

ERO External Evaluation

Elim Christian College, Howick South, Auckland

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Elim Christian College is a state-integrated school that caters for students from Years 1 to 15. Of the 1200 students currently enrolled at the school, five percent are Māori and 10 percent have Pacific heritage. The roll also includes smaller groups from a variety of other ethnic backgrounds.

The school's vision, valued student outcomes and curriculum are based on Christian values and beliefs. The school's mission statement 'Arise to Reach, Serve and Influence' reflects this. In addition, the school's vision is for each student to be "inspired, responsible, academically and practically skilled life-long learners".

Since the 2016 ERO review, a third campus has been established at Mt Albert, for Year 1 to 13 students. This has resulted in an expanded senior leadership team. In addition, Year 7 to 10 students have transferred from the Botany campus to the Golflands campus.

The board's strategic goals include raising academic achievement, increasing student agency and wellbeing, and catering more effectively for students who are at risk of not achieving.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement in reading, writing and mathematics for Years 1 to 8
- achievement in curriculum areas for Years 9 and 10
- achievement within the New Zealand Qualifications Framework
- student engagement with the special character of the school
- progress in relation to the school's strategic goals
- wellbeing for success.

The school is part of the South East Christian Kāhui Ako |Community of Learning (CoL). It has a strong commitment to working with the CoL to raise achievement in the South East Auckland region.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

Elim Christian College works well to achieve equitable and excellent outcomes for students.

The school's achievement data show that most students achieve success in the National Certificates of Educational Achievement (NCEA). This has been a consistent trend over time.

While boys achieve well, there is some disparity when compared with girls' achievement in the school. There is also some disparity for the small numbers of Māori and Pacific students in NCEA Level 1, 2 and 3 endorsements and in University Entrance.

The majority of Year 9 and 10 students achieve at expected levels in each curriculum area.

Most students in Years 1 to 8 achieve at or above expected curriculum levels in reading, writing and mathematics. There are small achievement disparities between genders.

The school's other valued outcomes for students are highly evident in the school. Most students:

- are self-disciplined, demonstrate positive attitudes and achieve their personal best
- are becoming well equipped to make a valuable contribution to society
- have a foundation of Biblical knowledge expressed in Christian values and character.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is successful in accelerating learning for students whose learning needs this.

The school has very good systems to identify students whose learning progress needs to be accelerated. Their achievement is carefully tracked and monitored by teachers and leaders, and data indicate that they achieve accelerated progress over their time at school. Many students whose achievement is not at expected levels in Years 11 and 12 are well supported to achieve NCEA L2.

The school's learning support staff cater very well for students requiring extra support with their learning. Students who are English speakers of other languages (ESOL) are well supported to achieve success. ESOL students participate fully in learning programmes and are well integrated in the school's inclusive culture.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

Strong educational and strategic leadership supports equity and excellence. A commitment to distributing leadership and maximising the strengths and talents of staff is evident in the many examples of highly skilled leadership at various levels of the school. A strategic and deliberate focus on growing leadership capacity across all three campuses is increasing the school's capacity to focus on equity, excellence and the acceleration of learning.

Trustees have high expectations in relation to valued student outcomes, equity and excellence. They are well informed and have a clear line of sight to student learning progress and achievement.

Regular review of annual and strategic goals supports the board's evaluation of the effectiveness of school initiatives and helps to inform future resourcing decisions.

A significant development in the last three years is the broadening of the curriculum. The provision of a greater number of learning pathways and options is increasingly responsive to students' individual strengths and interests. Some very good examples of collaboration and modern teaching and learning practices also cater for a wider range of learning styles.

Students with additional learning needs and abilities are identified and supported by a strong and coordinated school approach. Capable personnel provide a range of learning opportunities for students to access personalised and flexible strategies that support their learning pathway. There is effective coordination with students, teachers, whānau leaders and external agencies to ensure that students participate well in appropriate and supportive learning programmes.

Special programmes and practices are provided through additional learning support, ESOL, professional learning and the kāhui ako. These promote inclusion, increased access to the curriculum and student success and progress with learning.

A strong focus on the school's valued outcomes and holistic success for students pervades all aspects of the school. A clear vision for student outcomes, and high expectations for engagement and achievement are strategically prioritised, planned for and resourced. Leaders and teachers use adaptive expertise to promote student wellbeing, progress and achievement. They work collaboratively to align campus systems, processes and practices, to increase coherence and learner support, and to achieve cross campus goals for all students.

The school has built strong connections and relationships with families and the local educational community. Relationships between teachers, students and families are respectful and affirming. Parents and the community are welcomed and involved in school activities as respected and valued partners in learning. The school is engaged in learning-centred relationships through the Kāhui Ako.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Senior leaders have identified relevant areas for further development. Reviewing and enacting the plan to enhance success for Māori students as Māori, will help to promote and embed further bicultural practices and partnerships in the school.

With the development of the middle years from Year 7 to 10 at the Golflands campus, leaders and teachers are working towards developing more consistent and coherent assessment processes to track and measure students' progress through the middle school years. A greater focus on evaluating the effectiveness of strategies and programmes, and their impact on accelerated learning and learner outcomes, will provide more specific information for decision making.

The school has also identified the need to establish more consistent, effective teaching practices across all campuses and to build on current strategies for fostering and promoting students' agency in their learning.

3 Other Matters

Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016 (the Code)* established under *section 238F of the Education Act 1989*. At the time of this review there were 137 international students attending the school, including one exchange student.

The school has attested that it complies with all aspects of the Code.

Elim Christian College has very effective systems and practices to ensure the quality of education and pastoral care for international students. Students' course selections are carefully considered and personalised. Their progress and achievement are monitored well. Students integrate well into the school's education community. High standards of evaluation ensure systems and practices continue to be developed and improved.

4 Board Assurance on Legal Requirements

Before the review, the board and principal of the school completed *the ERO board assurance statement and self-audit checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Children's Act 2014.

5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Elim Christian College's performance in achieving valued outcomes for its students is:

Well placed

6 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- high quality leadership that is focused on equity and excellence
- clear lines of sight to student learning, progress and achievement
- a broader and increasingly responsive curriculum
- a strong focus on the school's valued outcomes and holistic success for students
- educationally powerful connections and relationships with parents, families and the local education community.

Next steps

For sustained improvement and future learner success, priorities for further development are to:

- strengthen the focus of internal evaluation on valued learner outcomes and rates of progress
- build consistent and effective teaching practices across all campuses
- review and enact plans to enhance bicultural practices and success for Māori students as Māori
- continue to increase students' agency in their learning.



Steve Tanner

Director Review and Improvement Services Northern

Northern Region

14 February 2020

About the school

Location	Howick South, Auckland
Ministry of Education profile number	1190
School type	Composite (Years 1 to 15)
School roll	1206
Gender composition	Girls 51% Boys 49%
Ethnic composition	Māori 6% NZ European/Pākehā 40% Chinese 22% other European 8% Indian 7% South East Asian 5% other ethnic groups 12%
Students with Ongoing Resourcing Funding (ORS)	Yes
Review team on site	September 2019
Date of this report	14 February 2020
Most recent ERO report(s)	Education Review June 2016 Education Review May 2013 Education Review June 2010