



## Elim Christian College Botany-Golflands Strategic Overview 2024-2025

### Big Hairy Audacious Goals

BHAG 1	BHAG 2	BHAG 3	BHAG 4
To have a strong Elim Christian Character modelling all aspects of our operations and programmes on biblical values	To be a high performing school of choice.	To provide for all students and staff to optimise the personal, professional and leadership growth potential.	To maximise the opportunities that growth brings.

### 2024 - 2025 Themes

Character	Competence & Consistency	Culture	Connections
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2024 Priorities	2025 Priorities
<p style="text-align: center;"><b>Transition</b></p> <p style="text-align: center;">Re-setting our campuses/building collaboratively with clarity Embedding the Elim Kaupapa</p>	<p style="text-align: center;"><b>Building Elim Kaupapa</b></p> <p style="text-align: center;">Pous, Protection, Opportunity and Promise</p>
<p style="text-align: center;"><b>Curriculum Capability</b></p> <p style="text-align: center;">Coherent Codes of Practice integrating a Christian World-View, delivering a Local Curriculum and Excellent Educational Outcomes</p>	<p style="text-align: center;"><b>Curriculum Capability</b></p> <p style="text-align: center;">Coherent Codes of Practice integrating a Christian World-View, delivering a Local Curriculum and Excellent Educational Outcomes</p>
<p style="text-align: center;"><b>Classroom Culture Capability</b></p> <p style="text-align: center;">Implementing and sustaining relationship-based pedagogy Consistent planning / tracking / reporting <i>Know the student, know what to teach, know how to teach it, know it has been learnt.</i></p>	<p style="text-align: center;"><b>Classroom Culture Capability</b></p> <p style="text-align: center;">Implementing and sustaining relationship-based pedagogy Consistent planning / tracking / reporting <i>Know the student, know what to teach, know how to teach it, know it has been learnt.</i></p>
<p style="text-align: center;"><b>Learner Agency &amp; Resilience Competencies</b></p> <p style="text-align: center;">Non-cognitive factors leading to ARISE Outcomes A Discipleship Focus <a href="https://sites.google.com/secka.ac.nz/secka-agency-model?usp=sharing">https://sites.google.com/secka.ac.nz/secka-agency-model?usp=sharing</a></p>	<p style="text-align: center;"><b>Discipleship</b></p> <p style="text-align: center;">Building and sustaining a strong, coherent, well resourced 'Discipleship growth culture' growing the whole person - mind, body, soul and spirit</p>
<p style="text-align: center;"><b>Pacific &amp; Māori Partnerships</b></p> <p style="text-align: center;">The Biblical and Bi-Cultural Lens Tangata Whenua Advisory team Māori Achievement Collaborative Huis and Fonos</p>	<p style="text-align: center;"><b>Pacific &amp; Māori Partnerships</b></p> <p style="text-align: center;">The Biblical and Bi-Cultural Lens Tangata Whenua Advisory team Māori Achievement Collaborative Huis and Fonos</p>



## Elim Christian College Botany Implementation Plan (2024)

Embedding our Values: Biblical Truth and Christian Discipleship; Meeting the NELPS ; Achieving our Vision and BHAGs							
Priority	MOE	Kāhui Ako	Te Mataiaho	SMART Goals	Key Person	Progress	Status Doc
<p><b>Transition</b> Re-setting Elim Christian College Botany/Golflands as one school on two campuses, one of three schools.</p>	NELP 1 ▾	N/A ▾	Mātaurangi ▾	<p>Migrate our current administration documents and teaching resources into a new shared drive structure with standardised permissions for all staff by the end of Term 2.</p> <p>Review communication / HOLAs - MY Curriculum Leads interface / build Kaitiaki Leadership / celebrate learning achievements / review community consultation / reset fundraising expectations / prepare Principal's sabbatical / facilitate BC and GC student interaction / review compliance.</p>		In progr... ▾	Link to doc here
<p><b>Curriculum Capability</b></p> <p>We aim to: implement and</p> <p>This commitment manifests through coherent codes of practice, ensuring consistency and clarity in our schoolwide approach to Christian education.</p>	NELP 1 ▾	N/A ▾	Mātairea ▾	<p>Develop a comprehensive Biblical Literacy pathway for Years 1-13 that integrates</p> <ul style="list-style-type: none"> <li>- a <b>Biblical</b> lens (this will explore concepts and narratives from the Bible in an age-appropriate manner) and</li> <li>- a <b>bicultural lens</b> (this will promote understanding and appreciation of Christian and Māori worldviews, honouring Te Tiriti o Waitangi).</li> </ul>		Not star... ▾	Link to doc here
	NELP 1 ▾	N/A ▾	Mātairea ▾	<p>Implement refreshed elements of the NZ Curriculum (Whakapapa, Common Practice Model, English, social studies, maths) across all year groups, by:</p> <ul style="list-style-type: none"> <li>- developing a comprehensive implementation plan</li> <li>- training staff on the new curriculum progress outcomes</li> <li>- piloting these changes in phases 1 - 5.</li> </ul>		In progr... ▾	Link to doc here
<p><b>Classroom Culture Capability</b></p>	NELP 1 ▾	Bi-CEP ▾	TBA ▾	<p>Develop and pilot age-appropriate versions of the Elim Kaupapa (care, classroom, and curriculum codes of practice) for the Junior, Middle, and Senior Years (including</p>		Not star... ▾	Link to doc here

<p>Growing our educational approach outlined in the Elim Kaupapa. Fostering relationship-based pedagogy and nurturing strong connections between educators and students.</p> <p>Establishing consistent planning, tracking, and reporting systems to measure progress and ensure continuous improvement within a supportive educational framework.</p>	<p>NELP 1 ▾</p>	<p>Bi-CEP ▾</p>	<p>TBA ▾</p>	<p>relevant signage) by the end of the year.</p> <p>Review schoolwide year level planning, tracking, and reporting:</p> <ul style="list-style-type: none"> <li>- Review and standardise curriculum planning templates</li> <li>- Review standardised student tracking / progress documents aligned with curriculum outcomes.</li> <li>- Review data gathering facilitating student progress reports and communication to parents</li> <li>- Review data gathering for the Board and Kāhui Ako</li> </ul> <p>Review classroom culture (lessons):</p> <ul style="list-style-type: none"> <li>- Review for inclusion of Christian worldview</li> <li>- Review for elimination of deficit mindset and activation of growth mindset</li> <li>- Review for structure and excellent management</li> </ul>		<p>Not star... ▾</p>	<p><a href="#">Link to doc here</a></p>
<p><b>Learner Agency and Resilience Competencies</b></p> <p>Strengthening implementation of non-cognitive factors</p> <p>Growing and integrating a 'Discipleship' focus reflecting our two school values</p>	<p>NELP 1 ▾</p>	<p>Bi-CEP ▾</p>	<p>Mātaaitipu ▾</p>	<p>Design and implement a schoolwide approach to identify and evaluate our effectiveness in fostering:</p> <ul style="list-style-type: none"> <li>- Self-concept: students' feeling of belonging, identity, and community in the school environment.</li> <li>- Self-efficacy: students' confidence and belief in their capabilities to learn and achieve academic and personal goals.</li> <li>- Self-relevance: students' motivation, curiosity, and interest in the learning process and curriculum content.</li> </ul>		<p>In progr... ▾</p>	<p><a href="#">Link to doc here</a></p>
<p><b>Pacific &amp; Bi-Cultural Partnerships</b></p> <ul style="list-style-type: none"> <li>• Continuing to build our Tangata Whenua Advisory team</li> <li>• Learning in the Māori Achievement Collaborative</li> <li>• Holding regular Huis and Fonos</li> </ul>	<p>NELP 1 ▾</p>	<p>Bi-CEP ▾</p>	<p>Mātaiahika ▾</p>	<p>Implement a comprehensive PLD programme on the Aotearoa NZ Histories Curriculum from a Christian worldview</p> <ul style="list-style-type: none"> <li>- Exploring key concepts and frameworks of the curriculum within a Christian context.</li> <li>- Engaging with specific historical events and perspectives relevant to Aotearoa New Zealand and Christianity.</li> <li>- Developing resources/lesson plans integrating Aotearoa NZ Histories Curriculum and Christian values in a respectful and inclusive manner.</li> </ul>		<p>In progr... ▾</p>	<p>Ka Hikitia</p>

## Towards an Elim Kaupapa

