



Elim Christian College Mt Albert

Strategic Plan 2024–2025

Our Vision

Elim Christian College community aims for each student to be inspired, responsible, academically and practically skilled lifelong learners, living their Christian values and exploring their God-given potential, to achieve personal excellence for God's glory.

ARISE to a future and a hope.

**Christian
Character**

Curriculum

**Care and
Wellbeing**

**Community
Engagement**

**Cultural
Capability**

Strategic Goals

STRATEGIC GOAL 1	STRATEGIC GOAL 2	STRATEGIC GOAL 3	STRATEGIC GOAL 4	STRATEGIC GOAL 5
Christian Character <p>To enhance and integrate our Christian Character throughout all aspects of school life.</p>	Curriculum <p>To achieve positive student outcomes through the provision of future-focussed, quality teaching programmes, that draw from local curriculums</p>	Care and Wellbeing <p>To create a safe environment where students and staff can flourish spiritually, academically, physically and emotionally.</p>	Community Engagement <p>To foster a connected and engaged community through effective communication and regular opportunities for interaction.</p>	Cultural Capability <p>To develop culturally empowering and responsive practices and contexts for teaching and learning.</p>
	NELP 1 2 3 4	NELP 1 2	NELP 1 2 4	NELP 1 3
INITIATIVES <p>Providing staff with professional learning and support in their Christian faith journey</p> <p>Ensuring our special character is visible, evident and prioritised in the school programmes and environment</p> <p>Creating opportunities for students to make a positive difference in our community through service</p>	INITIATIVES <p>A focus on student tracking, interventions and extension opportunities to support and accelerate their progress and achievement</p> <p>Ensure all teaching staff are actively engaged in professional development, moderation and networking.</p> <p>Review and rewrite our curriculum mapping a comprehensive learning pathway from Year 0 to 13</p>	INITIATIVES <p>Consciously make decisions that allow staff to be effective practitioners whilst maintaining a work life balance</p> <p>Promote hauora (physical, mental, social and spiritual wellbeing) and provide wellbeing programs for students</p> <p>Improve and modernise our physical buildings, learning spaces, recreational facilities and resources.</p>	INITIATIVES <p>Build a strong school network by developing whānau and community partnerships.</p> <p>Connect with our community through effective communication channels</p>	INITIATIVES <p>Incorporate and implement students' identities, languages, abilities and talents within the curriculum</p> <p>Create authentic links with our school community, which are reflective of the critical stakeholders' collective aspirations for educational pathways within our school's context</p> <p>Provide opportunities for staff to further develop understanding of ti tiriti, tikanga, matauranga Māori, and te Reo.</p>

Elim Christian College Mt Albert

Annual Plan 2025

Strengthening our Foundation

According to the grace of God given me, like a skilled master builder I laid a foundation, and another man is building upon it. Let each man take care how he builds upon it. For no other foundation can anyone lay than that which is laid, which is Jesus Christ.

I Corinthians 3: 10-15

**Christian
Character**

Curriculum

**Cultural
Capability**

**Community Engagement
Care and Wellbeing**

Christian Character

To enhance and integrate our Christian Character throughout all aspects of school life.

Initiatives	Actions	Measures/Outcomes	Who?
Providing staff with professional learning and support in their Christian faith journey	<ul style="list-style-type: none">Plan for staff to attend, participate in, and share insights from events that support and encourage their Christian faith.	<ul style="list-style-type: none">Track the number of staff attending Christian faith events throughout the year.Ensure staff devotions incorporate reflections from these events, with at least one shared insight or takeaway in each meeting.	All staff
Ensuring our special character is visible, evident and prioritised in the school programmes and environment	<ul style="list-style-type: none">Ensure the Environment Enhancement team prioritises Special Character in the planning and implementation of new displays and artworks.Consult with the Elim Education Office when updating signage to ensure Special Character is reflected in the designsMake Bibles available in all learning spacesCollaborate with teams from the three Elim schools to rewrite the Scripture (Y1-8) and Christian Living (Y9-13) programmes, creating a continuous 13-year spiritual development journey.	<ul style="list-style-type: none">Regularly assess the number of environmental upgrades or improvements that visibly reflect the Special Character of the school. Aim for at least one significant environmental upgrade each term.Review all new signage to ensure 100% aligns with the school's Special Character. Complete signage in 2025.HOLAs and Team leads to check to ensure Bibles are present in all learning spaces.Ensure regular team meetings with clearly defined timelines for special projects. Track key milestones reached throughout the year, such as completion of specific phases or deliverables within the project timeline.	Environment Enhancement team CALL/REID/CALV CALV / Elim Ed Office CALV/Proprietor KIDD/HOLAS RAYA, ROBE, + TBC Y1-8
Creating opportunities for students to make a positive difference in our community through service	<ul style="list-style-type: none">Maintain connections with the Mt Albert community and neighbours through service initiatives.Continue to incorporate elements of service into Scripture and Christian Living programmes.	<ul style="list-style-type: none">Record the number of service projects undertaken each term and collect feedback from participants and the community. Aim for at least two service projects per term, with detailed feedback on impact and participation.Planning is analysed and reviewed each term ensure the service aspect is consistently incorporated.	KIDD/ANDE KIDD/ANDE/ROBE/RAYA

Curriculum

To achieve positive student outcomes through the provision of future-focussed, quality teaching programmes, that draw from local curriculums

Initiatives	Actions	Measures/Outcomes	Who?
A focus on student tracking, interventions and extension opportunities to support and accelerate their progress and achievement	<ul style="list-style-type: none">The team will review current schoolwide student tracking processes to identify best practices and ensure consistency across all year levels. Key findings and recommendations will be shared with relevant staff for implementation.	<ul style="list-style-type: none">By the end of the term, conduct an audit of schoolwide student tracking processes to assess consistency and purposefulness.Review lesson plans and programmes across all year levels to ensure student support and extension are included. Aim for 100% of Y1-13 plans to show evidence of differentiated support and extension activities. Conduct regular reviews to ensure the integration of these strategies	KIDD/ANDE/NOLA/AHNC
Ensure all teaching staff are actively engaged in professional development, moderation and networking.	<ul style="list-style-type: none">Provide professional development for Y1-8 staff on the updated English and Mathematics curricula, including pedagogical approaches and assessment methods, in line with current Ministry of Education requirements and updates. Monitor staff participation and progress.Encourage and support Y9-13 staff to participate in subject associations, networking opportunities, and moderation activities to ensure alignment with current curriculum standards and assessment practices. Track staff involvement and share insights across teams.	<ul style="list-style-type: none">Perform a review of all planning documents and assessments to ensure alignment with the new curricula and Ministry of Education requirements. All teachers are to have revised their plans and assessments by the end of term 2 with ongoing monitoring through classroom observations to ensure compliance.Track staff participation in associations, networking, and moderation activities, aiming for all staff to be involved in subject-specific associations.	KIDD/CALV ANDE/HOLAS
Review and rewrite our curriculum mapping a comprehensive learning pathway from Year 0 to 13	<ul style="list-style-type: none">Create a special project team in Mathematics, led by the HOLA STEM, to develop a timeline mapping the learning pathway from Year 1-13. Monitor progress on the timeline and ensure key milestones are met.Create a special project team in English, led by HOLA Humanities to develop a timeline mapping the learning pathway from Year 1-13. Monitor progress and ensure the timeline is being followed and key milestones are achieved.	<ul style="list-style-type: none">Ensure the special project team for Mathematics has completed the timeline by the end of Term 2. Track the progress of the team, aiming for the first phase (Y1-8 mapping) to be completed by the end of 2025.Ensure the special project team for English has completed the timeline by the end of Term 2. Track the progress of the team, aiming for the first phase (Y1-6 mapping) to be completed by the end of 2025.	ANHC/ANDE/KIDD NOLA/ANDE/KIDD

Curriculum – Achievement Targets

To achieve positive student outcomes through the provision of future-focussed, quality teaching programmes, that draw from local curriculums

Year groups	Targets	Interventions and supports
Year 1-8	<p>Y2-8 students meeting or exceeding in writing 85% (2024 Y2-8 81.7%)</p> <p>Maintain Māori and Pasifika student progress in reading and writing.</p> <p>Maori and Pasifika learners make accelerated progress in mathematics inline with overall OTJ (2024 Y2-8 89%) <i>Māori</i> 85% (2024 81.8%) <i>Pasifika</i> 90% (2024 85%)</p>	<ul style="list-style-type: none">• Consistency in assessment practices• Year 4 6 and 7 focus groups• ESOL in class interventions• Tracking progress and interventions for individual learners• Plan targeted interventions into learning programmes• Strengthening whānau and aiga connections
Year 9-13	<p>Year 10 students achieving Level 1 Co-Requisites by the end of 2025 Numeracy 90% (2024 82%) Literacy 90% (2024 84%)</p> <p>Year 11 students achieving Level 1 Co-Requisites by the end of 2025 Numeracy 100% (Not including 2 students on alternative pathways) (2024 96%) Literacy 100% (Not including 2 students on alternative pathways) (2024 100%)</p> <p>Year 13s who achieve University Entrance Literacy 100% (2024 100%)</p> <p>Year 12s who achieve University Entrance Literacy 80% (2024 78%)</p> <p>University Entrance (3 subjects with 14 credits + UE Literacy) 90% (2024 91%)</p> <p>NCEA Courses NCEA Level 1 – 90% (2024 96%) NCEA Level 2 – 90% (2024 90%) NCEA Level 3 – 90% (2024 100%)</p>	<ul style="list-style-type: none">• Preparation for Co-Requisites in class prior to testing• Students who do not achieve in the first attempt are identified and given additional support prior to the second attempt• Targeted achievement standards for students in Y11 and 12 who do not achieve the Co-Requisite in Y10• Tracking NCEA credits for individual learners towards achieving their L1,2 or 3 certificate• Tracking and interventions for Maori and Pasifika students• Tracking and interventions for students with learning needs in conjunction with SENCO• Utilising unit standards for students not planning to attend university to achieve their NCEA

Care and Wellbeing

To create a safe environment where students and staff can flourish spiritually, academically, physically and emotionally.

Initiatives	Actions	Measures/Outcomes	Who?
Consciously make decisions that allow staff to be effective practitioners whilst maintaining a work life balance	<ul style="list-style-type: none">Continue to promote and communicate positive messaging around professional boundaries, with a focus on staff hauora. Implement regular reminders in staff meetings and newsletters.Plan and schedule one meeting-free week each term to allow staff to focus on self-care and work-life balance. Announce the meeting-free week at the beginning of each term.	<ul style="list-style-type: none">Staff have clearly defined times when they are not expected to be at school, emailing or responsive to emails.Staff have a meeting free week each term.	CALV/ANDE/KIDD CALV
Promote hauora (physical, mental, social and spiritual wellbeing) and provide wellbeing programs for students	<ul style="list-style-type: none">Review and consolidate all student wellbeing programmes introduced in 2024. Gather feedback from students and staff on effectiveness, and identify areas for improvement. Aim to integrate successful programmes into the school’s annual wellbeing framework by the start of 2026.Establish student leadership roles in Year 13 dedicated to promoting spiritual, mental, social, and physical hauora. Develop role descriptions and responsibilities. Ensure these leaders are active throughout the year.	<ul style="list-style-type: none">Wellbeing programmes continue to run effectively, are regularly reflected and modified when necessary to meet the needs of the current students.Student Leaders are supported to work on hauora initiatives within their role.	ZOUB/RICH/RAYA KIDD/ANDE CALV/ANDE
Improve and modernise our physical buildings, learning spaces, recreational facilities and resources.	<ul style="list-style-type: none">Continue working with key stakeholders—such as the proprietor, Board, ARISE Whānau, staff and students—to make improvements that reflect the needs of the school.	<ul style="list-style-type: none">Confirm the completion of the 10-year property plan with the proprietor by the end of Term 1, 2025.Key Projects have been identified and completed in 2025	CALV

Care and Wellbeing – Attendance Targets

To create a safe environment where students and staff can flourish spiritually, academically, physically and emotionally.

Year groups	Targets	Interventions and supports
Year 1-13	<div>1. Increase students on time to class - 70% (from 68%)</div> <div>2. Increase regular attendance</div> <div>T2 65% (60% 2024)</div> <div>T3 65% (59% 2024)</div> <div>T4 65% (62% 2024)</div>	<div><ul style="list-style-type: none">7/8 to class after breaks - intermediate teachers to keep a record (3 x per day if late) (Jess to investigate)Senior Dean's track Y1-8 students who are late to school to identify chronic lateness and notify DP Y1-8 (continue to track Y9-13)Follow up with families using the STAR messaging<ul style="list-style-type: none">Admin - Teacher/Dean - Deputy Principals</div> <div><ul style="list-style-type: none">Newsletter section on attendance at beginning of each term to inform about expectations (Deans)Tutor/pastoral teachers monitoring absences. Follow up with families using STAR messagingDocument reasons and support given for specific students with chronic absences (Deans/DPs)Included in student support meetings</div>

Community Engagement

To foster a connected and engaged community through effective communication and regular opportunities for interaction.

Initiatives	Actions	Measures/Outcomes	Who?
Build a strong school network by developing whānau and community partnerships.	<ul style="list-style-type: none">Focus on enhancing and building upon successful events and activities from 2024, without adding new initiatives.Review and update the content of all parent information events to ensure that the information provided is current, accurate, and pertinentEnsure a senior leader is actively participating in ARISE Whānau groups to provide support, guidance, and oversight.Encourage more parent involvement in existing ARISE Whānau groups by reaching out to parents through email and social media, promoting the benefits of participation.	<ul style="list-style-type: none">Successful events have been refined and have continued. No new events/activities have been addedParent information evenings are relevant and meet the current needs of students, our school, society, and the community Evening will be well planned events and have a high level of attendance.ARISE Whānau groups are supported and function effectively to support the school.Increased parent involvement in groups – this will be evident through the number of parents at working bees, engagement on apps, prayer group etc.	CALV ANDE/HOLAs/KIDD KIDD CALV/ANDE/KIDD
Connect with our community through effective communication channels	<ul style="list-style-type: none">Utilise the school newsletter to provide regular updates on the ARISE Whānau groups, highlighting key activities, successes, and opportunities for parental involvement.Review the effectiveness and usefulness of WhatsApp connect groups for school communication. Evaluate whether the tool is serving its intended purpose and create a clear procedure for its use to ensure it remains an effective communication tool for the school community.	<ul style="list-style-type: none">ARISE Whanau information is accessible and there is increased participation in groups.Based on review, implement necessary changes and monitor group activity for improvements, ensuring the groups continue to meet the the intended purpose.	CALV/ANDE/KIDD KIDD

Cultural Capability

To develop culturally empowering and responsive practices and contexts for teaching and learning.

Initiatives	Actions	Measures/Outcomes	Who?
<p>Incorporate and implement students' identities, languages, abilities and talents within the curriculum</p> <p>Create authentic links with our school community, which are reflective of the critical stakeholders' collective aspirations for educational pathways within our school's context</p> <p>Provide opportunities for staff to further develop understanding of ti tiriti, tikanga, matauranga Māori, and te Reo.</p>	<ul style="list-style-type: none">Plan and incorporate cultural identity-focused activities into classrooms and school events, particularly during language weeks. Ensure each class has at least one event/activity focused on cultural expression each term.Promote student-led cultural initiatives such as cultural performances, language sessions, and awareness activities, with family support.Review the findings from the 2024 cultural audit and implement the Moemoea strategies for white spaces in classrooms and school areas.Organise and host two Whānau and Fono hui each year, facilitated by the Cultural Lead and Specialist Kaiako.Plan and execute the Cultural Fiesta in Term 1 as a key school event, with active involvement from staff, students, families, and staff.Form a team of educators dedicated to upskilling staff in Te Reo Māori and tikanga, through regular in-class modelling, staff meetings, and professional learning sessions.Develop and distribute a term-specific Te Reo Māori vocabulary list to staff, outlining key words and phrases for use in conversation, emails, and classroom settings. Track usage through staff feedback and observation	<ul style="list-style-type: none">All teachers can show evidence of planning authentic opportunities in their programmes that have enabled students to express their culture, languages or talents.Increased cultural awareness, visibility and involvement in all school events and activities.Conduct a term review of classroom and school environment to ensure they reflect cultures of students.Students and communities openly share their culture with our school—such as decorating the foyer with cultural displays, participating in language week activities, or engaging students and whānau in school-wide events.Cultural lead and specialist Māori kaiako employed in 2025.Track the attendance and participation rates of students, staff, and families in the Cultural Fiesta. Set a goal for at least 80% of the school community to attend or actively participate.Track the participation of staff in professional development opportunities related to Te Tiriti, tikanga, mātauranga Māori, and te reo Māori. Set a target for 100% of staff to attend at least two cultural learning workshops or PD sessions each yearStaff confidence and ability in the use of te reo Māori in conversations, emails, and classroom activities	<p>STAFF</p> <p>ROBE</p> <p>CALV/KIDD/ANDE</p> <p>ROBE/HOPE/CALV</p> <p>CALV</p> <p>ROBE/STAFF/CALV</p> <p>ROBE/HOPE/CALV</p> <p>ROBE/HOPE</p>

Special Character

To enhance and integrate our Christian Character throughout all aspects of school life.

Actions	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for variance between the target and the outcome Where have we exceeded our targets or not met them?	Planning for next year – where to next? What do we need to do to address targets that were not achieved? Consider if these need to be included in next year’s annual planning

Curriculum

To achieve positive student outcomes through the provision of future-focussed, quality teaching programmes, that draw from local curriculums

Actions	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Reasons for Differences (variances) between the target and the outcome Where have we exceeded our targets or not met them?	Planning for next year - where to next? What do we need to do to address targets that were not achieved? Consider if these need to be included in next year's annual planning

Care and Wellbeing

To create a safe environment where students and staff can flourish spiritually, academically, physically and emotionally.

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Community Engagement

To foster a connected and engaged community through effective communication and regular opportunities for interaction.

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