



New School Report

School Name: Elim Christian College Mt Albert

Profile Number: 3630

Location: Mt Albert, Auckland

Background

The Ministry of Education (MoE) commissioned the Education Review Office (ERO) to conduct a review of preparation work in order to help determine the readiness of Elim Christian College Mt Albert to open.

Elim Christian College Mt Albert is a state-integrated school situated in Mt Albert, Auckland, and provides education for a roll of 450 students in Years 1 to 13. The new school opened in January 2024.

Terms of Reference

As outlined in the first Schedule of the Memorandum of Understanding, the MoE asked ERO to review aspects of:

- governance and management
- professional leadership
- teaching and learning.

Methodology and Process

Over the course of 18 months, ERO met several times with the principal, senior leaders and school board members to evaluate Elim Christian College Mt Albert's progress towards readiness to open. ERO analysed documents developed to guide the school's operation and conducted a range of evaluation activities on site.

An interim progress report prepared for the MoE in September 2024 highlighted that the school had made good progress since opening for students at the beginning of 2024.

ERO visited Elim Christian College Mt Albert in November 2024 to evaluate how effectively new systems and processes have been implemented, view the school in action and speak with a range of stakeholders.

Findings

ERO does not have any significant concerns or anticipate any risks to the ongoing operation of the new school, Elim Christian College Mt Albert. It is ERO's judgement that Elim Christian College Mt Albert can operate effectively under the governance of an elected School Board.

Governance and Management

The vision, values and guiding principles have been well established in consultation with the proprietor, the Elim Christian Centre. These are well documented and shared with the wider community, are clearly communicated and have been well embedded into daily practices of the school. They guide decision making and are known by students, teachers, and leaders. Staff report positive changes in staff and school culture over 2024.

A large number of systems and processes have been brought over from the previous school's operations. The establishment school board (ESB) remains in place as the governing body. It is the intention of the ESB to have an elected board in place after elections in September 2025. Some of the proprietors' representatives intend to remain on the board to ensure stability and retain expertise.

Key governance systems have been created, and a suitable policy and procedural framework is in place. The ESB and principal have effectively adjusted and adapted a commercially available digital suite of compliance policies and procedures to fit the school's context, along with a policy review schedule.

Professional Leadership

The principal and senior leadership team have effectively led the changes required to establish the new college. The senior leadership team is well established and works collaboratively on school improvement priorities. Appropriate delegations are in place with roles and responsibilities documented and agreed for all leadership positions.

Teachers have access to relevant and appropriate professional learning and development (PLD). A culture of relational trust and sharing is evident in the ways teachers work together and learn from each other. This is evidenced in the quality of curriculum programmes, students' active engagement in learning, and systems and frameworks that support teachers and students. Leaders have an induction programme in place and are working towards providing a more formal and schoolwide induction.

Leaders and the school board have established a school culture committed to quality teaching and improving learner outcomes. Leaders set clear and consistent expectations, systems and processes to support and promote learner success. The school's vision and values are well reflected in leadership and teaching practice, and in the curriculum. Students have sufficient opportunities to learn across the breadth and depth of the curriculum. School leaders continue to work positively towards developing a cohesive curriculum programme across Years 1 to 13 and provide a variety of meaningful pathways for senior students.

Teaching and Learning

Senior leaders provide high quality professional leadership that is guided by the school's vision. Staff increasingly work collaboratively across the school to plan, design and deliver well-considered teaching and learning programmes that provide opportunity for learners to gain sound foundational skills, including literacy and mathematics. The school is well placed to meet the government priorities for students' achievement in Years 0 to 8 by 2030. Students in Years 11 to 13 were tracking to achieve well in *National Certificates of Educational Achievement* (NCEA) at the time of this review.

The school's teaching and learning resources and environment effectively support the delivery of the curriculum. Teachers create purposeful environments in which students are well supported to engage in learning. Students experience positive and respectful interactions with their teachers. Classrooms are

settled and calm, students know routines well and appreciate the support and care they receive from their teachers for their learning and wellbeing. The majority of students attend schools regularly, the school is working towards meeting the Ministry of Education target for regular attendance.

Students needing additional support are identified promptly. Staff work effectively with external agencies to grow their knowledge and capacity to support students. Individualised learning plans are being established to tailor support to the specific needs of students, set goals, and identify where a student might need additional support.

Teachers collect and use appropriate and reliable assessment information. Student progress and achievement in Years 1 to 13 is well monitored and used to plan for, evaluate and report the progress and achievement of students. Teachers are provided with individual and whole school professional learning and development to build their knowledge and skills. School participation and engagement with the Māori Achievement Collaborative has supported a better understanding of Te Tiriti o Waitangi and culturally responsive practices.

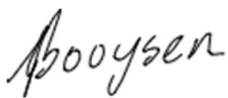
School key priorities for improvement

Key next steps for the school are to:

- continue to provide professional learning opportunities for teachers to build their leadership skills and capabilities for sustainability and future roll growth
- work towards transitioning to an elected school board
- document and develop a cohesive curriculum framework across Years 0 to 13
- continue to implement approaches and initiatives that improve regular attendance
- in continuing to develop and refine the culture, policies, systems and practices, school leaders and board members should continue to be mindful of how they find the balance between the preservation of the school's stated beliefs and deliver on legal obligations and responsibilities as a state integrated school.

Conclusion

Preparatory work to ensure the opening of Elim Christian College Mt Albert was very well managed by the establishment board, the governance facilitator, the principal, and the leadership team. This effective management continues, and as a result, the college is very well placed to promote the learning and wellbeing needs of students.



Shelley Booyesen
Deputy Chief Executive, Review and Improvement Services
on behalf of the Chief Executive/Chief Review Officer