and the acting Head of Middle school and if adopted would be in place for 2025.

Next Steps

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

Strategic Goal 2: Analysis of Variance 2023

Middleton Grange School Curriculum Annual Plan 2023

Strategic Goal 2: Responsive Christ Centred Curriculum

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

Annual Goal:

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

Key Improvement Strategies (KIS)

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

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

Term 1:

Curriculum lead team have met and discussed foci for the 2023 and 2024 years. Agreement to focus on the MGS draft curriculum document created by project team. Addition of a curriculum PLG team to support the work of the project team and lead team. Meetings with PS, MS and SC have all begun with more to follow in term 2. The two Kahui Ako staff also facilitated meetings with a range of faculties throughout the term.

Term 2:

Curriculum lead team continue to investigate best practice. The NZACS conference enabled a number of informal meetings to take place. I.e., to hear stories from other Christian schools. Arranging PLD visits for Term 3.

Term 3-4:

The CLT and the kahui ako staff are continuing to co-create the Middleton Curriculum document. The Board have allocated two members to work alongside this team which will be invaluable. Consideration to engage experts in this field in early 2024 from Australia and the USA – Mrs Sandra Scott and Mrs Debbie Mac.

Ongoing

The SLT have agreed in consultation with the Curriculum lead team and curriculum leaders to continue to offer NCEA Level 1 in 2024. There is an intention to continue to maintain an open dialogue on the future of NCEA, particularly at level 1.

Next Steps:

Abbreviation Key:

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

Strategic Goal 3: Analysis of Variance 2023

Middleton Grange School Annual Plan 2023

Strategic Goal 3: Building Partnerships:

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

Annual Goal:

3.1 Parents are involved in the life of the school and regular communication between home and school supports teaching and learning

3.3 Service and mission are an integral part of being 'a light' in our community.

3.6 We will build our relationship with local Iwi, our Mana whenua and CEN

Key Improvement Strategies (KIS)

When	What	Who	Alert	Analysis of Variance
Term 1	3.1 There will be consultation with our school community re: uniform, strategic planning, Health Curriculum for 2024 and beyond	Va, Board		Partially Met
	3.3 Kahui Ako staff actively engage students and staff in 'mission & service-learning' opportunities.	Ut, Sn,		Partially Met
	3.6 Explore opportunities for working more closely with Maori and Pasifika school families and local Mana Whenua	Pi, Go		Partially Met (Planning for meeting Term 2, Week 4)
Term 2	3.1 There will be consultation with our school community re: strategic planning, Health Curriculum for 2024 and beyond	Va, Board		Partially Met re: consultation over school uniform
	3.3 Service and mission opportunities will be explored for 2024	Ut, Fs, Sn		Goal partially Met
	3.6 Ongoing development of relationship with Maori and Pasifika school families and Ngai Tahu & local iwi	Pi, Go, SLT		Partially Met
Term 3 - 4	3.1 Review community consultation in order to assist and inform the planning and future directions of MGS	Va, Board		Not met
	3.6 Review progress to date and explore next steps for further improving relationships in 2024	Pi, Go		Goal Met
Ongoing	3.1 – 3.6 Continue to re-build the IC and relationships with overseas schools, agents, etc, and also look to determine the optimal size for the IC	Va, IC		Partially Met

Resourcing:

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

Term 1:

3.1 The uniform sub-committee, appointed by the Board, met on multiple occasions and consulted widely with key stakeholders (Board members, SLT, students and staff) in preparing the uniform survey which is due to go out to the wider school community, including parents, staff and students during term 2, 2023. This is a significant survey / consultation process as this was last done in 2017.

Other community consultation re: strategic planning and health curriculum will likely occur later in the year.

3.3 Geoff Steyn is actively pursuing opportunities for students to engage in missions and service. The students continue to serve at Kairos, visit local rest homes and fundraise for missions' organisations we support eg GEMS, World Vision, food bank. During term 1 we also students were also involved in writing cards to schools affected by Cyclone Gabrielle, as well as fund raising money (approx \$1500) for Otamatea Christian School in Hawkes Bay.

3.6 Whakapau Kaha programme, as well as the Noho Marae (60 plus students attended). Planning for a meeting with families on the night of Tu Kaha week 4. Multiple meetings between Dean and Pairama about ways of engaging with the community. Also inviting Aidan into the discussion.

Pasifika students have practiced weekly during term 1 in preparation for Polyfest. Ex students and parents have assisted with this. A Fia Fia night was held prior to the Polyfest as a practice and shared meal, with the largest attendance of Pasifika parents in many years. A Pasifika Fono is planned for term 2.

Term 2:

3.1 Term 2 consultation with our school community had a specific focus on the school uniform, as the previous consultation on this was last done in 2017. A board sub-committee was established to oversee this process which was done with quite some rigour. There have been significant societal shifts in the last 5-10 years, which needed to be addressed as apart of this consultation. The uniform survey went through several draft formats before being finalised and agreed upon, after which it was released to parents, staff and students – in 3 separate surveys. Survey response rate is as follows:

Responses / Possible

Parents	422	/	915	(848 domestic & 67 IC)
Students	573	/	835	(777 domestic & 58 IC)
Staff	110	/	150	

The results have yet to be fully analysed but will be used to inform decisions made re: the school uniform moving forward.

It is anticipated that the school community will be further consulted around the strategic direction of the school and the health curriculum in terms 3-4.

3.3 The missions and service team have finalised a number of initiatives including: Tim Lalahi is coordinating a trip to Tonga in July 2024. Discussion is continuing re: taking a team to Cambodia in Dec 2024. The student missions and service team continue to create many opportunities for students across the school to participate in fundraising and supporting a number of organisations eg Open Doors, GEMS school in Bangladesh, Operation Christmas Child.

3.6 There were Holiday programmes offered at UC and Ara in the school holidays between Term 2 and 3, called Pacific Bloom and UCMExL, which a few of our students attended. These programmes offered NCEA help, and students were encouraged and motivated. In Term 2 NCEA Tongan lessons at Riccarton High School Friday afternoons after school started and four of our students are attending. I have entered these students in the external exams too. Two of our Samoan students are studying Samaon through Te Kura Correspondence. The main event in Term 2 was the Pasifika Leadership Day in June with 43 Year 9 to 13 students attending from Middleton, Christchurch Adventist School, Emmanuel, Hillview and Aidanfield Christian. One of the speakers on Pasifika Leadership Day was a board member, Rebekah Immanuel, who is doing a PhD on the French presence in the Pacific region and the security threat that may pose. There were also interactive activities, a quiz and discussion groups as well as speakers from Lincoln University, UC, Ara, Laidlaw. Tim Lalahi and Kerryn Malcolm spoke too on the topic: "Enriching Our Community". The student leaders from Adventist School and Middleton lead two activities. There was a Māori and Pasifika Te Whatu Ora Information Day in May which a couple of our students attended. The Pasifika Studies class is going well with 18 students across three NCEA levels. Tim is using Social Studies Achievement standards but working on the national NCEA panel, getting the Pasifika Studies Achievement standards ready to use. This term Samoan and Tongan students are preparing for the interschool Pacific Speech Competition on 24th August.

Due to industrial action the planned meeting with Maori families did not take place before the Tukaha event. Tukaha event was very well attended with a conservative estimate of 600. All areas of the school from primary through to middle school and senior college. There were special guests from Merrin primary also a group called hāmone performed. This has become Middleton Grange's largest external event. Whakapau Kaha has continued throughout the term with a one-day wananga for leadership and well-being development. The weekly sessions have had a goal setting focus.

Term 3:

3.6 Dean and Pairama held a hui for Māori families in the Kahika centre. The attendance was not large, however there was good discussion and sharing. The annual report was shared along with the treat board policy. There were queries about the board policy including *Purposes point 4 To recognise Tikanga and te Reo Māori in resourcing the school. (Protection)* "How was this resourcing being recognised?" And *Guidelines point 6, Middleton Grange School will seek to recruit Māori staff, and Māori students, work with appropriate resource personnel and kaumātua in order to ensure a positive school environment is in place for Māori pupils to excel. (Protection)* "how was this guideline

about seeking Māori staff and students being supported in processes?" Questions were raised throughout the discussion about having a cultural liaison and a position for Tikanga Maori oversight. The makeup of the Māori advisory committee was discussed, and one new member was coopted Joseph Hikuroa.

Term 4:

3.6 Pairama has continued to work with outreach to the Māori community and has gained two more members for his Māori Whanau Community Group. They will meet in term 4 and consider the Treaty policy. Pairama is heading to Pahia to attend a hui run by Laidlaw looking at Christianity and the Treaty

The IC has rebounded more quickly than anticipated. This is predominantly due to the strong marketing programme in place throughout 2023. The discussion re optimal size and scale of the IC will continue into 2024.

Senior College

3.1 Multiple conversations have occurred with parents regarding academic courses for students and/or individual progress toward achievement of current year's NCEA Level. Some conversations have focused on finding the best pathway for 2024 for individuals, with a handful choosing to leave school to follow something more tailored to their needs.

3.6 DP Head of Senior College was invited to speak to Aidanfield Y10 students in November about the demands of NCEA and MGS expectations.

Next Steps 2024

Term 1: 3.4 Progress will be made on developing the database of MGS Alumni in support of the MGS 60th anniversary

Term 2: 3.4 Promotion of MGS 60th anniversary occurs

Term 3-4: 3.4 All Alumni will be contacted and will receive an MGS Alumni newsletter including request for financial support of the school and notification about the MGS 60th anniversary in 2024

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

Parent Voluntary Donation and Special Character 2023

Middleton Grange School is a State Integrated school and enjoys government funding for teaching staff salaries and daily operations based on our school roll of 1290 domestic students. This is a real blessing, but unfortunately it does not provide sufficient funding for the specific provision and development of the Special Christian Character of our 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, and many of our teaching staff have previously worked in state schools, which means they require professional development about how to teach Christianly when they are employed at Middleton Grange. In 2020 Middleton Grange School introduced regular school wide Professional Learning and Development (PLD) for all teaching staff and this has continued over recent years. 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 better Christian teachers.

We also funded our teaching staff to attend the NZACS conference in 2023, which was held at Hillview Christian School. This conference was attended by over 300 teachers from Christian schools around New Zealand who gathered to improve their teaching and learning in Christian schools.

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. 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, year books, 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 thankful 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 of concern for the Board. The Board is seeking to engage with our school community to investigate this further and exploring ways of improving this situation for the future.