



# 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.”

# 2025 ANNUAL REPORT

*Character Excellence Service for the Glory of God*



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# Principal's Report 2025

## 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.***

I would like to acknowledge and thank **Craig Utting** for serving as Acting Principal during Term 3. I also wish to acknowledge **Mike Vannoort** for his six years of faithful service as Principal of Middleton Grange School. Mike retired at the end of Term 2, 2025, and we wish him the Lord's richest blessing in retirement. Mā te Atua tātou e Manaaki - God bless you.

## Embracing 'HOPE'

Our school theme for this year has been '**HOPE,**' based on Romans 15:13: *"May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope by the power of the Holy Spirit."* This theme has been a continual source of encouragement to both staff and students as we face and deal with the many challenges in a society and world that desperately needs a Saviour.

## Student Leadership and Service

This year, we have been blessed with a very strong **Student Leadership Team**. Head Students **Lucas Bennetts and Shanna Moe** were ably supported by **Daniel Guirgis and Lydia Garratt**. We are extremely grateful that many students across the school found and created opportunities to lead and serve. It was a real blessing to see student-initiated and led Bible studies and prayer groups meeting on a weekly basis.

## Governance and Staff

I would like to thank our School Board for their **faithful governance** of our school. They serve God first and foremost, and they also serve our school community generously with their time and giftings.

This year included our triennial Board elections in September. We extend our sincere thanks to the three parent representatives not re-elected—**Andy Milne, Geoff Robson, and Karen Winder**—for their committed service during their time on our Board. We welcome to the Board, Geoff Wallis, Kerryn Malcolm, Matt Vannoort and Chris Murray as our newly elected Staff Representative to the Board. May the Lord bless them with wisdom and discernment as we serve Him together.

I must also acknowledge **Nick Pomare**, our Staff Board Member for 2025, who will be leaving Middleton Grange School at the end of this year after over 20 years of teaching here. We wish him all the best as he takes up the position of Deputy Principal at Hillview Christian School from the start of 2026.

## Farewell to Dedicated Staff

Throughout the year, we have said farewell to a number of dedicated staff members.

### Teaching Staff who departed during the year:

- **Debbie Dubber** (Science teacher), who returned to South Africa to be with family.
- **David Farmer** (Assistant Director International College), who retired.
- **Paula Harvey** (Primary teacher), who has moved to Australia.
- **Catherine McKie** (Primary teacher), who has resigned from full-time classroom teaching.
- **Kerryn Malcolm** (Director Kahika Centre), who left to pursue further studies (and has been elected to the Middleton Board).
- **Lindie Warburg** (Primary ESOL), who has moved to classroom teaching at another school
- **Kathy McAuley**, who retired from her SENCO / Supported Learning leadership position after approximately 17 years.
- **Cass Down**, who resigned at the end of Term 1 after teaching in the Primary School for over 20 years.

**Support Staff who departed during the year:**

- Yolandy Stander (International College Administration)
- Hannelie Viljoen (Finance Assistant)
- Nicki Ward (Learning Assistant)
- Lee Deighton (Science Technician)
- Betsy Jimenez-Guzman (Canteen Assistant)
- Tracey Docherty (Primary School English Language Assistant)
- Sherilyn Walker (Teacher Support)
- Brenda Maastricht (Art Technician)

**Long-serving teaching staff retiring or leaving at year end:**

- **Nicole Bailey** (Careers Advisor), who retired after 20 years of service.
- **Rebecca Thompson** (Primary School teacher), who has held many leadership roles during her time with us.
- **Grant Bowater** (Assistant Curriculum Leader of Technology).
- **Nick Pomare** (Staff Board Member / Teacher).

We thank all of these staff for their faithful service and commitment to Middleton Grange School. Above all, we thank the Lord for the **quality of staff** we have and for His continued provision, which allows us to deliver a high-quality, authentic Christian education.

**Co-Curricular Excellence**

I would again like to acknowledge and thank all the staff, parents, and students involved in both the **Senior College Musical production of 'MARY POPPINS'** during Term 2 and the **Primary School production of 'KAIKOURA JACK'** during Term 3. These were both outstanding shows and will certainly be highlights of their time at Middleton Grange School for all involved. A special note of thanks must go to **Mike McCormack and Christine Buckley** respectively for their leadership and support for these events.

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. These activities are essential as they contribute to the holistic development of our young people and allow them the opportunity to develop and demonstrate their God-given talents in different ways.

**A Final Word**

I consider it a wonderful privilege, and a tremendous responsibility to be appointed to serve as Principal of Middleton Grange School. May we continue to 'trust in the Lord with all our hearts and lean not on our own understanding. In all our ways may we acknowledge Him, and may He direct our paths.'

I am extremely thankful to our staff and parent community for their support. I would also like to honour **Mike Vannoort** for his significant contribution to this 'Principal's comment'. But most importantly, I acknowledge our Lord for His **faithfulness, provision, and blessing**.

**Gregg Le Roux**

Principal / Tumuaki

25 May 2025

# Finance Report 2025

## MIDDLETON GRANGE SCHOOL



### ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

<b>Ministry Number:</b>	335
<b>Principal:</b>	Gregg Le Roux
<b>School Address:</b>	30 Acacia Avenue, Upper Riccarton, Christchurch 8041
<b>School Postal Address:</b>	30 Acacia Avenue, Upper Riccarton, Christchurch 8041
<b>School Phone:</b>	(03) 348-9826
<b>School Email:</b>	office@middleton.school.nz
<b>Accountant:</b>	Paul Hartstonge: Business Manager - Middleton Grange School

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Melanie Hikuroa	Presiding Member	Elected role	Till next elections / Sept 2028
Chris Hannen	Proprietor Board Member	Proprietor Appointed	Continuous
Chris Murray	Staff Representative	Staff Elected Role	Till next elections / Sept 2028
David Gillion	Proprietor Board Member	Proprietor Appointed	Continuous
Eden Mackey	Student Board Member	Student Election	Sept 2025 to Sept 2026
Geoff Wallis	Parent Board Member	Elected role	Till next elections / Sept 2028
Gregg Le Roux	Principal ex Officio	Staff Appointment Role	Continuous
Hillary Carley	Non-Voting Secretary	Board Appointed Role	Continuous
Kerryn Malcolm	Parent Board Member	Elected role	Till next elections / Sept 2028
Matthew Vannoort	Parent Board Member	Elected role	Till next elections / Sept 2028
Michael Vannoort	Principal ex Officio	Staff Appointment Role	Until retirement/ Jun 2025
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 2028

# MIDDLETON GRANGE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Middleton Grange School

## Statement of Responsibility

For the year ended 31 December 2025

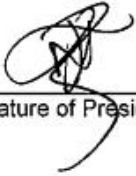
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Melanie Hikuroa  
Full Name of Presiding Member



Signature of Presiding Member

11th May 2026  
Date

Gregg Le Roux  
Full Name of Principal



Signature of Principal

11th May 2026  
Date

# Middleton Grange School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual (Restated) \$
<b>Revenue</b>				
Government Grants	2	13,471,726	13,289,365	12,454,723
Locally Raised Funds	3	3,770,546	3,518,844	4,153,500
Use of Proprietor's Land and Buildings		2,830,500	2,633,750	2,633,750
Interest		224,970	138,000	251,952
Gain on Sale of Property, Plant and Equipment		-	-	-
<b>Total Revenue</b>		<b>20,297,742</b>	<b>19,579,959</b>	<b>19,493,925</b>
<b>Expense</b>				
Locally Raised Funds	3	2,344,039	2,273,411	2,418,193
Learning Resources	4	12,344,485	12,201,807	11,933,955
Administration	5	1,268,081	1,211,090	1,215,440
Interest		11,123	11,654	14,390
Property	6	4,075,424	3,877,088	3,803,405
Other Expense	7	13,204	2,000	(65)
Loss on Disposal of Property, Plant and Equipment		41,026	-	7,426
<b>Total Expense</b>		<b>20,097,382</b>	<b>19,577,050</b>	<b>19,392,744</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>200,360</b>	<b>2,909</b>	<b>101,181</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>200,360</b>	<b>2,909</b>	<b>101,181</b>

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		2,690,027	2,690,028	2,375,722
Total comprehensive revenue and expense for the year		200,360	2,909	101,181
Contribution - Furniture and Equipment Grant		233,611	225,000	213,124
<b>Equity at 31 December</b>		3,123,998	2,917,937	2,690,027
Accumulated comprehensive revenue and expense		3,123,998	2,917,937	2,690,027
<b>Equity at 31 December</b>		3,123,998	2,917,937	2,690,027

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual (Restated) \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	343,934	320,000	207,110
Accounts Receivable	9	1,106,930	992,500	993,192
GST Receivable		267,922	250,400	249,114
Prepayments		97,547	55,000	66,790
Inventories	10	187,028	165,300	156,134
Investments		5,488,715	5,259,350	4,861,305
		<u>7,492,076</u>	<u>7,042,550</u>	<u>6,533,645</u>
<b>Current Liabilities</b>				
Accounts Payable	13	1,552,887	1,576,499	1,411,595
Revenue Received in Advance	14	1,952,957	1,905,116	1,958,327
Provision for Cyclical Maintenance	15	29,333	22,500	22,500
Finance Lease Liability	16	113,824	118,871	125,406
Funds held in Trust	17	1,063,189	965,665	817,038
		<u>4,712,190</u>	<u>4,588,651</u>	<u>4,334,866</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>2,779,886</b>	<b>2,453,899</b>	<b>2,198,779</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,005,982	1,071,683	1,156,180
		<u>1,005,982</u>	<u>1,071,683</u>	<u>1,156,180</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	619,280	553,945	542,450
Finance Lease Liability	16	42,590	53,700	122,482
Funds held in Trust	17	-	-	-
		<u>661,870</u>	<u>607,645</u>	<u>664,932</u>
<b>Net Assets</b>		<u><u>3,123,998</u></u>	<u><u>2,917,937</u></u>	<u><u>2,690,027</u></u>
<b>Equity</b>		<u><u>3,123,998</u></u>	<u><u>2,917,937</u></u>	<u><u>2,690,027</u></u>

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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual (Restated) \$
<b>Cash flows from Operating Activities</b>				
Government Grants		3,652,731	3,508,355	3,581,071
Locally Raised Funds		1,683,060	1,679,409	1,455,809
International Students		2,410,799	1,942,050	2,702,916
Goods and Services Tax (net)		(18,804)	(1,282)	(40,787)
Payments to Employees		(3,166,171)	(2,928,803)	(3,340,367)
Payments to Suppliers		(3,887,605)	(3,652,327)	(3,946,627)
Interest Paid		(11,123)	(11,654)	(14,390)
Interest Received		241,049	156,206	231,175
Net cash from/(to) Operating Activities		903,936	691,954	628,800
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		5,217	(1,062)	-
Purchase of Property Plant & Equipment (and Intangibles)		(285,183)	(331,364)	(293,994)
Purchase of Investments		(627,410)	(398,045)	(775,118)
Net cash from/(to) Investing Activities		(907,376)	(730,471)	(1,069,112)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		233,611	225,000	213,124
Finance Lease Payments		(90,090)	(75,317)	(66,284)
Funds Administered on Behalf of Other Parties		(3,257)	1,724	41,189
Net cash from/(to) Financing Activities		140,264	151,407	188,029
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>136,824</b>	<b>112,890</b>	<b>(252,283)</b>
Cash and cash equivalents at the beginning of the year	8	207,110	207,110	459,393
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>343,934</b>	<b>320,000</b>	<b>207,110</b>

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 2025

#### 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 2025 to 31 December 2025 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 Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

###### *Useful lives of property, plant and equipment*

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



### **Critical Judgements in applying accounting policies**

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

#### **Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22.

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Use of Proprietor Land and Buildings**

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**

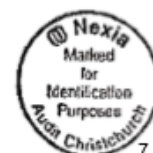
Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

### **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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	3,506,421	3,389,223	3,358,121
Teachers' Salaries Grants	9,821,781	9,796,956	8,937,074
Other Government Grants	143,524	103,186	159,528
	<u>13,471,726</u>	<u>13,289,365</u>	<u>12,454,723</u>

## 3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual (Restated)
	\$	\$	\$
<b>Revenue</b>			
Donations	623,519	594,823	657,468
Fees for Extra Curricular Activities	260,442	208,260	239,724
Trading	694,622	792,718	714,240
Fundraising and Community Grants	6,276	2,500	15,587
Other Revenue	107,136	82,925	77,669
International Student Fees	2,078,551	1,837,618	2,448,812
	<u>3,770,546</u>	<u>3,518,844</u>	<u>4,153,500</u>
<b>Expense</b>			
Extra Curricular Activities Costs	206,695	188,063	220,560
Trading	603,844	656,399	616,324
International Student - Employee Benefits - Salaries	579,169	536,234	431,521
International Student - Other Expenses	954,331	892,715	1,149,788
	<u>2,344,039</u>	<u>2,273,411</u>	<u>2,418,193</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>1,426,507</u>	<u>1,245,433</u>	<u>1,735,307</u>

The comparative information for the year ended 31 December 2024 has been restated to remove homestay receipts and payments that were previously included within locally raised funds. These amounts relate to funds administered on behalf of other parties and do not constitute revenue or expenditure of the School.

## 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	641,812	582,251	539,641
Information and Communication Technology	57,439	76,804	77,749
Employee Benefits - Salaries	11,171,051	11,020,883	10,780,188
Staff Development	74,177	93,650	92,973
Depreciation	387,750	416,919	435,319
Other Learning Resources	12,256	11,300	8,085
	<u>12,344,485</u>	<u>12,201,807</u>	<u>11,933,955</u>



## 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	15,315	12,626	14,750
Board Fees and Expenses	15,507	11,750	12,602
Operating Leases	3,110	3,828	1,844
Legal Fees	25,522	5,350	34,684
Other Administration Expenses	137,069	95,835	99,243
Employee Benefits - Salaries	871,477	890,532	854,336
Insurance	23,747	25,747	25,538
Service Providers, Contractors and Consultancy	176,334	165,422	172,443
	<u>1,268,081</u>	<u>1,211,090</u>	<u>1,215,440</u>

## 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	256,809	274,350	271,563
Cyclical Maintenance	92,458	57,255	93,848
Heat, Light and Water	382,237	351,500	316,569
Repairs and Maintenance	138,549	167,650	116,388
Use of Land and Buildings	2,830,500	2,633,750	2,633,750
Employee Benefits - Salaries	282,200	286,983	279,680
Other Property Expenses	92,671	105,600	91,607
	<u>4,075,424</u>	<u>3,877,088</u>	<u>3,803,405</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a proxy for the market rental of the property.

## 7. Other Expense

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Loss on Uncollectable Accounts Receivable	13,204	2,000	(65)
	<u>13,204</u>	<u>2,000</u>	<u>(65)</u>

## 8. Cash and Cash Equivalents

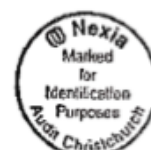
	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	343,934	320,000	207,110
Cash and cash equivalents for Statement of Cash Flows	<u>343,934</u>	<u>320,000</u>	<u>207,110</u>

Of the cash and cash equivalents balance at 31 December 2025, a portion is subject to restrictions on use. These restrictions arise from amounts received in advance and funds held on behalf of third parties, which are not available for general operating purposes.

The restricted cash relates primarily to:

- Revenue in advance, including fees received in advance for international students subsequent to year end, as disclosed in Note 14.
- Funds held in trust, which are held on behalf of other parties and can only be used for specified purposes, as disclosed in Note 17.
- Other income received in advance, where the related services or obligations have not yet been fulfilled, as disclosed in Note 14.

Management notes that while the school's cash balance at year end may not fully cover the total restricted amounts, the school holds investments which also support these restrictions, as disclosed in Note 22.



## 9. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	64,345	70,000	62,384
Receivables from the Ministry of Education	36,430	25,000	42,953
Loss on Uncollectible Accounts Receivable	(21,988)	(15,000)	(18,134)
Interest Receivable	54,627	52,500	70,706
Teacher Salaries Grant Receivable	973,516	860,000	835,283
	<u>1,106,930</u>	<u>992,500</u>	<u>993,192</u>
Receivables from Exchange Transactions	96,984	107,500	114,956
Receivables from Non-Exchange Transactions	1,009,946	885,000	878,236
	<u>1,106,930</u>	<u>992,500</u>	<u>993,192</u>

## 10. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
School Uniforms	186,766	165,000	155,613
Canteen	262	300	521
	<u>187,028</u>	<u>165,300</u>	<u>156,134</u>

## 11. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	5,488,715	5,259,350	4,861,305
	<u>5,488,715</u>	<u>5,259,350</u>	<u>4,861,305</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Furniture, Plant and Equipment	412,906	59,212	-	-	(110,972)	361,146
Information and Communication Technology	289,595	162,328	(1,547)	-	(114,306)	336,070
Land Improvements	26,707	-	-	-	(5,658)	21,049
Motor Vehicles	67,583	-	(34,667)	-	(8,918)	23,998
Books & Textbooks	118,428	19,401	(10,029)	-	(15,975)	111,825
Leased Assets	240,961	42,854	-	-	(131,921)	151,894
	<u>1,156,180</u>	<u>283,795</u>	<u>(46,243)</u>	<u>-</u>	<u>(387,750)</u>	<u>1,005,982</u>

The net carrying value of Photocopiers, Laptop & Computers held under a finance lease is \$151,897 (2024: \$240,960)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.



	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Furniture, Plant and Equipment	1,595,688	(1,234,543)	361,146	1,536,473	(1,123,567)	412,905
Information and Communication Technology	1,362,629	(1,026,558)	336,070	1,210,011	(920,416)	289,595
Land Improvements	56,580	(35,531)	21,049	56,580	(29,873)	26,707
Motor Vehicles	119,696	(95,698)	23,998	172,522	(104,939)	67,583
Books & Textbooks	541,096	(429,271)	111,825	575,947	(457,519)	118,429
Leased Assets	512,313	(360,416)	151,894	513,698	(272,737)	240,961
	<u>4,188,002</u>	<u>(3,182,017)</u>	<u>1,005,982</u>	<u>4,065,231</u>	<u>(2,909,051)</u>	<u>1,156,180</u>

### 13. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	258,044	299,999	177,311
Accruals	55,255	57,500	48,875
Employee Entitlements - Salaries	1,162,406	1,147,000	1,117,109
Employee Entitlements - Leave Accrual	77,181	72,000	68,300
	<u>1,552,886</u>	<u>1,576,499</u>	<u>1,411,595</u>
Payables for Exchange Transactions	1,475,705	1,504,499	1,343,295
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	77,181	72,000	68,300
	<u>1,552,886</u>	<u>1,576,499</u>	<u>1,411,595</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual (Restated) \$
Grants in Advance - Ministry of Education	-	2,500	4,507
International Student Fees in Advance	1,906,502	1,847,604	1,909,740
Other revenue in Advance	46,455	55,012	44,080
	<u>1,952,957</u>	<u>1,905,116</u>	<u>1,958,327</u>

The comparative information for the year ended 31 December 2024 has been restated to reflect homestay receipts received for future periods being reclassified to Funds Held in Trust. Refer Accounting Policies note (U) for details.

### 15. Provision for Cyclical Maintenance

	Actual \$	Budget (Unaudited) \$	Actual \$
Provision at the Start of the Year	564,950	542,450	496,866
Increase/(decrease) to the Provision During the Year	92,458	57,255	93,848
Use of the Provision During the Year	(8,795)	(23,260)	(25,764)
Provision at the End of the Year	<u>648,613</u>	<u>576,445</u>	<u>564,950</u>
Cyclical Maintenance - Current	29,333	22,500	22,500
Cyclical Maintenance - Non current	619,280	553,945	542,450
	<u>648,613</u>	<u>576,445</u>	<u>564,950</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 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:

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	113,824	118,871	125,406
Later than One Year	74,808	82,200	133,254
Future Finance Charges	(32,218)	(28,500)	(10,772)
	<u>156,414</u>	<u>172,571</u>	<u>247,888</u>
<b>Represented by</b>			
Finance lease liability - Current	113,824	118,871	125,406
Finance lease liability - Non current	42,590	53,700	122,482
	<u>156,414</u>	<u>172,571</u>	<u>247,888</u>

## 17. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual (Restated)
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	1,063,189	965,665	817,038
	<u>1,063,189</u>	<u>965,665</u>	<u>817,038</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.

The comparative information for the year ended 31 December 2024 has been restated to include homestay receipts received in advance that relate to future periods. These funds are held by the School in an agency capacity and are recognised as Funds Held in Trust until the related services are provided. Refer Accounting Policies note (U) for details.

## 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.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	6,785	7,625
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,290,996 7.8	999,204 7
<b>Total key management personnel remuneration</b>	<b>1,297,781</b>	<b>1,006,829</b>

There are 8 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 3 board members and a Property Committee with 2 Board member representatives attending. Finance & Property meet quarterly. 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 1**

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	200 - 210
Benefits and Other Emoluments	0 - 5	5 - 10
Termination Benefits	170 - 180	-

**Principal 2**

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	70 - 80	-
Benefits and Other Emoluments	0 - 5	-

*Other Employees*

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	25	29
110 - 120	21	9
120 - 130	6	8
130 - 140	3	1
140 - 150	0	0
150 - 160	1	0
160 - 170	0	1
	<b>56</b>	<b>48</b>

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:

	2025 Actual	2024 Actual
Total Number of People	170 - 180 1	25 - 30 1

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

## 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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	343,934	320,000	207,110
Receivables	1,106,930	992,500	993,192
Investments - Term Deposits	5,488,715	5,259,350	4,861,305
Total financial assets measured at amortised cost	<u>6,939,579</u>	<u>6,571,850</u>	<u>6,061,607</u>

### Financial liabilities measured at amortised cost

Payables	1,475,705	1,504,499	1,343,295
Finance Leases	156,414	172,571	247,888
Total financial liabilities measured at amortised cost	<u>1,632,119</u>	<u>1,677,070</u>	<u>1,591,183</u>

## 23. Events After Balance Date

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

## 24. Special Property Maintenance Grant

These Financial statements include a Special Property Maintenance Grant received during 2025 year of \$50,174, which was not able to be spent until Term1, 2026 year.

## 25. Capital Commitments:

As at 31 December 2025, the Board has not entered into contract agreements for capital works .



**26. Restatement of Prior Year Figures**

In preparing the financial statements for the year ended 31 December 2025, the comparative figures for the year ended 31 December 2024 have been restated.

The restatement was required to:

- Remove homestay receipts and payments from revenue and expenditure, as the School acts as an agent in relation to these transactions, in accordance with KiwiPark requirements; and
- Reclassify homestay receipts received for future periods to *Funds Held in Trust*, where the revenue had not yet been earned at balance date.

These transactions do not represent revenue or expenditure of the School and therefore should not be included in the Statement of Comprehensive Revenue and Expense.

The restatement impacts the Statement of Comprehensive Revenue and Expense, Statement of Financial Position, Statement of Cash Flows, and related disclosures including Locally Raised Funds, Revenue Received in Advance, and Funds Held in Trust.

There is **no impact on the School's net surplus/(deficit)** or net cash position as a result of this restatement.

<b>Statement of Comprehensive Revenue and Expense (2024); Note 3.</b>			
	<b>As Reported (\$)</b>	<b>Adjustment (\$)</b>	<b>Restated (\$)</b>
<b>Locally Raised Funds – Revenue</b>	<b>4,844,418</b>	<b>(690,918)</b>	<b>4,153,500</b>
<b>Locally Raised Funds – Expenditure</b>	<b>3,109,111</b>	<b>(690,918)</b>	<b>2,418,193</b>

<b>Statement of Financial Position (2024); Note 14.</b>			
	<b>As Reported (\$)</b>	<b>Adjustment (\$)</b>	<b>Restated (\$)</b>
<b>Revenue Received in Advance</b>	<b>2,685,089</b>	<b>(726,762)</b>	<b>1,958,327</b>
<b>Funds Held in Trust</b>	<b>90,276</b>	<b>726,762</b>	<b>817,038</b>

<b>Statement of Cash Flows (2024); Page 5.</b>			
	<b>As Reported (\$)</b>	<b>Adjustment (\$)</b>	<b>Restated (\$)</b>
<b>International Students</b>	<b>3,393,834</b>	<b>(690,918)</b>	<b>2,702,916</b>
<b>Payments to Suppliers</b>	<b>(4,637,545)</b>	<b>690,918</b>	<b>(3,946,627)</b>



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF MIDDLETON GRANGE SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2025**

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 pages 2 to 17, that comprise the statement of financial position as at 31 December 2025, 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.

**Opinion**

In our opinion the financial statements:

- present fairly, in all material respects:
  - the School's financial position as at 31 December 2025; and
  - the 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 11 May 2026. This is the date at which our opinion is expressed.

**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 audit opinion.

**Responsibilities of the Board for the financial statements**

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

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

In preparing the financial statements, the Board is responsible 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 the Board intends to close or merge the School, or has 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 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 included in the Board's annual report**

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, 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 annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Statement of KiwiSport funding and Members of the Board.

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 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)* issued by the New Zealand Auditing and Assurance Standards Board.

In addition to the audit, we have carried out an agreed-upon procedures engagement which is compatible with the independence requirements. Other than the audit and this engagement, 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 2025

## **Regular Hire – B Block pre-fabs:**

A small tutoring group from a local church community signed a contract for ongoing use of the B Block classrooms. Classes are small, 6-10 students doing book work, on Saturdays during term and Mon-Fri during term breaks. Hours may vary as their roll settles, but the relationship should conservatively return >\$20k/yr, with minimal wear&tear on the property.

## **Performing Arts Centre / Theatre**

Significant hardware and software upgrades were purchased to update unreliable audio/visual components and interface. The unreliability of the theatre space equipment became an issue last year. As much of it is from the original fitout of the building, it was well past due for replacement.

As a space that is hired to the general public we could not in good faith hire it in its previous state

## **Air Conditioning**

Several areas have required replacement or new installation of Air Con. With over 90 units site-wide, this attrition is factored into our annual budget. Recently increased from an expected 3 replacement units per year to 4.

- Work is complete on the International College – due to an integrated system that services four units at once, we had to replace all four units. The “master unit” has been replaced with individual units which can be serviced/replaced individually.
- Work completed in Term1 break for an AC installation in the F Block upstairs mezzanine office.

## **D Block Technician Room Ventilation**

Science dept have a long-standing request for ventilation in their Technician Room where chemical reactions are a potential hazard. It current takes around an hour to ventilate fumes from the room with the small duct in the corner of the room. Larger ducting situated above the Technician’s work bench was completed along with a much higher volume displacement.

## **Fire Evacuation procedural improvements**

We have implemented several improvements in the evac procedure.

- Cones have been trialled several times and have proven a more flexible, living option for marshalling the yr groups – than a static painted line.
- Several bells were identified as missing from the evac schedule. These were investigated on 30th May and minor issues identified and rectified at the time.
- Exterior bell volume has been increased by 4dB. Trials are mixed, investigation ongoing.

Following some confusion around procedure when the Property Manager is off-site during a fire false alarm on the Security System a contingency fire evac was shared to stakeholders outlining the contacts and process to follow in this event.

- After evacuation Head of Primary (or if absent most senior teachers) ring the Property Manager.
- If the Property Manager is unavailable ring Code 9 directly to ascertain the nature of the alarm and investigate the cause. If the issue is not a danger then move to next step. If there is a danger get code 9 to escalate to outside assistance. If outside assistance is needed contact admin and let them know so senior leadership is aware of the issue.
- If the issue is not a danger, then contact list of persons with pinpad access to Primary Smokes – disarm and rearm. Otherwise contact Rhino assist.
- At the Head of Schools discretion students return to class
- When time permits let DP School Management know and document the alarm in the incident book to be tabled at next H&S meeting.

These instructions are subordinate to Fire Dept personnel directions.

### **Fire 30th August**

The arson on 30th August around 9am was discovered by staff and fire procedures were engaged. The Fire Department were called and advised of the best access point for ingress. While the fire was contained to small area, the toxic smoke expanded into several classes and locker bays requiring extensive specialist cleaning resources. Classrooms were returned to normal within 24 hours, corridors and lockers were usable after 72 hours. The toilet block remained closed until repairs from the arson were completed in time for the beginning of Term 4.

### **Tree Felling**

An arborist identified the large middle Elm tree in the quad to have a "large inclusion". The tree was felled due to the safety risk and the stump removed to below ground level. The large tree behind E Block on the fence-line with 75 Hanson's Ln has been felled in discussion with the neighbour on the south boundary (87 Hanson's Ln). More boundary tree topping around the F Block property line was negotiated with the neighbour. After the felling of several tree in 2025 (boundary E Block tree, entrance Totara, large quad Elm) discussion began about a replacement policy for removed trees. We do not currently have a policy, but it's worth discussing if the school should have a policy.

### **Roofing leak**

P Block: A roofing contractor reported on the roof and skylights above the room 8/9 & 10/11 locker bays. The intermittent leak has been tentatively attributed to an overly complicated roof design which is prone to leaking.

### **CST Insurance assessor reqs:**

The CST insurance audit indicated a number of requirements for MGS to complete.

- Gutter cleaning. Completed in T2 break.
- Electrical cabling. Tested and tidied.
- Electrical multiboards "daisy-chained". Appliances moved to appropriate locations.
- Fire extinguishers were replaced across the entire school. Recharging is not yet economically viable outside of the wider Auckland region due to transport costs.

### **Student Services painting:**

The main Student Services corridor was painted during the T3 break in accordance with the cyclic maintenance schedule.

Bern Knowles

**Property Manager**

March 2026

# Primary School Annual Report 2025

*Let all that I am praise the Lord; with my whole heart, I will praise his holy name. Let all that I am praise the Lord; may I never forget the good things he does for me. Psalm 103.1,2*

## **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**

- Safety of students in outdoor activities and around school
- Extracurricular learning activities and activities outside the classroom such as trek about events, museum, Antarctic centre, camp and year 4 activity day
- Community involvement in the school fostered during events such as cross country, athletics and the Primary school show
- Kaikoura Jack – community, staff and students able to excel and share the gifts God has given in this way
- House events and connection developing across the schools
- Primary Pasifika performance group
- Settled staff and leadership team
- Strength in Kapa haka in year 4 – 6
- Mathematics curriculum PLD
- Continuous improvement in curriculum and pedagogical practice
- Structured literacy in place, teachers trained
- Swimming in the summer term
- Transition to Kamar
- Updating the report and its use

## **SCHOOL CHALLENGES**

- Adapting to the new curriculum, in English and mathematics, changes to planning and assessment
- Continued increase in diversity of learners' needs and preparedness for school
- Using government funding in the best way to impact variety of students and addressing need

## **SPECIAL CHARACTER**

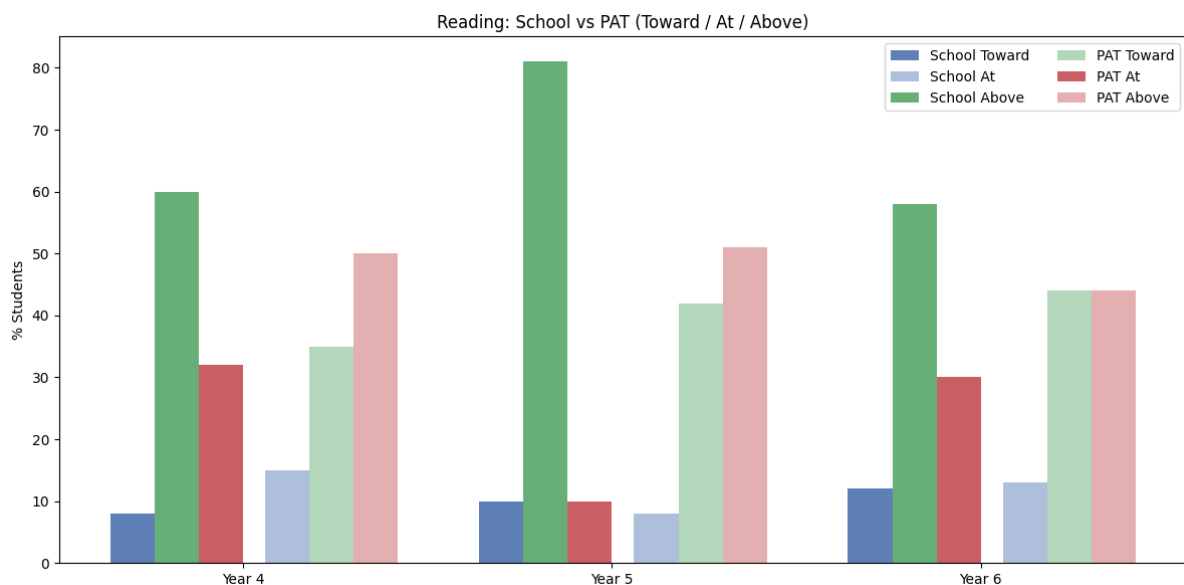
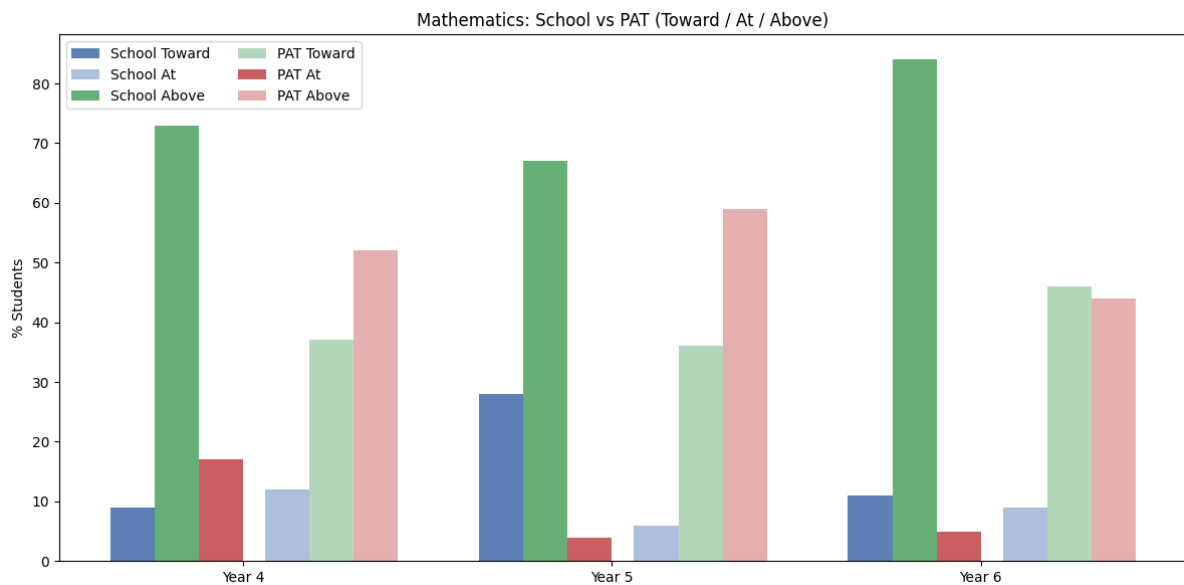
This area continues to be both a strength and an area for ongoing improvement in the Primary school. We can integrate our topics and learning easily, allowing for a Christian vision for education to be fostered in the teaching and learning that takes place. Weekly scripture, shared worship, Bible reading scripture memorisation, shared prayer and genuine care shown for each other are all hallmarks of our school. The outworking of our special character is not just limited to the teaching and learning in the classroom, it is in the way we speak with each other as staff, how we interact with whanau and students, and how we have the opportunity to take the everyday, ordinary, and use these tasks as a way to bring Glory to God.

# PUPIL ACHIEVEMENT ANALYSIS

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 (1-3)	% at (4-6)	% above (7-9)
Year 4 Mathematics	12%	37%	52%
Year 4 Reading	15%	35%	50%
Year 5 Mathematics	6%	36%	59%
Year 5 Reading	8%	42%	51%
Year 6 Mathematics	9%	46%	44%
Year 6 Reading	13%	44%	44%

The following graphs compare school gathered data, (teacher judgements) compared to standardised tests.



The comparison between school data and Progressive achievement test data in Mathematics and Reading, suggests that students are performing more strongly in standardised assessments than schoolwide judgments indicate. This may point to:

- conservative teacher judgments
- assessment moderation needing strengthening
- a need to understand new curriculum level expectations
- differences between PAT scale scores and curriculum-level interpretations
- possible underestimation of student capability in classroom assessment tools

The consistent pattern suggests that under standardised assessment conditions, students demonstrate stronger literacy and numeracy capability than is reflected in our internal evaluation processes. This is a positive result, and one that is not a surprise. We can see that our school programme of teaching and learning is meeting the needs of the students, nationally.

Overall, the data suggests that student performance is positive and, in many cases, stronger than school-based data portrays. Strengthening moderation practices and reviewing expectation frameworks will support more accurate and aligned reporting moving forward.

In 2026, we are introducing the new Writing Progressive Achievement test and look forward to the information this tool will provide. The school is also trialling the new SMART tool, released by the government, later in 2026. This ongoing improvement allows for greater tracking and knowledge of our students progress, this is balanced with the understanding that more assessment does not allow for more learning.

## ATTENDANCE

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Posting	Attendance Rate	Days x Students Count
Attendance Rate for Selection 328 students	4.6	1.8			93.4	58,688
Attendance Rate per Year Level (Selection)	Year 1	5.4	1.5		93.0	10,220
	Year 2	4.9	3.3		91.7	8,954
	Year 3	3.8	0.8		95.2	9,039
	Year 4	4.1	1.9		93.9	9,880
	Year 5	5.5	2.0		92.4	10,094
	Year 6	4.1	1.4		94.3	10,501

Attendance in Year 1 - 6 is strong and compares favourably with national data. Our greatest challenge in Years 1–6 relates to the cultural diversity within our school community. Many families have close relatives living overseas, and as a result, holidays are often taken during term time so that children can visit grandparents and participate in important family celebrations abroad.

## CLOSING COMMENTS

It continues to be a privilege to serve within the Middleton Grange Primary School community. As a staff and as a wider whānau, we remain deeply thankful to God for His ongoing protection, safety, and guiding hand over our work. His blessings to our school are evident and numerous, and we acknowledge with gratitude the way He sustains, equips, and leads us in the education and care of our learners.

Lamentations 3:22 – 23 The steadfast love of the Lord never ceases; his mercies never come to an end; they are new every morning; great is your faithfulness.

**Christine Buckley**

Deputy Principal Head of Primary School

March 2026

# Middle School Annual Report 2025

## 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

### Hope

*"May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope by the power of the Holy Spirit." Romans 15:13*

- Many parents attended our Parent Evenings in Term 1, which provided an excellent opportunity to reinforce the partnership with have as a school with parents in educating their children. As a Middle School we were able to reinforce routines and expectations as well as creating a space for parents to meet with their child's Whānau teacher.
- Our new Scripture programme has become embedded in the Middle School after its introduction in 2024. The focus is on the Gospels and there is coverage of these across Years 7 to 10. Middle School students participate in their weekly Scripture lessons along with the integration of Biblical principles across all curriculum areas, Whānau times and assemblies. Scripture lessons have started with ten minutes of Bible reading followed by a five minute reflection. The overall engagement by students has been high and this has been evident through their reflections.
- Strong NCEA Co-Requisite results for 2025 (Year 10 students)
- The Middle School "Get2Go" Team won the regional event and placed Second at Nationals.
- The Year 8 Cantamath Team won the Canterbury event.
- The annual Year 9 Camps were once again a wonderful opportunity for students to enjoy creation, build positive relationships with their class and teacher, and to be challenged through participation in the outdoor environment.
- The fourth year of the Te Haerenga programme (The Rite Journey) ran successfully. A good number of students completed challenges to gain badges. The highlights of the programme included the early morning 'Calling Ceremony' attended by parents, activity days and the Outdoor Education experiences at the Boyle River Camp in November. The programme's intent is to guide the young people through the journey of maturing from childhood into adulthood. It uses a biblical foundation and has a focus on what students can contribute to others and to society.
- Years 7 & 8 enjoyed Activity days in Term 1 at Spencer Park and Adrenalin Forest. The Year 8 Ski Trip was a highlight of the year for many students.
- Middle School Leadership Weeks continued in 2025 for Years 7, 8 and 10. All Years 7 & 8 students attended sessions and the Year 10s were able to opt into leadership development sessions. Year 10 Middle School Student Leaders also had Leadership Training run through the Kahika Centre in Terms 1 and 2.
- Middle School Student Leaders ran some events including the re-introduction of '30 Seconds of Fame,' and some sports tournaments at lunchtime.
- Many Middle School Students participated in a range of sports, arts and cultural activities including Kapahaka, the Pasifika Polyfest group, the Senior musical production of Mary Poppins, Koru Games teams, sports teams, tournaments, performing arts groups, Cantamath, various house competitions and other opportunities provided throughout the year.
- Several Years 7 & 8 and Learning Centre staff completed BSLA Structured Literacy training
- Fantastic team of Middle School teachers, Whānau teachers, Deans, Assistant Heads of School and support staff

## SCHOOL CHALLENGES

- Ongoing impact on staff workload due to the New Curriculum implementation
- Limited 'play area' space for Years 7 & 8 students
- Awaiting the refurbishment of the E Block
- Minimal opportunities for Middle School assemblies (important for culture and consistency in the Middle School) and for meetings with Middle School teachers. This will be factored into 2026 planning.
- A reduction in the number of parents paying contributions towards activities e.g. Year 9 Camps
- Growing numbers of students requiring Learning Support and Teacher Aide support in the classroom

## SPECIAL CHARACTER

In the Middle School we aim to nurture academic, social and spiritual development. Students have opportunities through classroom learning and other activities to develop God-given gifts and passions and to live out our Christian faith. This underpins the holistic approach that we take using a variety of tools to accomplish these goals including curriculum delivery, school-based opportunities and activities, and pastoral care systems.

Some specific examples from 2026 include:

- Middle School Assemblies all began with devotions and prayer. These were usually based around our school theme of 'Hope' and involved a mixture of staff and students doing the devotions. The Social Culture Plan (Belonging, Honour, Resilience) is also used in Assemblies and Cohort Assemblies. The aim is that our community should be motivated to act in accordance with these three biblical principles. We desire a Middle School culture that is driven by our Code of Conduct, honouring the command in Matthew 22:37-39 to "*Love God with all your heart, soul and mind, and love your neighbour as yourself.*"
- The Cambodia Missions Team from 2024 shared in one of our 2025 Middle School Assemblies, both inspiring students to sign up for future Missions opportunities and explaining how students can serve others here in New Zealand.
- Whānau classes are a valued component of our Middle School pastoral care system. These are a key point of relationship and belonging for students and Whānau times include devotion, prayer and a range of activities to support school culture and faith development.
- Our Middle School Deans and Years 7 & 8 Learning Team Leader continue to input spiritually to individuals through their one-on-one interactions as well as through cohort assemblies.
- The weekly 'Whakaora' time has provided a space for students to be encouraged and receive prayer. This is student led and gives the opportunity for students to share testimonies and stories with each other to help build their faith.
- In Year 10, the Te Haerenga programme has been beneficial to holistic student development, incorporating Christian worldview, particularly around identity and purpose, as well as encouraging students to serve in a variety of ways.
- Our Year 13 Leaders and Year 9 Whānau teachers included activities in the Year 9 camp programmes that sought to develop spiritual formation as well as considering the wonder of God's creation.
- The behaviour management structures, including the Learning Culture Plan include self-reflection against Biblical principles.
- Middle School students participate in their weekly Scripture lessons along with the integration of Biblical principles in all curriculum areas. The Acting Head of School held meetings with Faculty Leaders and was encouraged by their integration of Christian principles and thought woven throughout their Middle School Curriculum units of work.
- The new Scripture programme has now been embedded in the Middle School after a second year of this programme. The has been a focus on the Gospels along with regular reading of Scripture each lesson has proven beneficial. Students write a five-minute reflection on their reading and these have been evidence of students engaging with the Word through these lessons. The suggested reading programme ensures students attending MGS from Years 7 to 13 will read all the Gospels and Acts as well as at least one of each of the major genres of the Bible.
- Middle School students have been encouraged to serve within and outside of the school throughout the year and on our annual Service Days in December. Student service has included being involved with coaching and refereeing for sports teams and tournaments, being in student music teams to lead praise and worship,

participating in the 40 Hour Famine and the canned food drive, weekly visits to residents at a local retirement village, planting trees and tidying recreational areas, helping run 'The Fridge' radio station and working in the canteen. The Middle School Student Leaders have helped set up and organise assemblies and have run activities for the Middle School and Primary School.

- Some students made cards to encourage children in Refugee Camps in Ethiopia.
- In Term 2, the Year 9 & 10 girls engaged in workshops with a guest speaker (ex-student) from "Humankind." This charity was set up with a focus on teenage girls and empowering them to understand their worth. The students were encouraged to see themselves and others the way God sees them.

## 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	13%	65%	22%
Year 7 Reading	17%	56%	27%
Year 7 Writing	17%	62%	21%
Year 8 Mathematics	7%	79%	15%
Year 8 Reading	17%	64%	19%
Year 8 Writing	17%	63%	19%
Year 9 Mathematics	9%	40%	51%
Year 9 Reading	35%	25%	40%
Year 9 Writing	25%	30%	45%

### Years 7 to 10 P.A.T. (Progressive Achievement Test) results

Year Level and Topic	% Toward (1-3)	% at (4-6)	% above (7-9)
Year 7 Mathematics	3%	46%	51%
Year 7 Reading	14%	53%	33%
Year 8 Mathematics	1%	47%	52%
Year 8 Reading	6%	37%	57%
Year 9 Mathematics	3%	48%	49%
Year 9 Reading	15%	44%	42%
Year 10 Mathematics	3%	45%	52%
Year 10 Reading	19%	47%	35%

#### Analysis / Commentary:

This data shows that a strong proportion of students across the Middle School are "at" or "above" the expected level in Reading, Writing and Mathematics. While there will be variation within a cohort, those students who are not yet working "at" the expected level have been identified and continue to be supported in a variety of ways by classroom teachers, Faculties, Learning Assistants, Learning Centre support and adapted programmes as appropriate. Staff P.L.D. in Years 7 and 8 includes Structured Literacy and Mathematics to help support our learners.

#### Year 10 Literacy Reading Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	93%	92%	100%	96%	89%

#### Analysis / Commentary:

The data from this assessment is above national averages in all categories. 93% of students passed this assessment compared with 72% nationally.

### Year 10 Literacy Writing Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	91%	83%	100%	94%	88%

#### Analysis / Commentary:

The data from this assessment is above national averages in all categories. 91% of students passed this assessment compared with 68% nationally.

### Year 10 Numeracy Co-requisite assessment:

	All Pupils (%)	Māori (%)	Pasifika (%)	Female (%)	Male (%)
Achieved	91%	85%	N/A	89%	92%

#### Analysis / Commentary:

The data from this assessment is above national averages in all categories. 91% of students passed this assessment compared with 63% nationally. Pasifika statistics are withheld due to the small sample size (3 students) and a need to maintain confidentiality.

## ATTENDANCE

Pupil Group	% Attendance				
	All Pupils	Male	Female	Māori	Pasifika
Year 7	92.9	92.1	93.6	89.0	91.1
Year 8	92.2	91.7	92.7	91.1	92.2
Year 9	91.8	90.9	92.6	82.4	91.4
Year 10	91.0	91.2	90.9	89.8	89.9
Overall (Y1-13)	92.8	91.4	92.3	88.4	91.2

Overall, the percentage of daily attendance for Middle School students is high. The rates are slightly lower for Māori students, particularly in Years 7, 9 and 10.

## CLOSING COMMENTS

It has been a delight to lead the Middle School through 2025. It was a new team of Acting Head of Middle School and two Assistants and this gave the opportunity for us to learn, reflect and review systems and procedures as a team. The school's theme of 'Hope' for 2025 has been an inspiring and unifying focus, shaping both our learning and our relationships throughout the year. It has been a relatively settled and positive year for most students and staff, allowing growth and a sense of community to flourish. I feel truly blessed to have worked alongside such a dedicated and supportive team of staff.

#### Louise Arndt

Acting Deputy Principal Head of Middle School (2026)

March 2026

# Senior College Annual Report 2025

## 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 beginning of 2025 saw Year 13 camp, as well as the Year 11 and 12 Big Day Outs occur. A positive tone was set for the year ahead.
- The introduction of the Year 11 MGS Certificate was a success. Included in this was the introduction of service and extra-curricular requirements, which saw students being engaged beyond the classroom. For a good number, their faith was being put into action.
- The Year 11 Growth Days were a success and saw positive involvement.
- Assemblies have continued to develop a positive culture at MGS and are God and student honouring.
- Like previous years, the Year 12 and 13 Formal was very successful; the students behaved superbly and were a wonderful advertisement for the school and for Christ.
- The Year 13 cohort finished their time at MGS well. The Year 13 Prizegiving, and the Year 13 Graduation Dinner were a great way to honour the Year 13s as they left MGS.
- The Year 13 Christian Focus Days were well-received by the students. The calibre of speakers was high and the engagement was excellent.
- The quality of Student Leaders in the Senior College was superb. Multiple events were organised where the student leaders served the school well.
- The behaviour of students in the Senior College was excellent overall.
- A focus on working with parents when dealing with pastoral issues was very important and successful.
- A strong Deans' team that worked together well saw positive results for the Senior College
- Increased tracking of students saw excellent results overall.

## SCHOOL CHALLENGES

- The introduction of the MGS Certificate was positive but also challenging when doing something for the first time.
- An increase in the number of high-level pastoral issues is challenging.
- It was difficult to fit Scholarship classes in with the new timetable. Despite that, a number of students found success in Scholarship for 2025. This has been rectified for 2026.
- We are trying to embed a culture where students are in class on time to every class – this is developing and continuing in 2026.
- Student and staff well-being (Waiora) continues to be a key focus.

## SPECIAL CHARACTER

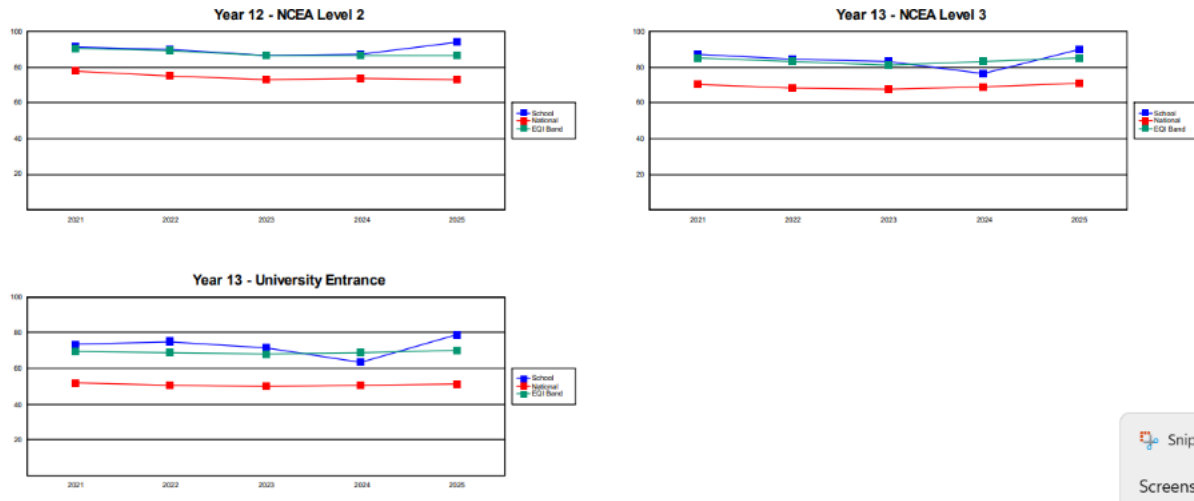
The school's special character was deeply woven into every aspect of Senior College. This was evident in:

- Assemblies that were Christ-focussed. Staff and students led these with excellence and wisdom.
- A passionate group of students leaders who are wanting to see the lives of students changed and empowered with the love of Christ. Bible studies, worship evenings, prayer meetings are all student led.
- Year 13 Christian Focus Days were expertly led by Dr Collier and received excellent feedback from the students.
- The continual development of Christ-centred teaching and learning that is occurring in classrooms across the school.
- Students wanting to pray for the school and each other. It is a wonderful thing to witness.

# PUPIL ACHIEVEMENT ANALYSIS

This section outlines student achievement across Years 12 - 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:

2025 was a very successful year academically for our Year 12 and 13 students.

The level of achievement rose for both Year 12 and Year 13, as did University Entrance for our Year 13 students. These results are as high as they have been for a number of years.

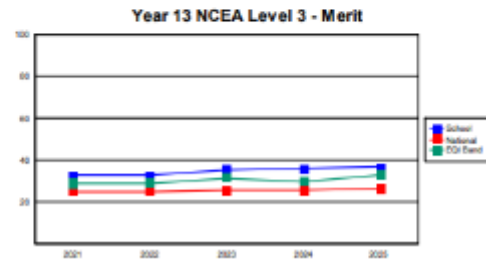
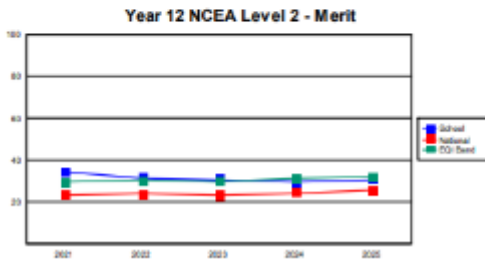
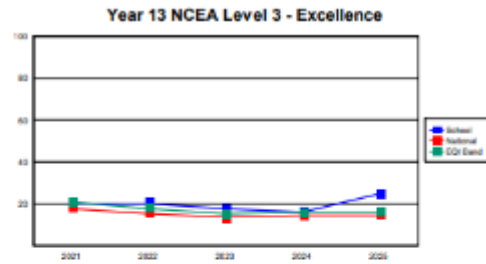
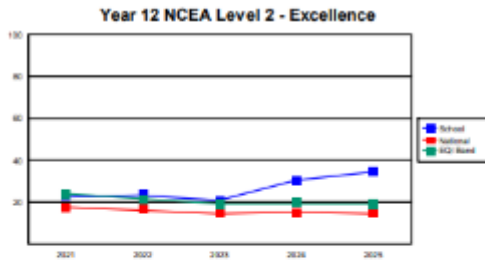
Improved levels of academic tracking played a significant role in this increase, and the deans did an excellent job of monitoring progress and creating interventions as needed.

A lot of work has gone into helping students at their point of need, and so the staff deserve praise for the work they have done with the students.

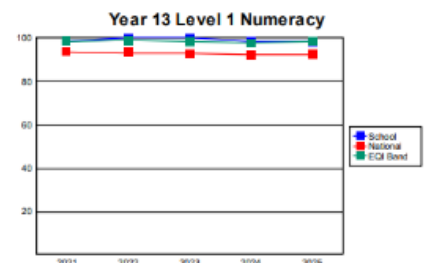
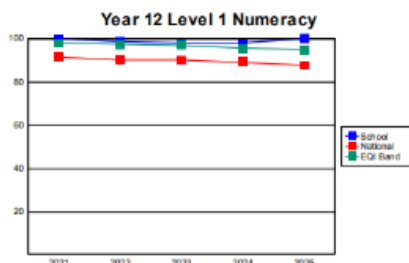
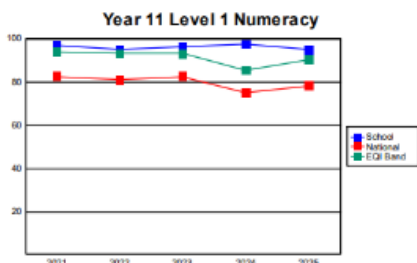
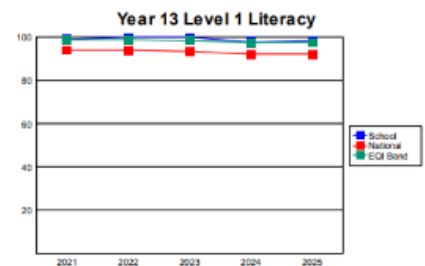
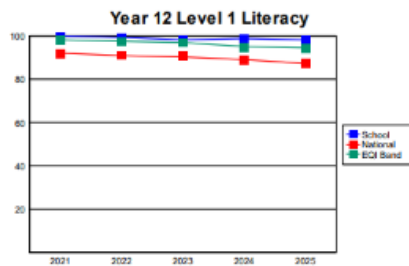
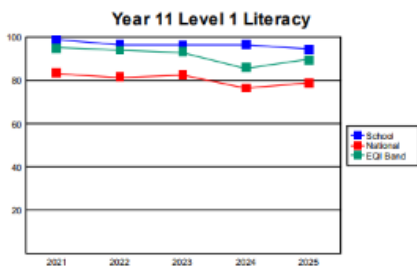
The students who did not succeed in Year 12 and 13 were monitored and tracked, and there were a number of reasons why these students did not gain their certificate.

We expect to see continued high levels of success in 2026, as we work with each student to achieve as well as they can.

## Endorsement Comparison



## Literacy and Numeracy Achievement



Comment:

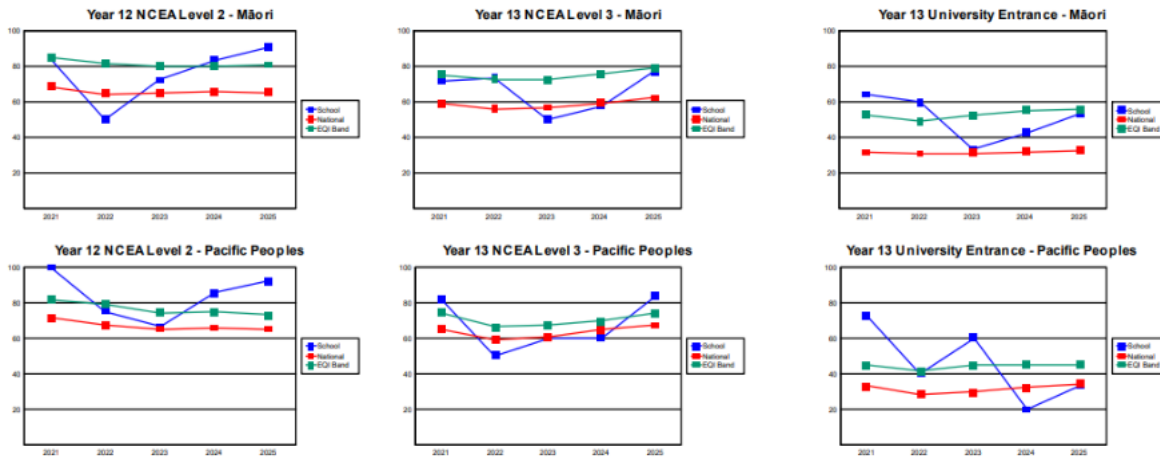
The level of endorsement achievement is high amongst the Year 12 and 13 students.

Excellence endorsements are higher than at any time in the last five year, while the Merit endorsements have remained steady.

Literacy and numeracy requirements have been very good.

What is pleasing to note is that those who do not have the Literacy and Numeracy requirements have been tracked in Years 11-13, and programmes have been put in place to ensure that they achieve these requirements.

## Priority Learners



## University Entrance

The results for this are not as favourable as the other results. Reasons for this stem from some students not aiming for University Entrance, while others simply were not capable. What it does highlight is the need to track this area more stringently. We tracked pass rates well but did not focus on University Entrance. It will be remedied for 2026.

## Year 11 Results

In order to pass the Year 11 MGS Certificate, students had to achieve the following:

- 60 credits from their 7 subjects
- Complete 20 hours Service and 20 hours Extra Curricular activities.
- Maintain an attendance requirement of 90% or over (not including justified absences).

Student Pass Rate	Male Pass Rate	Female Pass Rate	Māori Pass Rate	Pasifika Pass Rate
91%	84%	95%	77%	87.5%

## Analysis

28 students did not pass the MGS certificate. Of these 28 students, 10 of these were not going to pass as they either:

- Were International Students and arrived in NZ half way through last year.
- Were in the Learning Centre full time
- Had health related issues that prevented them from attending school on a regular basis.

Of the other 18 students:

- 9 failed because they did not have enough credits; however, they met the service and extra curricular requirements.
- 4 failed because they did not meet the service and extra-curricular requirements; however, they did have enough credits to pass.
- 5 failed because they did not have enough credits AND did not meet the service and extra-curricular requirements

## ATTENDANCE

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Posting	Attendance Rate	Days x Students Count
Attendance Rate for School	4.8	1.3	0.7		92.8	298,563
Attendance Rate for Selection 657 students	6.0	1.4	0.7		91.7	114,614
Year 11	6.4	1.3	0.4		91.7	39,892
Year 12	5.4	1.2	0.7		92.5	40,197
Year 13	6.1	1.7	1.1		90.9	34,525

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

2025 was a highly successful year for the Senior College. Building on the strong foundations laid in 2024, we implemented systems that led to excellent outcomes. It was a privilege to work alongside our Year 11–13 students and their families, and it was evident that we were supporting talented and capable cohorts.

The introduction of the MGS Certificate was a significant step forward. While there were some initial teething challenges, it was, overall, very well received. Student engagement was strong, particularly in areas of service and co-curricular involvement. The positive success rate provides a solid platform as these students move into Year 12 in 2026.

Achievement levels in Years 12 and 13 were notably higher than in recent years, reflecting the dedication and hard work of both students and staff. It was also encouraging to see how lessons learned from 2024 were applied effectively. The introduction of robust tracking systems has had a clear and positive impact on overall pass rates.

Our student leaders contributed greatly to the life of the school. They served with enthusiasm, integrity, and a genuine desire to make Middleton Grange a positive and inclusive environment. Their leadership was marked by passion, wisdom, and a commitment to seeing lives transformed for Jesus. It was a privilege to support and work alongside them.

Above all, we acknowledge that Middleton Grange is the Lord’s school, and that all we do is for His glory. We give thanks for the achievements of our students and pray for His continued blessing and guidance in 2026.

**Shane McConnell**

Deputy Principal Head of Senior College

23 March 2026

# International College Annual Report 2025

## SPECIAL CHARACTER

Christian Studies classes were provided specifically for international students in Years 11 and 12.

Two new initiatives were explored to further support students' spiritual and emotional wellbeing:

- A domestic parent from the Chinese Methodist Church began developing an after-school programme for Chinese students.
- Sophie Bates facilitated a meeting with representatives from the Asian Community Transformation Trust, who are active in local church leadership. The discussion focused on strengthening community connections and providing resources related to mental health and relationships. Peter Collier also attended.

These initiatives will continue to be developed in 2025.

## MARKET REPORT BACK

The 2025 budget was set at 95 FTEs. By year's end, 244 students attended for varying durations, including 85 full-year students, resulting in a total of 113.975 FTEs.

### Historic FTE Data

2025	2024	2023	2022	2021	2020	2019	2018	2017
113.975	96.25	85.28	32.7	46.5	88.55	106.75	117.5	115.5

### Ethnic Composition (Past Eight Years)

	PR Korea	PR China	Japan	Thai	Germ	Vietnam	Hong Kong	Taiwan	Argentina	Indonesia	Malaysia	Swiss	Laos
2025	32	37	70	36	16	24	26	1	0	0	1	1	1
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			

*Blue cells indicate market growth, which includes group students. Growth reflects the impact of targeted marketing activity.*

## MARKETING EVENTS FOR 2025

### Germany

- Hosted an information evening in Nuremberg.
- Visited two partner schools to meet senior leaders and students.
- Strengthened relationships with key partner schools, parents, and alumni.

*Trend:* Interest from Germany continues to increase, influenced by the academic structure of German Gymnasium schools, where students are encouraged to study abroad before graduation. Our partner schools are high-achieving with Christian heritage, and one is similar to Middleton, with non-denominational Christian character.

## **Vietnam and Thailand**

- Participated in Christchurch Educated events in Ho Chi Minh City, Hanoi, Da Nang, Bangkok, and Chiang Mai.
- Held alumni events in Hanoi and Bangkok.
- Delivered pre-departure orientation for the annual Vietnamese June group.
- 

*Trends:* Engagement from Vietnam continues to grow, with more agents showing interest. Our long-standing partnership with a top Hanoi school will continue despite the programme manager's move to Sedbergh School Vietnam. Thailand remains a key market with strong support from former students and families. Agent relationships in both countries are essential.

## **Korea**

- Representation through a major agent and marketing at the COEX event in October.
- 

*Trend:* Although numbers appear lower, this reflects the conclusion of the Kwangsung Dream School partnership, which previously contributed 40 students in both 2023 and 2024. Excluding this, growth from Korea is significant, particularly among long-term students seeking international qualifications.

## **Japan**

- Conducted the annual visit focused on partner schools, new relationship development, and participation in Education New Zealand's agent event and student seminar.
- 

*Trend:* Increasingly, Japanese universities require more than a basic high school graduation certificate, prompting many students to complete their full schooling in Japan. However, our reputation for academic strength continues to draw strong interest for long-term and short-term programmes.

- Continued involvement in the Tottori Board of Education exchange, with a staff member and four students taking part in 2025.

## **Other markets**

Growing interest was noted from Laos and Taiwan, and both markets will be included in 2026 planning.

A visit to China did not occur in 2025; however, the school renewed its partnership with Xinzhou No. 1 School, from which two students now join us from mid-Year 11 to complete NCEA and progress to the University of Canterbury.

The school also participated in local and national marketing events.

## **ACADEMIC**

Senior academic results in 2025 were strong: seven of thirteen Year 13 students gained University Entrance, and four achieved sufficient credits for university study in their home countries. Three students earned Merit Endorsements—an impressive achievement in a second language.

There was a notable increase in English Language Learners achieving co-requisite standards, complementing the strong performance typically seen in Mathematics.

The new Middleton Grange Year 11 Certificate positively impacted international students by supporting skill development, community engagement, and transition into New Zealand schooling. Year 11 students integrated well, demonstrated strong engagement, and contributed positively to Mission and Service activities. The programme has effectively prepared them for Year 12 academic expectations.

The ESOL Department completed significant work reviewing student challenges and refining support. With the Year 11 changes, pathways for co-requisites narrowed, and Shelley Liken (T.I.C. ESOL) redesigned Year 12 and 13 ENA courses to address this.

Because ENA courses are unit-standard based, Year 11 results did not contribute to the MGS GPA. Ongoing curriculum developments may help address this.

A comprehensive ESOL report has been prepared by Shelley Liken.

## **PASTORAL**

Caring for a large international cohort is a shared responsibility between host families, Whānau teachers, subject teachers, and the International College team, who carry primary responsibility for student welfare. Students required emotional, relational, and academic support throughout the year, and while this can be demanding, it remains a privilege to support young people living far from home.

Student care included school-based activities and trips that helped them understand and experience New Zealand culture and the wider Middleton community.

## **LEADERSHIP**

The 2025 International Leadership Team, comprising Year 12 and 13 students, contributed extensively across International College and main school activities. Members participated in ISANA NZ Student Ambassador Training, with the school receiving the Pioneer Partner Award in recognition of its commitment to learner experience and global citizenship.

One student received the Cultural Ambassador Award at the 2025 Waitaha Canterbury International Student Awards.

## **SHORT-TERM PROGRAMMES**

Six short-term groups were hosted in 2025, ranging from stand-alone programmes to full mainstream integration. These programmes continue to develop through strong, long-standing relationships with schools and agents.

A Memorandum of Understanding was signed with Kenmei Gakuin Junior and Senior High School, further strengthening this ongoing partnership.

## **STAFFING**

- Sophie Bates joined the ESOL Department at the start of the year.
- David Farmer retired from his role as Assistant Director and Dean; Abigail Uttley was appointed from Term 2.
- Following the resignation of Administration Manager, responsibilities were temporarily redistributed among the administrative team pending permanent recruitment in 2026.

## **GENERAL**

With international numbers returning to pre-pandemic levels, we acknowledge and appreciate the significant contribution of all Middleton staff. International students bring added complexity and support needs, and staff have responded with dedication and care.

It is a privilege to work in a school where each student is recognised as uniquely created and called to serve God's Kingdom. It is equally a privilege to share Christ with students who may not have encountered Him previously.

I especially would like to acknowledge the work of the IC Team. It is an honour to work with this group of people who have such a passion for international students and for God's work.

### **Colleen Steyn**

Director International College

March 2026

# Māori Community Report 2025

## Māori Student Numbers and Movement

In 2025 there were 46 boys 55 girls (101 students in total) who identified themselves as Māori. This represented approximately 7.4 % of the total school roll. These students identified with a range of iwi from broad geographic regions.

MĀORI STUDENT ROLL2025		
Māori	Males	Females
Year 1	3	1
Year 2	1	3
Year 3	1	0
Year 4	3	2
Year 5	4	2
Year 6	1	1
Year 7	2	5
Year 8	4	3
Year 9	3	8
Year 10	6	7
Year 11	7	9
Year 12	3	8
Year 13	8	6

## 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.

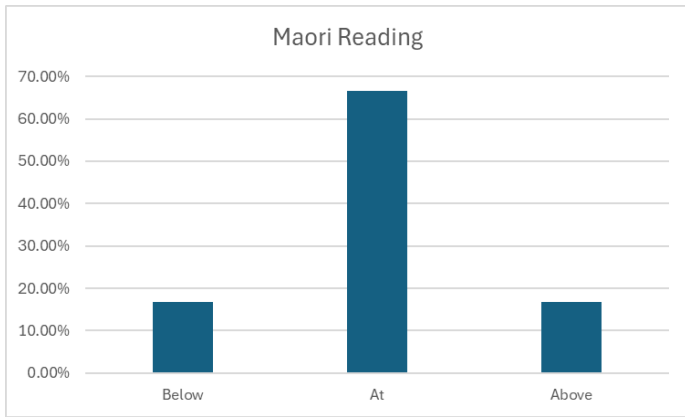
## Attendance

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 **90.0%** and the overall attendance for the school was **92.8%**. The small percentage of unjustified absences for Māori students at **1.5%** was slightly more than the school overall at **1.3%**.

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

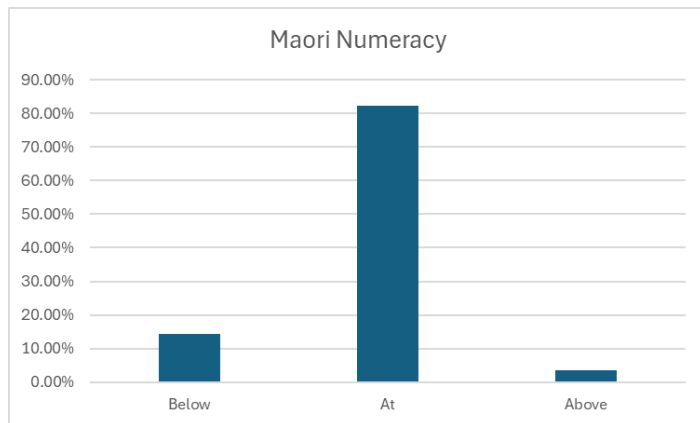
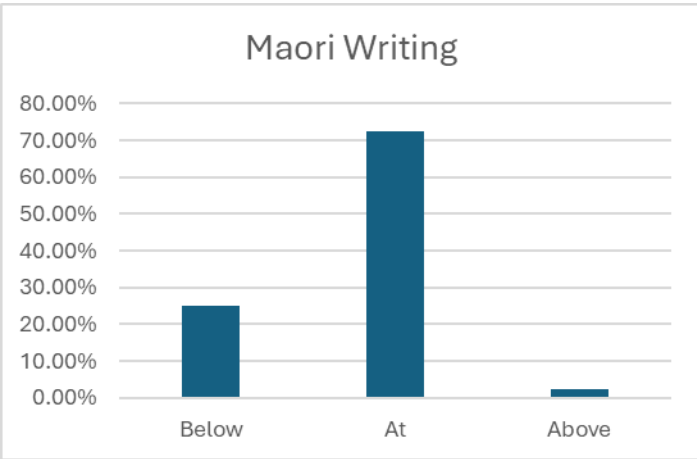
Primary staff keep comprehensive records of achievement and progress for every Māori student. Parents are warmly invited to meet and discuss their child’s achievement with their teacher.



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 2025 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	27	33
At Expectation	56	50
Below Expectation	17	17

#### English: Writing

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	21	17
At Expectation	62	67
Below Expectation	17	17

#### Mathematics:

Level	All Year 7 Students (%)	Māori Students (%)
Above Expectations	22	17
At Expectation	65	67
Below Expectation	13	17

### YEAR 8 7 Students

#### English: Reading

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	19	0
At Expectation	64	100
Below Expectation	17	0

#### English: Writing

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	19	14
At Expectation	63	86
Below Expectation	17	0

#### Mathematics:

Level	All Year 8 Students (%)	Māori Students (%)
Above Expectations	15	0
At Expectation	79	100
Below Expectation	7	0

## Year 9 and 10.

### YEAR 9 11 Students

#### English: Reading

Level	All Year 9 Students (%)	Māori Students (%)
Above Expectations	40	37
At Expectation	25	0
Below Expectation	35	63

#### English: Writing

Level	All Year 9 Students (%)	Māori Students (%)
Above Expectations	45	50
At Expectation	30	21
Below Expectation	25	29

#### Mathematics:

Level	All Year 9 Students (%)	Māori Students (%)
Above Expectations	51	39
At Expectation	40	41
Below Expectation	9	20

### YEAR 10 13 Students

#### English: Reading 2 topics

Grade	All Year 10 Students (%)	Māori Students (%)
E	26	15
M	31	12
A	34	50
AA	5	15
N	5	8

#### English: Writing 2 topics

Grade	All Year 10 Students (%)	Māori Students (%)
E	15	0
M	28	24
A	40	52
AA	11	14
N	6	10

#### Mathematics: 5 topics per student.

Grade	All Year 10 Students (%)	Māori Students (%)
E	28	10
M	36	33
A	28	43
AA	3	3
N	5	11

## MIDDLE SCHOOL PRIZE-GIVING AWARDS

Year 7/8 Excellence and Leadership in Māori (The Audrey Phillips Award - Te Taurapa)	<b>Joel Wilson</b>
Year 9/10 Excellence and Leadership in Māori Te Ariki o te Rangimarie (God of Peace)	<b>Maddie Milne</b>
First in Te Reo Māori	Year 9 <b>Yara Mara</b>
	Year 10 <b>Maddie Milne</b>

## 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:

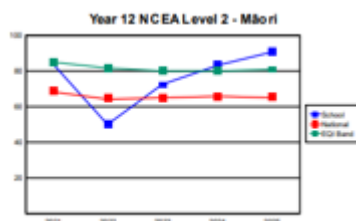
As a % comparison to National statistics and school equity index statistics

### MGS Certificate: 16 Students

77% gained the MGS Certificate

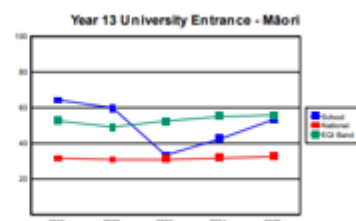
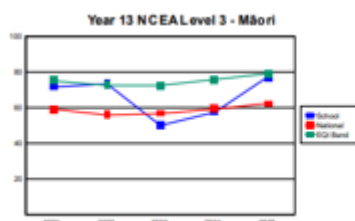
### Level 2 NCEA: 11 Students

- 10 gained Level 2 NCEA
- 5 gained a Merit Endorsement
- 1 gained an Excellence Endorsement
- 7 gained UE Literacy



### Level 3 NCEA: 14 Students

- 9 Gained Level 3 NCEA
- gained UE Entrance
- 1 gained a Merit Endorsement
- 1 gained an Excellence Endorsement
- 12 gained UE literacy



## SENIOR COLLEGE PRIZE-GIVING AWARDS

Te Ao Marama Māori Award		<b>Laura Lafituanai</b>
1 <sup>st</sup> Te Reo Māori	Year 11	<b>Esther Jun</b>
	Year 12	<b>Sisilia Misa plus High Distinction in</b>
	Year 13	<b>Not awarded in 2025</b>

## DESTINATION OF MĀORI LEARNERS

### EVENTS AND PROGRAMMES THROUGH THE CAREERS DEPARTMENT

#### Destinations

Of the 11 Year 13 Māori leavers

6 are going to Tertiary education.
2 are entering employment
3 a Gap year

## REFLECTION AND HIGHLIGHTS FROM 2025

In 2025, we managed to reach out to Hakatere Marae in Ashburton to take the Noho Marae overnight stay. Ashburton College and their Kaiko Māori teacher welcomed us on. It was a great experience we were not expecting such a welcome and the students really appreciated the occasion. The cost of Noho Marae has always been an issue for our whānau so we are always looking at ways to keep the cost manageable. We had multiple students pull out in the last week, and we were unable to recover the cost. Looking forward to 2026, we have made the decision to make it compulsory that all students pay 50% non-refundable deposit 2 weeks prior to the trip. The trip itself was a great opportunity for whakawhānaungatanga and preparation for performing at Tu Kaha, Māori performing arts night.

Tukaha again was a great night of celebration enjoyed by all. The numbers each year have been growing so much, for health and safety reasons we restricted participation to just two schools outside of Middleton. We still managed to fill the hall with the reduced number of schools, which was great. As always, the Middleton Grange kapa haka groups at all levels performed with excellence and represented their school with pride. Matau Steve, Rebecca Thomson, Margie Cox deserve much of the accolades for their time and hard work bringing this night together.

The community were surveyed about best times to meet for a hui in early 2025, and we choose the most popular night. We have 14 families say that responded that we would attend but unfortunately only one family came on the night. For 2026 we will look at changing the format and having whānau night before Tuhono, as the final dress rehearsal where whānau can come and share kai.

The Te Reo classes in 2025 saw continued improvement, with Y12 external results being particularly note worthy. The year 11 program was more settled as we have been coming to grips with the requirements of the new curriculum. Having a separate Middleton Grange program has allowed us the flexibility to give a more solid foundation for our year 11 students moving through to Y12.

In 2026 Pairama will take a year's leave to focus on his post graduate studies in Te Reo. Rawiri Maniapoto will be stepping in to cover his role in his absence. We are very fortunate to have the ability to utilise a replacement of such calibre.

#### Pairama Moon

Middleton Māori Cultural Leader  
Curriculum Leader Māori

March 2026

# Pasifika Community Report 2025



In 2025 there were 60 students who identified themselves as Pasifika and this represented 4.4% of the total school roll. These students identified from a range of islands: Samoa, Fiji, Cook Islands, Vanuatu and Tonga.

<b>PASIFIKA PUPIL ROLL 2025</b>		
<b>Pasifika</b>	<b>Males</b>	<b>Females</b>
Year 1	1	1
Year 2	2	1
Year 3	0	1
Year 4	1	1
Year 5	3	2
Year 6	0	2
Year 7	3	1
Year 8	3	1
Year 9	3	5
Year 10	1	2
Year 11	3	4
Year 12	4	9
Year 13	3	3

## **SENIOR COLLEGE**

Talafaiva Ofa did a great job as the Pasifika Leader in 2025, organising many events, tributes and celebrations, including contributing to Mr Vannoort's farewell assembly. 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. NCEA students were awarded NCEA Dance Standard credits according to their level, through the dances they performed at Polyfest. Some of our students were part of the UCMExL Holiday programme, where extra NCEA tuition was given by University of Canterbury students and tertiary study was encouraged.

During Samoan, Fijian and Tongan Language Weeks the students organised some lunchtime activities, put up national flags and balloons and wore traditional costumes for the day. At the end of Tongan Language week, the parents brought in food for everyone to share in the Whare. 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 2025 was promoted during Tongan Language week too.

At the SPACPAC Leadership Breakfast and awards event at Ara, four of our students were nominated for various roles and achievements. Our Year 13 Leaders, Ana Mohi and Faiva Ofa, were acknowledged for their leadership. Four Year 13 Pasifika students had a Pasifika Leadership Retreat with 87 Pasifika students from all over Christchurch and beyond at the Cultural Centre, Hagley Park. They were encouraged to step out of their comfort zones and create new initiatives. The inter-school SPACPAC Innovate was held at the same venue in November, and helped Year 10 students think creatively about business innovation. There was no SPACPAC Speech competition nor Careers Expo held this year.

Four of our students received Talanoa STEM scholarships to help towards their school fees, and encourage them in their Science studies. Four of our Year 13 Pasifika students received Pacific Peoples' Entrance Scholarships from University of Otago. At the Performing Arts Evening eight of our students received Red Awards for their consistent, loyal and competent contribution to the Pasifika Group over two years. Nine students received Black Awards for their outstanding contribution and high quality of performance, mature attitude and loyalty to the school.

## **FONO**

A Fono was held in the staffroom on 29<sup>th</sup> July, attended by three parents and seven students and led by Louise Arndt (SLT). The students gave feedback on the Service and Missions trip to Tonga, Pasifika Leadership Day, the Race Unity Speech competition, Mr Vannoort's farewell and the Ethics Olympiad as well as Board representation (Sisilia Misa). There was a request to have a Facebook page so that parents can communicate for various events.

## **PASIFIKA CULTURAL GROUP**

We had 29 students perform at Polyfest in Hagley Park in March. Our tutors this year were Jairus Otufangavalu, Joy Rea, Ana Mohi and Faiva and Tupou Ofa who choreographed a wonderful selection of Pasifika dances. Samoan, Tongan and Fijian cultures were represented in song and/or dance. The Fia Fia night was very well attended by 200 family members and friends. It was a wonderful time of celebration, and attendees were grateful for all the food and drinks that the parents provided and the way they honoured all their tutors, musicians and teachers. For the first time, the students also performed individual and small group dances, in addition to the main Polyfest repertoire. Almost \$1000 was raised to cover uniform and T-shirt costs with kohas given. They sang and danced at the Performing Arts award ceremony too, as well as at the Year 12/13 Prize Giving evening and even Middle School members came in to participate.

## **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 38 students from Aidanfield, Hillview and Middleton attended. Unfortunately, the Christchurch Adventist students could not attend and withdrew the day before the event. The theme for 2025 was "Hope" and Kerry Malcolm gave an encouraging presentation about hopes and dreams to start the day. The MGS

Student Leaders were good MCs for the day, leading numerous fun activities. The guest speaker was Alana Batcheler from University of Canterbury and she brought two alumni, Ana Togiasso and Izak Tuala, to speak about their journeys in Law and Sports Management degrees. Many ideas, activities, and discussions were activated. Sisilia Misa presented her winning speech from the Race Unity Speech competition, new 2026 Polyfest outfits were designed and ethical issues related to Pasifika were brainstormed.

### **PASIFIKA STUDIES CLASS**

The Pasifika Studies class ran for the fifth year, and we had 17 students from Year 11 to 13 in the class under the leadership of Tim Lalahi. He continued to use Social Studies Achievement Standards with Pacific topics as Pacific Studies only has Unit Standards available. The students studied the Dawn Raids events and then wrote about the Dawn Raids Apology campaign in Term 1. In Term 2 students studied various Pasifika people working in New Zealand for the betterment of Pasifika people. In Term 3, the class learned about how Climate Change is affecting the nations in the Pacific and what different organisations are doing about it. To support climate justice, the class worked on educating people around them, fundraising for Aotearoa 350, and tested recycling on MGS grounds. Tim successfully worked towards his Masters in Education at the University of Canterbury in 2025 with a thesis on Pasifika Studies. He has been awarded release time for three classes for 2026 from TeachNZ, and he will complete his Masters in 2026.

### **SERVICE AND MISSIONS TRIP TO TONGA**

A group of 16 willing year 12 and 13 students, with teachers, Mr Lalahi, Mrs Bailey, Mrs Nielson and 24/7 Youth Leader, Annabelle McLennan, made their way across the Pacific Ocean to Tonga, Nukualofa the capital, where they stayed at the YWAM base (Youth With a Mission). This time they shared the base with people doing YWAM training, getting ready for the mission field.

Students loved meeting the children in a pre-school they visited called "Ofa Kindergarten" where they learnt Tongan and English. Even though there was a language barrier they 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.

They had the opportunity to join in the preparations and end of term celebrations at ACTs Christian School and watch their Fia Fia night in the Queen Salote Memorial Hall. They met Miss South Pacific who was presenting the Rugby 1<sup>st</sup> team players with their jerseys at Tonga High School. She had a wonderful message for the players about honoring the women in their lives and being great role models on and off the field. Tonga High School arranged lunch and a tour of the island with their Prefect team, after a quick visit to the Trade Fair in the Memorial Hall.

The team were able to paint two Vaiola Hospital rooms, two YWAM fales, plant 50 mangrove seedlings to stabilise the coastline when there are weather events, and collect 10 bags of rubbish from Keleti beach. They were blessed with food gifts from many of the Tongan families of students on the trip, King's Birthday Float Parade, beautiful beaches and island hospitality.

Unfortunately, there were some sick people in the team, but with prayer and perseverance they made it through. Everyone in the group shared their testimonies during the trip. This was a great bonding time and made their connections deeper. They journaled every night and prayed over people in hope that God's will would be fulfilled. They all wrote notes to encourage others in the group. God thoroughly blessed them and hopefully some of the people of Tonga through this trip.

### **SCHOOL SUPPORT**

All students are provided with a support network:

- Years 1 – 6, through their Homerooms, Learning Teams, Learning Support and Head of School
- Years 7 – 10, through Whānau classes and Middle School Pastoral networks including Deans, Counsellors, the Learning Centre and Head of School.
- Years 11 – 13, through Whānau and classroom teachers, Senior College Deans, Counsellors, the Learning Centre and Head 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 2025, there were some truancy concerns in the Primary School, Middle School and Senior College for Pasifika students. Attendance overall for Pasifika was 89.4%, which is an improvement on 2024. The overall attendance for the school was 92.8%. This shows us that there is still room for improvement in Pasifika attendance rates.

## 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 or other consequences as appropriate.

### Stand-Downs and Suspensions

In 2025, there were five external stand-downs involving Pasifika students. Although this represents an increase compared with previous years, the incidents were generally isolated and not part of any wider behavioural trend. Each situation was addressed using restorative processes, ensuring that students were supported to repair relationships and reflect constructively on their actions. The school continues to uphold high expectations for all learners, and these stand-downs reinforce our commitment to maintaining a safe and positive learning environment where standards are clear and consistently applied.

### 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 highlights some level of concern for Pasifika students in the Middle School and Senior College. These will be discussed with Heads of Schools to see if there are any trends that need to be addressed.

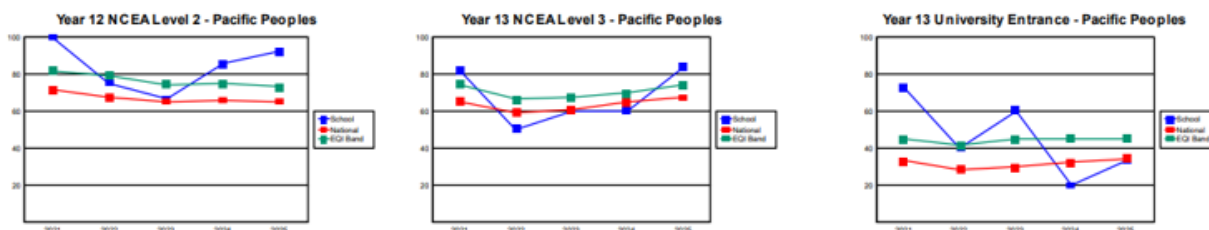
## LEARNING SUPPORT

**Years 7 – 10:** There were 9 students involved with the Learning Centre getting Literacy and Numeracy support at least once a week.

**Years 11 – 13:** There were 8 students who received English, Numeracy and Science support as well as Special Assessment Conditions and Senior Study Support.

## SENIOR COLLEGE ACHIEVEMENT

The new Year 11 MGS Certificate was gained by 87.5% of Year 11 Pasifika students.



This data shows that MGS NCEA Level 2 and 3 Achievement is trending above National and EQI bands. While Year 13 University Entrance appears lower for 2025, there were two Pasifika students who completed their UE requirements in early 2026; this has resulted in a 67% rate for 2025 UE which is also above National and EQI trends.

## MIDDLE SCHOOL ACHIEVEMENT

### YEAR 7 (4 Students)

#### English: Reading

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	27	0
At Expectation	56	50
Below Expectation	17	50

#### English: Writing

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	21	0
At Expectation	62	50
Below Expectation	17	50

#### Mathematics:

Level	All Year 7 Students (%)	Pasifika Students (%)
Above Expectations	22	0
At Expectation	65	75
Below Expectation	13	25

### YEAR 8 (4 Students)

#### English: Reading

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	19	25
At Expectation	64	25
Below Expectation	17	50

#### English: Writing

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	19	0
At Expectation	63	50
Below Expectation	17	50

**Mathematics:**

Level	All Year 8 Students (%)	Pasifika Students (%)
Above Expectations	15	25
At Expectation	79	75
Below Expectation	7	0

**YEAR 9 (8 Students)****English:** Reading

Level	All Year 9 Students (%)	Pasifika Students (%)
Above Expectations	40	28
At Expectation	25	39
Below Expectation	35	33

**English:** Writing

Level	All Year 9 Students (%)	Pasifika Students (%)
Above Expectations	45	33
At Expectation	30	42
Below Expectation	25	25

**Mathematics:**

Level	All Year 9 Students (%)	Pasifika Students (%)
Above Expectations	51	19
At Expectation	40	67
Below Expectation	9	14

**YEAR 10 (3 Students)****English:** Reading 2 topics

Grade	All Year 10 Students (%)	Pasifika Students (%)
E	26	17
M	31	33
A	34	50
AA	5	0
N	5	0

**English:** Writing 2 topics

Grade	All Year 10 Students (%)	Pasifika Students (%)
E	15	0
M	28	33
A	40	50
AA	11	17
N	6	0

**Mathematics:** 5 topics per student.

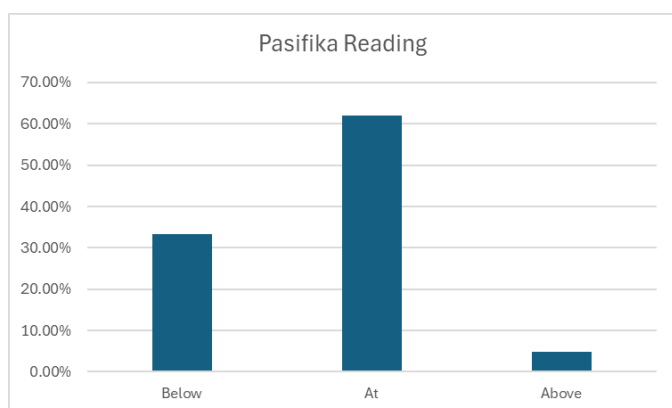
Grade	All Year 10 Students (%)	Pasifika Students (%)
E	28	17
M	36	42
A	28	17
AA	3	0
N	5	25

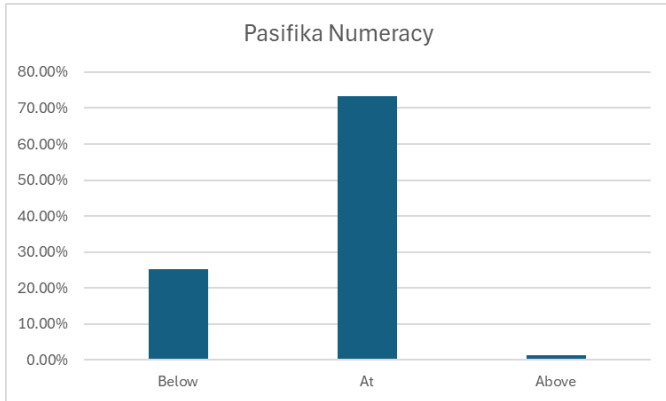
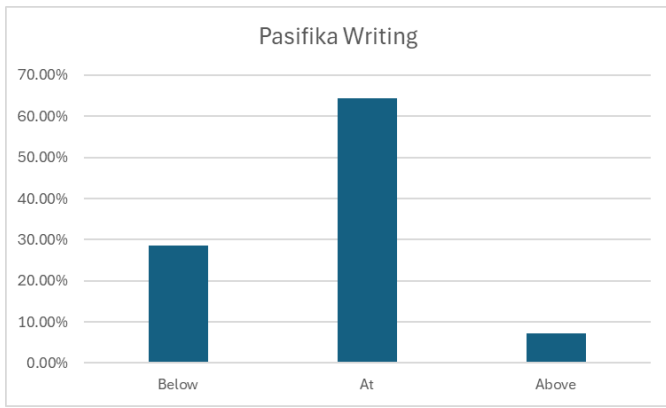
**PRIMARY SCHOOL**

Lailoa Lafai has been very successful bringing Pasifika culture to the fore at the Primary School this year. She had a group singing in the Kaikoura Jack show and nurtured a Pasifika Cultural group who practiced dance at lunchtimes, and who performed at the Primary Prize-giving ceremony.

**PRIMARY SCHOOL ACHIEVEMENT**

The data below represents the combined percentage of the various topics that were assessed at the level of achievement.





**Nicole Bailey**  
 Pasifika Coordinator 2025)

The Pasifika community at MGS has been supported by Nicole Bailey for a number of years. Nicole has provided solid leadership and oversight in this space. We honour her for the commitment, care and hours of work that she has put into ensuring our Pasifika students are well looked after at MGS.

**Louise Arndt**  
 Acting Deputy Principal Middle School

March 2026

# Strategic Plan 2025

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

# Strategic Goal 1A: Analysis of Variance 2025

<b>Strategic Goal 1 A</b>					<b>Progress Indicators:</b>	
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	
<b>Annual Target/Goal:</b> Connect the newly established Scripture/Christian Studies teaching team with other Christian Schools in NZ and across the world to engage in best practice discussion and collaboration. HOF/team to present to the BOT during term 2 with an update as to progress being made in the Year 1-13 programme, and to review with both staff and students the revised Christian Studies programme at the start of term 4 2025. <i>Regulation 9(1)(a)</i>					PA = Partially Achieved	
<b>What do we expect to see by the end of the year?</b> (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>					IP = In progress	
1. To connect the <del>Scr</del> /Chr St teaching team with other Christian Schools in NZ and across the world to engage in best practice discussion and collaboration. (ongoing)					NA = Not Achieved	
2. To present to the BOT an update as to progress being made in the Y11-13 programme. (by end Term 2)					O = Ongoing	
3. To review with both staff and students the revised Christian Studies programme at the start of term 4, 2025. (start of Term 4)						
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>	<b>PROGRESS</b>	
					MID-YEAR	FINAL
Connect the Christian Studies teaching team with other Christian Schools in NZ and across the world re: best practice discussions and collaboration.	Peter Collier  Craig Utting re: Curriculum oversight	MGS Christian Studies Staff Christian Studies programmes Database of Christian Schools Time Meetings	Terms 1-4	Successfully connect with other Christian Schools in NZ. (Peter is attending the NZACS Conference in Auckland in June). Peter has also connected with WHCS and ACS to provide support. Successfully connect with other Christian Schools across the world. (Peter has connected with people in Sydney, Australia re: 'Think Faith Curriculum'). Engaged in best practice discussions and collaboration with other Christian schools. Positive learnings have been achieved and gained. Ideas and opportunities for improvement have been discussed. Refer to end of Term 2 Board report	IP	PA
Present to the Board an update as to progress being made in the Y11-13 Christian Studies programme	Peter Collier	MGS Christian Studies Staff Christian Studies programmes	By end Term 2	HOF Christian Studies has had the opportunity to reflect on progress to date, with his staff. HOF Chr St presents his report in Term 2 (June mtg). Feedback from the Board to HOF provided	A	A
To review with both staff and students the revised Christian Studies programme at the start of term 4, 2025	Peter Collier  Craig Utting re: Curriculum oversight	MGS Christian Studies Staff Christian Studies programmes Time Meetings	Start of Term 4	Staff review of Christian Studies has taken place Student review of Christian Studies has taken place  Recommendations for change/improvement have been made  Other outcomes / blessings from our Christian Studies staff, programmes and students. E.g. student led Bible studies & prayer groups.  Plans for 2026 have been outlined		A

# Strategic Goal 1B: Analysis of Variance 2025

<b>Strategic Goal 1 B</b> To investigate the manageability of MGS to cater for its anticipated roll growth due to the MRI of CEN schools.					<b>Progress Indicators:</b>	
<p><b>Regulation 9(1)(a)</b></p> <p><b>Annual Target/Goal:</b> Gather data on the projected <u>roll</u> increases for the CEN schools for the next 5 years and their impact on MGS. Gather data on the overall capacity and current utilization of classrooms and facilities at MGS currently. Determine where the pressure points are re: classrooms / facilities / subjects / etc. Explore options to resolve these pressure points for the next 5 years <u>in order to</u> maximize the utilization of facilities. Report to Board and CST re: MGS capacity and utilization, SWOT of current CEN model, options to cater for growth. Consider <u>if and when</u> additional classrooms (specialist and/or general) may be required. WP will meet to review data and information, analyse data, delegate tasks, form preliminary conclusions, possible options and draft updates to keep Board informed of progress.</p>					<p>A = Achieved</p> <p>PA = Partially Achieved</p> <p>IP = In progress</p> <p>NA = Not Achieved</p> <p>O = Ongoing</p>	
<p><b>Regulation 9(1)(a)</b></p> <p><b>What do we expect to see by the end of the year?</b> (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.)</p>						
<p><b>Regulation 9(1)(d)</b></p> <p>In 2025 the CEN schools (ACS, ECS &amp; MGS) received an MRI from the MOE. This goal is to investigate the manageability of this anticipated roll growth through the network and upon MGS as the final recipient of these students.</p>						
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>	<b>PROGRESS</b>	
<b>Regulation 9(1)(b)</b>	<b>Regulation 9(1)(c)</b>	<b>Regulation 9(1)(c)</b>		<b>Regulation 9(1)(d)</b>	<b>MID-YEAR</b>	<b>FINAL</b>
Gather data on the projected <u>roll</u> increases for the CEN schools for the next 5 years and their impact on MGS.	Mike Vannoort	CEN Schools information Support from CEN principals Time ICT support	Term 2	Data from all schools collected and collated. Overall possible roll projections made Working Group will provide updates to the Board at each meeting as part of the review of 2025 strategic plan included in the <u>Principal</u> strategic report.	<b>A</b>	<b>A</b>
Gather data on the overall capacity and current utilization of classrooms and facilities at MGS currently.	Dean McKenzie	Kamar SMS Time Expertise with Timetabling/SMS/Spreadsheets/etc. Knowledge of MGS facilities	By end of Term 2	Data sourced and collated Working Group will provide updates to the Board at each meeting as part of the review of 2025 strategic plan included in the <u>Principal</u> strategic report.	<b>A</b>	<b>A</b>
Determine where the pressure points are re: classrooms / facilities / subjects / etc. Explore options to resolve these pressure points for the next 5 years <u>in order to</u> maximize the utilization of facilities.	Craig/Dean & Chris H (working party)	Time Expertise with Timetabling	Term 3	Data analysed Current pressure points and areas of concern determined. Needs identified Working Group will provide updates to the Board at each meeting as part of the review of 2025 strategic plan included in the <u>Principal</u> strategic report. There will be a preliminary report provided Term 3 to help guide the Board in its assessment of capacity and utilisation of current facilities for the 2026 academic year.	<b>A</b>	<b>A</b>
Report to Board and CST re: MGS capacity and utilization, SWOT of current CEN model, options to cater for growth.	Craig/Dean & Chris H (working party)	Time Knowledge of school assets and possible future distribution and allocation	Start of Term 4	SWOT analysis of current CEN model of all schools feeding into MGS completed. MGS capacity and possible future utilization options ascertained and presented. Working Group will provide updates to the Board at each meeting as part of the review of 2025 strategic plan included in the <u>Principal</u> strategic report.		<b>A</b>
Consider <u>if and when</u> additional classrooms (specialist and/or general) may be required.	Craig/Dean & Chris H (working party)	Working party Time Knowledge of school assets	End of Term 4	Working Group will provide updates to the Board at each meeting as part of the review of 2025 strategic plan included in the <u>Principal</u> strategic report.		<b>A</b>

# Strategic Goal 2A: Analysis of Variance 2025

<b>Strategic Goal 2 A</b>					<b>Progress Indicators:</b>	
To deliver a high-quality induction programme for all MGS staff. <a href="#">Regulation 9(1)(a)</a>						
<b>Annual Target/Goal:</b> Review the newly implemented staff induction programme and further enhance for 2026 <a href="#">Regulation 9(1)(a)</a>					A = Achieved	
<b>What do we expect to see by the end of the year?</b> (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.) <a href="#">Regulation 9(1)(d)</a>					PA = Partially Achieved	
<ol style="list-style-type: none"> <li>Ongoing review of newly implemented induction programme for 2025 and further enhance for 2026.</li> <li>A one-page summary review from staff feedback (survey) and SLT to be provided to the Board at the end of Term 2.</li> <li>Assign a mentor for each staff member in their first year at Middleton Grange School to provide support, etc.</li> </ol>					IP = In progress	
					NA = Not Achieved	
					O = Ongoing	
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>	<b>PROGRESS</b>	
<a href="#">Regulation 9(1)(b)</a>	<a href="#">Regulation 9(1)(c)</a>	<a href="#">Regulation 9(1)(c)</a>		<a href="#">Regulation 9(1)(d)</a>	MID-YEAR	FINAL
Assign a mentor for each staff member in their first year at Middleton Grange School to provide support, etc.	Jenny Addison (AS)	Willing staff to be mentors Training provided for mentors Time Induction programme	Term 1	Mentors assigned to new staff. Meetings had, support provided, resources shared, and a Microsoft OneNote created to collect resources and support new staff.	A	A
A one-page summary review from staff feedback (survey) and SLT to be provided to the Board at the end of Term 2.	Jenny Addison (AS) Dean McKenzie (MN)	Meetings Surveys Time New Staff	Term 2	New Staff feedback sought and provided. SLT feedback sought and provided Feedback summarised for the Board for end Term 2 meeting	A	A
A sequence of sessions produced for new staff that look at the history and implementation of Christian teaching at Middleton focusing on the key principles of curricular	Jenny Addison (AS) Dean McKenzie (MN)	Use of Peter Collier's expertise along with input from key staff	Term 3	The sessions are produced and delivered.	A	A
Ongoing review of newly implemented induction programme for 2025 and further enhance for 2026.	AS/MN	Meetings Surveys Time New Staff	Term 1 - 4	2025 MGS new staff induction completed successfully Review and feedback sought and provided Suggestions / changes / improvements provided for 2026 staff induction course. Changes made to 2026 staff induction programme.	A	A

# Strategic Goal 2B: Analysis of Variance 2025

<b>Strategic Goal 2 B</b> To offer Professional Learning and Development (PLD) on understanding the National Education Learning Priorities (NELP) through our Special Character <i>Regulation 9(1)(a)</i>					<b>Progress Indicators:</b>  A = Achieved  PA = Partially Achieved  IP = In progress  NA = Not Achieved  O = Ongoing	
<b>Annual Target/Goal:</b> Organize further Professional development opportunities for staff to engage with the NELP as part of the school wide PLD programme in 2025. <i>Regulation 9(1)(a)</i>						
<b>What do we expect to see by the end of the year?</b> (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>						
PLD plan presented to the board in Term 1. Organize further Professional development opportunities for staff to engage with the NELP as part of the school wide PLD programme in 2025. Mn to report to the board in Term 4 on progress and feedback.						
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b>  <i>Regulation 9(1)(c)</i>	<b>Resources Required</b>  <i>Regulation 9(1)(c)</i>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>	<b>PROGRESS</b>	
					<b>MID-YEAR</b>	<b>FINAL</b>
Align the proposed PLD schedule with the NELPs to see what is being addressed directly through the 2025 PLD program	Mn	Knowledge of PLD opportunities. NELPs PLD committee	Term 1	Alignment with NELPS documented	A	A
PLD plan presented to the board in Term 1.	Mn	PLD plan prepared and presented	Term 1	PLD overview produced and shared	A	A
Organize further Professional development opportunities for staff to engage with the NELP as part of the school wide PLD programme in 2025.	Mn	Knowledge of PLD opportunities. PLD committee mtgs	Term 1 - 4	Provision is made for staff to attend appropriate PLD as required. PLD is mapped with the NELPs. Feedback provided from PLD by staff	A	A
Mn to report to the board in Term 4 on progress and feedback.	Mn	PLD committee mtgs	Term 4	PLD report presented to the Board Report includes details of PLD and relevance to NELPs Report includes feedback and suggestions / recommendations for the future.	A	A

# Strategic Goal 3A: Analysis of Variance 2025

<b>Strategic Goal 3 A</b>					<b>Progress Indicators:</b>	
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>					A = Achieved	
<b>Annual Target/Goal:</b> Compile information and schedule 'marketing' comms to parents. Determine the best ways to showcase who we are and what differentiates MGS from other schools. [Contract external agency to develop clear tools and products to use with existing families highlighting the benefits of their SCD/VCD] <i>Regulation 9(1)(a)</i>					PA = Partially Achieved	
<b>What do we expect to see by the end of the year?</b> (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>					IP = In progress	
					NA = Not Achieved	
					O = Ongoing	
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>	<b>PROGRESS</b>	
	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>			MID-YEAR	FINAL
To review the revised marketing / HR scope provided by Mel and Tony.	Va	Revised marketing plan Time	Term 1	Revised marketing / HR scope reviewed	A	A
To meet with Rachel Alexander, from Alexanders Digital Marketing, to discuss the revised scope and what this might involve.	Va HR consultant	Revised marketing plan Time HR consultant	Term 1	Principal met with Rachel Alexander, from Alexanders Digital Marketing on 18 March 2025. Rachel agreed to do some work on this and provide a proposal in time for the next Board meeting on 7 April.	A	A
Request a quote from HR Consultant, Alexanders Digital, for the scope of works agreed on.	Va HR consultant	Revised marketing plan Time HR consultant	Term 2	Quote received and presented to Board. Decision made by Board on next steps.	A	A
An MGS parent approached Mel H to offer her support with HR work for the school. Suggested that the MGS parent contact the principal.	Va Board PM MGS parent	Revised marketing plan Time Board PM MGS parent	Term 2	MGS parent contacts the principal to discuss marketing plans. Marketing plan for the school discussed.	NA	NA
The marketing scope has been agreed by the board.  A marketing person is engaged to support the school in promoting and showcasing the school.	Acting Principal / Admin. Marketing	Revised marketing plan Time Board PM MGS parent Acting Principal Support staff	Term 3 - 4	A Marketing person is engaged to support the school A Marketing plan is developed and actioned to better 'showcase' MGS and what differentiates it from other schools. E.g. Parent / student voice / video bites / etc. The finance team are involved in supporting the goal of improving the return on SCDs re: thankyou emails, follow up phone <u>calls</u> , and SCD survey	?	NA
Plans are made for marketing and 'showcasing' MGS in 2026 using a range of approaches and initiatives.	New Principal Marketing person	Marketing person Principal Support staff Time Finance/budget	Term 4	A clear marketing plan is produced The marketing plan is budgeted for in 2026 Key staff are allocated responsibilities for actioning the marketing plan.	?	NA

# Strategic Goal 3B: Analysis of Variance 2025

<b>Strategic Goal 3 B</b> To establish an induction programme for Middleton Grange School families.					<b>Progress Indicators:</b>	
<b>Regulation 9(1)(a)</b> <b>Annual Target/Goal:</b> Hold an <a href="#">information evening</a> re: induction for 'New Parents/Families to MGS' in 2025 during Term 1. Develop a draft induction programme for Board to review at end of Term 1. (could include surveys, focus groups, parent evening/s, etc). CEN to be asked to work on engagement across CEN schools and with Church leaders.					A = Achieved	
<b>Regulation 9(1)(a)</b> <b>What do we expect to see by the end of the year?</b> (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.)					PA = Partially Achieved	
<b>Regulation 9(1)(d)</b>					IP = In progress	
<b>Regulation 9(1)(d)</b>					NA = Not Achieved	
<b>Regulation 9(1)(d)</b>					O = Ongoing	
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>	<b>PROGRESS</b>	
<b>Regulation 9(1)(b)</b>	<b>Regulation 9(1)(c)</b>	<b>Regulation 9(1)(c)</b>		<b>Regulation 9(1)(d)</b>	MID-YEAR	FINAL
Hold a series of parent evenings during Term 1 as part of the induction process, as well as a <a href="#">specific information</a> evening re: induction for 'New Parents/Families to MGS' in 2025 during Term 1.	Principal Hillary Carley HOS	School database/s Email / ICT Key staff: PM, Proprietor rep Time Staffroom	Term 1	Good to high levels of attendance and engagement from parents at these events for our induction program for families, including parents of 3-way conferences for primary students, Year 7/8 students, Year 9/10 students, Year 11 students, and Year 12/13 students. A New MGS Parent meeting was also held with good attendance and engagement and feedback provided via a parent survey.	A	A
Develop a draft induction programme for Board to review at end of Term 1. (could include surveys, focus groups, parent evening/s, etc).	Principal SLT Hillary Carley	MGS Data base Time ICT	Term 2	Draft induction programme was presented to the Board in Term 2, including some recommendations & suggestions	A	A
CEN to be asked to work on engagement across CEN schools and with Church leaders.	SLT Hillary Carley CEN facilitator	School database/s Pastors' database Meeting venue/s Budget / food/ etc	Term 2 - 3	CEN facilitator coordinates a meeting of <del>ChCh</del> Pastors and <del>ChCh</del> Christian School Principals. To be further worked on in 2026		PA
All prospective Year 7, and non-CEN Y9 and Y11 families are prioritised to be interviewed, where practicable, 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 2026, as well as CEN families where there are special character concerns.		A
To interview all prospective New Entrant families for 2026 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 2026 are also interviewed prior to being offered a place for 2026.	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 2026. If time and resources permit, other new primary families enrolling for 2026 will also be interviewed prior to being offered a place for 2026.		A

# Parent Voluntary Donation and Special Character 2025

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 2025. One of the focus areas of this PLD is to equip our teaching staff to be more effective 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 both valuable and necessary.

Other opportunities for Christian PLD have been provided through our partnership with Laidlaw College who offer study courses for teachers as well as PLD for our staff. We were also able to send some of our teaching staff to Christian school conferences during 2025, which proved to be a real blessing and very beneficial for those staff and their teaching colleagues. This included the NZACS teachers conference at Kingsway, as well as supporting staff through the Emerging Leaders programme. 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 SCD (Special Character Donation) 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. It was incredibly encouraging to hear that our Y13 Christian Studies numbers had grown considerably in 2025, over 70 students. Student voice from these students highlights the value of this priority in our school.

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 provide additional learning support for students who require it, support the school magazine, school library, handbooks, staffing of classes where numbers are small, sports funding, etc. As one can see, the donations are essential to ensure we continue to offer a 'first-rate general education' and a wide range of activities that support the holistic education offered at Middleton Grange School.

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

May 2026

