



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."

2024 ANNUAL REPORT

Character Excellence Service for the Glory of God



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Principal's Report 2024

This year, Middleton Grange School celebrates its 60th anniversary. Having opened on the 4 February 1964 with four teachers and 64 pupils, Middleton Grange School was the result of a vision and desire for Christian education in Christchurch. That vision was established by the school's founders, on whose shoulders we stand today to continue the good work they began in the name of our Lord and Saviour, Jesus Christ.

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.

This is why we exist as a school - to support and partner with families in the discipling of their children. Our school motto clarifies this as follows:

Character, Excellence, Service for the Glory of God.

We desire for our graduates to have a personal relationship with Jesus Christ, to grow to be Christlike in 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 year our school theme has been 'JOY', based on Nehemiah 8:10, which says *"Do not grieve. For the joy of the Lord is your strength."* Christian joy is an emotion or attitude of the heart and spirit, where we are content and full of peace because of what Christ has done for us.

This year, we have been blessed with a very strong Student Leadership Team: Head Student Leaders Ethan Wong and Libby Jordan were ably supported by Sam Burgess and Jedi Immanuel. Throughout the school, many students found and created opportunities to lead and serve, for which we are extremely grateful.

I would also like to thank our school board for their faithful governance of our school. They serve God first and foremost, but they also serve our school community generously with their time and giftings. Melanie Hikuroa was again the Presiding Member for 2024, and she has worked tirelessly in support of our school. I would also like to thank Nick Pomare, Staff Board Member, and Jacob Verd, Student Board Member, for their service to the board during 2024.

This year, we said farewell to a number of staff during the year, namely Chuana McKenzie, Mark Scully and Elsbeth Swarbrick; Joella Kerr and Brittany Lilburne both left on maternity leave; Linda Domigan retired from her teaching position in the Learning Centre after working at Middleton Grange for over 20 years, and Lindsey Thoroughgood resigned at the end of Term 2 after teaching in the Primary School for 17 years. Long serving Support Staff who have left this year include Robyn Manning, who relocated to the North Island after serving as a Learning Centre Teacher Aide for 23 years, and Steve Wright, one of our Grounds staff, retired during term 3 after 10 years of service and is now living in Australia. Also, Annie Bo Xia, who worked in the International College for four years as the International College Residential Caregiver and short-term programme coordinator resigned at the start of Term 3.

At the end of the year, we farewelled some long serving staff including Jan Kennedy who retired after 37 years, and Debbie Johns and Gaylene Anderson who both retired after teaching at Middleton Grange for over 20 years. We thank them for their faithful service. Rachel Childs, a teacher at Year 8, leaves us to start a family.

After 12 years of faithful service, we also said farewell and congratulations to both Simon Bissek, our Head of Music and Assistant Head of Middle School, who leaves us to become the new Principal at Ashburton Christian School, and Matt Vannoort, our Assistant Head of Senior College and Assistant Head of Science, who will become the Deputy Principal at Hornby High School. We also farewelled one of our school counsellors, Anne Aiken, who retired after 12 years as part of the school pastoral care team.

We thank the Lord for the quality of staff we have and continue to gain, which allows us to deliver a high quality authentic Christian education.

I would again like to acknowledge and thank all the staff, parents, and students involved in the Middle School Musical production of 'THE LION KING JR' during term 3. What an outstanding show it was, and I am sure for those involved, it will be one of the highlights of their time at Middleton Grange School. A special note of thanks must go to Elizabeth MacFarlane for her leadership and contribution to this event. Thank you also to all the staff, parents, and students who assisted with other co-curricular activities this year including sport, performing arts, and cultural activities, which for many students are some of the highlights of the school year. All these activities are very important, as they contribute to the holistic development of our young people and allow them the opportunity to demonstrate their God-given talents in different ways.

I am extremely thankful to our staff and parent community for their support during the year, but most importantly, I acknowledge our Lord for His faithfulness over 60 years of provision and blessing to Middleton Grange School.

To God be all the glory.

Psalm 36: 5

"Your steadfast love, O Lord, extends to the heavens, your faithfulness to the clouds."

Mike Vannoort

Principal / Tumuaki

April 2025

Finance Report 2024

MIDDLETON GRANGE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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@middletongraceschool.nz

Accountant: Paul Hartstonge; MGS Business Manager

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Melanie Hikuroa	Presiding Member	Elected role	Till next elections / Sept 2025
Andy Milne	Parent Board Member	Elected role	Till next elections / Sept 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 / Sept 2025
Hillary Carley	Non-Voting Secretary	Staff Appointment Role	Continuous
Jacob Verd	Student Board Member	Student Election	Sept 2023 to Sept 2024
Karen Winder	Parent Board Member	Elected role	Till next elections / Sept 2025
Michael Vannoort	Principal ex Officio	Staff Appointment Role	Continuous
Nick Pomare	Staff Representative	Staff Elected Role	Till next elections / Sept 2025
Paul Owens	Proprietor Board Member	Proprietor Appointed	Continuous
Rebekah Immanuel	Proprietor Board Member	Proprietor Appointed	Continuous
Sisilia Misa	Student Board Member	Student Election	Sept 2024 to Sept 2025
Tony Kan	Parent Board Member	Elected role	Till next elections / Sept 2025

MIDDLETON GRANGE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Middleton Grange School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Melanie Hikuroa
Full Name of Presiding Member



Signature of Presiding Member

19th May 2025
Date:

Michael Vannoort
Full Name of Principal



Signature of Principal

19th May 2025
Date:

Middleton Grange School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	12,454,723	12,122,447	12,359,151
Locally Raised Funds	3	4,844,418	4,357,126	4,005,169
Use of Proprietor's Land and Buildings		2,633,750	2,633,750	2,633,750
Interest		251,952	144,000	166,595
Gain on Sale of Property, Plant and Equipment		-	-	-
Total Revenue		20,184,843	19,257,323	19,164,665
Expense				
Locally Raised Funds	3	3,109,111	2,959,923	2,700,901
Learning Resources	4	11,933,955	11,199,530	11,756,330
Administration	5	1,215,440	1,180,485	1,187,576
Interest		14,390	14,058	15,170
Property	6	3,803,405	3,831,334	3,725,179
Other Expense	7	(65)	-	10,905
Loss on Disposal of Property, Plant and Equipment		7,426	-	3,016
Total Expense		20,083,662	19,185,330	19,399,077
Net Surplus / (Deficit) for the year		101,181	71,993	(234,412)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		101,181	71,993	(234,412)

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,375,722	2,375,722	2,159,721
Total comprehensive revenue and expense for the year		101,181	71,993	(234,412)
Contributions MOE ~ Network Upgrade		-	-	186,966
Contribution - Furniture and Equipment Grant		213,124	265,703	263,447
Equity at 31 December		2,690,027	2,713,418	2,375,722
Accumulated comprehensive revenue and expense		2,690,027	2,713,418	2,375,722
Equity at 31 December		2,690,027	2,713,418	2,375,722

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	207,110	309,393	459,393
Accounts Receivable	9	993,192	1,122,638	999,266
GST Receivable		249,114	225,000	208,331
Prepayments		66,790	85,000	103,374
Inventories	10	156,134	165,130	177,322
Investments		4,861,305	4,200,000	4,086,187
		6,533,645	6,107,161	6,033,873
Current Liabilities				
Accounts Payable	13	1,411,595	1,270,615	1,375,235
Revenue Received in Advance	14	2,685,089	2,458,303	2,787,360
Provision for Cyclical Maintenance	15	22,500	33,000	33,000
Finance Lease Liability	16	125,406	76,560	76,560
Funds held in Trust	17	90,276	51,000	49,087
		4,334,866	3,889,478	4,321,242
Working Capital Surplus/(Deficit)		2,198,779	2,217,683	1,712,631
Non-current Assets				
Property, Plant and Equipment	12	1,156,180	1,065,735	1,216,300
		1,156,180	1,065,735	1,216,300
Non-current Liabilities				
Provision for Cyclical Maintenance	15	542,450	475,000	463,866
Finance Lease Liability	16	122,482	95,000	89,343
		664,932	570,000	553,209
Net Assets		2,690,027	2,713,418	2,375,722
Equity		2,690,027	2,713,418	2,375,722

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		3,581,071	3,489,088	3,295,867
Locally Raised Funds		1,455,809	990,203	1,757,930
International Students		3,393,834	2,832,917	3,221,986
Goods and Services Tax (net)		(40,787)	(16,669)	(129,763)
Payments to Employees		(3,340,367)	(2,722,566)	(3,108,765)
Payments to Suppliers		(4,637,545)	(4,554,347)	(4,058,847)
Interest Paid		(14,390)	(14,058)	(15,170)
Interest Received		231,175	141,929	130,473
Net cash from/(to) Operating Activities		628,800	146,497	1,093,711
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(3,016)
Purchase of Property Plant & Equipment (and Intangibles)		(293,994)	(431,902)	(410,978)
Purchase of Investments		(775,118)	(113,813)	(1,074,266)
Net cash from/(to) Investing Activities		(1,069,112)	(545,715)	(1,488,260)
Cash flows from Financing Activities				
Furniture and Equipment Grant		213,124	265,703	450,413
Contributions from / (Distributions to) Ministry of Education		-	-	-
Finance Lease Payments		(66,284)	(18,398)	(112,678)
Funds Administered on Behalf of Other Parties		41,189	1,913	(8,822)
Net cash from/(to) Financing Activities		188,029	249,218	328,913
Net increase/(decrease) in cash and cash equivalents		(252,283)	(150,000)	(65,636)
Cash and cash equivalents at the beginning of the year	8	459,393	459,393	525,029
Cash and cash equivalents at the end of the year	8	207,110	309,393	459,393

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 2024

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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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

The 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 21.

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.

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

Other Grants 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 School's 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, library resources and equipment are depreciated over their estimated useful lives on a straight line 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) Impairment of property, plant, and equipment

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, library resources and equipment 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.



l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date 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.

n) 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 Group 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.

o) Funds Held in Trust

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

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

p) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on 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.

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	3,358,121	3,102,943	3,279,472
Teachers' Salaries Grants	8,937,074	8,911,930	8,962,871
Other Government Grants	159,528	107,574	116,808
	<u>12,454,723</u>	<u>12,122,447</u>	<u>12,359,151</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations	657,468	548,317	583,674
Fees for Extra Curricular Activities	239,724	217,750	238,101
Trading	714,240	704,004	782,099
Fundraising	15,587	14,220	6,753
Other Revenue	77,669	61,918	80,210
International Student Fees	3,139,730	2,810,917	2,314,332
	<u>4,844,418</u>	<u>4,357,126</u>	<u>4,005,169</u>
Expense			
Extra Curricular Activities Costs	220,560	237,000	237,244
Trading	616,324	626,435	651,365
International Student - Employee Benefits - Salaries	431,521	456,829	452,913
International Student - Other Expenses	1,840,706	1,639,659	1,359,379
	<u>3,109,111</u>	<u>2,959,923</u>	<u>2,700,901</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>1,735,307</u>	<u>1,397,203</u>	<u>1,304,268</u>

International/ Overseas Travel:

- During the year ended December 2024, the Director of International College travelled to Germany and Italy at a cost of \$15,000.:
 - Visit to Nuremburg and presentation to interested families and students at an evening event.
 - Meeting with the family of a student arriving in September.
 - Travelled to Italy to test the market and met with agents and friends of Middleton.
 She also travelled to Vietnam and Thailand at a cost of \$15,000.:
 - Annual visit to Vietnam and Thailand combining the events with ChchEd and MGS business, which is cost-effective and shows good results.
 - Four ChchEd events in Ho Chi Minh, Hanoi, Bangkok and Chiang Mai. These included workshops on the NZ classroom with students of all ages.
 - Alumni events were held in Hanoi and Bangkok.
 The travel was funded from the net surplus for international student fees revenue.

- During the year ended December 2024, the principal and an international college staff member visited China at a cost of \$20,000.
 - Reengagement with the China market through ENZ events in three main centres in which the principal and an international college staff member took part.
 - Visited new partner school, Bi Academy and signed a new MOU with school.
 The principal's wife also accompanied him on this trip at her own cost.

The Principal and the Director of the International College together visited Japan at a cost of \$20,000.

- They both visited Japan for the annual trip and to host a 60th Banquet in Tokyo, which was a highlight of the year.
- MGS continues to work with partner schools in the country and attend the ENZ events.
- Continued agent engagement is vital for this country.

The travel was funded from the net surplus for international student fees revenue.

The principal's wife also accompanied them on this trip at her own cost.

- During the year ended December 2024, the Associate Principal traveled to South Korea:
 - He travelled to South Korea to take part in the COEX event in October, supported by one of the local Korean agencies at a cost of \$10,000.
 The Associate principal's wife accompanied him on this trip at her own cost.



4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	539,641	512,107	540,297
Information and Communication Technology	77,749	118,577	81,944
Employee Benefits - Salaries	10,780,188	10,032,940	10,607,492
Staff Development	92,973	104,850	85,264
Depreciation	435,319	419,556	425,141
Other Learning Resources	8,085	11,500	16,192
	<u>11,933,955</u>	<u>11,199,530</u>	<u>11,756,330</u>

5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	14,750	12,178	11,858
Board Fees and Expenses	12,602	10,750	21,243
Operating Leases	1,844	1,997	(2,382)
Legal Fees	34,684	-	11,921
Other Administration Expenses	99,243	106,100	94,631
Employee Benefits - Salaries	854,336	857,533	844,881
Insurance	25,538	26,505	25,681
Service Providers, Contractors and Consultancy	172,443	165,422	179,743
	<u>1,215,440</u>	<u>1,180,485</u>	<u>1,187,576</u>

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	271,563	274,710	258,160
Cyclical Maintenance	93,848	49,687	47,353
Heat, Light and Water	316,569	337,400	300,282
Repairs and Maintenance	116,388	149,450	131,705
Use of Land and Buildings	2,633,750	2,633,750	2,633,750
Employee Benefits - Salaries	279,680	279,237	270,187
Other Property Expenses	91,607	107,100	83,742
	<u>3,803,405</u>	<u>3,831,334</u>	<u>3,725,179</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



7. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Loss on Uncollectable Accounts Receivable	(65)	-	10,905
	<u>(65)</u>	<u>-</u>	<u>10,905</u>

8. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	207,110	309,393	459,393
Cash and cash equivalents for Statement of Cash Flows	<u>207,110</u>	<u>309,393</u>	<u>459,393</u>

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	62,384	377,138	172,036
Receivables from the Ministry of Education	42,953	12,000	107,779
Loss on Uncollectible Accounts Receivable	(18,134)	(18,500)	(22,521)
Interest Receivable	70,706	52,000	49,929
Teacher Salaries Grant Receivable	835,283	700,000	692,043
	<u>993,192</u>	<u>1,122,638</u>	<u>999,266</u>
Receivables from Exchange Transactions	114,956	410,638	199,444
Receivables from Non-Exchange Transactions	878,236	712,000	799,822
	<u>993,192</u>	<u>1,122,638</u>	<u>999,266</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	155,613	165,000	177,195
Canteen	521	130	127
	<u>156,134</u>	<u>165,130</u>	<u>177,322</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	4,861,305	4,200,000	4,086,187
Total Investments	<u>4,861,305</u>	<u>4,200,000</u>	<u>4,086,187</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture, Plant and Equipment	491,860	50,345	-	-	(129,300)	412,905
Information and Communication Technology	337,932	86,301	(5,702)	-	(128,936)	289,595
Land Improvements	32,365	-	-	-	(5,658)	26,707
Motor Vehicles	84,041	-	-	-	(16,458)	67,583
Textbooks	114,192	22,879	(1,724)	-	(16,918)	118,429
Leased Assets	155,910	223,100	-	-	(138,049)	240,961
	<u>1,216,300</u>	<u>382,625</u>	<u>(7,426)</u>	<u>-</u>	<u>(435,319)</u>	<u>1,156,180</u>

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.



	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Furniture, Plant and Equipment	1,536,473	(1,123,567)	412,906	1,486,129	(994,269)	491,860
Information and Communication Technology	1,210,011	(920,416)	289,595	1,134,131	(796,199)	337,932
Land Improvements	56,580	(29,873)	26,707	56,580	(24,215)	32,365
Motor Vehicles	172,522	(104,939)	67,583	172,522	(88,481)	84,041
Textbooks	575,947	(457,519)	118,428	561,261	(447,069)	114,192
Leased Assets	513,698	(272,737)	240,961	431,538	(275,628)	155,910
	<u>4,065,231</u>	<u>(2,909,051)</u>	<u>1,156,180</u>	<u>3,842,161</u>	<u>(2,625,861)</u>	<u>1,216,300</u>

13. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	177,311	182,000	183,283
Accruals	48,875	114,730	218,067
Employee Entitlements - Salaries	1,117,109	926,287	926,287
Employee Entitlements - Leave Accrual	68,300	47,598	47,598
	<u>1,411,595</u>	<u>1,270,615</u>	<u>1,375,235</u>

Payables for Exchange Transactions	1,343,295	1,223,017	1,327,637
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	68,300	47,598	47,598
Payables for Non-exchange Transactions - Other	-	-	-
	<u>1,411,595</u>	<u>1,270,615</u>	<u>1,375,235</u>

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	4,507	2,500	6,674
International Student Fees in Advance	2,636,502	2,404,398	2,382,398
Other revenue in Advance	44,080	51,405	398,288
	<u>2,685,089</u>	<u>2,458,303</u>	<u>2,787,360</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	496,866	463,866	566,817
Increase to the Provision During the Year	119,612	49,687	47,353
Use of the Provision During the Year	(25,764)	-	(117,304)
Provision at the End of the Year	<u>590,714</u>	<u>513,553</u>	<u>496,866</u>
Cyclical Maintenance - Current	22,500	33,000	33,000
Cyclical Maintenance - Non current	542,450	475,000	463,866
	<u>564,950</u>	<u>508,000</u>	<u>496,866</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. 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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	125,406	76,560	76,560
Later than One Year and no Later than Five Years	133,254	106,220	102,816
Future Finance Charges	(10,772)	(11,220)	(13,473)
	<u>247,888</u>	<u>171,560</u>	<u>165,903</u>
Represented by			
Finance lease liability - Current	125,406	76,560	76,560
Finance lease liability - Non current	122,482	95,000	89,343
	<u>247,888</u>	<u>171,560</u>	<u>165,903</u>

17. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	90,276	51,000	49,087
	<u>90,276</u>	<u>51,000</u>	<u>49,087</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.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	7,625	8,010
<i>Leadership Team</i>		
Remuneration	999,204	996,226
Full-time equivalent members	7	7
Total key management personnel remuneration	1,006,829	1,004,236

There are 9 members of the Board excluding the Principal, Student and Staff Representatives & Secretary. The Board has held 8 full regular 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	200 - 210
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	2024 FTE Number	2023 FTE Number
100 - 110	29	28
110 - 120	9	11
120 - 130	8	5
130 - 140	1	1
140 - 150	0	0
150 - 160	0	0
160 - 170	1	0
170 - 180	0	1
	48	46

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:

	2024 Actual	2023 Actual
Total	25 - 30	-
Number of People	1	-



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

22. 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	207,110	309,393	459,393
Receivables	993,192	1,122,638	999,266
Investments - Term Deposits	4,861,305	4,200,000	4,086,187
Total financial assets measured at amortised cost	<u>6,061,607</u>	<u>5,632,031</u>	<u>5,544,846</u>

Financial liabilities measured at amortised cost

Payables	1,343,295	1,223,017	1,327,637
Finance Leases	247,888	171,560	165,903
Total financial liabilities measured at amortised cost	<u>1,591,183</u>	<u>1,394,577</u>	<u>1,493,540</u>

23. Events After Balance Date

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

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF MIDDLETON GRANGE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

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 16, that comprise the statement of financial position as at 31 December 2024, 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 2024; 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 19 May 2025. 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.

Nexia Audit Christchurch Partnership is affiliated with, but independent from Nexia (NZ) Limited. Nexia (NZ) Limited is a member of Nexia International, a leading, global network of independent accounting and consulting firms. For more information please see www.nexia.co.nz/legal. Neither Nexia International nor Nexia (NZ) Limited provide services to clients.

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 required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the school has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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 2024

10-year property plan (10YPP) update.

The scheduled major works for E & G Blocks in the 10YPP were delayed.

O Block – Primary Rooms 12-15.

Investigation of O Block framing suggested potential degradation, however after portions of the cladding were removed the damage proved to be less significant than predicted. The installation of temporary vertical corrugate cladding was so effective permanent recladding was delayed for an indefinite period – potentially 3-5 years.

Southside cladding and carpeting was completed Jan 2024.

Due to the high quality of the southside cladding system the remaining walls looked very tired in comparison. While we would normally align painting with CST works, the North-East exterior faces are distressed and in need of attention. With further works on hold for 3-5 years it was decided to paint the North East exterior walls to complete the refurbishment of the block – April 2024.

Further drainage and cladding issues were identified on the north side and resolved late 2024.

F Block.

The original heating infrastructure in the ground floor F Block teaching spaces is built into the ceiling and began to fail. Due to the nature of the system, it was considered prudent and cost effective to replace it with heatpumps, rather than to repair/replace the existing heating system. Completed T1 break.

E Block Balcony Rail.

The E Block balcony handrail was built to code (900mm) in its time but was perceived to be low. After consultation the current code was found to be 1100mm and an additional rail was installed at this height. November 2024.

Smoke Detectors.

During assessment for the Building Certificate, Rhino discovered a significant number of smokes not responding normally. The detectors were all a similar age and were predicted to fail in the future. Due to the age of the units, it was decided the best solution was to replace all of the detectors in G&H Block. These works were completed 17th June, 2024

Gym2 Projector Installation.

A large format projector and screen were installed in Gym2 ahead of the 60th Anniversary Celebrations. As part of the project the interim cabling/coding in the data cabinet was completely rebuilt and coded. The result is a much simplified interface with greater stability and ease of use. It has been an exceptional addition to school life and is being utilised regularly. Due to hardware delays installation was completed Sept 2024 – just in time.

BLAST Afterschool Programme Relocation.

After significant consultation and planning, the afterschool programme was eventually relocated from the Whare to the O Block activity room.

Arthur St Traffic Management.

After several public consultations the Council Traffic Management team met with MGS with an adapted proposal. The new traffic management controls were approved 11th July 2024 and work began in late 2024.

Summary:

Due to the current economic climate, the typical process of aligning the Cyclic Maintenance to the 10YPP had to be adapted. The first of these “out-of-sync” projects was 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 MGS is increasingly rare in our sector.

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

Ben Knowles

Property Manager

April 2025

Primary School Annual Report 2024

Introduction:

The following Annual Report provides an overview of highlights, challenges and special character. In addition, included in this report are summarised cohort academic achievement indicators and attendance statistics.

SCHOOL HIGHLIGHTS

- Music video of worship song with students
- EOTC events, Year 6 treks, Year 6 camp, Ferrymead trip, Beach education
- 60th Anniversary Celebrations
- Community events such as cross country, Year 4 days at Living Springs, and athletics
- Structured Literacy Training Year 1 – 3 teachers, Facilitator trained
- Perceptual Motor Programme, community involvement
- Provision of new staff to the Primary school
- Interaction and support from families, and students in the community
- Primary school support for the Cambodia Missions trip
- Commitment by staff to provide support and engaging programmes of learning for students
- Engagement and connection with Year 7 – 13 in full school house events, sport and special events such as teddy bears picnic
- Scripture revision and sourcing resources

CHALLENGES

- Adapting to new curriculum, in English and Mathematics, impacting planning and assessment
- Increase in diverse learning needs, in neurodiversity, different levels of school preparedness
- Sharing the existing resources across needs of students
- Staffing – finding competent staff to fill vacancies
- Government requirements for curriculum, reporting and assessment and the rate of change
- Upskilling staff in managing behaviour challenges
- Ensuring school culture is maintained and enhanced with staff turnover
- Increasing demand of small number of parent concerns
- Sourcing resources to support Scripture programme
- Having staff lead curriculum development

SPECIAL CHARACTER

This area 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. All curriculum is presented through a Biblical lens, with staff using the Foundational Principals for Curricular (FPC) as a base to plan. Work undertaken by Within school teachers has tracked the integration of a Biblical view through all curriculum areas and we have used teaching resources from Christian Education National (an Australian Christian Schools organisation) to support our teaching. The resource, Transformation by design has helped staff connect the FPC document to threads in planning.

PUPIL ACHIEVEMENT ANALYSIS

Reading

Teacher Judgement	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above							
Above	11	20	26	12	6	25	100 35.84%
At	16	23	11	29	42	18	139 49.82%
Towards	9	4	5	2	2	2	24 8.6%
With support towards	7		1	1	3	4	16 5.73%
Totals	43	47	43	44	53	49	279

Writing

Teacher Judgement	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above							
Above	4	9	12	6		12	43 15.3%
At	33	33	30	30	43	31	200 71.17%
Towards	6	5	3	7	6	3	30 10.68%
With support towards				1	3	2	6 2.14%
Totals	43	47	45	44	52	50	281

Mathematics

Teacher Judgement	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above							
Above	8	5	12	10	7	14	56 19.93%
At	18	36	29	28	29	24	164 58.36%
Towards	17	6	3	5	16	11	58 20.64%
With support towards			1	1	1		3 1.07%
Totals	43	47	45	44	53	49	281

This section outlines pupil achievement across Years 4-6 in Reading and Mathematics as measured against a national cohort utilising NZCER PAT tests

Year Level and Topic	% Toward	% at	% above
Year 4 Mathematics	4%	33%	63%
Year 4 Reading	6%	48%	46%
Year 5 Mathematics	7%	42%	51%
Year 5 Reading	9%	43%	48%
Year 6 Mathematics	6%	54%	40%
Year 6 Reading	10%	50%	40%

Following Ministry of Education guidance, we are now using a standardised assessment, Progress Achievement Tests (PAT) in Maths, Reading comprehension and Listening. These results are a snapshot in time of the children's achievement. Our results are favourable, showing a small number of children working towards the level of expectations. The percentage of children above expectation is commendable.

In comparison, our teacher judgement in Reading, Writing and Maths results are not 'high' as the PAT tests, as this is a teacher judgement of the children working in a variety of settings, where they consistently perform across the curriculum, in a variety of settings.

ATTENDANCE

Attending students at Middleton Grange School in years 1 to 6

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Posting	Attendance Rate	Days x Students Count
Attendance Rate for School	4.6	1.5	0.4		93.3	241,475
Attendance Rate for Selection 306 students	5.0	1.9			92.9	55,246
Attendance Rate per Year Level (Selection)	Year 1	5.4	1.6		92.9	9,429
	Year 2	4.2	1.8		93.8	9,120
	Year 3	4.7	1.3		93.8	8,485
	Year 4	6.8	2.4		90.7	8,740
	Year 5	4.5	2.0		93.4	10,260
	Year 6	4.8	2.2		92.9	9,212

Attendance at Middleton Grange Primary School is good. The greatest challenge we face is the times when families go on 'holiday during school time', which is an unjustified absence. These can be for very sensible reasons; however, this does impact statistics and ultimately the children's attendance at school. We have processes for parents when this is an issue, which includes an email to the Head of School, outlining the days away and reason for. This is followed up with an email reply regarding the absence. We are blessed with the main body of student attendance being fully supported by our parent community.

CLOSING COMMENTS

2024 has been another fruitful year, sowing into the lives of our students. Our continued prayer is that the students will grow in wisdom and stature and favour with God and man. We are blessed with a supportive parent community and students who genuinely enjoy coming to school. The staff God has placed at our school are dedicated, hard working individuals who have the well being of the students at heart. They genuinely pray for the best outcomes for the students in their care. Despite the pressures that face the teaching profession, and young people and families, we are truly blessed to be part of a caring, supportive and helpful community.

Christine Buckley

Deputy Principal Head of Primary School

March 2025

Middle School Annual Report 2024

Introduction:

The following Annual Report provides an overview of highlights, challenges and special character. In addition, included in this report are summarised cohort academic achievement indicators and attendance statistics.

SCHOOL HIGHLIGHTS

- Year 9 Camps ran incredibly well on the whole, with pupils having the opportunity to build positive culture, enjoy creation and be challenged through participation in the outdoor environment.
- This year was our second year of Te Haerenga (The Rite Journey), 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 repeated the successful Middle School Leadership Weeks from last year. 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.
- We had a large parent group attend Middle School Parent Evenings in Term 1. These evenings provided an opportunity to reinforce routines / expectations as well as meet with parents to establish positive partnerships, culture and open lines of communication for the year ahead. There was excellent feedback from Middle School parents at the Parent Hui. Integration of new families and communication, particularly at the beginning of the year, were some key areas for the MSLT to consider.
- The standard of exhibits in our MS Science Fair was very high this year, reflected in the entries into the Canterbury/Westland Science Fair.
- The Lion King, our MS Production, was another example of the excellence we have in the performing arts area. The standard of our productions continues to be first-class.
- The MS Leaders Conference at Hillview School was a highlight. We sent 95 MS students as delegates. Over the course of the two days, they were challenged and inspired by speakers, activities, and worship. Feedback has been full of praise for the conference.

SCHOOL CHALLENGES

- Continuing work on Curriculum Refresh
- Increasing discipline issues regarding dishonouring behaviour
- Supporting students with mental health issues
- Current workload of pastoral staff

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)

Some specific examples from 2024 include:

- The weekly Whakaora time has seen growth in numbers of students attending voluntarily. There was a special MS Assmby led by the Whakaora team where some students gave testimonies of their faith, the Holy Spirit moved and many students received prayer.
- In Year 10, the Te Haerenga programme has been a great place for incorporating Christian worldview, particularly around identity and purpose.
- Our Year 13 Leaders and Year 9 Whānau teachers included activities in the Year 9 camp programmes that sought to develop spiritual formation.
- The behaviour management structures, including the Learning Culture Plan include self-reflection against Biblical principles.
- A new Scripture programme has been implemented in the Middle School with Peter Collier leading in this space. There has been a focus on the Gospels, with a plan for coverage of these across 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.

Middle School Assemblies continue to be 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 continue to input spiritually to individuals through their one-on-one interactions as well as through cohort assemblies.

PUPIL ACHIEVEMENT ANALYSIS

This section outlines pupil achievement across Years 7-9 in Reading and Mathematics as measured against a national cohort utilising teacher professional judgement.

Year Level and Topic	% Toward	% at	% above
Year 7 Mathematics	12%	64%	24%
Year 7 Reading	20%	40%	40%
Year 7 Writing	29%	48%	23%
Year 8 Mathematics	25%	53%	22%
Year 8 Reading	18%	44%	38%
Year 8 Writing	23%	40%	37%
Year 9 Mathematics	18%	56%	26%
Year 9 Reading	29%	56%	15%
Year 9 Writing	19%	48%	33%

Year 10 Numeracy Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	82%	86%	67%	80%	84%

Analysis / Commentary:

The data from this assessment is above national averages in all categories. 82% of students passed this assessment compared with 55% nationally and 70% in like equity schools. There was only one Māori and one Pasifika student who did not achieve the standard.

Year 10 Literacy Reading Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	91%	100%	33%	92%	89%

Analysis / Commentary:

The data from this assessment is above national averages in all categories. 91% of students passed this assessment compared with 70% nationally and 80% in like equity schools. There were only 3 pasifika students, and 2 did not achieve the standard.

Year 10 Literacy Writing Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	85%	86%	50%	88%	82%

Analysis / Commentary:

The data from this assessment is above national averages in all categories. 85% of students passed this assessment compared with 66% nationally and 76% in like equity schools. One Māori student and two Pasifika students did not achieve the standard.

ATTENDANCE

Pupil Group	% Attendance				
	All Pupils	Male	Female	Māori	Pasifika
Year 7	93.6	93.6	93.6	94.2	94.5
Year 8	92.1	91.7	92.5	92.1	93.5
Year 9	91.8	93.1	90.7	91.9	93.4
Year 10	91.8	92.4	91.3	88.1	89.1
Overall(Y1-13)	93.3	93.7	92.9	91.9	89.3

The Government has set a target of 80% of students to be present for more than 90% per cent of the term by 2030. Attendance over 90% is considered regular attendance. The 2024 MGS Middle School attendance data sits well within the government target. The only groups slightly below 90% attendance are the Year 10 Māori and Pasifika attendance rates; however, these are not significant areas for concern based on the small sample size.

CLOSING COMMENTS

We thank Mr Tony Kendrew and Mr Simon Bisseker for their leadership in the Middle School.

Louise Arndt

Acting Deputy Principal Middle School (2025)

March 2025

Senior College Annual Report 2024

Introduction:

The following Annual Report provides an overview of highlights, challenges and special character. In addition, included in this report are summarised cohort academic achievement indicators and attendance statistics.

SCHOOL HIGHLIGHTS

- The introduction of the Big Day Out for Year 11 was a success and has now been expanded to include Year 12.
- The Year 13 camp was a highlight for those who attended, setting a positive tone for the year ahead.
- The transition to horizontal Whānau classes was smooth and complemented the growth of House activities. House-based Whānau groups allowed for greater participation and engagement in these events.
- The Year 12 and 13 formal was a great success.
- Senior College assemblies fostered a positive atmosphere, with students taking on greater leadership roles, particularly in guiding the Christian focus of the gatherings.
- A fully student-led Matariki assembly was introduced in Senior College, marking a meaningful addition to the calendar.
- The Year 13 Christian Focus Days were highly successful, with students providing excellent feedback.
- Overall, the culture of Senior College remained very positive.
- The use of the school's level system contributed to noticeable improvements in student behavior.

SCHOOL CHALLENGES

- The introduction of new Year 11 standards presented challenges, as some were not fit for purpose and created difficulties for certain departments. As a result, the decision was made to implement the Year 11 Middleton Grange Certificate in 2025.
- Academic tracking revealed gaps in the system, which have now been identified and addressed.
- Student absences—both justified and unjustified—remained a concern. Consistent communication has been sent to parents, urging them to avoid taking holidays during term time.
- Student and staff well-being (waiaora) continues to be a key focus.

SPECIAL CHARACTER

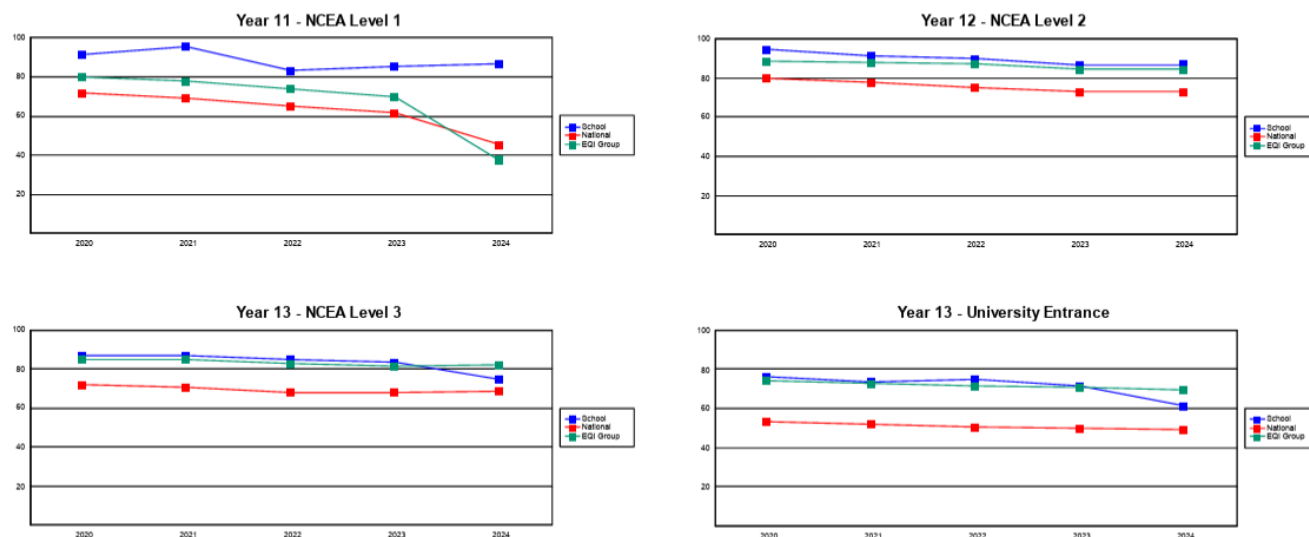
The school's special character was deeply woven into every aspect of Senior College. This was evident in:

- Assemblies led by both staff and students, with students playing a key role in shaping the Christian atmosphere.
- A thriving number of Bible studies, prayer meetings, and worship groups throughout 2024.
- The success of the Year 13 Christian Focus Days.
- The seamless integration of faith into classroom learning, as teachers went beyond content delivery to incorporate spiritual growth

PUPIL ACHIEVEMENT ANALYSIS

This section outlines pupil achievement across Years 11 - 13 as measured against a national cohort utilising NCEA Achievement results. This data is sourced directly from NZQA via the Principals report. The data is roll based, not participation based, so includes students who are not entered for full courses and hence not eligible for achievement of certificates e.g. learning house students.

Comparison of NCEA Certificate achievement by level and across 5 years



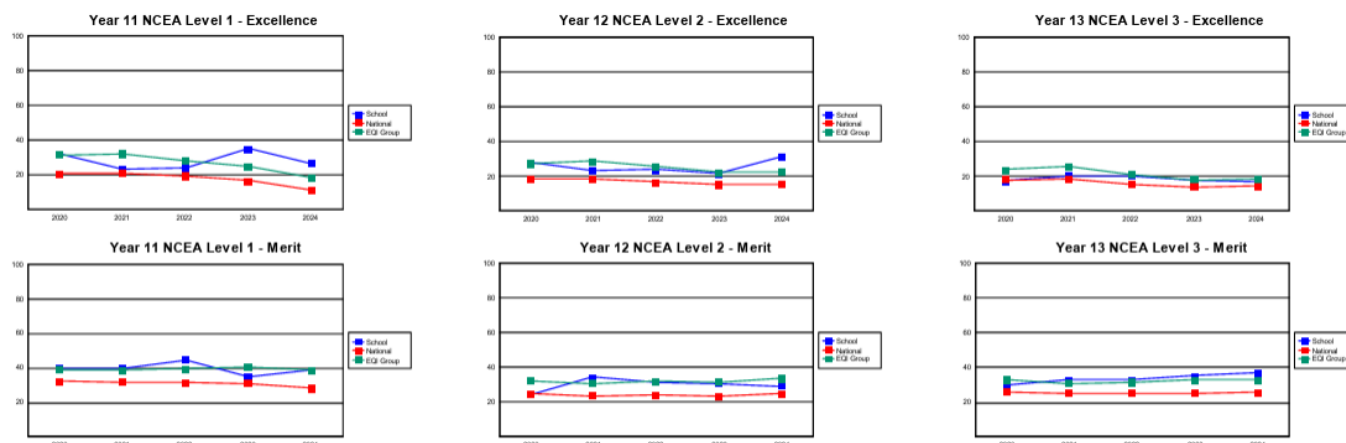
Comment:

Despite the difficulty of teaching entirely new courses in Level 1, it is extremely pleasing to see the high level of success attained by our students. This is a testament to their hard work, but also to the staff, who maintained a high level of professionalism when introducing these new standards. Tracking these students' results, who now have to go back to the old Level 2 standards, is a priority for 2025.

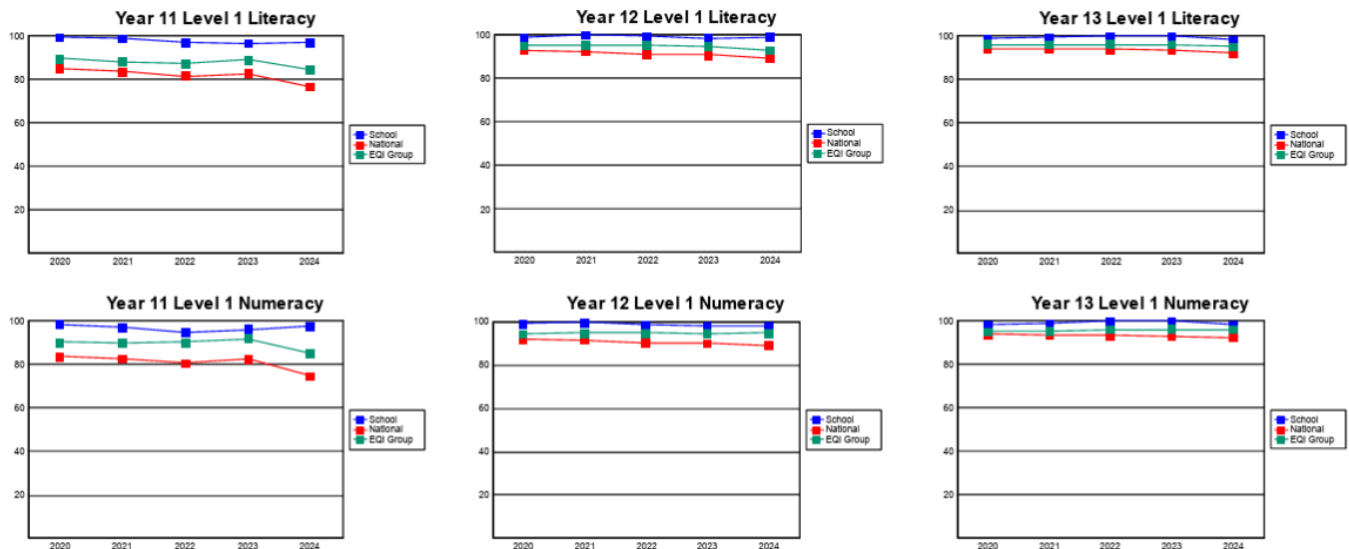
Level 2 sees Middleton students well above the national average, and above the EQI index. Results remained consistent with previous years'.

Level 3 saw a drop in both achievement of the Level 3 Certificate and University Entrance. Results still remain well above the national average but are lower than the EQI Index. The school was aware of this throughout the year, and many students were worked with on an individual basis. Despite the drop, there were many success stories in this cohort.

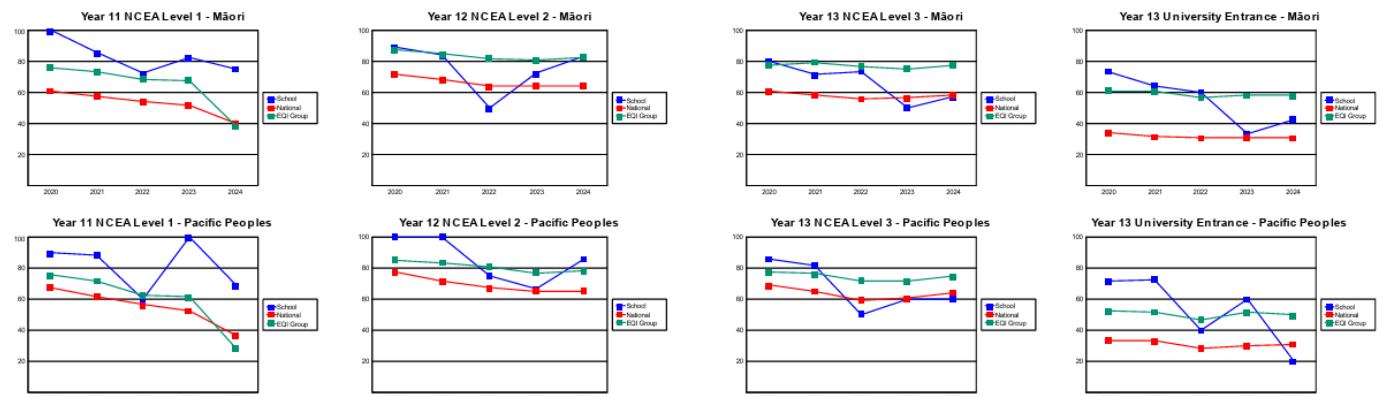
Endorsement Comparison



Literacy and Numeracy Achievement



Priority Learners



Comment:

Māori and Pasifika students had high levels of success in Level 1 and 2, while Level 3 saw significant issues for some Māori and Pasifika students

Level 1

Two Māori students did not pass the level, but interventions were put in place throughout the year to help see success. These interventions are also carrying over into 2025 as well.

Three Pasifika students did not pass Level 1, and each of these students were working closely with the dean in order to see success. All three are close to passing, so this will be sorted in early 2025.

Level 2

Three Māori students did not achieve the level: For one of these students, passing Level 2 is a two-year goal, and they are well on track to do that. For another student, passing Level 1 was their priority; Level 2 was too difficult for them. And for the third, despite multiple interventions, they did not have any desire to do the work required to pass Level 2.

One Pasifika student did not pass Level 2. However, they are only 3 credits away from passing, which will be sorted early in 2025.

Level 3

Six Māori students did not achieve Level 3. Of these, three were not intending to pass; they were only trying to complete Level 2. Two had significant attendance issues that, despite multiple interventions from deans and the HoSC, nothing was able to change. 1 student was a concern. They were not flagged and not tracked as they should have been. Systems have been changed for 2025 to make sure this does not happen again.

Two Pasifika students did not achieve Level 3. Both these students had major attendance issues that required multiple interventions. It was a positive that both students stayed the whole year, despite not achieving highly.

ATTENDANCE

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Posting	Attendance Rate	Days x Students Count
Attendance Rate for School	4.6	1.5	0.4		93.3	241,475
Attendance Rate for Selection 646 students	5.7	1.5	0.5		92.1	114,493
Attendance Rate per Year Level (Selection)	Year 11	4.7	1.4	0.3	93.4	41,640
	Year 12	6.0	1.4	0.4	91.9	41,152
	Year 13	6.3	1.8	1.0	90.6	31,701

The government's expectation is that students are present for more than 90% of the school term. The aim is that 80% of students will achieve this by 2030. Year 11 – 13 students are already above the 90% attendance rate. This is despite families still taking holidays during term time.

CLOSING COMMENTS

The year 2024 was a highly successful one for Senior College. Given the transition to a new Head of Senior College and the appointment of several new deans and Assistant Heads of Senior College, this positive outcome is particularly noteworthy.

Levels One and Two demonstrated strong academic achievement, while Level Three, though not as academically inclined overall, still had numerous encouraging success stories. For some students at Level Three, simply maintaining consistent attendance throughout the year represented a significant personal achievement.

We were privileged to have an outstanding group of student leaders who served with dedication and humility. Their commitment was instrumental in upholding the school's special character, and they set a remarkable example of what it means to be Christ-centred.

Our academic tracking systems functioned effectively; however, we identified certain areas for improvement. These have since been addressed to ensure even greater accuracy and effectiveness in 2025.

Throughout the year, we have witnessed the Lord's blessing and favour over Senior College. Our prayer is that this continues and becomes even more evident in the years ahead.

Shane McConnell

Deputy Principal Senior College

April 2025

International College Annual Report 2024

Jeremiah 29:11

"For I know the plans I have for you," says the Lord. "They are plans for good and not for disaster, to give you a future and a hope.

The theme for 2025 is Hope. What a privilege it is to know that we can place our trust, our hope and our understanding in a God that is good and that He has a plan for this school.

This report aims to address the successes, challenges and next steps 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), Memorandum of Understanding (MOU).

SPECIAL CHARACTER

The Christian Studies programme for international students has continued in 2024, with classes at Years 11 and 12.

We have continued to receive prayer support from partners in the city and other countries.

We were visited by a Japanese pastor who started a kindergarten in Japan and was looking at developing a Primary School also. He regularly communicates via newsletters on the progress of his plans and for our prayer support.

MARKET REPORT BACK

Student Numbers for 2024 – The budgeted numbers were set at 90 FTE's in October 2023. We ended the year on 96.25 FTE's, which included all our short-term visitors, not short-term groups. Historic numbers are as follows:

2024	2023	2022	2021	2020	2019	2018	2017
96.25	85.28	32.7	46.5	88.55	106.75	117.5	115.5

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

	PR Korea	PR China	Japan	Thailand	Germany	Vietnam	Hong Kong	Taiwan	Argentina	Indonesia	Malaysia
2024	63	38	47	21	8	27	2	0	3	0	1
2023	55	37	31	30	2	1	1	2	1	0	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 blue 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 that these numbers include group students who were integrated into mainstream classes. It does not take into account stand-alone short-term programmes.

The total number of international students who attended school in 2024 was 296.

MARKETING EVENTS FOR 2024

Germany and Italy –

- Visit to Nuremburg and presentation to interested families and students at an evening event.
- Meeting with the family of a student arriving in September.
- Travelled to Italy to test market and met with agents and friends of Middleton.

Trends: The Nuremburg schools remain our biggest source of German students. The relationship with the family who started this programme is very important as well as developing the relationship with the staff at the schools involved.

Italy is a difficult market to break into, which would take time and resources. At this stage we will not pursue this market. Please review Marketing Plan for 2025 for more details.

China –

- Reengagement with the China market through ENZ events in three main centers in which Mike and Annie Xie took part.
- Visited new partner school, Bi Academy and signed a new MOU with school.

Trends: The majority of interest was for short-term study options. This has extended through the year as enquiries have come into school from not only agents that Mike and Annie met, but other agents and individual enquiries. China has not returned to pre-Covid levels of engagement, and we are seeing a very different clientele with a lot fewer families wanting to send their children offshore for long-term study. China is also engaging more with other Asian countries closer to home and where costs for education are lower.

Vietnam and Thailand –

- Annual visit to Vietnam and Thailand combining the events with ChchEd and MGS business, which is cost effective and showing good results.
- Four ChchEd events in Ho Chi Minh, Hanoi, Bangkok and Chiang Mai. These included workshops on the NZ classroom with students of all ages.
- Alumni events were held in Hanoi and Bangkok.

Trends: Vietnam is a developing market and we are gaining traction there. One of the top agents has referred MGS to very influential clients meaning the schools' reputation is high. These have eventuated in students at school.

We continue to work with one of the top schools in Hanoi, Nguyen Sieu School, who send a group each year in June.

Thailand is a well-established market for MGS but as many other schools develop their product, MGS cannot become complacent and continued engagement is required.

Korea –

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

Trends: We have seen the biggest growth from the Korean market. This indicates working there is important, especially with the agency we have signed up with. We are seeing an increase in families wanting to bring all children out to NZ and this is one of the reasons why MGS is popular i.e. the whole family are able to attend one school.

Japan –

- Colleen and Mike visited Japan for annual trip and to host a 60th Banquet in Tokyo, which was a highlight of the year.
- MGS continues to work with partner schools in the country and attend the ENZ events.
- Continued agent engagement is vital for this country.

Trends: Canterbury has seen a growth in Japanese numbers and most schools are trending upwards in their enrolments. MGS has also seen an increase in long-term students wishing to complete their high school education and pathway to tertiary institutions in New Zealand.

Japanese universities are now requiring higher academic qualifications at the end of high school. A high school leaving certificate is no longer sufficient. MGS is well placed to provide the type of education required.

MGS has signed an MOU with Kenmei Gakuin School, cementing a relationship that has been developing over many years. We also continue to work with our other partner schools, and it is vital to remain engaged with these institutions.

Argentina –

- The agent involved with recruiting Argentinian students has not been a relationship that MGS wishes to continue with. The agents practices have resulted in numerous schools making complaints to ENZ and ultimately the NZQA.

Trends: Very little interest as this agent was the only one pushing this region. MGS will not work with this agent again and there is little to no engagement from Argentina itself.

Hong Kong and Taiwan –

MGS has not visited these countries in quite a few years. Anecdotally the Taiwanese agents are said to be interested in re-engaging with NZ. Both countries are very close to other Asian countries with strong education systems and costs of living, travel and education is more affordable for families, e.g. Singapore.

After Richard Vanderpyl's visit to MGS in 2023 with other Hong Kong school principals and staff, there has been an interest for short term programmes. In 2024 we hosted one of these schools, with more wanting similar programmes. Unfortunately, we are limited in what we can offer due to our already established programmes

Indonesia and Malaysia –

Both these countries have little engagement with us and students we have had from these countries have been family of ex-students. At present there is limited engagement by agents or interested families.

Local NZ Agent Events – participation in numerous events throughout the year across the country.

Other Education Events –

- Colleen continued on the Board of ChchEd.
- The school's profile was kept high with advertising in various offshore publications and events.
- SIEBA events including the Hui where Colleen was awarded a 'Service to the Industry' award.
- Colleen attended the New Zealand International Education Conference (NZIEC)
- Numerous online education and training events.

Regional Activities

- ChchEd hosted numerous events and training sessions for IE staff.
- Agent events.
- Colleen continues to support the regional schools with regular meetings and professional development sessions.

Overall Trends:

There is an increase in requests for short-term individual student places. These range from one week to one term. This is especially the case for the Chinese market, but we are seeing this from other countries also. This is of concern as MGS is not in a position to offer places for the numbers enquiring. This change will need to be monitored closely, especially from the countries where we are most active, and strategies put in place to either meet this requirement or change the way the IC operates.

NEXT STEPS

- Continue with key country marketing for 2025 focusing on the markets we have identified.
- We continue to receive requests for enrolment, but due to restraints on class sizes, subject option availability etc. we are having to turn away many enquiries. This does not mean that we can stop marketing, but it does mean we are able to be slightly more selective in our enrolments.
- Continue to keep up the awareness of MGS and what we offer.

Please see the annual Marketing Plan and marketing reports for 2024.

Point of concern:

As mentioned above, MGS is facing increasing challenges with class sizes and option class availability for the whole school. With a capped roll and the increase in demand from contributing schools, the availability of places for international students is decreasing. To maintain the reputable programme that MGS has offered for many years, these concerns will need to be investigated and addressed in 2025.

ACADEMIC

Senior College

The 2024 Year 13 cohort achieved excellent results with all gaining UE, except one student who did not require UE for his further study in Japan.

A decision was made in 2023 requiring applicants who do not present with top academic results sit the AEAS test, administered by an Australian company in prospective student's home countries. There has been a pushback from agents and families, but with the commencement of the Co-Requisites in Literacy and Numeracy, all international education providers have been advised to have some form of pre-entry testing to ascertain the students' level of English mainly, prior to their enrolment. MGS will continue to require that where needed, students sit the AEAS test.

Please see TIC ESOL and other faculty reports for further details on student progress.

PASTORAL

In 2024 we commenced the year with two orientation days for new students, including a city tour and BBQ at school afterwards.

The International Leadership Team (ILT) was appointed for the year and underwent training throughout the year. The ILT's were able to join main school student leaders in various training activities. The ILT ran most of the additional activities the IC run through the year.

The annual BBQ was a great success with close on 400 people attending.

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.

Along with the school's 60th celebrations committee, the IC played an important role in holding a food festival in October. This was a wonderful event with food trucks and food stalls bringing a festive atmosphere to the campus. The IC also hosted a luncheon for people who play an important role in supporting the IC, including friends from ENZ, ChchEd, agents and care providers.

International College staff carry out regular checks on the welfare of all international students. Included in this are the student interviews in Terms 1 and 3 and the student surveys in Terms 2 and 4. Residential caregiver visits were carried out and the International College once again provided additional support to all at the end of the year with gift baskets to thank families for their care of our students.

Through the year all issues that arose with the pastoral needs of the international students were dealt with by the team at the IC. Some situations required additional support from the school's guidance team as well as referrals to medical professionals.

SHORT-TERM PROGRAMMES

We were back hosting our regular short-term programmes as well as new ones in 2024. We welcomed groups from Japan, Hong Kong, China, 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.

Of these groups four were stand-alone programmes but the rest were integrated into mainstream classes. As mentioned previously regarding demand for places at MGS, it is becoming more and more difficult to accept these groups and offer them a meaningful experience. While income from short-term programmes is significant and assists MGS financially, a decision will need to be made during 2025 on whether we are able to continue with these programmes.

STAFFING

Staffing numbers have not been able to return to pre-Covid staffing levels, although our student numbers have returned strongly. This does impact staff wellbeing and is in fact a catch-22 situation, where the financial benefit of having international students is needed and therefore an increase in student numbers, but we cannot provide the spaces at school and support that is required. It does mean that staff employed in one role are required to stretch over a few different roles. This is not sustainable and is a concern.

During the year we had one staff member resign and we appointed a new person to the role, and at the end of the year Gaylene Anderson retired.

We were able to employ Anna McConchie for additional administration support mid-year and for 2025, a full-time Assistant Director and Dean will be appointed.

GENERAL

It is difficult to quantify and list everything that MGS has been involved with in the IE space. The scope of what IE 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.

Colleen Steyn

Director International College

March 2025

Māori Community Report 2024

Māori Student Numbers and Movement

In 2024 there were 45 boys 53 girls (98 students in total) who identified themselves as Māori. This represented approximately 7.3 % of the total school roll. These students identified with a range of iwi from broad geographic regions.

MĀORI STUDENT ROLL 2024		
Māori	Males	Females
Year 1	2	3
Year 2	1	0
Year 3	3	2
Year 4	4	1
Year 5	1	1
Year 6	1	4
Year 7	4	3
Year 8	2	3
Year 9	6	5
Year 10	4	7
Year 11	3	8
Year 12	10	9
Year 13	6	8

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.

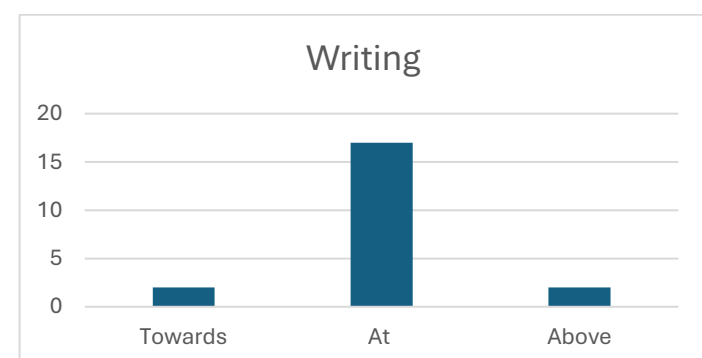
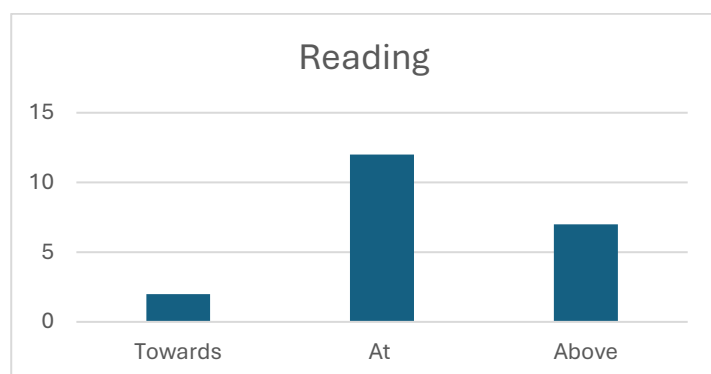
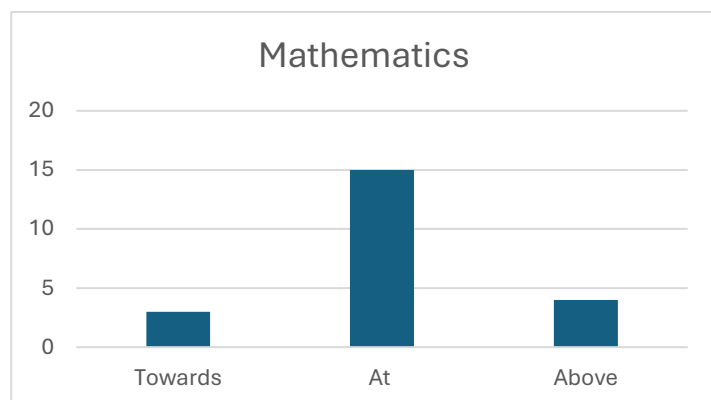
Attendance

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 **91.9%** and the overall attendance for the school was [**93.1%**]. The small percentage of unjustified absences for Māori students at **1.5%** was the same as the school overall at **1.5%**.

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.

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 2024 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 7 Students

English: Reading

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	40	43
At Expectation	40	57
Below Expectation	20	0

English: Writing

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	23	43
At Expectation	48	57
Below Expectation	29	0

Mathematics:

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	34	57
At Expectation	42	29
Below Expectation	24	14

YEAR 8 5 Students

English: Reading

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	9	40
At Expectation	73	60
Below Expectation	18	0

English: Writing

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	6	20
At Expectation	71	60
Below Expectation	23	20

Mathematics

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	13	20
At Expectation	72	60
Below Expectation	1	20

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 their Curriculum Area Report.

YEAR 9:

11 Students

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

Science 7 topics per students

Assessed to Curriculum Levels

Level	All Year 9 Students (%)	Māori Students (%)
6+	-	-
5p-5a	55	34
5b	34	49
4p-4a	10	17
4b and below	1	

English 7 topics per student

Level	All Year 9 Students (%)	Māori Students (%)
6+	14	4
5p-5a	31	20
5b	15	22
4p-4a	23	30
4b and below	17	24

Mathematics 7 topics per student

Level	All Year 9 Students (%)	Māori Students (%)
6+		
5p-5a	26	16
5b	32	25
4p-4a	33	51
4b and below	9	8

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

YEAR 10: 11 Students

Science: 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	23	26
Merit	28	31
Achieved	33	38
Not Achieved	15	5

English: 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	19	23
Merit	28	39
Achieved	33	29
Not Achieved	19	9

Mathematics: 6 Achievement Standards available per student

% Passed at:	All Year 10 Students (%)	Māori Students (%)
Excellence	26	29
Merit	37	26
Achieved	29	32
Not Achieved	8	13

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)

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

Breanna Bennetts

First in Te Reo Māori

Year 9

Josh Judkins

Year 10

Esther Jun

SENIOR COLLEGE ACHIEVEMENT

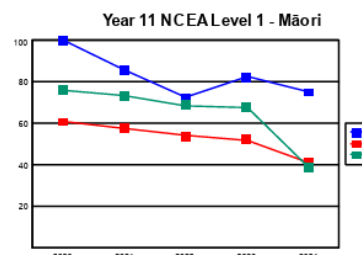
NCEA LEVEL 1-3

The following information is based on the Participation Comparative Statistics made available by the New Zealand Qualifications Authority for 2024. Details are provided as follows:

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

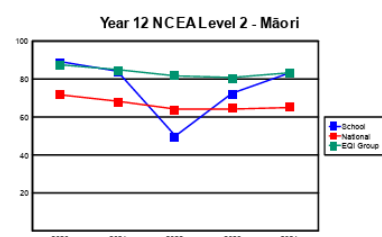
Level 1 NCEA: 11 Students

- 10 Māori students gained Level 1 NCEA.
- 5 gained Merit Endorsements
- 3 gained Excellence Endorsements
- 91% gained level 1 Numeracy
- 91% gained level 1 Literacy



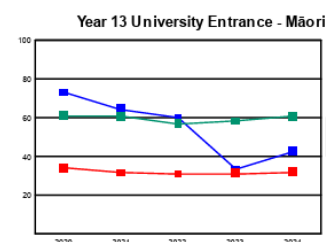
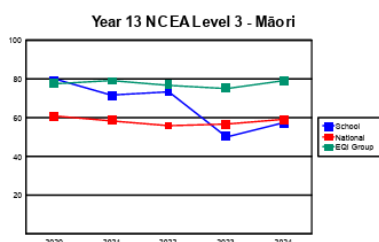
Level 2 NCEA: 19 Students

- 16 gained Level 2 NCEA
- 1 gained a Merit Endorsement
- 1 gained an Excellence Endorsement
- 12 gained UE Literacy



Level 3 NCEA: 14 Students

- 8 Gained Level 3 NCEA
- 6 gained UE Entrance
- 1 gained Merit Endorsement
- 11 gained UE literacy



SENIOR COLLEGE PRIZE-GIVING AWARDS

Te Ao Marama Māori Award

Zoe Bartlett

1st Te Reo Māori

Year 11

Sisilia Misa

Year 12

Zoe Bartlett

Year 13

Maia Leroux

DESTINATION OF MĀORI LEARNERS

EVENTS AND PROGRAMMES THROUGH THE CAREERS DEPARTMENT

Destinations

Of the 14 Year 13 Māori leavers

5 are going to Tertiary education.

6 are entering employment

2 a Gap year

1 to mission work

Courses through Careers Department:

10 out of 65 gateway places were Māori students

4 out of 14 of our Dual Enrolments students at Ara and national Trade Academy were Māori

Events and awards

One Year 13 student received Takere and Kaitoko Māori scholarships from University of Canterbury.

A Year 12 student received the Vocational Excellence Award for her outstanding work on a Beauty Therapy course and in Tourism.

10 Year 12 students attended the Aukaha Tau Day at University of Canterbury to encourage them on their tertiary journeys

REFLECTION AND HIGHLIGHTS FROM 2024

In 2024, we had a busy year with many highlights that advanced Te Reo Māori for both the students and our school community at Middleton Grange School. While we had originally planned for an overnight noho marae experience at Waiora Trust in Term 1 for all Year 9-13 classes, due to cost considerations and a number of families with outstanding payments from previous years, I decided to hold day sessions instead. These sessions still focused on Mihi Whakatau, Tikanga on the Marae, and providing an opportunity to rehearse for Tukaha - Māori Performing Arts Night. The highlight of our noho marae experience remains the chance for whakawhanaungatanga and the growth of a tuakana-teina culture, where senior students take the lead for the younger ones.

Tukaha took place in Term 2, where we brought together kapa haka students from primary, middle, and senior school to celebrate Waiata Māori as one community. I worked closely with my Te Reo Māori students to complete a set of three songs for the performance. This year, we were joined by kapa haka groups from Merrin School, Hillview Christian School, and Lincoln Primary School. The feedback from staff and parents was overwhelmingly positive, with many praising the evening. Some of my students also performed solos, and we had Marley Sola perform as a special guest who recently did really well making it into the final rounds competing on the Voice Australia. Tukaha has grown into the largest event on the Middleton Grange calendar, with over 800 people in attendance.

In Term 3 we celebrated Te Wiki o Te Reo Māori and the inter house haka celebration. This was a great way for my senior leaders of kapa haka and senior leader of Māori to promote te Reo Māori to the school and its community to raise its profile and encourage our school to embrace Te Reo Māori and tikanga Māori even if they have no Māori whakapapa. In Term 3 we also put a request to the Board to possibly run an international trip to Rarotonga. We ended up getting approval around the end of Term 4. Due to the approval being so late in the year I have decided to postpone it to 2026 depending entirely on whānau of the students wanting to support this kind of trip.

In 2024 we started the new Year 11 NCEA program but due to the very late changes from the ministry regarding the finalizing of the assessments it was very difficult to be well prepared. Also, there were no exemplars, so it was difficult to see the standard of work that was expected. I did like the new direction however due to the level 2 changes not being ready it made little sense as students would go back to the old level 2 assessments for the next year. It was decided that Middleton Grange would create their own qualification for year 11 in 2025.

Pairama Moon

Middleton Māori Cultural Leader
Curriculum Leader Māori

March 2025

Pasifika Community Report 2024



In 2024 there were 59 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 2024		
Pasifika	Males	Females
Year 1	2	1
Year 2	0	1
Year 3	1	0
Year 4	3	2
Year 5	0	2
Year 6	2	1
Year 7	2	1
Year 8	3	4
Year 9	1	3
Year 10	3	2
Year 11	4	9
Year 12	3	4
Year 13	1	4

SENIOR COLLEGE

Sakalia Tuiloma did a good job as the Pasifika Leader in 2024, 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. Four students attended the classes and completed the external standards. One of our Samoan students did Samoan Level 3 NCEA 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 the Te Pae Convention Centre in June was attended by eight 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 the day. We started to raise the national flags of the countries for the language weeks too. 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 February at Te Aratai College, four of our students were nominated for various roles and achievements but no one secured a place in the awards. Our two Year 13 Pasifika leaders had a Pasifika Leadership Retreat with 87 Pasifika students from all over Christchurch and beyond. This was held at the North New Brighton Community Centre, where they were encouraged to step out of their comfort zones and create new initiatives. The inter-school Spacpac Dragon's Den Competition was held in the Christchurch City Council Chambers this year and our team of four girls from Year 11 and 12 got second place for their business plan to enhance the level of financial literacy among students. They each received \$250 for their efforts. In the Spacpac Speech competition, held at the University of Canterbury, Sakalia Moa Tuiloma came first in the Senior Samoan section. Sakalia Moa Tuiloma was also 1st overall in the Year 13 section of the Fagasa Samoan Language competition and placed 2nd nationally in Auckland.

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 2024 school leavers so they can follow their progress.

FONO

Report from Tony Kendrew, Head of Middle School:

We held a Pasifika Fono on 23 May 2024 in the Staffroom. It was well attended by 23 adults and 5 students. A welcome by Tony Kendrew, DP Head of Middle School, was followed by a report on Dragon's Den by Sisilia Misa (Y11). Sisilia spoke about the importance of Financial Literacy for Pasifika youth and shared about her experience in the Spacpac Pacific Dragon's Den. Her team finished in second place.

Then Pasifika Leader Sakalia Tuiloma took the floor to run the meeting. Sakalia spoke about his desire to have a Parents' Council, a way for parents to have a voice in the school, as well as supporting Pasifika students. He spoke about Polyfest as being an example where the group needed a drummer. He spoke about his desire to have a council from the start of the year - to bring people from the community and church into the school.

Those who were there introduced themselves and spoke about their ideas for supporting Pasifika students at Middleton Grange. Some feedback and ideas were:

- *Extra NCEA tutorials for Pasifika students*
- *Fundraising for PolyFest and Language Speech competitions*
- *Networking / Times of sharing with other parents*
- *More practices throughout the year for PolyFest*
- *Careers education*
- *Getting the Pasifika students together frequently to hear their voice*
- *Supporting the different schools - Primary, Middle and Senior*

We discussed ways to support the different Language weeks – the parents were happy to support, but wanted the students to be proactive.

Following this discussion, Sakalia organised a meeting for Pasifika students regarding the Samoan Language Week which was held the following week.

There was widespread gratitude for holding the meeting, but the parent group noted that in order to be effective, these meetings needed to be held regularly.

PASIFIKA CULTURAL GROUP

We had 42 students performing at Polyfest in Hagley Park in March, including 10 from Hillview School. Our tutors this year were Jarrod, Lapana Soli, Ana Mohi and Faiva Ofa who choreographed a wonderful selection of Pasifika dances. The Fia Fia night was very well attended by 200 families and friends, a wonderful time of celebration, and I am grateful for all the food and drinks that the parents provided. The group was able to travel to Hillview school to perform their routine for the school. Pasifika students also received 19 Red badge awards for two years of service and two Black badge awards for representing Canterbury in Speech Competitions, at the Performing Arts Awards evening. This highlighted their contribution to the Performing Arts at the school and they sang and danced a Polyfest item at the award ceremony. For the first time ever, the Polyfest group performed at the Year 12/13 Prize Giving evening and even Middle School members came in to participate. Their Samoan and Tongan dances were well-received at the Middleton Jubilee concert in October.

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 39 students from, Aidanfield, Hillview and Middleton attended and that Mr Kendrew could open for us in prayer. Unfortunately, the Christchurch Adventist students did not get the invite as their Pasifika Co-ordinator had left the school. The theme was "Showing You Care" and Kerryn Malcolm gave a presentation to start the day. The MGS student leaders were good at MCing the day and leading two activities. The guest speakers were Nina Oberg Humphries from Tagata Moana Trust, Sam Latu a Youth and Community Development liaison from Ara, Mele Ta'akimoeaka from Laidlaw College, Ray Stowers the Pacific Engagement Co-ordinator and Donicah Fenika-Siose from University of Canterbury, Peati Mene-Vaele from Etu Pasifika and Isaiah Immanuel from Christchurch Hospital. Many ideas, activities and discussions were activated. Sisilia Misa presented her winning speech, "The Ropes of Unity", about how the people of Tonga pulled together after the hurricane, The successful Dragon's Den team showed their entrepreneurial skills and Mr Lalahi gave us an update on the Tongan Service and Mission Trip and what to pray for.

PASIFIKA STUDIES CLASS

The Pasifika Studies class ran for the fourth year, and we had 17 students from Year 11 to 13 in the class under the leadership of Tim Lalahi. Unfortunately, Tim's work in the national Pacific Studies Reference Group, to create the new Pacific Studies Achievement Standards, was curtailed by the new government. He continued to use Social Studies Achievement Standards with Pacific topics as Pacific Studies only has Unit Standards. Tim successfully worked on his Masters Education at the University of Canterbury in 2024 with a thesis on Pasifika Studies. He has been awarded release time for one class for 2025, from TeachNZ.

SERVICE AND MISSIONS TRIP TO TONGA

Report from Emily Cummins, a Year 12 team member:

A group of 24 willing year 12 & 13 students, with teachers, Mr Lalahi, Mrs Bailey, Mrs Bissek, and 24/7 Youth Leader, Jono Jun) made Their way across the Pacific Ocean to Tonga Nukualofa the capital, where we stayed at the YWAM base (Youth With a Mission). With the hot weather in mind, we were excited to escape New Zealand for 12 days and experience a new culture! My first impression of Tonga was how friendly the people were, there was always someone smiling and waving everywhere we went. Coconuts were a staple we ate and drank a lot of, we had a

cracking coconut challenge and used some of us used the shells as bowls for dinner! The countryside was beautiful with palm trees and flowers everywhere. The reefs on the beach were very cool and we got to see some blue tropical fish swimming around!

Some highlights from the trip were meeting the children in a pre-school we visited called "Ofa Kindergarten" where they learnt Tongan and English. Even though there was a language barrier we were able to connect with the kids by playing hand games, blowing bubbles, playing in the sandpit, singing songs, and bringing laughter. Their joy and openness to learn was inspiring, as well as their faith in God. Mr Lalahi's cousin, who was a teacher there, shared a message at the end which was very close to her heart and touched a lot of people in our team. She talked about not being late to knowing Jesus and for us to keep doing what we were doing which was very encouraging. By the end we were all very sad to say goodbye.

Another place We visited was the Mango Tree Centre, which is a place for disabled adults, where they care for people and help them grow as individuals but also in their faith with God. We were privileged to be able to perform a Togan song called E 'Otua, a Maori song called E Minaka Ana and our school song. We were able to bless others by performing these in many places as well as the Vaiola Hospital Pediatrics, and the Kolovai Salvation Army Church. We got to speak on the Christian radio station of Tonga and encourage people with our words.

We got given an unexpected opportunity from the Equippers Church who asked us to join them at a worship night to do some outreach at a village called Lapaha. This was quite an eye-opening experience, and I am glad that we could bless these people with food parcels and prayer. God was very much there and in control by opening doors as we just willingly followed Him.

Unfortunately, we did get some sick people in the team, but with prayer and perseverance we made it through. Everyone in the group had to share their testimonies across the trip, this was a cool bonding time and made our connections deeper. Every day was packed with many exciting things and often ended in a card game of 500. We journaled every night and prayed over people and hoped that God's will would be fulfilled on this trip. We all wrote notes to encourage others in the group and also got letters from our family and teachers to read while we were there, which was a wonderful surprise. God has thoroughly blessed us and the people of Tonga through this trip. (Emily Cummins)

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 2024, there were some truancy concerns in the Primary School, Middle School and Senior College for Pasifika students. Attendance overall for Pasifika was 89.3% which is a 4% improvement on last year. The overall attendance for the school was 93.1%. 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 2024 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 7-10

There were 13 students involved with the Learning Centre getting literacy and numeracy support at least once a week

Years 11- 13

There were 5 students who received English, numeracy and Science support as well as Special Assessment Conditions and Senior Study Support

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.

Year 12 or, if needed, in Year 13.

Level 1: 13 students

69% of our Pasifika students passed Level 1: 92% gained Level 1 Numeracy. 100% gained Level 1 Literacy. 29% gained an Excellence Endorsement and 43% gained a Merit Endorsement

Level 2: 7 students

85.8% of our Pasifika students passed Level 2. Of those who gained Level 2 27% gained a Merit endorsement and 18% gained an Excellence endorsement. 72% gained University Entrance literacy

Level 3: 5 students

60% of our Pasifika students passed Level 3 and gained UE literacy.

The achievement of our Pasifika students at Middleton compares favourably nationally, especially at Level 1 and 2.

Middle School Achievement

Years 7 and 8.

There are only 3 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 7 Students

English: Reading

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	9	0
At Expectation	73	86
Below Expectation	18	14

English: Writing

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	6	0
At Expectation	71	58
Below Expectation	23	42

Mathematics:

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	13	0
At Expectation	72	71
Below Expectation	15	29

Year 9 and 10

There are only 4 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 5 Students

English: 5 topics per student

Grade	All Year 10 Students (%)	Pasifika Students (%)
E	19	5
M	28	35
A	33	30
AA	12	25
N	7	5

Mathematics: 6 topics per student.

Grade	All Year 10 Students (%)	Pasifika Students (%)
E	26	4
M	37	25
A	29	46
AA	4	13
N	3	13

Science: 5 topics per student

Grade	All Year 10 Students (%)	Pasifika Students (%)
E	23	13
M	28	21
A	33	17
AA	3	13
N	12	36

Primary School Achievement

Tony Kendrew, Christine Buckley and Lailoa Lafai had a meeting with Dr Tufulasi Taleni, from University of Canterbury about how to engage more with Pasifika whānau. There was a cultural day where the Pasifika students were able to wear their traditional clothes and the Tongan students enjoyed a student-initiated activity in Tonga language week.

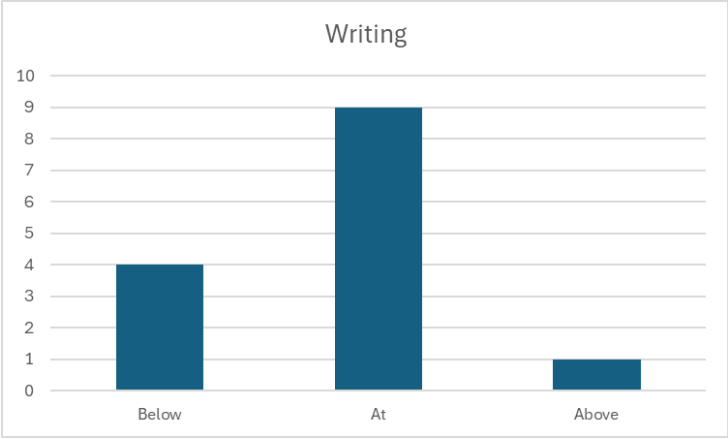
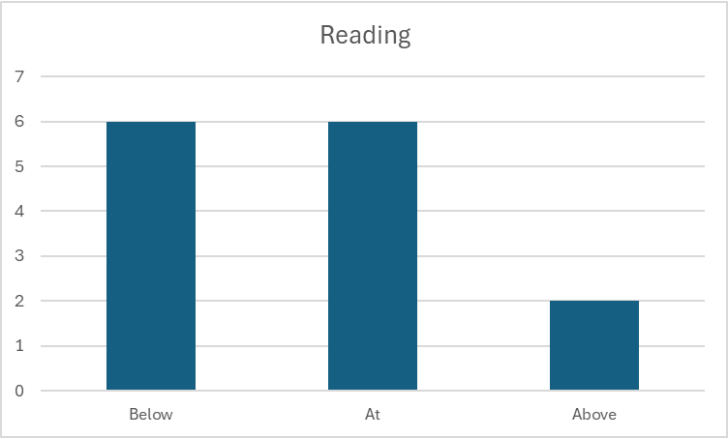
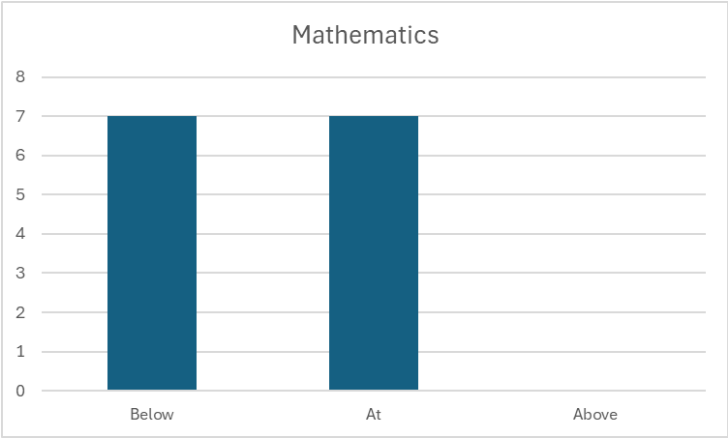
In 2024 nine Pasifika students were identified by their classroom teachers as being at risk in Literacy, Numeracy and/or behaviour. All had access to Teacher Aide support in the classroom. Seven of these pupils participated in groups that had access to targeted Teacher Aide support in the Learning Centre (Structured Literacy, Maths Support). Two pupils had a more individualised support in Literacy and Maths, with one of these beginning the process of an Assistive Technology request through the Ministry of Education. One pupil was supported by a Ministry of Education Speech Language Therapist and a funded Communication Teacher Aide. Two pupils were referred to the Public Health Nurse due to medical concerns, and one of these was also referred to their GP for concerns with his developmental.

PASIFIKA ACHIEVEMENT INFORMATION – Primary School 2024

Male: 8

Female: 7

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



Nicole Bailey

February 2025

Strategic Plan 2024 – 2025

1A.	To prioritise the delivery of Scripture and Christian Studies across the school with resourcing, staffing, and timetabling.
1B.	To implement a graduate profile framework.
2A.	To deliver a high-quality induction programme for all staff.
2B.	To offer Professional Learning and Development (PLD) on understanding the National Education Learning Priorities (NELP) through our Special Character
3A.	To increase the level of parent engagement by strengthening a culture of connection and support from the parent community.
3B.	To establish an induction programme for Middleton Grange School families.

Strategic Goal 1A: Analysis of Variance 2024

Strategic Goal 1 A					Progress Indicators:	
To prioritise the delivery of Scripture and Christian Studies across the school with resourcing, staffing, and timetabling. <i>Regulation 9(1)(a)</i>					A = Achieved PA = Partially Achieved IP = In progress NA = Not Achieved O = Ongoing	
Annual Target/Goal: Report to the Board by the end of Term 1 with scenarios to achieve this goal. Report to the Board by the 1 st July Board meeting, recommendations (including timeline, resourcing, costs, consultation requirements, MS impact, timetable impacts, etc) for Scenarios 3 and 4 only. (Remaining actions to be determined) <i>Regulation 9(1)(a)</i>						
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 2-years.) <i>Regulation 9(1)(d)</i>						
1. To have a range of scenarios presented as to how best to prioritise the delivery of Scripture and Christian Studies across the school. (by end Term 1) 2. To have a clear understanding of the 'Why' for Scripture / Christian Studies linked to the Graduate Profiles. 3. To have a clear understanding of how best to 'prioritise' the delivery of Scripture and Christian Studies across the school. (by end Term 2) 4. To develop a plan to implement how best to prioritise the delivery of Scripture and Christian Studies across the school, as per 3 above.						
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>	PROGRESS	
					MID-YEAR	FINAL
Gather and collate previous / historical documentation (reports and reviews) for Scripture and Christian Studies at MGS	Hillary Carley	2006 'I have a dream' document from Trevor Patterson 2008: Y7-13 Scripture review by David Gillon 2014 Scripture Triennial reports 2015 Scripture Overview commissioned. 2016 Y11 Christian Studies review 2017 Christian Studies Triennial Report – Anita Nielson 2018 Primary School Scripture Triennial Report – Rod Th 2020-21 Chris French Review of <i>Scr</i> / Chr St – impacted by Covid.	Term 1, weeks 4-6	All documents gathered and collated	A	A
All teaching staff invited to attend a forum on strategic goal 1A. Staff Forum held on 29.02.24. Further meetings (SLT) to process / discuss forum minutes and report scenarios to the Board by end Term 1. Survey other NZ Christian Schools re: <i>Scr</i> / Chr St.	Mike Vannoort Craig Utting Hillary Carley – minutes Craig Utting / Mike Vannoort	Staff Forum held in Library, outline of strategic goal 1A provided with prompt questions. Afternoon tea provided. 29.02.2024 'Staff Forum' minutes on prioritising <i>Scr</i> / Chr St at MGS Email / phone calls	Term 1:29 Feb 2024 Minutes received on 4.03.24. Week 9-10	The staff forum was held. 19 teaching staff attended forum across all areas of the school. 8 staff – apologies received. Forum provided current <i>Scr</i> / Chr St situation <i>incl</i> content, staffing, time, resourcing. Forum provided opportunity for staff to share ideas / thoughts / opportunities for the future of Scripture and Christian Studies. A number of scenarios to prioritise the delivery of <i>Scr</i> / Chr St are presented to the Board by the end of Term 1. All Christian Schools surveyed responded with the requested information.	A	A
SLT + other key staff discuss the 'WHY' of <i>Scr</i> / Chr St and link this to the graduate profiles for PS / MS and SC students. This will provide a 'rationale' for the teaching of <i>Scr</i> / Chr St. Details for scenarios 3 and 4 are prepared by SLT, <i>in order to</i> prioritise having specialist Chr St teachers, and then presented to the Board by the end of Term 2. This will include detailed resourcing, staffing, timeline, curriculum/timetabling implications, & costings. SLT will consider and recommend consultation requirements needed for these scenarios.	HOS' x 3 TIC <i>Scr</i> / Chr St Mike Vannoort / Craig Utting / SLT SLT	Y6 / Y10 / Y13 Graduate profiles Time for meetings / discussions. Scenarios for prioritising <i>Scr</i> / Chr St. Financial resourcing / costs Staff forums / surveys / parent forums	Term 2 By end Term 2	A clear rationale (the Why) is created for the teaching of <i>Scr</i> / Chr St across the school. The SLT will have prepared comprehensive information (including resourcing, staffing, costings, curriculum/timetabling implications, timeline/ <i>incl</i> implementation date etc) for scenarios 3 and 4, which will be presented to the Board on 1 st July. The Board will then decide on the preferred option and whether to proceed or not with the preferred option. Suggestions for consultation and timeline are provided.	IP	A

<p>Following 1st July Board meeting, and agreement of preferred timetable option to support the prioritisation of Chr St, SLT will work with the timetable team to prepare a suitable timetable structure for 2025.</p> <p>Consideration must be given to the 'priorities' identified as part of this process.</p> <p>Analysis done re: staffing / resourcing / costings / etc</p>	SLT <u>Timetablers</u>	<p>Time for meetings / discussions.</p> <p>Meetings with CL's and staff as required.</p>	Term 3	<p>A draft timetable structure for 2025 is created, based on agreed priorities.</p> <p>This draft timetable is socialised with key staff / stakeholders for feedback.</p> <p>Initial Comms provided to key stakeholders: staff / parents / students – when appropriate.</p>		A
<p>TIC staffing prioritises staffing for Chr St and Scr for 2025.</p> <p><u>Timetablers</u> prepare a timetable accommodating the above for 2025.</p>	SLT <u>Timetablers</u> Admin staff	<p>Time for meetings / discussions.</p>	Term 4	<p><u>Timetablers</u> prepare new timetable for 2025, prioritising Christian Studies and Scripture.</p> <p>2025 timetables are shared with teaching staff.</p> <p>Further Comms are provided to key stakeholders as required.</p>		A

Strategic Goal 1B: Analysis of Variance 2024

Strategic Goal 1 B					Progress Indicators:	
To implement a graduate profile framework.					A = Achieved PA = Partially Achieved IP = In progress NA = Not Achieved O = Ongoing	
Annual Target/Goal: Report to the Board by the end of Term 1 with a draft framework for each phase along with next steps. The plan is to create a Graduate Profile for Middleton Grange students that can be linked to the end of Year 6, Year 10, and Year 13. By the end of Term 2, a framework is created for each phase (Y6, 10, 13) of our school that links to each of the key attributes. (Remaining actions to be determined)						
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)						
In 2023, background work had begun on creating a Graduate Profile for Middleton. 2024's work will develop that further and create a document that can be seen and used by all key stakeholders involved at Middleton Grange School.						
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?	PROGRESS	
Detail the key actions you'll take this year to reach your annual target listed above			This is optional however is useful to help with your planning	Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.		
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)	MID-YEAR	FINAL
Meet with the Heads of Schools to analyse Graduate Profiles of other schools and to begin creating attributes for Middleton's Graduate Profile	Shane McConnell (ML) – to liaise with Tony Kendrew (Ke) and Christine Buckley (Bc)	Examples of Graduate Profiles from other schools. The work that Nic Pomare began with this in 2023	Term 1, Week 6	A thorough analysis of Nic's work as well as identifying key aspects of graduate profiles that we like and don't like. The outline of some key attributes that we'd like to include in MGS's profile are written up and discussed.	A	A
A second meeting with the Heads of Schools to finalise the attributes that we like for MGS's profile. Sub-headings and descriptors are to be included.	ML	Work from the previous meeting and from work done in own time. Examples of Graduate Profiles from other schools. The work that Nic Pomare began with this in 2023.	Term 1, Week 8	Key attributes written up and agreed upon. Sub-headings and descriptors written up.	A	A
Board Working Group to collaborate with Heads of Schools to confirm key Profile Attributes	ML, Ke, Bc with Chris Hannen and Geoff Robson (Board)	MGS attributes Curriculum Refresh - 'a refreshed vision for young people' FPC document	Term 2, by 20 May Board meeting	Link key attributes to 'Character, Excellence, Service' for the Glory of God / MGS Vision & Mission Statements / CST Founding document / FPCs / SCP.	PA	
Create a framework for each for each phase: End of Year 6,10,13	ML, Ke, Bc	MGS attributes	End of Term 2	A framework created for each phase of our school that links to each of the key attributes.	IP	
Present to the Board/staff/students/parents for critique/feedback on the attributes and descriptors	ML	Attributes and descriptors – see Appendix A	Term 3	Feedback received via meetings/Microsoft Forms. Board working Group of Mel Hikuroa, Nick Pomare, Chris Hannen and Karen Winder are to develop the Graduate Profile further including determining: Who the Graduate profile is for? What do we want to achieve? And for what purpose?		IP
Gather and analyse feedback	ML, Ke, Bc	Feedback documents on Graduate Profile	Term 3	Feedback analysed and changes made as necessary.		IP
Design a 1-page visual aid that shows the Middleton Grange Graduate Profile clearly and articulately.	ML	Graphic Designer	Term 3-4	SLT / Staff / Board are satisfied with ALL Graduate Profiles and descriptors, and 1-page visual aid.		NA
Present final copy to the SLT and Board for approval	ML	Middleton Grange Graduate Profile	Term 4	The Graduate Profiles are published.		NA

Strategic Goal 2A: Analysis of Variance 2024

Strategic Goal 2 A					Progress Indicators:	
To deliver a high-quality induction programme for all staff.					A = Achieved PA = Partially Achieved IP = In progress NA = Not Achieved O = Ongoing	
Regulation 9(1)(a)						
Annual Target/Goal: Present current practice to the Board by Term 1 with suggestions for improvement Present a checklist and details re: transition between different areas of the school for the May Board meeting. (Remaining actions to be determined)						
Regulation 9(1)(a)						
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)						
1. To review the current induction program (understanding the roles and responsibilities of being a teacher at Middleton Grange in terms of special character). Note: standard school wide practices and process follow alongside this. 2. To engage Rebecca Dow to review the current program and documentation. 3. To develop and co-construct with Rebecca Dow an induction program specifically for the Middleton Grange context 4. To undertake a review with the new cohort of teachers at the end of the year to reflect and apply changes to the process						
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>	PROGRESS	
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)	MID-YEAR	FINAL
Meet with previous leaders of the induction program for the last two years which were managed through professional learning groups (Louise and Isaac) Meet with David Elder to look at the previous resources which helped to underpin the ACT programme.	Jenny Addison (AS)	Current practice summarised into a single brief document	Term 4 2023/ Term 1	Meetings had, resources collated, and a Microsoft OneNote created to collect resources. Document on current practice shared with the board (Current Practice Summary).	A	A
Scheduled twice termly Induction PLD sessions to run simultaneously with the sessions with Rebecca Dow. Investing in the staff by providing relief in these afternoons	Jenny Addison (AS) Dean McKenzie (MN)	Relief staffing for two periods for each afternoon for the 7 staff	Term 1	Meetings in the schedule and relief requests made	A	A
Engage with Rebecca and take her through the current process and resources. Meet with Rebecca and discuss not only Middleton context and explore best practice in the schools which Laidlaw have worked with. In addition to the literature that Rebecca could call upon.	AS/MN	Rebecca Dow/ Ko Wai Tatou document/ resources and plans from the current program.	Term 1	Meeting held and resources shared and discussed.	A	A
First joint session with Rebecca planned.	AS/MN	Rebecca Dow	Term 1	Planning completed	A	A
First joint session undertaken	MN	Rebecca Dow/ Teams meeting recording	Term 1	Session occurred and recorded	A	A
Debrief and feedback on the first session. Linked into planning the following session	MN	Rebecca Dow	Term 1	Debrief occurred.	A	A
Second Joint Session with Rebecca	AS/MN	Rebecca Dow	Term 2		A	A
Present a checklist and details re: transition between different areas of the school for the May Board meeting.	AS/MN	Induction list Meetings with staff as required.	By 20 May Board meeting	Staff induction checklist and details re: transition between different areas of the school is provided for the May Board meeting.	A	A
Essential readings and discussions with experienced staff as to how they integrate Christianity into their teaching.	AS	Readings / discussions	Term 2	Essential readings compiled and discussions with key staff completed.	O	A

Third Joint session with Rebecca undertaken	AS/MN	Rebecca Dow	Term 3	Session occurred and recorded		A
Fourth and Final session with Rebecca undertaken	AS/MN	Rebecca Dow	Term 3	Session occurred and recorded		NA
Draft document outline for program including what is working well and suggested improvements/changes	AS/MN	Meetings with staff as required	End of Term 3	Draft document completed for Board to check		A
Reflect on sessions and evaluate effectiveness	AS/MN	Meetings with staff as required	Term 3 - 4	Feedback from staff involved, complete PMI		A
Document outline for program including suggestions	AS/MN	Summarise into document	Term 3 - 4	Document with induction plan complete		A
Document outline for program updated	AS/MN	Feedback from Board	Term 4	Document updated with scheduled information about the school's mission / vision / special character and 'How to teach Christianly' before they <u>actually start</u> teaching in week 2		A

Strategic Goal 2B: Analysis of Variance 2024

Strategic Goal 2 B					Progress Indicators:	
To offer Professional Learning and Development (PLD) on understanding the National Education Learning Priorities (NELP) through our Special Character Regulation 9(1)(a)					A = Achieved	
Annual Target/Goal: Present to the Board the 2024 PLD Plan in Term 1. Include recommendations for next steps. (Remaining actions to be determined) Regulation 9(1)(a)					PA = Partially Achieved	
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)					IP = In progress	
1. To have the staff become aware of the content of the NELP objectives. 2. To have PLD presented to staff exploring the ideologies underpinning the NELPS including impact on classroom practice all from a special character perspective. 3. To have PLD presented to staff targeted at specific objectives of the NELPS.					NA = <u>Not</u> Achieved	
Actions Detail the key actions you'll take this year to reach your annual target listed above Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe This is optional however is useful to help with your planning	How will you measure success? Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template. Regulation 9(1)(d)	PROGRESS	
					MID-YEAR	FINAL
Prepare the plan for PLD across the year.	Mn	Refer to February Board meeting documents	Term 4 (2023) Adapted (2024)	PLD overview produced and shared	A	A
Align the proposed PLD schedule with the NELPs to see what is being addressed directly through the 2024 PLD program	Mn		Term 1	Alignment with NELPS documented	A	A
All staff emailed the NELP with an explanation of what they are. Staff encouraged to read the details of the expected actions in preparation for Rebecca Dow term 2	Mn	Two-page pdf handout from the Ministry of Education	Term 1	Email sent	A	A
Meet with AST from Kahui Ako with the Mātauranga Māori portfolio to plan curriculum level specific PLD to align with Objective 3 Priority 5 of the NELPs	Mn	Joelle from Aidanfield, an across schoolteacher	Term 2	Meeting taken place and session with Curriculum areas planned	A	A
School to engage with Kahui Ako day on 31 st May to work on PLD for Objective 3 Priority 5 of the NELPs	Mn	Kahui Ako TOD at Rolleston	Term 2	Staff participate in TOD	A	A
Rebecca Dow to present to staff on the NELPs from a Christian perspective. This is to take place across two whole school sessions. This is also live streamed to contributing schools and recorded for future use.	Mn	Rebecca Dow/ Live streaming and recording technology	Term 2	Staff participate in Rebecca's sessions. PLD session recorded for those who are absent.	A	A
Professional development program reviewed due to the considerable stress being placed on staff as a result of the moving goalposts of NCEA level 1.	Mn		Term 3/4	Staff being given more time to address the issues arising from NCEA changes		A
Rebecca Thompson to share Sabbatical report - Mātauranga Māori to whole staff.	Mn	Rebecca Thompson	Term 3/4	Staff meeting takes place		A
Rebecca Gibson (Dow) to present to staff on the NELPs from a Christian perspective. This is to take place across one whole school session. This is also live streamed to contributing schools and recorded for future use.	Mn	Rebecca Dow/ Live streaming and recording technology	Term 3/4	Staff participate in Rebecca's sessions. PLD session recorded for those who are absent.		A

Strategic Goal 3A: Analysis of Variance 2024

Strategic Goal 3 A To increase the level of parent engagement by strengthening a culture of connection and support from the parent community. <i>Regulation 9(1)(a)</i>					Progress Indicators: A = Achieved PA = Partially Achieved IP = In progress NA = Not Achieved O = Ongoing	
Annual Target/Goal: Specific, targeted events for parents. Compile information and schedule 'marketing' communications to parents. Determine the best ways to showcase who we are and what differentiates Middleton Grange from other schools. (Remaining actions to be determined) <i>Regulation 9(1)(a)</i>						
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) <i>Regulation 9(1)(d)</i>						
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>	PROGRESS	
					MID-YEAR	FINAL
Term 1 and 2 – stock take of all the events and activities for parent engagement.	SLT		Term 1 - 2	High levels of parent attendance and engagement SLT team had focused on enhancing the engagement of parents within the school and did some good work	NA	NA
SLT with board support explore the opportunity to contract a 'marketing' person to assist in promoting the school. AOV came to the board at the end of term 2. It became apparent we needed to realign the strategic direction. The decision was made to engage a marketing person to promote the strategic goal of showcasing MGS to its stakeholders.	SLT & board reps		Term 2 - 3	A marketing position is advertised, and a suitable person is contracted. Marketing Comms are developed to support the work of MGS. Determine the best ways to showcase who we are and what differentiates Middleton Grange from other schools. This objective has not been met and therefore is to be a primary focus for 2025.	IP	IP
A marketing person is engaged to support the school in promoting and showcasing the school. Final action for Term 4 was that the marketing scope has been determined by the board	Principal / Admin. Marketing		Term 3 - 4	A Marketing person is appointed A Marketing plan is developed and actioned to better 'showcase' MGS and what differentiates it from other schools. Parent / student voice / video bites / etc. The finance team are involved in supporting the goal of improving the return on SCDs re: thankyou emails and SCD survey		IP

Strategic Goal 3B: Analysis of Variance 2024

Strategic Goal 3 B To establish an induction programme for Middleton Grange School families.					Progress Indicators:	
Regulation 9(1)(a) Annual Target/Goal: Present to the Board our current practice and documentation with suggestions for improvement by the end of Term 1. Review current school communications by the May Board meeting (if time permits). (Remaining actions to be determined) Regulation 9(1)(a) What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)					A = Achieved PA = Partially Achieved IP = In progress NA = Not Achieved O = Ongoing	
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)	PROGRESS	
					MID-YEAR	FINAL
Source current practice information / documentation re: induction for MGS families – re: parent comms / student transitions / events / etc.	Principal Hillary Carley	School database/s OneNote TEAMS SharePoint	Term 1	Record of current induction practice, including documentation and events is collated (see SG 3B appendix) The above is presented to the Board by the end of term 1, with suggestions for improvement.	A	A
Hold parent forums to gauge feedback on current school Comms	Principal SLT	Parent meetings	Term 2	Parent meetings held and feedback provided re: school Comms.	A	A
An audit is carried out for the current practice documentation (see above), including SCDs, to determine what is 'best practice' &/or 'fit for purpose' for the future.	SLT Hillary Carley	School database/s OneNote TEAMS SharePoint	Term 2	The audit is completed with recommendations presented to the board by the May meeting in Term 2.	O	A
All prospective Year 7, and non-CEN Y9 and Y11 families are prioritised to be interviewed, as well as CEN families where there are special character concerns.	SLT	Enrolment forms SLT staff availability Time Admin support Meeting / interview rooms	Term 2	If time and resources permit, all prospective Year 7, and non-CEN Y9 and Y11 families are interviewed prior to being offered places for 2025, as well as CEN families where there are special character concerns.	IP	PA
To interview all prospective New Entrant families for 2025 by members of the SLT and / or other senior staff prior to offers of place being given. If time and resources permit, other primary families enrolling for 2025 are also interviewed prior to being offered a place for 2025.	SLT / Board	Enrolment forms SLT staff availability Time Admin support Meeting / interview rooms	Term 3	All prioritised NE families are interviewed by SLT &/or other key senior staff prior to being offered places for 2025. If time and resources permit, other new primary families enrolling for 2025 will also be interviewed prior to being offered a place for 2025.		A
Interviews with new families enrolled at MGS for 2025 will take place to assist with the induction process	SLT	SLT staff availability Time, Admin support Meeting, interview rooms.	Term 3	Interviews with new families to MGS in 2025 took place.		A
MGS draft Induction program for new families is created, including a checklist.	SLT	SLT time Admin support	End of Term 3	Draft induction program for new families is completed		IP
Key MGS Comms are reviewed and where appropriate updated in preparation for use in 2025.	SLT	SLT time Admin support	Term 4	Key documents / website / etc, have been updated		IP
MGS Induction program for new families is created, including a checklist.	SLT	SLT time Admin support	Term 4	Induction program for new families to MGS is completed.		IP

Progress update of Strategic Goals (SG) (end of Term 1 2024):

SG 1A: The Senior Leadership Team (SLT) have spent some time reviewing the 'WHY' of Scripture & Christian Studies, as well as discussing / exploring timetable alternatives to meet SG 1A. They have also consulted with the three Assistant Heads of School (AHOS) and the school's timetablers to seek their input. Recommendations will be coming to the 1 July 2024 Board meeting re: exploring scenarios to prioritize the delivery of Scripture and Christian Studies.

SG 1B: The board working group has met with the Heads of Schools (HOS) to discuss and finalize the Graduate Profile key attributes.

SG 2A: A checklist re: staff induction and included information where staff transition across the school has been prepared.

SG 2B: Joelle Naeriki facilitated a Professional Learning & Development (PLD) session for Year 1-13 teachers on Mātauranga Māori. Teachers will attend the Kahui Ako PLD day and / or NCEA Day on 31 May. Rebecca Dow from Laidlaw College is continuing to provide support on understanding the National Education & Learning Priorities (NELP) from a Christian perspective.

SG 3A: Term 1 and 2 – stock take of all the events and activities for parent engagement. SLT team had focused on enhancing the engagement of parents within the school and did some good work. The principal has also advertised for a marketing person via the school notices without any success. He is now in the process of making some further inquiries about contracting a professional marketing person to support the school to improve communications and potentially improve the return of the Special Character Donations (SCDs). He will present a proposal to the Finance Committee in due course (later this term).

SG 3B: The audit of our current communications to our school community has not yet been completed, due to the very short time frame in which to do this. This should be able to be completed by the end of term 2. It is also hoped that all prioritised New Entrant families will be interviewed by SLT and/or other key senior staff prior to being offered places for 2025. If time and resources permit, all prospective Year 7, and non-Christian Education Network (CEN) Year 9 and Year 11 families are interviewed prior to being offered places for 2025.

Progress update of Strategic Goals (SG) (end of Term 2 2024):

SG 1A: Historical documents for Scripture and Christian Studies were gathered and collated in Term 1.

A staff forum was held to provide an opportunity for staff to speak into SG 1A.

Other NZ Christian Schools were contacted to seek what they were doing with Scripture and Christian Studies in their schools.

The Senior Leadership Team (SLT) have spent some time reviewing the 'WHY' of Scripture & Christian Studies, as well as discussing / exploring timetable alternatives to meet SG 1A.

They have also consulted with the three Assistant Heads of School (AHOS) and the school's timetablers to seek their input. The CL's and Year 7-13 teaching staff were also given the opportunity to provide feedback about the two preferred timetable scenarios (28 period pw and 49 period / 2-week timetable). Staff were also given the opportunity to provide further feedback / ideas via a Microsoft survey form. Martin de Ruiter was requested to provide a beta timetable draft for both scenarios to assist with costings and staffing requirements.

Recommendations will be coming to the 1 July 2024 Board meeting re: exploring scenarios to prioritize the delivery of Scripture and Christian Studies. The SLT unanimously supports the 2-week, 10-day timetable option, with 7 option lines.

SG 1B: The three Heads of School met several times to discuss, create and finalise the attributes for the MGS Graduate Profiles, including sub-headings and descriptors.

The board working group met with the Heads of Schools (HOS) to discuss and finalize the Graduate Profile key attributes. This group could not agree on the key attributes, and it was requested by the board working group that the three HOS review the attributes.

SG 2A: Meetings were scheduled and held as required in Term 1. Meetings were also held with Rebecca Dow and planning and further meetings were actioned as intended.

A checklist re: staff induction and included information where staff transition across the school has been prepared.

Rebecca Gibson (nee Dow) from Laidlaw College is continuing to provide support on how to improve our induction of new staff into Middleton.

Essential readings and discussions with experienced staff will continue to be developed and occur during Terms 3 and 4.

SG 2B: Joelle Naeriki facilitated a Professional Learning & Development (PLD) session for Year 1-13 teachers on Mātauranga Māori.

Rebecca Gibson (nee Dow) from Laidlaw College is continuing to provide support on understanding the National Education & Learning Priorities (NELP) from a Christian perspective.

Rebecca presented once explicitly referencing the NELPS, then the next session implicitly with a leading of discussion about a Christian response.

Teachers joined the Kahui Ako PLD day which focussed on Mātauranga Māori, a key aspect of the NELPS.

Rebecca Thompson presented her sabbatical findings to the SLT re: Mātauranga Māori and its relevance to Christian education.

SG 3A: During Term 1 there were many opportunities for parent engagement in school related events and activities.

Term 1 and 2 – stock take of all the events and activities for parent engagement. SLT team had focused on enhancing the engagement of parents within the school and did some good work.

SG 3B: The audit of our current communications to our school community has not yet been completed due to other priorities.

A Parent Forum was held to seek feedback, provide an opportunity for discussion re: MGS initiatives / Comms / etc.

If time and resources permit, all prospective Year 7, and non-Christian Education Network (CEN) Year 9 and Year 11 families, and CEN families with special character concerns are interviewed prior to being offered places for 2025.

It is hoped that all prioritised New Entrant families will be interviewed by SLT and/or other key senior staff prior to being offered places for 2025.

Progress update of Strategic Goals (SG) (end of Term 3 2024):

SG 1A: Prioritise Scripture / Christian Studies:

Following a rigorous process Rev Dr Peter Collier has been appointed as the new Head of Faculty (HOF) Y7-13 Scripture / Christian Studies. This is a significant step in supporting this strategic goal. The 2-week timetable which will support Christian Studies to be taught in the option lines by specialist teachers, some of whom will be able to teach multiple classes, has been worked through by staff and others, including our Christian Education Network (CEN) technology schools. Details of this Y7-13 timetable change have been shared with parents in preparation for 2025.

SG 1B: Graduate Profile:

As per the minutes of the September board meeting, a working Group of Mel Hikuroa, Nick Pomare, Chris Hannen and Karen Winder are to develop the Graduate Profile further including determining: Who the Graduate profile is for? What do we want to achieve? And for what purpose? Following this, it will come back to the SLT for further development.

SG 2A: Staff Induction:

Following the board feedback from the last meeting, Dean McKenzie and Jenny Addison will make some changes to the staff induction program to ensure that the special character material and school mission / vision information is covered appropriately prior to the start of the school year for new staff. This will be included in the Analysis of Variance (AOV) at the December board meeting.

SG 2B: PLD NELS:

This goal is on track to be met by the end of the year.

SG 3A: Marketing / PR Comms:

An update for this work was provided at the recent Finance Committee meeting. The finance team have issued approx. 170 emails requesting payment of unpaid Special Character Donations (SCD) and Voluntary Contribution Donations (VCD). There have also been follow-up phone calls made to support this work, which has been met with considerable success. Joel Tempero has been employed to produce video material for the MGS 60th anniversary as part of the recent celebrations. Some of this video material, which is of a very high quality, will be used for promotional and marketing purposes to support this goal.

AOV came to the board at the end of term 2. It became apparent we needed to realign the strategic direction. The decision was made to engage a marketing person to promote the strategic goal of showcasing MGS to its stakeholders.

SG 3B: Induction for new MGS families:

This work continues to progress well with pre-enrolment interviews recently taking place for a number of families seeking places in our primary school. During 2024 we have had an increased focus on pre-enrolment interviews with families for which we had special character concerns or reservations. During Terms 3 and 4 Heads of School and other staff have held interviews with new families as part of the induction / orientation process to clarify the schools' procedures and expectations. Middleton Grange School has continued to offer a range of events for parents to attend to further enhance and develop the partnership between home and school and for parents to understand the special character requirements and expectations of our school.

The draft induction program for new Middleton Grange School families in 2025 was presented at the September board meeting.

Parent Voluntary Donation and Special Character 2024

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

The greatest resource God has given Middleton Grange School is committed Christian staff; however, most teachers employed at Middleton Grange School have not been trained in Christian Tertiary institutions. In 2020 Middleton Grange School introduced regular school wide Professional Learning and Development (PLD) for all teaching staff and this continued in 2024. 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.

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. We were also able to send some of our teaching staff to Christian school conferences in Australia during 2024, which proved to be a real blessing and very beneficial for those staff and their teaching colleagues. These opportunities for professional learning and growth as Christian teachers sets us apart as a Christian school and they are essential for maintaining the Christian foundation in our curriculum and pedagogical practices.

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

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

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