



Elim Christian College Mt Albert 2025 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 (pukuahuwhenua), 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
<p>Christian Character</p> <p>To enhance and integrate our Christian Character throughout all aspects of school life.</p>	<p>Curriculum</p> <p>To achieve positive student outcomes through the provision of future-focussed, quality teaching programmes, that draw from local curriculums</p>	<p>Care and Wellbeing</p> <p>To create a safe environment where students and staff can flourish spiritually, academically, physically and emotionally.</p>	<p>Community Engagement</p> <p>To foster a connected and engaged community through effective communication and regular opportunities for interaction.</p>	<p>Cultural Capability</p> <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
<p>INITIATIVES</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>INITIATIVES</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>INITIATIVES</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>INITIATIVES</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>INITIATIVES</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>

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?
<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. 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 designs Make Bibles available in all learning spaces Collaborate 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 journeys 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"> Staff attended the NZACS Conference at Kingsway in June. Some of the female staff attended the Elim Replenish Conference. There was an increase in attendance at staff devotions and engagement in initiatives including prayer buddies and journaling Building/sustaining relationships with other Christian schools: Elim Henderson, Botany/ Golflands, Kingsway, Westminster A Christian Character Development Form was developed to record attendance at Christian Character PD. A team was established from Mt Albert, Botany and Henderson to review and develop the Christian curriculum from Y0-13. We held our annual Hosanna Week All assemblies have Christian Character embedded in them - prayer, scripture, biblical worldview. The Book Week theme was Garden of Eden. Collaboration with Asian Outreach with Mission Minded Kids and the Acts for ACTS campaign. Acts for ACTS - the school raised \$34000 as part of service for Cambodia Year 13s led Jump Jam for Y0-6 as part of their service. 	<ul style="list-style-type: none"> We exceeded our first initiative due to it being prioritised, in terms of resourcing, time and money. We did not meet all our targets for initiative 2. This is due to working across three schools. The Elim Education Office is still in the development stage, which is impacting the collaboration between the three schools. The environment enhancement team did not produce any new displays or artworks. We did not maintain strong connections with the local community. Year 12 and Year 13 service periods that were created in 2024 were not continued in 2025, which led to decreased connection and service in the local community. We exceeded our target in terms of our international fundraising and service, through the Acts for ACTS campaign. It was student led by mission leaders, some who had travelled to Cambodia in 2024. 	<ul style="list-style-type: none"> A continued focus on staff Christian character development. Term 2 professional learning focus on biblical knowledge, led by Pastor Jo Robertson. (Staff member) Purchase bibles with support from Elim Education Office. For the team across the schools to proactively meet and develop the Christian Character curriculum. Service has been re-established within the Christian Living programme. Book Week will continue to have a Christian theme. The 2026 Book Week theme is Moses: The prince of Egypt. In response to feedback, we reviewed the Acts for ACTS campaign and decided to keep it as an annual rather than biannual event.

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?
<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. • 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. • 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"> • We continued to use the systems in place and data was collected. We looked at the systems, but they were functioning adequately so nothing further was done to refine these at this point. • Professional development was undertaken by all staff in Mathematics, and those who were registered for the English BSLA structured literacy training. • In Year 9-13, all teacher were signed up with their subject associations and the majority attended subject specific PD run by their subject associations.. • We developed a professional development tracking form to monitor staff PD attendance. This provided a record of PD attended, the cost and effectiveness of the learning. • The special project team was not developed in Mathematics or English. The new curriculums for Y9 and Y10 Mathematics and English were only released in October 2025. The Y9-13 English curriculum mapping is in development. • In Year 1-8, teams met to look into creating a learning pathway. 	<ul style="list-style-type: none"> • We have met the target in part by reviewing the systems in place. However they have not been refined or summarised clearly. • Ministry provided resourcing - facilitators, courses, funding and time which enabled us to train staff in both subject areas. This allowed us to meet targets for professional development.. • We met our target as all Y9-13 staff were subscribed to their subject associations and were supported to attend relevant PD. • The special project team was not developed in Mathematics or English due to staff capacity and skill set. • The delay in the release and changes that were made to curriculums meant this could not be met in 2025. • As the Year 1-8 team developed a better understanding of the curriculums and it's clear sequencing, it became evident this was not necessary. 	<ul style="list-style-type: none"> • Systems will be refined and summarised for clarity and to ensure consistency and thoroughness across the school. • Look at how data is tracked and stored across the school (Kamar, Google Suite). • Continue to provide training for new staff and those who need refreshers. • Continue to undergo training with the Ministry for mathematics PD, and BSLA training for English. • Y9-13 staff will sign up to their subject associations again and attend relevant subject specific PD. • Support the Year 1-10 staff to have an in-depth understanding of the curriculums and embed it into our school context. .

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?
<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. 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. 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"> We had multiple initiatives planned and implemented to support staff wellbeing and grow capacity. For example: having a well-being week each term, school open times, devotions that were focused on wellbeing, winter wellness. The Mighty programme was consolidated. SVA and Invictus have been discontinued. Feedback was not gathered from students regarding the effectiveness of the programmes. Christian Character leads were established last year. They led the Hosanna Week, promoting spiritual hauora. Year 13s led Jump Jam sessions with the junior years, promoting physical hauora. Student leaders shared encouraging messages with the whole school at Monday assemblies, promoting general wellbeing. Responsibilities were developed. There has been continued improvement and modernisation of the school, including the junior playground renovation, which was completed before the start of school 2026. New sports equipment was purchased and installed. The secondary workrooms were completed and air-conditioning units were installed in the Rahiri House. The Music Block was renovated. The Intermediate Block exterior was painted. 	<ul style="list-style-type: none"> There was a strategic focus on staff wellbeing. We did not have staff commitment to drive the SVA and Invictus programmes. The student leaders had the necessary skill sets to lead different areas of Hauora. The role descriptions were not required. We exceeded our targets regarding the development of the property due to good stewardship of finances. Support from the ARISE Whānau group and staff at working bees. 	<ul style="list-style-type: none"> There will be a focus on staff hauora and capacity, through continuing initiatives started in 2025. We are having a schoolwide focus on wellbeing through our strategic plan with termly hauora themes, as opposed to year level specific programmes. Student leaders will support the termly hauora themes. Survey students to get accurate data on belonging and engagement. Work on secondary recreational spaces for physical hauora. Improve Junior workroom spaces for staff use.

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?
<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"> A wide range of cultural activities and school events were incorporated throughout the year. In Term One, there were many student-led cultural initiatives, language sessions and awareness sessions, which were supported by Elim families. The 2024 cultural audit was reviewed but there was no implementation of moemoea strategies. We held two Whānau and Fono hui, which were facilitated by the Cultural Lead and Specialist Kaiako. There was good attendance at the first event. The Cultural Fiesta was a successful, key school event. The vocabulary list was shared with staff, with keywords and phrases that they can use in emails. 	<ul style="list-style-type: none"> The Māori Achievement Collaborative facilitator cancelled two sessions, which impacted the cultural audit. The first hui was well attended, whereas there was less engagement at the second hui. This highlights the importance of trying different times and venues. The vocabulary staff was shared and some people have used it well and continue to, while others show resistance and opposition to using Te Reo. 	<ul style="list-style-type: none"> Refer back to the moemoea when selecting signage for the school, in consultation with Elim Education Office. Organise more whanau/ fono hui events, trialling different ideas. The cultural fiesta will continue to be a key event at the start of the year, while emphasising its importance. In Term 2, encourage staff to use te reo when writing emails.

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?
<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 pertinent Ensure 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. 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"> We continued with our successful events. Other events were added throughout the year, such as the Duke of Edinburgh Award, the orientation and transition afternoon for new students, the Science Fair and the Carnival Day. We had ongoing reviews as events were held to ensure all information was pertinent and relevant. A senior leader was involved and supported each of the ARISE Whānau groups. Ongoing promotion of ARISE groups has happened. There is an ARISE section in every newsletter. A clear procedure was created for the use of WhatsApp and communicated with parents. It remains an effective communication tool. 	<ul style="list-style-type: none"> Staff, student and community led events were added, due to desire and achievability. 	<ul style="list-style-type: none"> We have reviewed the school calendar to ensure that the number of events are manageable while providing a range of events for all stakeholders. Continue to review and update the content of all information events to ensure they remain relevant. Continue to have senior leaders involved but look at redistributing responsibilities. Look for new ways to promote involvement ARISE Whānau groups. Continue to utilise the school newsletter to provide regular updates. The WhatsApp connect groups will be continued in 2026

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.

Reading, Writing and Mathematics OTJ's

Percentage of all Year 1-8 students Meeting or Exceeding the 'end of year expectations'

2025	Reading	Writing	Mathematics
Overall (231 students)	84.8%	80.9%	85.7%
Boys (118)	88.1%	81.3%	93.2%
Girls (113)	81.4%	80.5%	77.8%
Māori Students (12)	91.6%	83.3%	91.6%
Pacific Students (21)	95.2%	85.7%	85.7%

Writing, Reading, and Maths OTJs

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

Mathematics Meeting or Exceeding the 'End of Year Expectation'		
2025		
Overall (231)	198	85.7%
Boys (118)	110	93.2%
Girls (113)	88	77.8%
Māori Students (12)	11	91.6%
Pacific Students (21)	18	85.7%

Reading Meeting or Exceeding the 'End of Year Expectation'		
2025		
Overall (231)	196	84.8%
Boys (118)	104	88.1%
Girls (113)	92	81.4%
Māori Students (12)	11	91.6%
Pacific Students (21)	20	95.2%

Writing Meeting or Exceeding the 'End of Year Expectation'		
2025		
Overall (231)	187	80.9%
Boys (118)	96	81.3%
Girls (113)	91	80.5%
Māori Students (12)	10	83.3%
Pacific Students (21)	18	85.7%

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*		
2025	ESOL (Year 2 - 8)	Learning Support (Year 2 - 8)
Overall (231)	56	68
Year 1 (21)	NA	47.6% (10)
Year 2 (28)	53.5% (15)	32.1% (9)
Year 3 (25)	60% (15)	28% (7)
Year 4 (26)	61.5% (16)	15.3% (4)
Year 5 (18)	22.2% (4)	38.8% (7)
Year 6 (31)	12.9% (4)	29% (9)
Year 7 (40)	5% (2)	25% (10)
Year 8 (42)	0	28.5% (12)

Year 1-8 Unpacking the data

- Our 2025 data indicates more than 80% of students are meeting or exceeding expectations in reading, writing and mathematics across Year 1-8.
- Boys outperform girls in all curriculum areas, particularly mathematics (93.2% for boys vs. 77.8% for girls).
- Maori and Pasifika students are achieving well overall with 83% or more achievement rates. Writing is an area of improvement for both ethnic groups.
- The Year 3 and 4 cohort appears to 'dip' in achievement across the curriculum areas when compared to other year levels. Year 3 and 4 have 60% and 73% achievement rates in mathematics, compared to over 82% for the rest of the groups. In reading, 56% and 76.9% are achieving, compared to over 77.7% in the other groups. In writing, the Year 3 cohort sees 56% achieving with 72% or higher in the other year levels.
- Year 3 and 4 has a significantly higher number of ESOL students (60% or higher) compared to other year levels.
- There are over 47% of Year 1 students requiring additional learning support compared to the next highest group (Year 5) with 38.8%.

Year 1-8 Responding to the data

- The new curriculum has just been finalised and has a year-by-year teaching and learning sequence. As staff continue to undergo professional development in these learning areas, they will become more confident in their pedagogical practice and implement effective differentiation for learners who require acceleration and enrichment.
- Over the next 12 months, more teachers will undergo training in Structured Literacy approaches provided by the Ministry. We will also have 2 Ministry funded mathematics learning days in 2026.
- We will use the expertise of our literacy activator to support achievement in Years 1-4.
- Regular classroom observations undertaken by Phase Leads and the Assistant Principal with reflections on practice.
- Continual improvement and development with core curriculum planning and assessment practices.
- New government assessment tool (SMART) will be introduced to ensure consistency across marking and moderation.
- In-class support through learning assistants and classroom teachers as well as withdrawal groups for ESOL and Tier 2 literacy intervention.
- Robust tracking systems and interventions for students who are not meeting targets, including Maori and Pasifika tracking.
- Termly reflections and analysis in core learning subjects.
- Strengthen whanau connections to support student learning.



Year 1-8 Target Groups 2026

- Writing (all students)
- Mathematics achievement for girls
- Māori students writing and continued improvement for Māori and Pasifika students achievement
- All students with developing or approaching in Reading, Writing and Mathematics
- All Year 4 (2026) students
- Learning support needs in Year 1-2 cohort



Summary of Academic Results Y9-13

NCEA Results 2025

	NCEA Level 1	NCEA Level 2	NCEA Level 3	UE (Level 3)
ECCMA 2025	81.6%	88.5%	97.1%	79.4%
ECCMA 2024	96.4%	94.7%	100%	86.4%
National 2025	47.8%	74.7%	73%	52.3%

NCEA Level 3 Results

Level 3 Students Attaining the L3 National Certificate - ECCMA - 97.1%, Nationally 70.4% (34 students)

Result Breakdown

	ECCMA 2025	ECCMA 2024	Nationally
Excellence Endorsed (50 credits or more at E)	30.3%	31.8%	14.7%
Merit Endorsed (50 credits or more at M or E)	30.3%	50%	26.9%
Not Endorsed	39.4%	18.2%	58.4%
University Entrance Literacy	97.1%	100%	71.5%
University Entrance	79.4%	91%	52.3%

NCEA Level 2 Results

Level 2 Students Attaining the L2 National Certificate - ECCMA - 88.5%, Nationally - 72.7%

Result Breakdown

	ECCMA 2025	ECCMA 2024	Nationally
Excellence Endorsed (50 credits or more at E)	26.1%	28%	15.2%
Merit Endorsed (50 credits or more at M or E)	21.7%	30%	25.8%
No Endorsement	52.2%	42%	59%
University Entrance Literacy	70.4%	78%	48.5%

NCEA Level 1 Results

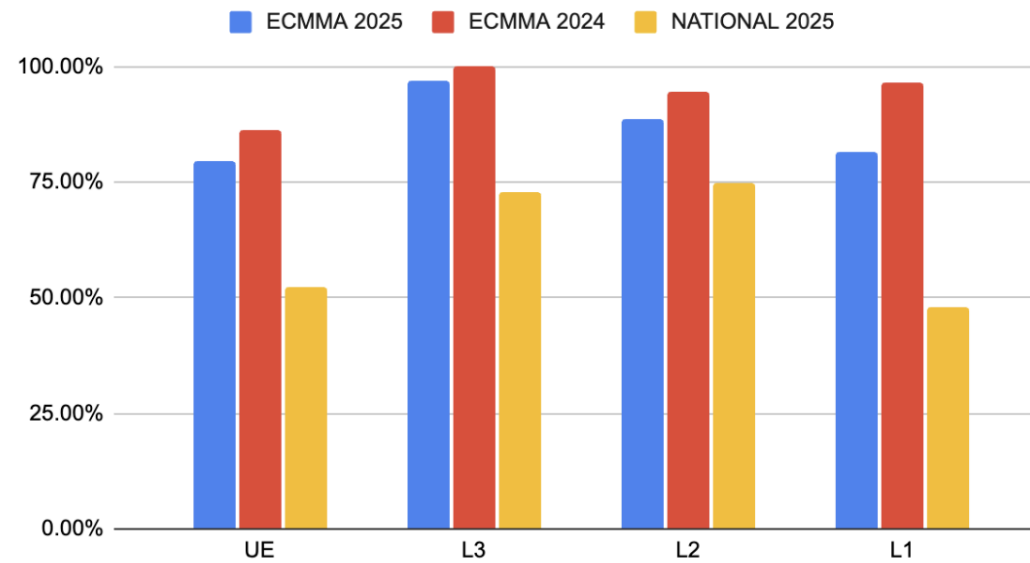
Level 1 Students Attaining the L1 National Certificate - ECCMA - 81.6%, Nationally - 46.6% (50 students)

Result Breakdown

	ECCMA 25	ECCMA 24	Nationally
Excellence Endorsed (50 credits or more at E)	12.5%	18%	10.2%
Merit Endorsed (50 credits or more at M or E)	45%	39%	27.6%
No Endorsement	42.5%	43%	62.3%
Level 1 Literacy	100%	100%	80%
Level 1 Numeracy	96%	96%	79.4%

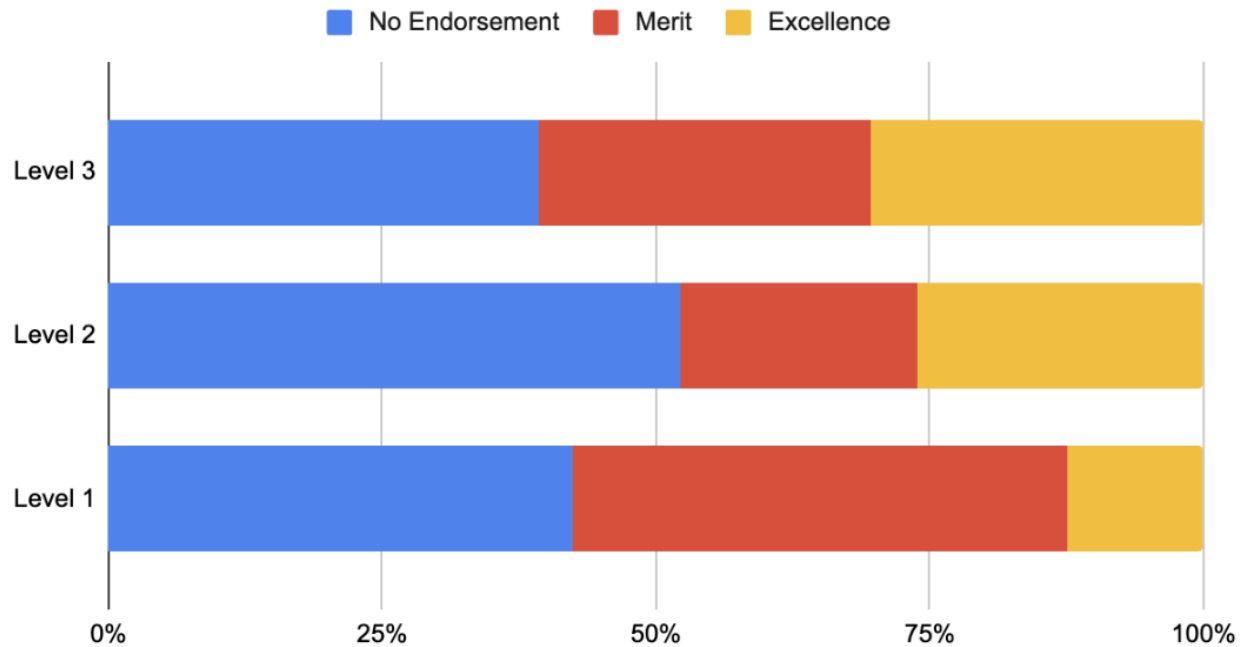
ECMMA NCEA Results /National

NCEA and UE Result Summary



NCEA Course Endorsements by Level

NCEA Course Endorsements by Level



Unpacking the data

- Our Year 10 co-requisite results have improved since 2024
- The NCEA Level 1 standards last year were still inconsistent in terms of marking expectations and moderation. This contributed to introduction of the new qualification this year, as well as the Government proposal to disestablish NCEA.
- There was reduced subject content in Level 1, which has impacted the results at Level 2. It creates a big “jump” between L1 and L2.
- Some subjects only offered 15 credits at Level 1 not the full 20, which may have contributed towards the L1 results.
- The NCEA Level 1 exams were not setting the students up for L2 and beyond
- Having extra standards for numeracy/literacy have been helpful - we may have them until 2027 - hinted by NZQA. Otherwise, this will be the last year that students can achieve Numeracy and Literacy, using other standards. They will not be able to pass any NCEA levels without the co-requisites.

Target Groups 2026

- Students who are at risk of not passing three UE subjects
- Students who are at risk of not achieving their year level qualification - NCEA L2-3, or Y11 EMACA
- Students who are at risk of not achieving a subject
- Students who do not pass one of the co-requisite online assessments
- Māori and Pasifika students
- Students with learning needs

Leavers

Year 13s

Of the 34 Year 13 school leavers in 2025 the Highest Level of Attainment was as follows:

University Entrance	79.4%	(27 students)
Level 3	17.7%	(6 students)
Level 2	2.9%	(1 student)

Year 12s

Of the 4 Year 12 school leavers in 2025, the Highest Level of Attainment was as follows:

Level 2	80%	(4 students)
No qualification	20%	(1 student) - was not enrolled in a complete L2 course (Num)

Highest Attainment by Ethnic Group (Year 13 Leavers)

Maori	1 student UE
Pacific	1 student UE
Asian	15 students UE, 1 student Level 3
European / Pakeha	12 students UE, 1 student Level 3, 1 student Level 2 (student returned for literacy)
Other	2 students Level 3

Summary

The 2025 Analysis of Variance for Elim Christian College Mt Albert highlights a year of remarkable success and strategic maturation as the school solidifies its identity as an independent school. Academically, the school continues to perform at an exceptional level, significantly outperforming national benchmarks in secondary education. Most notably, the school achieved a 97.1% pass rate for NCEA Level 3, which is nearly 25% higher than the national average of 73%. This excellence extends to University Entrance (UE) attainment, where 79.4% of Level 3 students were successful, compared to a 52.3% national average. In the junior years (Y1–8), the kura maintains strong foundations with over 80% of all students meeting or exceeding national expectations across reading, writing, and mathematics. While achievement is high overall, the report identifies a specific achievement "dip" in the Year 3 and 4 cohorts, often linked to a higher concentration of ESOL students, which the school is proactively addressing through specialised literacy and mathematics support for 2026.

The school's transition to independence has allowed for a more localised focus on its specific needs and improvements, which is reflected in its steady growth and "in-demand" status. Strong financial stewardship allowed the school to exceed its property development targets, resulting in a renovated junior playground, a new music block, painted intermediate facilities, and the installation of air-conditioning in Rahiri House. This physical growth is matched by a vibrant community culture, fostered by the ARISE Whānau group and successful events like the Cultural Fiesta and Carnival Day. The school community also demonstrated its global commitment by raising \$34,000 for the Acts for ACTS campaign to support missions in Cambodia, a student-led initiative that exceeded all original expectations.

Furthermore, the kura has made significant strides in its commitment to Te Tiriti o Waitangi and cultural capability. In 2025, the school introduced a Māori specialist kaiako to help embed te reo and tikanga Māori throughout daily life, and the annual start-of-year pōwhiri has now been formally established as a tradition. Alongside these cultural initiatives, the school has focused heavily on holistic wellbeing for both staff and students, implementing "meeting-free weeks" and termly hauora themes to maintain a healthy work-life balance during this period of expansion. With a dedicated leadership team and a robust Gateway programme providing diverse vocational pathways, Elim Christian College Mt Albert is well-positioned to continue its trajectory of academic excellence and community-focused growth.

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 have a dedicated cultural lead on staff working alongside our senior leadership team and teaching staff to embed culturally responsive practices and pedagogy across our kura.
- We have a Māori specialist kaiako, introduced in 2025, who focussed 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 reviewed our white spaces audit and the recommendations in our moemoea - vision are starting to be put 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.

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	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Yes – physical, spiritual, social and mental wellbeing</p> <p>Health and Safety Policies 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>Health and safety team meets regularly to discuss concerns and work on initiatives and goals.</p> <p>Wellbeing initiatives in place for staff to ensure work life balance (Wellbeing weeks - meeting free, school hours during term time and in breaks, reduced meetings)</p> <p>Ensuring site safety by using peoplesafe app for reporting</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 and procedures reviewed regularly</p> <p>PL opportunities are encouraged and budgeted for.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<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 	<p>Our school has been 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>

<ul style="list-style-type: none"> • Greater involvement of Maori in the Education service? 	<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?	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....
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 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	

Kiwisport for 2025

Kiwisport is a government funded initiative to support student participation in organised sport. In 2025, the school received total Kiwisport funding of \$9,244.59 (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 2025

Students:

	Course/work placement focus	No of students	No of unit std credits achieved	Outcome
	Y13			
JB	Pilot	1	18	Planning to join NZ Defence Force
RP	Carpentry	1	47	Planning to join NZ Defence Force
	Y12			
AP	Pilot	1	37	Y13 ECCMA student
JS	Health	1	35	Going to Unitec to study Nursing in July
TP	Pilot	1	47	Y13 ECCMA student

SL	Plumbing	1	57	Y13 ECCMA student
FI	Construction	1	44	Y13 ECCMA student
TF	Construction	1	40	Y13 ECCMA student
MGD	ECE	1	26	Y13 The Busy School
IR	Hospitality	1	27	AUT Diploma in Culinary Arts

Gateway Funding for 2025:

\$29,580.30 (\$25,722+GST) spent. No wash up.