



# *Elim Christian College Mt Albert*

## **Strategic Plan 2024–2026**

### **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
<p><b>Christian Character</b></p> <p>To enhance and integrate our Christian Character throughout all aspects of school life.</p>	<p><b>Curriculum</b></p> <p>To achieve positive student outcomes through the provision of future-focussed, quality teaching programmes, that draw from local curriculums</p>	<p><b>Care and Wellbeing</b></p> <p>To create a safe environment where students and staff can flourish spiritually, academically, physically and emotionally.</p>	<p><b>Community Engagement</b></p> <p>To foster a connected and engaged community through effective communication and regular opportunities for interaction.</p>	<p><b>Cultural Capability</b></p> <p>To develop culturally empowering and responsive practices and contexts for teaching and learning.</p>
	<b>NELP 1 2 3 4</b>	<b>NELP 1 2</b>	<b>NELP 1 2 4</b>	<b>NELP 1 3</b>
<p><b>INITIATIVES</b></p> <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>	<p><b>INITIATIVES</b></p> <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>	<p><b>INITIATIVES</b></p> <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>	<p><b>INITIATIVES</b></p> <p>Build a strong school network by developing whānau and community partnerships.</p> <p>Connect with our community through effective communication channels</p>	<p><b>INITIATIVES</b></p> <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>

## Annual Plan 2026

# Cultivating Excellence

Love the Lord your God with all your **heart** and with all your **soul** and with all your **mind** and with all your **strength.** *Mark 12:30*

Poipoia te kākano kia puāwai ai - Nurture the seed and it will bloom.

Taha Whānau  
**Social**  
Heart

Taha Wairua  
**Spiritual**  
Soul

Taha Hinengaro  
**Mental/Emotional**  
Mind

Taha Tinana  
**Physical**  
Strength

**Cultural Capability  
and  
Community Engagement**





**Christian  
Character**

**Curriculum**

**Care and  
Wellbeing**

Mark 12:30 'Love the Lord your God with all your **heart** and with all your **soul** and with all your **mind** and with all your **strength**.'

Poipoia te kākano kia puāwai ai – Nurture the seed and it will bloom.

<p><b>Term 1</b> Taha Whānau <b>Social</b> Hebrews 10:24-25 And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another</p> 	<p><b>Term 2</b> Taha Wairua <b>Spiritual</b> Jeremiah 31:3 The LORD appeared to us in the past, saying: "I have loved you with an everlasting love; I have drawn you with unfailing kindness.</p> 	<p><b>Term 3</b> Taha Hinengaro <b>Mental/Emotional</b> 1 Corinthians 15:58 Therefore, my dear brothers and sisters, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.</p> 	<p><b>Term 4</b> Taha Tinana <b>Physical</b> Isaiah 41:10 So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand. my righteous right hand.</p> 
<p><b>Cultural Capability / Community Engagement</b></p>	<p><b>Christian Character</b></p>	<p><b>Curriculum</b></p>	<p><b>Care and Wellbeing</b></p>
<p><b>Manaakitanga</b> Respect for culture and connections</p>	<p><b>Aroha</b> Love God and kindness to people</p>	<p><b>Pukuahuwhenua</b> Diligence and showing resilience</p>	<p><b>Maia</b> Courage and celebrating success</p>
<p><b>Pastoral focus</b> Getting to know students, orientation, school and class culture, goal setting Device agreements</p>	<p><b>Pastoral focus</b> Devotions</p>	<p><b>Pastoral focus</b> Managing stress, Study skills, self care and puberty, Managing screen time</p>	<p><b>Pastoral focus</b> Physical wellbeing Goal review Finishing well</p>
<p><b>Professional learning</b> <b>Restorative Practice</b> Local history Middle and Senior Leadership Mathematics Curriculum Y1-8 New Teaching Standards 1,3</p>	<p><b>Professional learning</b> <b>Biblical knowledge</b> NZACS Leadership Restorative Practice Mathematics Curriculum Y1-8 New Teaching Standards 5,8</p>	<p><b>Professional learning</b> <b>AI use in school</b> Middle and Senior Leadership  New Teaching Standards 2,4</p>	<p><b>Professional learning</b> Subject Association courses  New Teaching Standards 6,7</p>

# Community Engagement – Taha whānau (Social)

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.	Develop a 'road map' of key community connection events for 2026 and ensure it is visible and well-publicised.	100% completion of the 2026 Road Map by Term 1, with documented evidence of "high engagement" (attendance or feedback) across all scheduled events.	Principal
Connect with our community through effective communication channels	See Initiative 2 of Cultural Capability		

# Cultural Capability – Taha whānau (Social)

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>	<p>Plan and deliver orientation activities that enable staff and students to celebrate and develop an awareness of each other's unique backgrounds and cultural identities.</p> <p>Strengthen culturally responsive communication and relational activities with Māori and Pasifika whānau to ensure their aspirations consistently inform school practice and policy.</p> <p>Leadership and staff work with Matua Dylan to upskill their knowledge of Te Reo and Te Ao Māori. Team and dept meetings have sessions with Matua at start of meetings</p>	<p><b>100% participation in orientation activities</b>, with student voice surveys confirming a 90%+ sense of belonging and cultural recognition by the end of Term 1.</p> <p>Documented evidence of termly consultation hui with Māori and Pasifika whānau, showing increased participation and feedback being used to inform school-wide cultural practice and policy updates. Term 1 – Cultural camp hui 20 /2/26 Term 2 – Cottage meetings Board and CALV Various dates Term 3 – Consultation evening Board and whānau TBC Term 4 TBC? if needed</p> <p>Full staff participation in Te Ao Māori workshops, with all staff making progress in developing basic Te Reo proficiency and Te Ao Māori knowledge as recorded in their Professional Growth Cycle.</p>	<p>Phase Leads/ Pastoral Leads</p> <p>Kaitiaki Board</p> <p>Kaitiaki, Dylan, All staff</p>

# Christian Character – Taha Wairua (Spiritual)



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	Design and facilitate a Biblical Knowledge series with Pastor Jo during Term 2 staff meetings and devotions.	100% staff participation in the seminar series and completion of a post-series reflection.	Kaitiaki
Ensuring our special character is visible, evident and prioritised in the school programmes and environment	Taha wairua – Spiritual wellbeing of staff and students is prioritised as part of a whole year Hauora focus, which will involve creating meaningful devotions for team times / pastoral classes.  Audit current Bible stock in January and then purchase age-appropriate Bibles to ensure every student has access to one in class.	Regular audit of class devotions and planning confirms they are being delivered in all pastoral classes.  All students have access to an age appropriate Bible by the end of Term 1.	Kaitiaki All staff  EEO?
Creating opportunities for students to make a positive difference in our community through service	Identify and partner with at least two local community organisations for a school-wide "Local Mission focus" in Term 2.  Run Acts for ACTS fundraising campaign for Cambodia in Term 2.	Completion of two distinct service projects with 100% student involvement.  Fundraising targets reached	All staff  Jason Ridler

# Curriculum – Taha Hinengaro (Mental)

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



Initiatives	Actions	Measures/Outcomes	Who?
<p>A focus on student tracking, interventions and extension opportunities to support and accelerate their progress and achievement</p>	<p>Kaitiaki to audit current tracking systems in Term 1 and provide training for all staff on using tracking effectively to plan interventions and support.</p>	<p>All teaching staff have taken part in training and successfully document data-driven intervention plans for all 'at-risk' students by the end of Term 1.</p>	<p>Assistant Principals</p>
<p>Ensure all teaching staff are actively engaged in professional development, moderation and networking.</p>	<p>Schedule and deliver two professional learning workshops per term focused on the new Y1-10 Mathematics and English curriculums.</p>	<p>Y1-10 staff teaching English and Mathematics have taken part in curriculum-specific PD workshops.</p>	<p>Assistant Principals/ Curriculum Leads and TICs</p>
	<p>Implement the Year 11 Elim Christian College Mt Albert Certificate of Achievement, ensuring all programs are fully mapped, effectively delivered, and supported by a robust student progress tracking system.</p>	<p>Year 11 programs meet internal moderation standards, with all students meeting their termly progress targets toward full certificate completion.</p>	<p>Assistant Principal Secondary</p>
	<p>Integrate the 2026 Teaching Standards into the school's Professional Growth Cycle (PGC) and unpack with staff in TOD and meetings throughout the year.</p>	<p>100% of staff have updated PGC goals mapped to the 2026 Standards, supported by documented monthly meeting reflections on standard implementation.</p>	<p>Kaitiaki</p>
<p>Review and rewrite our curriculum mapping a comprehensive learning pathway from Year 0 to 13</p>	<p>Staff will continue to review and rewrite the curriculum, mapping a comprehensive learning pathway from Year 0-13.</p>	<p>A completed Curriculum Map for English and Mathematics documented and shared with all staff by Term 4.</p>	<p>Assistant Principals/ Curriculum Leads and TICs</p>

# Curriculum – Achievement Targets

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

Year groups	Targets	Interventions and supports
Year 1-8	<p><b>Year 1-8 writing by the end of 2025</b> (80.9%) TARGET: 83%</p> <p><b>Mathematics achievement for girls</b> (77.8%) TARGET:</p> <p><b>Maori student's writing and continued</b> (83.3%) TARGET:</p> <p><b>Year 4 students in all areas:</b> end of year 3 scores Mathematics (60%) Reading (56%) Writing (56%) TARGETS: Mathematics (70%), Reading (66%), Writing (65%). Increase by 10% per subject area.</p>	<p>Targeted training with staff testing and clear moderation practices. Professional learning on the SMART tool and how to use this effectively to ensure consistency across marking and moderation</p> <p>Writing data dropped by 0.8%</p> <ul style="list-style-type: none"> <li>Staff moderate e-asttle samples within and across phases</li> </ul> <p>Mathematics achievement</p> <ul style="list-style-type: none"> <li>In class targeted small group workshops</li> <li>Numeracy withdrawal support group</li> </ul> <p>Maori Writing</p> <ul style="list-style-type: none"> <li>Continued tracking of learning</li> <li>Small group workshops</li> </ul> <p>Year 4 students</p> <ul style="list-style-type: none"> <li>Learning Assistant support</li> <li>Targeted and intentional teaching and learning</li> </ul>
Year 9-13	<p><b>Year 12s who achieve University Entrance Literacy</b> 80% (2025 - 70.4%, 2024 - 78%)</p> <p><b>University Entrance (3 subjects with 14 credits + UE Literacy)</b> 90% (2025 -79.4%, 2024 - 91%)</p> <p><b>Senior Courses</b></p> <p>ELIM Level 1 - 90%</p> <p>NCEA Level 2 - 90% (NCEA Level 1- 2025-81.6%,)</p> <p>NCEA Level 3 - 95% (NCEA Level 2 2025-88.5%,)</p>	<ul style="list-style-type: none"> <li>University Entrance Reading Credits (English 2.9) have been introduced at Level 1 and Level 2, to improve our L2 UE Literacy results. This will enable more students to achieve literacy internally, before their exams.</li> <li>All teachers are aiming for their students to achieve at least 14 credits in L1-3. Some subjects, which had less credits on offer have increased the number of credits in their courses.</li> <li>Elim Level 1 Certificate has been introduced due to gaps between the new Level 1 and Level 2 that was impacted student achievement. Level 1 is also going to be disestablished due to the new qualifications being released between 2028 - 2030</li> </ul>

# Care and Wellbeing – Taha Tinana (Physical)

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	Implement a school-wide focus on Hauora "living wholly," supported by a commitment to limit whole - staff hui to two per term. Survey staff wellbeing throughout the year.	100% adherence to the termly meeting cap, with staff reporting a more sustainable workload in audits. Survey data reflects positive improvements in overall staff wellbeing.	Kaitiaki
Promote hauora (physical, mental, social and spiritual wellbeing) and provide wellbeing programs for students	Embed Hauora themes across all Assemblies, Pastoral/Team Times, and Whānau communications to ensure consistent school-wide messaging.  Implement school-wide Restorative Practice training for all staff to strengthen relationship management and student wellbeing.	Hauora themes are evident in 100% of weekly pastoral communications to staff and students.  100% of staff complete Restorative Practice training in 2026. Staff are able to share examples of their use of restorative practice and when it could have been used to resolve an issue.  Compare baseline and end of year data to assess effectiveness and use.	Pastoral Leads/ Phase Leads  Assistant Principals  Principal
Improve and modernise our physical buildings, learning spaces, recreational facilities and resources.	Complete a modernisation plan by Term 1 and commence scheduled improvements to recreational spaces and the Intermediate Block throughout 2026.	Have a plan and budget in place in Term 1 and work started on modernisations and improvements in 2026.	Principal

# 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
<b>Year 1-13</b>	<p><b>Term 1:</b> 76% (2025) 75% (2024) 1% improvement TARGET 80% (+4%)</p> <p><b>Term 2:</b> 73% (2025) 60% (2024) 13% improvement TARGET 77% (+4%)</p> <p><b>Term 3: 58% (2025) 59% (2024) 1% decline TARGET: 70% (+12%)</b></p> <p><b>Term 4:</b> 69% (2025) 62% (2024) 7% improvement TARGET: 73% (+4%)</p>	<p>Implement Attendance Management Plan 2026 all year (Page 12)</p> <p><b>Focus in Term 3</b> Term 3 is a very important term for academic achievement and learning. We have practice exams and minimal disruptions with a core focus on curriculum. All routines are established and students begin to consolidate learning that has taken place over the year.</p> <p><b>Improve attendance:</b></p> <ul style="list-style-type: none"> <li>Analyse previous years' attendance data and review reasons decline in attendance has happened.</li> <li>Holidays during term time are strongly discouraged through clear messaging and regular communications.</li> <li>Increased health messages about maintaining physical wellbeing, healthy eating and good hygiene during winter months.(e.g. sharing of food and drinks).</li> <li>Students managing workload so they don't take time off to catch up on work.</li> <li>Providing mental and emotional support for students with end of year examinations and practice exams.</li> <li>Signage around school (bathrooms, notice boards) to encourage attendance and good health practices.</li> </ul>

## Attendance Plan 2026

*Philippians 2:3-4 'Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others.'*

### Purpose

We acknowledge that attendance is a central contributor to student achievement and wellbeing, as well as a legal requirement under the Education and Training Act. Our school's objective is to prioritise and encourage students' regular attendance and work to reduce absences through:

- Clear messaging to our community and students regarding the importance of attendance (Strategic Goal 1, 2, 3, 4)
- Having procedures in place to record, analyse and report on attendance data (Strategic Goal 1, 2, 3, 4)
- Putting support in place to help students and whānau to address irregular attendance (Strategic Goal 2, 3)
- Celebrating excellent attendance (Strategic Goal 1, 4)
- Implementing appropriate consequences for unjustified absences. For example, taking holidays during term time (Strategic Goal 2, 3)

In 2025 our regular attendance figures were: Term 1 - 76%, Term 2 - 73%, Term 3- 58%, and Term 4 - 69%.

**We have set a goal of improving each term's attendance on our previous year's statistics.**

Strategy	Details/links	Who does this?	How will we know this is working?
1. Promotion of the importance of regular attendance	<ul style="list-style-type: none"> <li>• Communications to our community               <ul style="list-style-type: none"> <li>◦ Principal's updates</li> <li>◦ Regular item in our newsletters</li> <li>◦ Automated attendance letters</li> </ul> </li> <li>• Communications to students               <ul style="list-style-type: none"> <li>◦ Kotahitanga foci: Manaakitanga (respect) and Pukuahuwhenua (diligence)</li> <li>◦ Weekly attendance updates and acknowledgements for best attendance</li> </ul> </li> <li>• Foyer display - posters/TV               <ul style="list-style-type: none"> <li>◦ Attendance rates for current and previous year in foyer</li> <li>◦ Target for current term with data on how we are tracking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Kaiaarahi Team</li> <li>• Admin team</li> <li>• Pastoral and classroom teachers</li> </ul>	<ol style="list-style-type: none"> <li>1. Pastoral care teachers, classroom teachers and senior leadership will be aware of and understand attendance patterns.</li> <li>2. Significant patterns of irregular attendance will be identified and targeted in messaging.</li> <li>3. Improvement in attendance rates.</li> </ol>
2. Implement attendance procedures to align with stepped attendance response STAR guidelines	<ul style="list-style-type: none"> <li>• Creation of automated attendance letters and staff notifications in Kamar</li> <li>• Clear and consistent procedures documented and adhered to</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral and classroom teachers</li> <li>• Kaiaarahi team and Principal's nominee</li> <li>• Kaitiaki team</li> <li>• Admin team</li> </ul>	<ol style="list-style-type: none"> <li>1. Students' attendance is accurately tracked through STAR.</li> <li>2. STAR thresholds accurately identify students of concern and staff are notified.</li> <li>3. Letters are sent to whānau when students' attendance is below the threshold.</li> </ol>
3. Meetings are proactively held with whānau to discuss irregular attendance	<ul style="list-style-type: none"> <li>• As outlined in STAR, meetings take place after 11 and 16 days of absence to identify and address barriers to attendance</li> <li>• Irregular attendance patterns are identified at Kaiaarahi and Kaitiaki meetings, and at Board level where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral care/ classroom teachers (6-10 days)</li> <li>• Kaiaarahi team (11 - 15 days)</li> <li>• Kaitiaki team (15+ days)</li> </ul>	<ol style="list-style-type: none"> <li>1. Regular meetings will be happening with whānau.</li> <li>2. The number of students whose attendance is of concern will reduce.</li> </ol>
4. Celebration of excellent attendance	<ul style="list-style-type: none"> <li>• Principal's updates</li> <li>• Weekly attendance updates and acknowledgements for best attendance</li> <li>• Certificates for 100% attendance for the term</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral care/ classroom teachers</li> <li>• Kaiaarahi</li> <li>• Principal updates</li> </ul>	<ol style="list-style-type: none"> <li>1. Students' attendance will improve</li> <li>2. More students will receive awards at assemblies.</li> </ol>

\*Strategic Goal 1,2,3,4 refers to [Elim Christian College Mt Albert Strategic Plan 2024 -2026](#)

# Implementation Timeline

	Term 1	Term 2	Term 3	Term 4
Cultural Capability	Orientation activities Working with Matua Dylan (Senior leadership and staff) Fono/hui at Cultural Camp	Fono/hui cottage meetings	Fono/hui with Board at Parent teacher student conferences	
Community Engagement	Road Map of events			
Christian Character	Purchase Bibles Service opportunities	Biblical knowledge and devotions Local mission / Acts for ACTS		
Curriculum	Mathematics and English Curriculum Year 1-10 Implementation Y11 certificate Map Y1-13 learning pathway Leadership Development 2026 Teaching Standards			
Care and Wellbeing	Hauora focus Taha Whānau <b>Social</b> Planning and programmes will reflect our Hauora focus Restorative Practice	Hauora focus Taha Wairua <b>Spiritual</b>	Hauora focus Taha Hinengaro <b>Mental/Emotional</b>	Hauora focus Taha Tinana <b>Physical</b>