



Elim Christian College Mt Albert 2024 Analysis of Variance

Our Verse

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."

Our Vision

We want you to become an inspired, responsible, academically and practically skilled life-long learner who is kind (aroha), diligent (pukuahuwhehua), respectful (manaakitanga) and courageous (maia).

We want to help you explore your God-given potential so that you can achieve personal excellence for His glory. We want you to ARISE to a future and a hope.

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

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

Actions	What did we achieve?	Reasons for variance between the target and the outcome	Planning for next year - where to next?
<p>Partnering with Elim City Church and proprietors i.e., TOD, weekly devotions for staff Christian resources given or made available to staff</p> <p>Put together a team to develop a discipleship journey for students from Year 1-13 Senior leadership team</p> <ul style="list-style-type: none"> Audit school spaces and programs Visiting and then infusing ideas from other Christian schools on making our special character visible <p>Bibles available for students to use regularly in all classes</p> <p>Weekly service period for Year 12 and 13 students in 2024 Students have opportunity to take part in Student Volunteer Army and Invictus program service component Mission trip to Cambodia with Year 12 and 13 students in December Creating service roles at all levels of the school (PE monitors, Whānau House Service, travelwise monitors)</p>	<p>This has happened throughout the year despite some challenges keeping the connection. New pastors and senior members of the church became involved to support this. Speakers from other churches were involved when needed. Bibles and the 'Word for you today' available in the staff room and foyer for student, staff and visitor access. Staff offered subsidised attendance at Elim Replenish.</p> <p>This is underway. Discussion and plans have started in senior years with Elim Christian College Botany. Key staff have been nominated to be involved.</p> <p>Principal has visited Christian schools to look at Christian Character and documented findings.</p> <p>Purchasing Bibles for junior rooms has been budgeted for in 2025.</p> <p>All the initiatives listed have been successfully implemented and are established. Key staff are working in these areas which has helped in this embedding.</p> <p>Mission Trip went ahead and saw a strengthened connection with Cambodia and Mission partners Asian Outreach. Also, connected to our fundraising in term 2 with significant funds raised in the inaugural year. Established new roles and sustained service roles for the Junior Years.</p>	<p>Staff workload in city church and availability. Budget restraints for purchasing resources in 2024.</p> <p>Establishment of Elim Education Office in 2024 and staffing for this. EEO is to have responsibility for this area to ensure all schools have shared planning and resources in this area.</p> <p>Budget restraints for purchasing resources in 2024.</p> <p>All achieved successfully with no variance.</p> <p>Created more roles based on student interest and needs (friendship monitors)</p>	<p>Budget for Christian Character increased. Use of Special Character donation through application to EEO to facilitate purchasing in this area.</p> <p>Senior Leaders to visit christian schools. Environment enhancement team to plan visual appearance New signage for school to reflect christian character. Murray Burton as CEO of the Elim Education Office to facilitate and lead this development with a key team from Three school in 2025.</p> <p>Bibles to be purchased for all rooms in 2025. Possibility of inclusion on stationery list in 2026 or Proprietor giving every student a bible when they start at Elim.</p> <p>Embedding of</p> <ul style="list-style-type: none"> Weekly service period for Year 12 and 13 Student Volunteer Army and Invictus program Mission trip to Samoa with Year 9 and 10 students in July Leadership roles in the Junior Years

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?	Reasons for Differences (variances) between the target and the outcome	Planning for next year - where to next?
<p>A focus on student tracking, interventions and extension opportunities to support and accelerate their progress and achievement</p>	<p>Year 1-8 students assessment data is recorded and kept in the shared drive.</p> <p>Target students achievement data is tracked separately.</p> <p>High levels of success in NCEA levels 1,2,3. Literacy and Numeracy interventions and unit standards interventions resulted in the majority of L1 students achieving, when a large number were at risk of not achieving L1.</p> <p>Four tertiary academic scholarships were awarded, including the University of Auckland top scholarship.</p>	<p>We exceeded expectations -</p> <p>Students across Year 1-8 met or exceeded expectations: 87.7% reading, 81.8% writing and 89% mathematics in 2024. We want to continue this high level of achievement in 2025 and increase percentages. Analysis and variance data includes interventions and next steps. Link to JY analysis of data</p> <p>Most of our scholarship expectations were met. Our head girl achieved a University of Auckland Top Achiever Scholarship. This year, for the first time, students also received University of Otago scholarships, including the University of Otago New Frontiers Excellence Entrance Scholarship and the Excellence Entrance Scholarship.</p> <p>We did not achieve any AUT scholarships, which was surprising, and will be investigated further. We had AUT visit and explain their scholarships and we had students apply. There were four subject scholarships this year in Physics, Chemistry, Statistics and Painting. This number is in line with similar schools. However, there is further room to develop in this area with our increased roll and two Year 13 classes. Last year, subject scholarships were largely student driven.</p>	<p>Set targets for 2025 school year from data analysis.</p> <p>There needs to be a greater focus on achieving high Level 2 results - as university scholarships are based on Level 2 results, this includes exam strategy.</p>
<p>Ensure all teaching staff are actively engaged in professional development, moderation and networking.</p>	<p>Year 1-8 teaching team collaborates to plan, teach and professionally develop their skill sets through various workshops, moderation or combined meetings. Relevant info here PD/TOD 2024-2025 Y1-8 Reading, writing, maths program</p> <p>Secondary teachers are confident in delivering the majority of their courses. There were some challenges with new Level 1 courses, which reflected nationally observed patterns. However, students are achieving and thriving and the overall results were healthy.</p> <p>Senior teachers are connected and working with their subject associations and engaging in subject specific PD. Teacher specific PLD both internal and external provided to address needs of team in pedagogy, planning and assessment</p>	<p>Focus in foundation year on new school establishment of programmes and new platforms such as google classroom meant extra PLD was minimised to ensure focus remained on whole school direction. More opportunities subject and department specific PLD planned for 2025 inline with curriculum updates and ministry requirements.</p> <p>The new Level 1 curriculum has been fully implemented. However, the rest of the Y9-13 curriculum for secondary has been delayed and is not yet available.</p>	<p>Continued teacher specific PLD provided to support teachers to improve and strengthen pedagogy, planning and assessment.</p>

Review and rewrite our curriculum mapping a comprehensive learning pathway from Year 0 to 13	<p>All secondary courses are being updated, using a new Unit Plan format, which incorporates our school kotahitanga, Christian Worldview, Te Reo and Local Curriculum. Learning programmes have also been aligned across the secondary school. Year 9 and 10 end of year examinations have been introduced. The Y1-13 English pathway has started to be mapped. For Year 9-13, there is an overview of assessments and texts at each Year Level, with links to units. The new big ideas have been included at each stage from Y0-13 for English. The Year 9 English curriculum has been rewritten and the Year 10 course will be rewritten in 2025 - this is underway. There has been a delay in the release of the new secondary curriculums.</p>	<p>The new Level 1 curriculum has been fully implemented. However, the rest of the Y9-13 curriculum for secondary has been delayed and is not yet available. The Year 1-8 reading, writing and maths pathway document has been created but with the new refreshed curriculum being in its draft format during 2024, we reframed from fully mapping this out.</p>	<p>Year 9 and 10 Social Studies is being planned - as a two year course. The Year 9-13 English programme is in progress. A focus on Maths this year. Junior exams Y9-10 have been introduced. The Y1-8 learning programs will continue to be planned and taught in alignment with the refreshed New Zealand curriculum for Maths and English. Science and Christian Living will be incorporated into the Elim Exploration Cycle.</p>
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Care and Wellbeing To create a safe environment where students and staff can flourish spiritually, academically, physically and emotionally.

Actions	What did we achieve?	Reasons for Differences (variances) between the target and the outcome	Planning for next year - where to next?
Consciously make decisions that allow staff to be effective practitioners whilst maintaining a work life balance	Professional boundaries established around personal time and online protocols regarding email use. Clearly create space for holidays Provide opportunities for staff to fellowship together and connect in social settings - devotions shared morning teas, social events	Implementation of previously mentioned initiatives means that this is in process. As new staff are inducted this should be gone over and current staff reminded to help continue to build this into the culture of the staff.	Continue to reflect and revisit these procedures. Staff survey to check in and see how it is felt that these initiatives are working/effective.
Promote hauora (physical, mental, social and spiritual wellbeing) and provide wellbeing programs for students	Provide student wellbeing programs - Mitey Years 1-8, Invictus Years 9-10, Student volunteer army Years 11-13 A Mitey facilitator came and modelled sessions. Staff implemented lessons from the Mitey website and taught them in class. Create and implement a process (flow chart) or managing student pastoral care Ensure our whānau points system is utilised, is visible and recognises success across the school Create a Dean of Student Wellbeing to drive the wellbeing programs	All three wellbeing programs were introduced and received well. Student behaviour and complaints processes established. Whanau points spreadsheet established but not used consistently across the school. Dean of Wellbeing established.	Invictus review with key staff and Year 10 students. Student pastoral care processes reviewed with staff, community and student voice. Create a staff guideline for using whānau points. Create and implement a process to promptly address and resolve any complaints or concerns about racism, discrimination , harassment and bullying
Improve and modernise our physical buildings, learning spaces, recreational facilities and resources.	Sustain and promote effective environmental practices. Empower our school community (ARISE Whānau) to help to create an environment which contributes to wellbeing. Upgrade started on outdoor spaces for students including playgrounds and seating Pool heating, pump and cover up grade through parent fundraising and Board contribution.	Enviro group running initiatives throughout the year. Whanau involvement throughout the year through working bees and gardening group Student involvement in maintaining upgrading the school e.g. picnic benches. Financial restraints and costs of doing large scale.	Enviro group connecting with the junior school. Continued opportunities for whānau involvement in the school. Including fundraising. Student improvement projects identified as well as opportunity to learn new skills. Plan for outdoor spaces upgrades in budgeting and in consultation with proprietor.

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

Actions	What did we achieve?	Reasons for Differences (variances) between the target and the outcome	Planning for next year - where to next?
<p>Build a strong school network by developing whānau and community partnerships.</p>	<p>There were many <u>whole school events</u>, <u>language weeks</u>, <u>sporting</u> and <u>music</u> events, including camps and speech festivities.</p> <p>Establishment of ARISE whānau groups - Whatsapp connect, fundraising, prayer and second hand uniform.</p> <p>We engaged the community, building and strengthening our connections in a variety of formal and informal ways. Events like <u>student-parent led conferences</u> and information evenings. ARISE Whānau initiatives - school disco and movie night, iceblock Fridays, pizza lunches. Also, community working bees, Father's and Mother's Day celebrations, the Enterprise market day and more.</p> <p>Encouraged student community outreach opportunities like going to Everill Orr and BP clean-up.</p> <p>Collaborated with external providers such as RTLb for support and BSLA whānau workshops.</p>	<p>Have exceeded expectations and will continue to work on these events.</p>	<p>Embedding what has been started in 2025. No new events/activities.</p> <p>Expand parent information evenings for puberty and digital devices.</p> <p>Meet the teacher in 2025 for Year 1-8</p>
<p>Connect with our community through effective communication channels</p>	<p>Fortnightly community newsletters</p> <p>ARISE Connect groups in Year levels 1-3, 4-6, 7-8, 9-10</p> <p>Class Dojo platform for Year 1-6 whānau</p>		<p>Senior Leaders actively involved in ARISE Whānau groups to support development.</p> <p>More parent involvement in groups now established.</p>
			<p>Continue working on commitment to integrating Te Reo in school communications such as staff emails, newsletters, social media and website.</p>

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

Actions	What did we achieve?	Reasons for Differences (variances) between the target and the outcome	Planning for next year - where to next?
Incorporate and implement students' identities, languages, abilities and talents within the curriculum	<p>Cultural audit and staff vision</p> <p>Cultural fiesta, camp, performances, dance groups, whānau days, assemblies</p> <p>Integrating into classroom programmes e.g. pepeha, games, texts/stories, history, context, visual pepeha, assemblies and language weeks</p> <p>This impacted greater sense of identity, whānau engagement, staff awareness of cultures, improving language, learning waiata and karakia, highlighting the gaps so we know what to improve.</p>	<p>We have met most of our intended outcomes</p> <p>More support for ESOL students in secondary to achieve NCEA</p>	<p>Continue to implement this action and maintain it but encourage more leadership opportunities among students.</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>Opportunities have been provided for parents to engage in the school (google forms for feedback, working bees)</p> <p>Parent representatives for each culture in the school to share input about their culture (language weeks)</p> <p>Cultural Lead role established and appointment made for 2025.</p>	<p>We have not yet held whānau hui.</p> <p>We have not identified any cultural barriers</p>	<p>Identify cultural barriers and work to remove them</p> <p>A forum where all cultures can be heard and share their visions and aspirations for the school</p> <p>Plan for and run a whānau hui and fono meetings in 2025.</p> <p>Connect with Ngāti Whātua Ōrākei.</p>
Provide opportunities for staff to further develop understanding of ti tiriti, tikanga, matauranga Māori, and te Reo.	<p>Consultation with kaumatua Matt Hakiha</p> <p>Held inaugural Pōwhiri to open the school all staff involved in training and whole community invited</p> <p>Regular staff PD with Māori Achievement Collaborative - Phil Gordon</p> <p>Three staff members engaged in Te Ahu O te Reo Māori</p> <p>Belonging in this land PL - te tiriti with christian lens</p> <p>Learning about the history of Mount Albert through a staff trip up the maunga</p> <p>Upskilled in context for Level 1 local curriculum</p> <p>Employment of specialist Māori Kaiako for 2025, Matua Dylan.</p>	<p>Everyone is at a different level in their te reo journey (confidence, engagement, motivation)</p> <p>Difficulty accessing courses and people with expertise in tikanga and language</p> <p>Barriers to PD course funding</p>	<p>Work with a team of people (Mana whenua - Ngāti Whātua Ōrākei, Kaiako specialist teacher, Cultural, Lead,, PLD providers, and staff) to upskill Māori language and tikanga.</p>

Summary of Year 1-8 Achievement Data 2024

Reading, Writing and Mathematics Overall Teacher Judgements for students who are meeting or exceeding the end of year expectations.

2024	Reading	Writing	Mathematics
Overall (219 students)	87.6%	81.7%	89%
Boys (112)	88.3%	79.4%	92.8%
Girls (107)	87.8%	85%	85%
Māori Students (11)	100%	100%	81.8%
Pacific Students (20)	85%	85%	85%

Writing, Reading, and Maths OTJs

% of all students Meeting & Exceeding the 'end of year expectations'

Reading Meeting or Exceeding the 'End of Year Expectation'		
	2024	
Overall	192 / 219	87.6%
Boys	99 / 112	88.3%
Girls	94 / 107	87.8%
Māori Students (11)	11	100%
Pacific Students (20)	17	85%

Writing Meeting or Exceeding the 'End of Year Expectation'		
	2024	
Overall	179 / 219	81.7%
Boys	89 / 112	79.4%
Girls	91 / 107	85%
Māori Students (11)	11	100%
Pacific Students (20)	17	85%

Mathematics Meeting or Exceeding the 'End of Year Expectation'		
	2024	
Overall	195 / 219	89%
Boys	104 / 112	92.8%
Girls	91 / 107	85%
Māori Students (11)	9	81.8%
Pacific Students (20)	17	85%

Neurodiversity and ESOL in the Junior Years from Year 2 – 8

% of students classified as needing learning support*

Neurodiversity

Percentage of students classified as needing learning support*

2024	ESOL (Year 2 - 8)	Learning Support (Year 2 - 8)
Overall (from Year 2 - 8) (185)	28.1% (52)	34% (63)
Year 2 (20)	65% (13)	40% (8)
Year 3 (24)	63.5% (15)	33.3% (8)
Year 4 (17)	76.4% (13)	52.9% (9)
Year 5 (25)	16% (4)	36% (9)
Year 6 (26)	19.2% (5)	30% (8)
Year 7 (40)	0% (0)	32% (13)
Year 8 (33)	6% (2)	24% (8)

Year 1-8 Unpacking the data

- Baseline data for the new school indicates more than 80% of students are meeting or exceeding expectations in reading, writing and mathematics across Year 1-8.
- Writing is an area for improvement and will be a focus in 2025 with the implementation of structured approaches in Literacy for Year 1-8.
- We have new curricula in 2025 so new assessment tools will be used to provide consistency across marking. These are the new assessment tools and resources provided by the ministry. As staff become more formally trained, it is predicted there may be some differences in results when comparing 2024 data to 2025 data.
- A higher percentage of Pasifika students are developing or approaching achievement standards.
- Māori students are achieving well across reading, writing and mathematics.

Year 1-8 Responding to the data

- Strengthen and sustain new pedagogical approaches and implement these effectively. We want to build on the achievement results from 2024 through reflective teaching, structured planning approaches and implementation of new assessment practices.
 - ❖ Over the next 18 months, all classroom teachers will be undertaking the BSLA (Better Start Literacy Approach) professional development provided by the Ministry to support Literacy learning.
 - ❖ We have a revised curriculum (Te Mataiaho) that is required to be taught from 2025: Literacy for Year 1-6, while the Year 7-8 curriculum is still in the draft stages. The Year 1-8 mathematics curriculum is also required. Mathematics resources are provided by the Ministry to support the implementation of the curriculum. Phase 1 will use Numicon, while Phase 2 and 3 will involve learning through Oxford.

- ❖ Utilising the skills and expertise from our school's BSLA facilitator/ literacy activator to upskill staff and improve pedagogy.
- ❖ Regular classroom observations and reflections on practice.
- ❖ One staff member will be undertaking ALL (Accelerating Literacy Learning)
- Review: discussions are occurring around effective, detailed planning, analysing current assessment schedules and aligning these with the Ministry expectations, and using the assessment data to inform teaching and learning.
- Engage with the Accelerated Literacy Learning providers to run e-asttle moderation for the Year 3-8 teachers.
- More targetted support for ESOL students with a mix of in-class and withdrawal assistance.
- Learning support through workshops, small group and literacy activator assistance for target students.
- Analysis and reflection on Māori and Pasifika achievement each term. Continue to extend Māori learners. Identify gaps/barriers for Pasifika learners and implement strategies to support them.

Year 1-8 Target Groups 2025

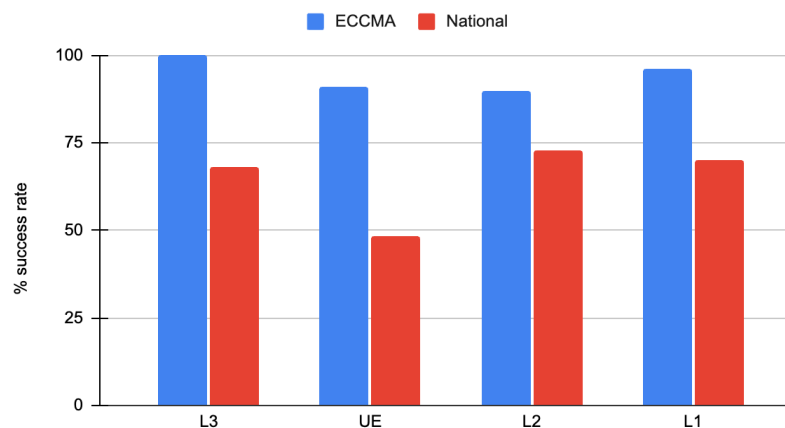
- Writing acceleration for all Y1-8 students
- Extension opportunities for all Māori students
- Acceleration and support for Pasifika students in Mathematics
- All students who have developing and approaching OTJ scores
- Year 5-6 girls literacy (Year 6-7 girls in 2025)

Summary of Academic Results Y9-13

Co-Requisite - Literacy and Numeracy Test

- 84% of Y10 students passed the online numeracy test
- 82% of Y10 students passed the online literacy test
- Of the 9 students that did not attain the pass the breakdown is - 5 writing only, 1 reading only, 1 neither and 2 not entered
- Students that did not achieve the Co-Req will be targeted for literacy and numeracy standards in Y11 (2025) which will give them the opportunity to succeed.
- Students that need additional support will be referred to Learning Support for interventions in 2025
- Maori and Pasifika students are tracked and interventions put in place to support them to achieve the co-req such as alternative unit/achievement standards, tutoring by teachers

2024 NCEA ECCMA v National Success Rates



NCEA Results Level 1

- 96% of Elim Mt Albert students attained NCEA Level 1
- The breakdown is as follows - Excellence endorsement 18%, Merit endorsement 39%, Achieved 39% and Not achieved 4%
- Level 1 Literacy 100%
- Level 1 Numeracy 96%
- The 4% that did not receive numeracy are receiving tutoring and will be given further opportunities in 2025
- Tracking is done for Maori and Pasifika students and this is reviewed in curriculum meetings and strategies put in place to assist where gaps might exist
- Some students from Level 1 have also been enrolled in more appropriate pathways, gateway and Te Kura courses to enable them to achieve unit / achievement standards

NCEA Results Level 2

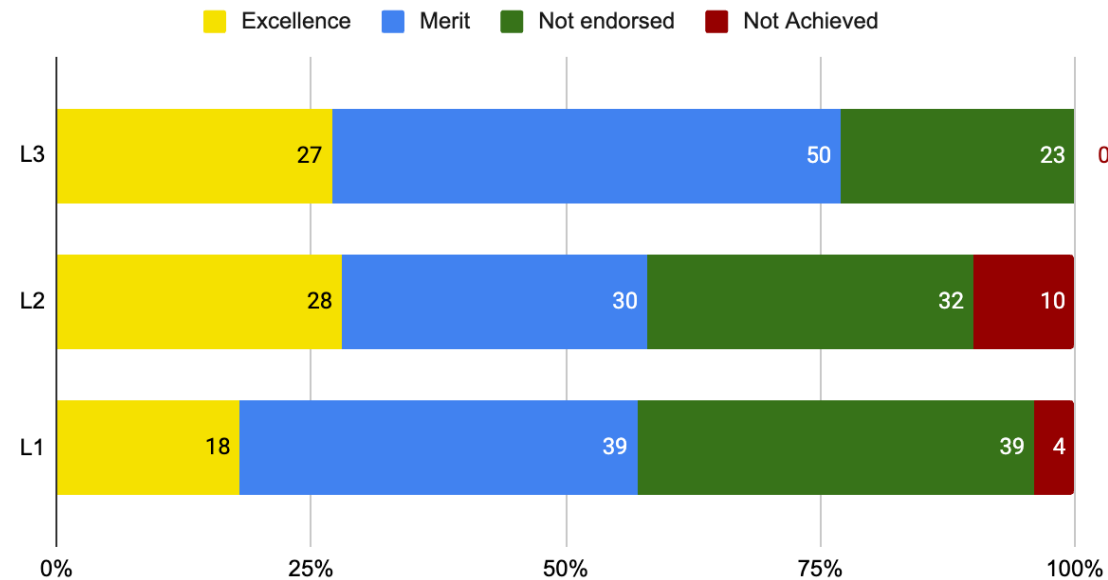


- 90% of Elim Mt Albert students attained NCEA Level 2
- The breakdown is as follows - Excellence endorsement 28%, Merit endorsement 30%, Achieved 32% and Not achieved 10%
- University Entrance Literacy - 78% (students will still have the opportunity to achieve this in 2025 in Level 3)
- Students that did not achieve level 2 will have the opportunity to achieve this in 2025 by getting Level 3 credits to make up the shortfall
- Students are tracked and given other opportunities such as gateway and Te Kura
- Teaching staff also provide extra assistance during SDL and lunchtimes

NCEA Results Level 3

- 100% of Elim Mt Albert students attained NCEA Level 3
- The breakdown is as follows - Excellence endorsement 27%, Merit endorsement 50%, Achieved 23% and Not achieved 0%
- This is an exceptional achievement and may vary from year to year given small cohort (sample size)
- 100% achieved university entrance literacy
- 91% achieved university entrance

2024 ECCMA Overall NCEA Endorsements by Level (%)



Target Groups

- Students who did not pass the co requisite in 2024 will have further opportunity in 2025 through the approved achievement standards
- The school will track and monitor students for readiness
- The school will support through SENCO and learning support meetings identifying areas that need additional support

- Maori and Pasifika students are tracked for numeracy, literacy and NCEA credits. These students are discussed regularly at curriculum and pastoral meetings along with strategies to assist - the SENCO is also part of this process - supporting in class and by withdrawal
- Literacy and numeracy target support 1 hour per week Y9-11 by SENCO.

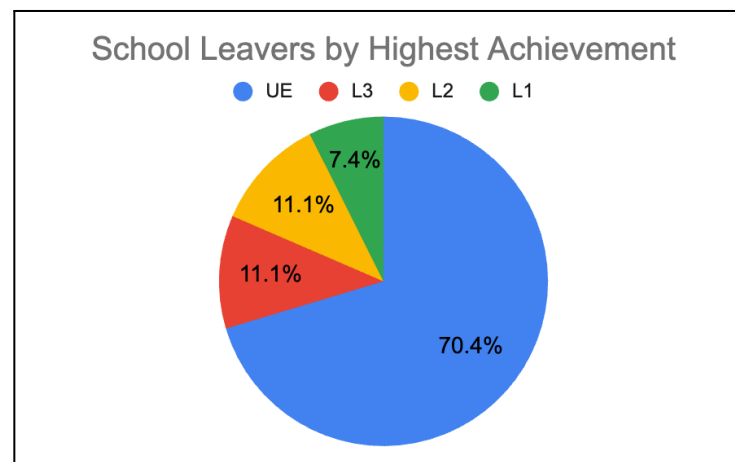
Other Observations

- The rollout of online co requisite tests went smoothly - they were relatively easy to administer and students found them user friendly
- There has been some confusion and inconsistency in the moderation of the new NCEA Level 1 standards - teachers are working with subject associations on this process
- The new Level 1 NCEA has less opportunities for students to prepare for formal exams in L2 and L3 - we will need to look at strategies to address this
- The additional standards for numeracy and literacy have been helpful - these are due to expire in 2027 - will watch this space

Leavers

Of the 27 school leavers in 2024 the Highest Level of Attainment was as follows

University Entrance	19 students or 70.4%
Level 3	3 students or 11.1%
Level 2	3 students or 11.1%
Level 1	2 students or 7.4%



Highest Attainment by Ethnic Group

Maori	1 student UE - 1 leaver
Pacific	1 student UE, 1 student L2 - 2 leavers
Asian	1 student L1, 1 student L2, 3 students L3, 5 students UE - 10 leavers
European / Pakeha	1 student L1, 1 student L2, 16 students UE - 18 students

Responding to the data

This data allows us to reflect on achievement rates for our leavers and look to strategies such as individual tracking from Y11 to ensure students are leaving with the highest possible attainment

It also allows us to look at ethnic groups and individuals to determine whether intervention strategies are needed

Summary

In 2024, Elim Christian College Mt Albert achieved a significant milestone by becoming an independent school, transitioning away from the three-campus model of Elim Christian College. This shift has been instrumental in the school's exceptional achievements this year. With its newfound independence, the school now operates with a clear and distinct vision, a strategic plan, and a purposeful direction, all focused on meeting the unique needs of its students, school community, and the broader local community, grounded in Christian values.

An Establishment Board, made up of Proprietor representatives, the past Principal, and seconded members, has provided crucial stability and support for the Principal throughout the transition period. Their guidance has been instrumental in ensuring the effective establishment of systems and operations, allowing the school to function smoothly during this time of change. The board's expertise and steady leadership have been key in navigating the challenges of becoming an independent school, ensuring a strong foundation for the school's future growth and success.

This autonomy has empowered the school to establish a dedicated leadership team, led by a Principal who is fully embedded in the school's daily life. As a result, the leadership can directly respond to the specific needs of the school and its students, ensuring that every decision made reflects the Christian ethos of the school and the best interests of the community. Additionally, the independent funding now provided to the school has given it the flexibility to invest in and expand the programmes that are crucial to students' growth, academic success, and spiritual development. This flexibility has fostered an environment where the school can flourish, advancing excellence in both education and character development.

A key initiative introduced in 2024 was the establishment of the Gateway programme, offering more students the opportunity to explore alternative pathways that align with their individual aspirations. Through this programme, students have gained NCEA credits while also developing essential life skills, equipping them for future success in both their careers and personal lives. The Gateway programme, aligned with the school's mission to prepare students for a purposeful life, has provided invaluable experiences for students who seek to engage with the world beyond the classroom.

Equally important has been the establishment of a dedicated learning support department. This has been pivotal in identifying and addressing student needs in a timely and effective manner, ensuring that no child is left behind. Our dedicated Special Educational Needs Coordinator (SENCo), in collaboration with the Resource Teacher: Learning and Behaviour (RTLb), has worked closely with teachers to upskill them, enabling the provision of tailored support for students with diverse learning needs. This support is delivered in a way that honours the school's Christian values, offering students not only academic help but also the encouragement and care needed for their emotional and spiritual growth.

Since becoming a stand-alone school, the community at Elim Christian College Mt Albert has flourished, with the creation of the ARISE Whānau parent group playing a pivotal role. This dedicated group has become an integral part of school life, contributing to the school's growth and success in various ways. From fundraising efforts and working bees to second-hand uniform sales and connecting groups, ARISE Whānau actively supports the school's mission and vision. Their involvement has had a positive impact on the sense of connectedness and shared partnership within the school community, strengthening relationships between parents, staff, and students. Additionally, ARISE Whānau has played a significant role in property projects, helping to create an environment that is not only conducive to learning but also

reflects the values of the school. Through their ongoing contributions, ARISE Whānau has helped build a strong foundation for the school's continued growth, fostering a vibrant, engaged community.

Together, these initiatives — the school's independence, the Gateway programme, and the learning support department — have greatly enhanced the school's ability to cater for our students in a holistic way.

Compliance with Education and Training Act 2020 requirements to be a good employer

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Yes – both physical and mental wellbeing</p> <p>Health and Safety Policy reviewed regularly. Health and safety training for all staff including regular 'tool box' sessions in meetings to promote safe practices and provide training.</p> <p>Wellbeing initiatives in place for staff to ensure work life balance (Mitey program staff focus, school hours during term time and in breaks, reduced meetings)</p> <p>Physical by way of peoplesafe app reporting system</p> <p>Counselling available and provided by registered counsellors if required.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Employment opportunities are advertised internally and externally</p> <p>Appointments Policy reviewed regularly</p> <p>PL opportunities are encouraged and budgeted for.</p>

How do you practise impartial selection of suitably qualified persons for appointment?	<p>Appointments policy is adhered to.</p> <p>Rigorous process – application form, reference checks, short listing team, interview team.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<p>Our school is part of the Māori Achievement Collaborative working with Matua Phil Gordon.</p> <p>Initial contact has been made with our mana whenua, Ngāti Whatua Orākei, Matua Hone.</p> <p>One of our strategic goals is cultural capability. Within this we are addressing the bi-cultural dimension called 'Teaching to the Northeast' which addresses deficit mindsets and practices in the classroom and raises the achievement of Maori.</p> <p>The school also engages the services of a kaumatua to add to our learning and growth through a Christian lens.</p>
How have you enhanced the abilities of individual employees?	<p>Opportunities are encouraged – we believe in staff growth within our organisation. We budget strongly for PLD annually. Our BHAG No 3 is promoting staff leadership growth through courses, professional development etc....</p>
How are you recognising the employment requirements of women?	<p>Elim Christian College Mt Albert has a staff which comprises of many women, particularly mothers. We do our best to accommodate the work life home life balance.</p> <p>Women are encouraged to apply for leadership positions and pursue their professional dreams. Many of our school leaders are in fact women.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>Our equal opportunities policy states People with disabilities will be recognised on merit in applications for employment</p> <p>The school has disabled toilet access for staff.</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy.

The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Giving Effect to Te Tiriti o Waitangi

Over the past year, Elim has continued to prioritise Te Tiriti o Waitangi within our kura. We have actively honoured te reo Māori as a taonga, ensuring its presence is visible and valued across our classrooms and the wider school environment. Our kaitiaki – leadership team – have shown a strong and ongoing commitment to the principles of partnership, active protection, and equity, fostering genuine engagement with Māori as tangata whenua. By embedding these principles into everyday practice, we have strengthened our partnership with whānau Māori and created an environment where tikanga and te ao Māori are both celebrated and upheld.

This commitment has been reflected in several key developments:

- We created and appointed a dedicated cultural lead on staff to work alongside our senior leadership team and teaching staff to embed culturally responsive practices and pedagogy across our kura.
- We have developed a new Māori specialist kaiako role, to be introduced in 2025, which will focus specifically on increasing the use of te reo Māori and the embedding of tikanga Māori throughout kura life.



- Our kaiako have intentionally incorporated contextually relevant te reo Māori and learning opportunities that grow ākonga understanding of tikanga and te ao Māori, ensuring these are meaningfully integrated into the curriculum.
- Our curriculum design now reflects elements of te ao Māori in alignment with our special Christian character, allowing ākonga to explore and engage with both their faith and the rich cultural heritage of Aotearoa.
- We have undertaken a white spaces audit alongside our Māori Achievement Collaborative partner , Phil Gordon, looking at how our kura visually reflects our biculturalism. Recommendations and a moemoea - vision were developed to start putting this in place.

We also held a pōwhiri at the beginning of the year to open our new school and welcome all families and staff — a practice that has now been formally embedded into our annual start-of-year traditions.

Additionally, waiata, karakia, and tikanga-aligned customs have been incorporated into our daily school life. All hui and special events now include these elements where appropriate, giving staff and ākonga regular opportunities to engage with and appreciate these cultural expressions.

These initiatives reflect our deepening commitment to giving effect to Te Tiriti o Waitangi. Through these actions, we continue to build a learning environment that honours diversity, fosters mutual respect, and champions equitable outcomes for all.

Kiwisport for 2024

Kiwisport is a government funded initiative to support student participation in organised sport. In 2024, the school received total Kiwisport funding of \$8611.68 (excluding GST).

The funding was spent on expanding the services of our sports coordinators to facilitate growth in sports and physical activity for all year levels.

Gateway Funding for 2024

Students 2024:

	Course/work placement focus	No of students	No of unit std credits achieved	Outcome
	Y13			
SL	Health/Retail	1	43	Planned to do Health related university

				course
JC	Finance/Retail	1	39	Job with ANZ
AC	Flight Attending/tourism	1	25	Planned to attend International Travel College
	Y12			
YL	Graphic Design	1	56	2025 Y13 student
PG	Interior Design/Retail	1	48	2025 Y13 student
OM	Science - Marine Biology/electrician	1	26	2025 Y13 student
JFB	Building/electrician	1	27	2025 Y13 student (employer was potentially interested if he was keen on apprenticeship)
EC	Early Childhood	1	35	2025 Y13 student

Gateway Funding for 2024:

\$20,878 spent. No wash up.