



Annual Report

2025

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Principal's Report

List of all school board members

Board member names	Date that the board member's term finishes
Christian Edwin	Sept 2028
Bobbie Pilkington	Sept 2028
Helgard Groenewald	Sept 2028
Lee Boddington	Sept 2028
Lehan Stemmet	Sept 2028
Stuart Oxford	Proprietor appointed
Adam Green	Proprietor appointed
Joel Roberts	Proprietor appointed
Danie Vermeulen	Proprietor appointed
Julian Adamson	Principal
Michael McKenzie	Sept 2028
Praise Pamhidzai	Sept 2026

Statement of variance: progress against targets

Strategic Goal 1: Special Character To have a strong Elim Christian Character, modelling all aspects of our operations and programmes on biblical values

Annual Target/Goal: *To build the Elim kaupapa that provides opportunities and promise for all*

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Alignment of the Health, Christian Living and Sexual Education aspects of our curriculum to ensure comprehensive coverage for our students and emphasis of Special Character elements	Significant progress has been made on this target. The Health curriculum has been reinstated to its own subject line and those health aspects that are suitable for coverage in a health class have been included. Aspects of health that better sit in the Christian living class remain there. The draft years 0-10 Health and PE curriculum has been released. We will continue to monitor this space as the curriculum is finalised in 2026.	Teaching and learning and planning documentation. Timetabled classes for health lessons that are planned according to the NZC health curriculum	The final curriculum in this area and the revised RSE guidelines are not yet available. We continue to monitor these developments.	We will work with the new guidelines and curriculum statements to continue to develop our programmes. We will coordinate with other Special Character schools and the Association of Integrated schools to align with the NZC and with what other schools in this space are developing.
Action 2 Build a whole school overview of how the school delivers its kaupapa of Special Character that includes: <ul style="list-style-type: none"> • A clear purpose and goals for this central core of our school • Regular opportunities to review students progress towards these goals with varied stakeholders • Regular review of wider aspects of this with EEO and the Proprietor team • Identify useful data that can be gathered to help inform progress in Special character delivery • Identification of any gaps in the delivery of the Special Character 	An overview of the delivery of Special Character was completed through the Elim learning development group. This included a review of the purposes and goals for this kaupapa. The EEO has coordinated a review of this kaupapa across all Elim schools which has led to reviews and changes to our Christian living curriculum. Gaps in the delivery have been identified and a new staff development programme is being developed and will begin in term 2 of 2026. A new-staff Special character pedagogy day was developed and held as part of our induction process.	Documentation of the review and new curriculum development. A plan for staff development has begun. Review data from new staff shows the value of the induction day about special character.	Minor gaps were identified as part of the normal review process. Otherwise progress has been as expected.	Staff development program to begin in term 2 2026. A focused team has been created to continue the work on an across-Elim Christian living curriculum to enhance the delivery of our special character in classes. The new induction process will be continued as embedded practice.

Strategic Goal 2: Competence and Consistency
To be a high-performing school of choice.

Annual Target/Goal:

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Implementation of the Stepped Attendance Response and a goal of 80% for regular attendance across all years.	We implemented a full attendance management plan and reviewed all of our processes. We carried out professional learning with all of our staff regarding attendance procedures We held numerous meetings with families who intended to take their children out of school during term time.	We achieved a regular attendance average across the year of 71%. This was a small increase on previous years. We used the Every Day Matters termly reports to analyse our progress towards this goal	We set our target too high. We have a persistent culture in our parent community that attending overseas holidays and events during term time is prioritised over school attendance. We have a small number of disadvantaged families for whom financial issues create a barrier to attendance.	We will continue to promote positive messaging about attendance and to quickly and consistently follow up with families who take their children out of school during school time. We will continue to rigorously implement the stepped attendance response We will continue to advocate for disadvantaged families in our school, for whom attendance is a low priority
Action 2 To ensure the continuation of at least one hour of direct instruction in literacy and numeracy at years 1-8. To regularly review this for effectiveness.	We have always had an hour of direct instruction in literacy and numeracy at all levels. We have been able to continue this practice and have developed good assessment and review practices to check on the effectiveness of our programmes.	Our key points of evidence are our documentation and planning which show the embedded nature of these programmes and the excellent achievement data for our school at all levels in literacy and numeracy.	No variation beyond normal variations in cohort achievement	We will continue this practice but this will no longer be a particular strategic goal. We now consider this a normal embedded practice.
Action 3 Implementation of refreshed curriculum - especially Literacy and Maths Implementation of MNP across years 1-8 Updating assessment tracking across JY and trailing new assessments	This is well progressed and is almost complete. We continue to work with each new update of the curriculum as they are put out by the Ministry. Maths No Problem is active at all levels and is being improved and reviewed regularly. Years 7 and 8 teachers are working to incorporate the direct explicit instructions strategies into all lessons. In 2026 we will run professional development for all new teachers to ensure consistent implementation. New assessments and tracking have been successfully introduced at JY and are showing the progress of our students. New assessments include BURT, Dibbles, phonics checks, writing PATs (trial in 2025), Year 2 maths checks trial in 2026	We can see the evidence of this work in our planning documentation, in our walk-through and observations, in our PGC cycles and in our results. We see some room for improvement in our middle years observations and data review.	This is becoming embedded in our school but requires continual investment with new teachers who come to our school. This is more novel to our middle years teachers and so we continue to invest in professional development and support for these teachers as they embed these programs in their teaching programmes.	We will continue to offer PLD to all new staff to ensure everyone is familiar with Maths No problem. We will continue our observation and PGC cycles with a focus on this aspect of our teaching programmes. We will have a strategic focus in 2026 on pedagogical development in our middle years, with a particular focus on literacy and numeracy.

Action 4 Continue to stay up to date with the latest developments and changes in the Level 1 NCEA Curriculum. Review changes within each subject and adjust accordingly	There continue to be changes and planning done on the level 1 NCEA curriculum. At this stage we do not intend to progress this much further as the government has announced its intention to replace NCEA beginning in 2028. We will await details of the new assessments. In the interim we will continue to work with the existing assessments to maximise the benefit to our students.	Continued announcements and changes from the Ministry of Education	Continued announcements and changes from the Ministry of Education	We will continue to monitor the changes as they are announced and to develop our programmes to fit the new assessments and curriculum statements.
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Strategic Goal 3: Culture
To provide for all students and staff to optimise the personal, professional and leadership growth potential

Annual Target/Goal:

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Action 1 Review the current offering of courses and programmes with a view to personalisation and support of developing God’s plan in each student through increased offering of subjects	We introduced four new subjects at the senior (years 10-13) level. These are Drama, Psychology, Biblical Studies and Hospitality We successfully employed qualified teachers for these subjects and resourced them to start in February.	We reviewed the course offering as part of our timetabling and planning process	No variances in this action.	We will continue to offer these courses in 2027. We will review their success as part of our department review process and with students as part of their review process
Action 2 Improve connections with Iwi via a connection with Omaero Marae. Grow staff knowledge of Tikanga and Te Ao Maori through four approaches: <ul style="list-style-type: none"> - Grow the school’s capacity through appointments and strategic relationships with advisors and activators in Te Ao Maori. - Ongoing Professional Development opportunities both within the school through trained staff and through external, high-quality provision with a Special Character approach. - Staff involvement in events that celebrate and use tikanga Maori. In particular, powhiri, karakia, waiata, community hui etc. - Continue to increase the use of Te Reo in the classroom, in celebratory 	A Te kākākura team has been created to lead the development of all aspects of Te Ao Maori			

displays and public events to raise the profile of the language and tikanga.

Strategic Goal 4: Connections

To maximise the opportunities that growth brings

Annual Target/Goal:

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Develop a plan for growth in the school, considering all aspects of our growth change program	We achieved significant growth in roll We scaled our systems and reviewed leadership structures to support this growth We provided improved offerings for students and worked with our providers to ensure the property was fit for purpose	Roll growth of 192 students in one year - ENROL Employed additional 11 teaching staff New leadership structure with significant support from staff and community	No significant variance was noted for this action.	We will continue to seek roll growth to maximise the use of our facilities
Action 2 To review the pathways available to students in the areas of GATEWAY, STAR and other tertiary and vocational aligned programmes to ensure coverage and to maximise opportunities for students.	Trades academy for 2026 - increase in numbers and pathway options Gateway and careers have a clearer structure for 2026 - New Staff hired for gateway/trades	Increase in student numbers on gateway and trades academy courses. Increase in successfully completed standards and across a wider	No variation	We will continue to market the availability of these courses to students. This will no longer need to be a strategic goal in 2026. It is now an embedded practice.

Evaluation and analysis of the school's students' progress and achievement

This report provides an overview of student progress and achievement across key curriculum areas: Mathematics, Writing, and Reading. The Junior and Middle Years data are assessment data gathered from our Structured literacy and numeracy programmes. The Senior year's data is from our annual NCEA results as at the end of 2025. The purpose of this report is to ensure our kura community has a clear understanding of student learning progress and areas for further development.

Junior Years Analysis

% of students **Meeting & Exceeding** the 'end of year expectations' in Junior Years

2025	Writing	Reading	Maths
Overall at Elim	64%	76%	74%
Year 2 (49) <i>ESOL - 21 / Learning Support - 16</i>	57% (28)	69% (34)	82% (40)
Year 3 (53) <i>ESOL - 29 / Learning Support - 15</i>	66% (35)	85% (45)	70% (37)
Year 4 (50) <i>ESOL - 28 / Learning Support - 13</i>	72% (36)	76% (38)	78% (39)
Year 5 (52) <i>ESOL - 10 / Learning Support - 14</i>	37% (19)	60% (31)	56% (29)
Year 6 (57) <i>ESOL - 3 / Learning Support - 13</i>	84% (48)	89% (51)	82% (47)

% of students **Developing & Approaching** the 'end of year expectations' in Junior Years

2025	Writing	Reading	Maths
Overall at Elim	36 %	24%	26%
Year 2 (49) <i>ESOL - 21 / Learning Support - 16</i>	43% (21)	31% (15)	18% (9)
Year 3 (53) <i>ESOL - 29 / Learning Support - 15</i>	34% (18)	15% (8)	30% (16)
Year 4 (50) <i>ESOL - 28 / Learning Support - 13</i>	28% (14)	24% (12)	22% (11)
Year 5 (52) <i>ESOL - 10 / Learning Support - 14</i>	63% (33)	40% (21)	44% (23)
Year 6 (57) <i>ESOL - 3 / Learning Support - 13</i>	16% (9)	11% (6)	18% (10)

Trends and Insights

There is strong performance in the Year 4 and 6 cohorts in all areas

There are concerns in Year 2 (W,R), Year 3(W,M) and in all areas in year 5

Groups Requiring Further Support

While a significant proportion of students are achieving at or above expected levels, we recognise the importance of providing targeted support for those who are still progressing toward expectations. Areas identified for further attention:

- Year 2 students in Writing and Reading
- Year 3 students in Writing and Mathematics
- Year 5 in all areas

Strategies include but are not limited to:

- Focused small-group instruction with structured interventions.
- Enhanced whānau engagement through shared learning activities.
- Professional development for teachers in differentiated instruction.
- Additional Learning Assistant support in Junior years, especially in year 5

Next Steps and Actions

To ensure continued progress across all learning areas, we will:

1. [Strengthen Literacy and Numeracy Foundations](#) – Continue embedding BSLA and structured literacy and mathematical practices
2. [Enhance Data-Informed Teaching](#) – Use ongoing formative assessments and practices to guide teaching strategies
3. [Strengthen Whānau Partnerships](#) – Provide accessible progress updates and learning resources for home support
4. [Consider Learning Assistant support levels in Junior Years](#) - Additional support may be needed in these areas

Middle Years Analysis

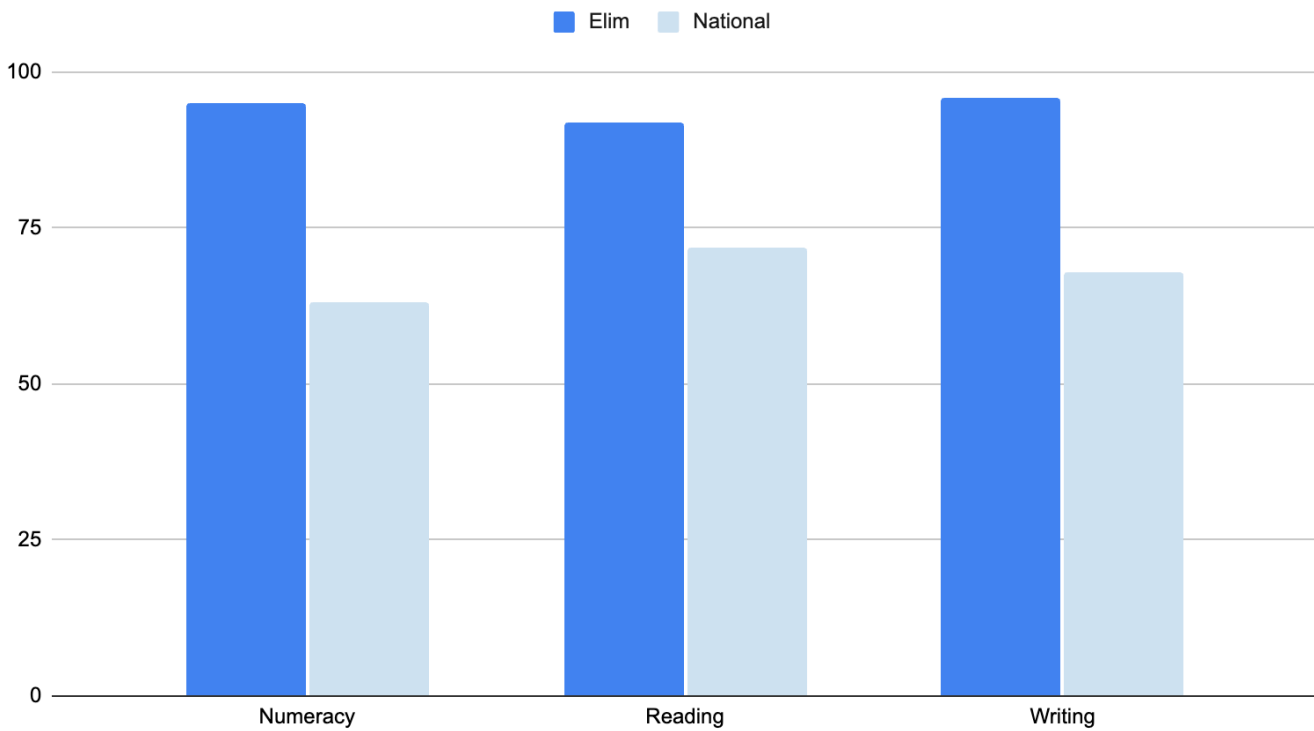
% of students Meeting & Exceeding the 'end of year expectations' in Middle Years.

2025	Writing	Reading	Maths
Overall at Elim MY	77%	72%	85%
Year 7	84%	79%	89%
Year 8	75%	78%	83%
Year 9*	61%	71%	79%
Year 10*	81%	65%	87%

% of students **Developing & Approaching** the 'end of year expectations' in Middle Years.

2025	Writing	Reading	Maths
Overall at Elim MY	23%	28%	15%
Year 7	16%	21%	11%
Year 8	25%	22%	17%
Year 9	39%	29%	21%
Year 10	19%	35%	13%

Co-Req Comparison 2025



Trends and Insights

There is strong performance in the Year 7 cohort in all areas

There are concerns in Year 8 (W), Year 9(W,R) and in Year 10 (R)

We note that our internal assessment has higher thresholds than the national co-requisite results (95%, 92%, 96%).

This suggests our year 10 students are operating at a higher level than our in-school assessment reports

Groups Requiring Further Support

While a significant proportion of students are achieving at or above expected levels, we recognise the importance of providing targeted support for those who are still progressing toward expectations. Areas identified for further attention:

- Year 8 and 9 students in Writing
- Year 9 students in Writing and Reading
- Year 10 in all reading

Strategies include but are not limited to:

- Focused small-group instruction with structured interventions.
- Enhanced whānau engagement through shared learning activities.
- Professional development for teachers in differentiated instruction.
- Additional Learning Assistant support in Middle years

Next Steps and Actions

To ensure continued progress across all learning areas, we will:

1. [Strengthen Literacy and Numeracy explicit instruction](#) – Continue embedding BSLA and structured literacy and mathematical practices to years 7 and 8
2. [Enhance Data-Informed Teaching](#) – Align our assessments with national moderation
3. [Strengthen pedagogical practices](#) - Focus on Scaffolding, differentiation and feedback practices
4. [Consider Learning Assistant support levels in Middle Years](#) - Additional support may be needed in this area to support increased demand

Senior Years Analysis

2025 NCEA Data for Years 11-3

Groups Requiring Further Support

While the majority of students gain the qualification that they are pursuing at each level, there are three identified areas for further support:

- Level 1 students pass rate
- Level 2 and 3 proportion of students gaining endorsements
- Growth in the number of scholarships gained each year

The strategies to achieve these will include (but are not limited to):

- A renewed focus from senior school teachers on challenging and supporting students to meet the requirements for excellence
- Small group tutorials and review sessions
- Realignment of teaching programmes towards excellence achievement
- Review of calendar items in the lead-up to external assessment opportunities
- Continue to pursue funding with the Ministry of Education for support of students with Special Assessment Conditions

% of students achieving NCEA Qualifications	Elim 2025 (Nat Ave) *[EQI #380]	Elim 2024 (Nat Ave) *[EQI #379]	Elim 2023 (Nat Ave) *[EQI #381]	Elim 2022 (Nat Ave) [Decile 7]	Elim 2021 (Nat Ave) [Decile 7]
NCEA Level 1 Y11 students	74 (72) [86]	84 (45) [30]	81 (62) [65]	84 (65) [75]	94 (69) [77]
Endorsed with Merit	39 (28) [42]	49 (29) [40]	40 (31) [43]	48 (32) [33]	47 (32) [34]
Endorsed with Excellence	6 (10) [19]	10 (11) [21]	24 (17) [30]	22 (19) [19]	30 (21) [21]
NCEA Level 2 Y12 students	94 (73) [81]	82 (73) [82]	89 (73) [82]	89 (75) [83]	93 (77) [85]
Endorsed with Merit	36 (26) [37]	30 (25) [36]	30 (24) [35]	40 (24) [26]	46 (24) [25]
Endorsed with Excellence	11 (15) [25]	16 (15) [26]	18 (15) [26]	18 (16) [16]	23 (18) [20]
NCEA Level 3 Y13 students	87 (70) [82]	79 (69) [83]	89 (68) [82]	83 (68) [76]	91 (70) [78]
Endorsed with Merit	22 (27) [36]	48 (25) [36]	48 (26) [35]	41 (26) [27]	36 (26) [28]
Endorsed with Excellence	16 (15) [23]	11 (14) [21]	10 (14) [21]	20 (15) [15]	31 (18) [20]
University Entrance	63 (50) [72]	72 (49) [74]	78 (50) [74]	69 (50) [60]	81 (51) [61]
Number of Scholarships	1	3	4	5	5
	Physics	Chinese Photography Spanish	Calculus Physics Statistics Painting	Calculus (2) Painting (2) Physics	Biology Chemistry English History Physics

Trends and Insights

There is strong performance in all levels with achievement.

There is room for improvement in extending our more capable students to reach Merit and Excellence levels

Differentiation of courses to suit individual aspirations contributes to lower university entrance figures as some students leave for apprenticeships and other training options.

Groups Requiring Further Support

While a significant proportion of students are achieving at or above expected levels, we recognise the importance of providing targeted support for those who are still progressing toward expectations. Areas identified for further attention:

- A focus on extending students to reach Merit and Excellence at all year levels
- Encouraging students to attempt Scholarship examinations in year 13
- Ensuring all students access the most appropriate course to give them the highest possible qualification
- A growing number of students with SAC means additional support will be needed

Strategies include but are not limited to:

- Focused small-group instruction with structured interventions.
- Enhanced whānau engagement through shared learning activities.
- Professional development for kaiako in differentiated instruction.
- Additional Learning Assistant support in Senior years

Next Steps and Actions

To ensure continued progress across all learning areas, we will:

1. [Provide the best possible teaching and assessment](#) – Continue to monitor and respond to developments in curriculum and assessment
2. [Strengthen pedagogical practices](#) - Focus on Scaffolding, differentiation and feedback practices, especially at M and E levels
3. [Consider Learning Assistant support levels in Senior Years](#) - Additional support may be needed in this area to support increased demand

How we have given effect to Te Tiriti o Waitangi (required)

Over the past year, Elim has made significant strides in giving effect to Te Tiriti o Waitangi within our kura. We have made this a strategic priority in our annual implementation plan and have:

- Established Te kākākura team in conjunction with our kaumatua to give effect to our plans.
- Established new systems for gathering whanau voice through regular whanau hui and pasifika fono.
- Developed the knowledge of our teachers in Te Reo and Tikanga through regular professional development.
- Continued to grow and develop the opportunities for students to participate in Kapa Haka and other activities such as Powhiri and Mihi Whakatau.
- Developed links with Omaero Marae to strengthen our relationships with Maori in our region
- Invested in staffing and other resources to grow this area of our kura

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

At Elim, we are committed to providing a nurturing and safe environment in alignment with our Christian values. We maintain robust health and safety protocols across various platforms, allowing us to monitor and address potential risks effectively. We maintain our facilities to high standards and conduct regular safety audits. Our well-being programme, which includes access to pastoral care and support services, reflects our holistic approach to staff health and well-being, integrating spiritual, physical, and emotional care.

What is in your equal employment opportunities programme?
How have you been fulfilling this programme?

We are committed to promoting equal employment opportunities (EEO) by ensuring fair and equitable practices in all aspects of recruitment and professional development, while upholding the values of our Christian special character. Our EEO programme includes transparent recruitment processes that encourage diverse applicants, particularly in leadership roles, and ensures that all appointments align with the ethos of our faith-based community. Beyond this, our senior leadership team are responsible for overseeing compliance with EEO policies and promoting a culture of inclusivity, grounded in Christian values, across the kura. We recognise the need to remain accountable to providing equal employment opportunities and regularly note how our current practices can ensure this is achieved.

How do you practise impartial selection of suitably qualified persons for appointment?

We follow robust recruitment processes that align with state-integration guidelines and Christian character requirements. We ensure that all positions are advertised widely, and appointments are made based on merit, with consideration for how candidates can support our Christian mission; all positions are tagged as per the integration agreement. Our selection panels have drawn on the expertise of individuals who have practiced impartiality in the recruitment process, to train and guide us in order to eliminate bias, ensuring transparency and fairness.

How are you recognising,

- The aims and aspirations of Māori,
- The employment requirements of Māori, and
- Greater involvement of Māori in the Education service?

Elim honours the principles of Te Tiriti o Waitangi by actively engaging with our kaumatua. We are seeking to establish partnerships with local iwi. We welcome their involvement in our kura and fostering an environment that respects Māori culture. We provide ongoing professional development for staff to enhance their cultural competencies, including understanding tikanga and te reo Māori. Our curriculum reflects these values, contributing to the success of both ākonga and kaiako Māori.

How have you enhanced the abilities of individual employees?

Our approach to staff development reflects our commitment to both the codes and standards, notably professional learning, learning-focused culture and teaching. We offer a range of professional learning opportunities tailored to individual, and national goals, with a particular focus on areas that align with our school vision including structured-literacy, structured maths and our special character. This is accomplished by providing both external training and in-house support for personal development. This approach has seen teachers develop greater confidence and understanding of our foundational approaches to learning.

How are you recognising the employment requirements of women?

In alignment with relevant guidelines, we ensure that our policies and practices support equitable opportunities for all staff. We offer working conditions that promote and encourage professional growth and leadership opportunities. Our approach seeks to create a balanced and inclusive environment that acknowledges the diverse needs of our staff, contributing to positive outcomes for the whole team.

How are you recognising the employment requirements of persons with disabilities?

Currently this is not applicable, however, we would make sure all reasonable accommodations are made to meet the needs of individuals, and we are committed to fostering an environment where all staff members can participate fully and thrive in their roles.

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

Kiwisport funding

School Name: *Elim Christian College*

Year: *2024*

Prepared By: *Julian Adamson, Tumuaki (Principal)*

Date: *Monday 11, May*

Kiwisport is a government funded initiative to support student participation in organised sport. In 2025 the school received total Kiwisport funding of 20,822.25 (excluding GST). The funding was spent to purchase sports equipment and expand the services of our sports coordinators to facilitate growth in sports and physical activity for all year levels.