Elim Christian College

Charter

2019

ARISE to Reach Serve and Influence

School Number: 1190

Charter Checklist

Use this checklist to ensure your charter meets all of the requirements of section 61 of the Education Act 1989.

Please note, any requirement in regards to standards is relevant to schools with students in years 1 to 8 that use *The New Zealand Curriculum* or *Te Marautanga o Aotearoa* to set their teaching and learning programmes.

Charter contents		Yes (✓)
1.	The aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.	Yes
2.	The aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.	Yes
3.	A long-term strategic planning section that establishes your board's aims and purposes.	Yes
4.	A long-term strategic planning section that establishes for the next 3 to 5 years your board's aims, objectives, directions and priorities for intended student outcomes, your school's performance and use of resources.	Yes
5.	A long-term strategic planning section that includes any aims or objectives that designate your school's special characteristics or its special character.	Yes
6.	An annually updated section that establishes for the relevant year your board's aims, directions, objectives, priorities and targets relating to intended student outcomes, your school's performance and use of resources.	Yes
7.	An annually updated section that sets targets for the key activities and achievement of objectives for the year.	Yes
8.	Your board's aims, objectives, directions, priorities and targets for student achievement, including the assessment of students against any national standard.	Yes
9.	Your board's aims, directions, objectives, priorities and targets for your board's activities aimed at meeting general government policy objectives for all schools, being policy objectives set out of referred to in national education guidelines, and specific policy objectives applying to your school.	Yes
10.	Your board's aims, directions, objectives, priorities and targets for the management of your school's and board's capability, resources, assets, and liabilities, including human resources, finances, property and other ownership matters.	Yes

11.	All annual or long-term plans (or a summary or reference to them) your board is required to have or has prepared for its own purposes.	Yes

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STATEMENT OF INTENT

The description and key statements outline our intent to fulfil the requirements of the National Education Goals in the provision of a focused and inspirational learning environment for student achievement.

We have taken all reasonable steps to implement a 'Success for Maori & Pasifika Plan'. This has involved consultation with parents who had identified their children as being of either Maori or Pasifika ethnicity concerning their aspirations and any requirements they might have regarding emphasising their culture and/or the provision of instruction using te Reo. We have reported and analysed Maori and Pasifika achievement data. Support initiatives for all students and including priority learners, have been implemented; these include the use of learning assisants and a range of pedagogical strategies to provide targeted assistance, working with both individual and groups of students as appropriate both in the classroom setting through withdrawal. These programmes are documented and administered by staff, reported to the Board of Trustees through our annual reporting programme.

We consult with and receive significant support from parents by way of attendance at a variety of information, reporting and consultation events for community and whanau throughout the year. In particular our implementation of Cottage Consultation meetings in 2018 continued to provide a wealth of indepth and timely feedback.

These events keep our parent community informed and engaged and provide valuable forums for dialogue, feedback and feed-forward all of which contribute to our self-review and planning process.

DESCRIPTION & KEY STATEMENTS

- Elim Christian College is a Decile 8 state-integrated area school community of 950- 1150 students - impacting the whole person and providing a seamless quality education founded on a biblical world-view and based on sound Christian principles. Our special character is determined by the faith system made up of the Christian beliefs, values and lifestyle of our proprietors, the Auckland East City Elim Church.
- We have a focus on high expectations for student achievement and character development through quality curriculum delivery, planning for student needs and assessment for better and on-going improvement in learning.
- The college environment of three campuses: Golflands (Y1-6) Botany (Y7-13) and Mt Albert (Y1-13) are delightful well-disciplined, safe and caring student culture and climate – very encouraging, rewarding, empowering.
- We have well qualified quality staff that inspire student achievement and contribution to every sphere of society.
- We report regularly concerning student achievement to the Board of Trustees and community.
- Our facilities, resourcing, fundraising and financial planning enhance student learning opportunities.
- We aim to set challenging targets and appraisal expectations for staff performance and student achievement supported by an effective programme of professional development.
- We aim for students to develop a comprehensive skill set, enabling them to compete for tertiary entry, enhance career prospects and expand their knowledge horizons.
- Our strategic vision and planning produces influential short and long term direction.
- We want students to develop a Christian worldview of life, values and standards, being equipped for leadership, work and service in the community.

VISION STATEMENT

Elim Christian College community aims for each student to be inspired, responsible, academically and practically skilled life-long learners, living their Christian values and exploring their God-given potential, to achieve personal excellence for God's glory.

ARISE to a future and a hope

The ARISE 'strategic framework' guides our curriculum direction, management and delivery

A	Achievement	We want all students to achieve their personal best
R	Responsibility	We want all students to be self-disciplined, diligent citizens and life-long learners
I	Inspiration	We want all students to have fun learning, celebrate success with an attitude for excellence
S	Skills	We want all students highly skilled and equipped to make a creative and innovative contribution to society
E	Elim Christian Character	We want all students to have a foundation of Biblical knowledge expressed vibrantly in Christian values and character

Our 4 BHAGS reflect and guide our strategic direction

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

Special Character Description – Aims and Intent

The Special Character of Elim Christian College is determined by these guidelines and objectives and it is within these that the Principal and Staff operate:

Elim Christian College is a Christian School established for Years 1 to 13, founded to provide for the educational needs of Christian families and present the message of the gospel within the context of Biblical truth and practice as recognised by adherents of the evangelical Christian faith. The same Biblical truth and practice encourages a mission perspective. Parents and students are expected to support the Special Character of the School.

The Special Character of the School is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Elim Church of New Zealand Inc who shall have the right to determine from time to time what is necessary to preserve and safeguard that Special Character.

The School is a caring community built on Christian beliefs which permeate all aspects of school life. These beliefs recognise God's purposes as revealed in the Scriptures and in the risen Lord Jesus Christ. They are dynamic and determine the purpose and content of the curriculum.

These beliefs encompass all aspects of the school and permeate the mind and heart of each member of the school community. It is expected that all staff members and members of the Board of Trustees will demonstrate unqualified commitment to the school's Special Charter.

The objective of Elim Christian College is to pass onto students the truth that all creation is subordinate to the Will of God as expressed in the Scriptures; that all truth finds its meaning and centre in God and that God gives purpose and hope to individuals as well as His creation by virtue of the redemptive work of Jesus Christ. It is the redemptive work of Jesus Christ, communicated by the Holy Spirit operating in the human individual that gives substance to intellectual, physical, spiritual, ethical, emotional, social and aesthetic development.

The curriculum, including all the New Zealand Curriculum Statements, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning in the School.

Implicit in the curriculum is the development of Christian ethical values exemplified by the Ten Commandments and Christ's Sermon on the Mount. These values are the foundation for personal and social peace, just government, responsible citizenship, compassionate neighbourliness, wise parenting and a responsible attitude to creation. Such biblical values also recognise that a life of self-renouncing love is one of liberty.

Elim Christian College seeks to:

- Teach and nurture the Christian faith upholding the Auckland East City Elim Church Special Character in a warm, friendly, open, disciplined environment, demonstrating respect for authority and all people
- Develop in students a biblical view of life, values and standards, teaching the lordship of Jesus Chrtist, the fullness of the Holy Spirit and the ultimate authority of the Bible in all aspects of the school and life in general.
- Ensure a balanced Biblical worldview curriculum contributing knowledge, skills and experience relevant to contemporary society through the provision of a wide range of subjects and learning opportunities

- Provide an excellent Christian education where the whole person is equipped for leadership, work and service in a whole of life context, towards personal excellence; a view of life fashioned and unified by the Bible

- Facilitate excellent stewardship of spirit, mind and body, producing disciples who are released in their God-given gifting and calling. Cultivating servant leadership and equipping for work and service in the world of the twenty-first century

- Foster an authentic supportive and affirming environment Christian environment that draws church, home and college together through effective communication, where all practices reflect respect for all stakeholders as people created in the image of God
- Provide high quality facilities and equipment in a modern, contemporary environment
- Engender school spirit and a sense of community where there is respect for the dignity of each individual and where self-esteem, self-discipline, diligence, initiative, tolerance and caring are actively fostered

- Encourage students to become self-motivated and self-disciplined, committed to the pursuit of excellence and with high personal standards of endeavour and achievement, behaviour, manner and dress

Variance : NCEA & Maori & Pasifika Success (Annual Report)

For the 2018 school year our Annual Plan as included in the Charter, identified a number of student achievement and school wide development targets to meet our 4 BHAGS and therefore enable us to meet the requirements of the National Administration Goals (NAGs)

2018 ANALYSIS OF NCEA RESULTS

Summary: Enrolment-Based

65% gained **University Entrance** (national average: 46%)
    78% of our Y13 students gained **NCEA Level 3** (national average: 64%)
    33% gained L3 endorsed with **Merit** (national average: 28%)
    17% gained L3 endorsed with **Excellence** (national average: 15%)
    6 Scholarships: *Painting, Economics (2), Calculus, Geography, Statistics*

84% of our Y12 students gained **NCEA Level 2** (national average: 76%)
    44% gained L2 endorsed with **Merit** (national average: 26%)
    13% gained L2 endorsed with **Excellence** (national average: 16%)

83% of our Y11 students gained **NCEA Level 1** (national average: 70%)
    48% gained L1 endorsed with **Merit** (national average: 35%)
    18% gained L1 endorsed with **Excellence** (national average: 21%)

ACCELERATED STUDENTS IN YEARS 9/10

- 25 of our **Y10** students and **2** of our **Y9** students entered **L1 Mathematics**:
  4 endorsed with **Excellence** and **14** with **Merit**

Detailed Comparison:

% of students achieving NCEA Qualifications	ELIM 2018 (Nat Avg)	ELIM 2017 (Nat Avg)	ELIM 2016 (Nat Avg)	ELIM 2015	ELIM 2014
NCEA Level 3 Y13 students	**78 (64)**	**80 (82)**	**82 (82)**	89	86
Endorsed with Merit	33 (28)	44 (28)	34 (29)	38	50
Endorsed with Excellence	17 (15)	15 (16)	14 (15)	7	10
NCEA Level 2 Y12 students	**84 (76)**	**82 (89)**	**82 (89)**	92	87
Endorsed with Merit	44 (26)	42 (27)	47 (27)	49	44
Endorsed with Excellence	13 (16)	10 (16)	11 (16)	13	9
NCEA Level 1 Y11 students	**83 (70)**	**82 (84)**	**86 (85)**	80	84
Endorsed with Merit	48 (35)	48 (36)	46 (35)	36	55
Endorsed with Excellence	18 (21)	19 (20)	14 (20)	17	13
University Entrance	**65 (46)**	**72 (60)**	**73 (61)**	73	77
Number of Scholarships ("Outstanding")	**6**	**4 (1)**	**3**	1	11(4)

University Entrance Requirements

From 2014 onwards	**Achievement of NCEA L3** (minimum 60 credits at L3 plus 20 credits at L2) 14 credits in **each of three** approved subjects - UE numeracy (**10 credits** at L1 or above) - UE literacy **10 credits** (5 reading and 5 writing from L2 or above from specified achievement standards)

Achievement in NCEA and UE: Elim Christian College

PR2 - Enrolment Based Cumulative Overall Results

	Elim Christian College				National				Decile 8-10			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2014	80.4	89.5	81.7	76.7	72.4	75.1	59.6	45.7	80.7	81.9	71.2	61.4
2015	79.1	91.2	87.1	70.0	74.5	76.3	62.5	48.0	83.2	82.8	74.6	64.8
2016	82.1	87.8	81.5	75.3	75.3	78.4	64.0	48.6	83.3	85.0	75.8	66.3
2017	81.0	82.4	80.3	73.7	74.5	78.0	65.2	48.5	81.4	84.3	76.2	65.8
2018	82.7	83.6	77.7	64.6	70.4	76.3	63.8	46.3	80.0	83.3	74.8	63.0

Year 11 - NCEA Level 1
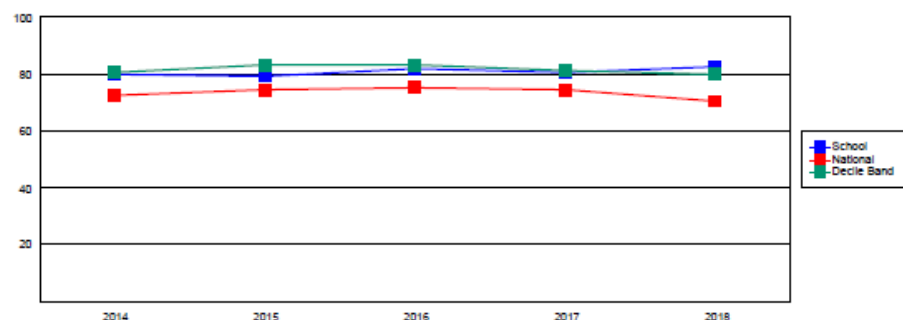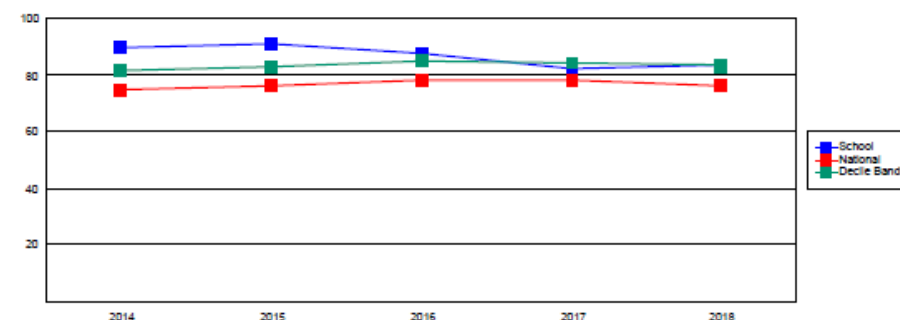
Year 12 - NCEA Level 2

Year 13 - NCEA Level 3
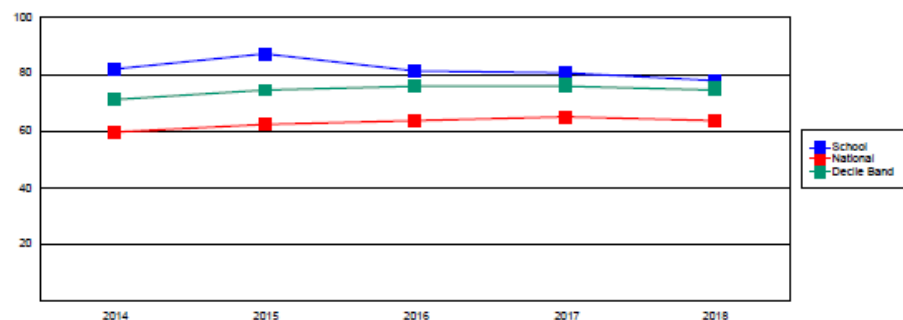
Year 13 - University Entrance
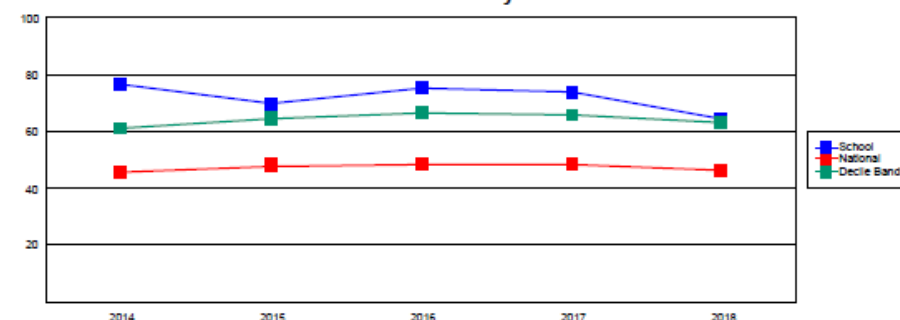
NCEA Certificate Endorsement: Elim Christian College

PR4 - Cumulative Results by Percentage

	Elim Christian College			National			Decile 8-10		
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2014	13.4	8.8	14.3	17.9	14.4	12.7	25.3	19.9	16.3
2015	22.2	13.3	6.6	18.8	15.0	13.8	27.5	22.1	17.7
2016	14.1	11.4	15.2	19.7	16.0	14.5	28.7	23.7	19.1
2017	22.2	10.1	14.8	20.1	16.3	15.5	28.7	23.6	20.5
2018	18.1	13.0	17.3	20.9	16.4	15.1	29.6	24.0	19.2
Achieved with Merit									
2014	53.7	41.2	49.0	34.7	26.7	28.5	41.1	33.3	34.8
2015	51.4	49.4	34.4	34.1	26.2	28.0	40.6	33.6	34.3
2016	45.7	46.8	34.8	34.1	26.1	27.4	40.5	33.8	34.1
2017	34.6	33.7	41.0	31.7	22.4	23.3	37.3	28.7	28.3
2018	48.4	43.8	33.2	34.8	25.8	27.5	40.5	32.4	34.4

Year 11 NCEA Level 1 - Excellence
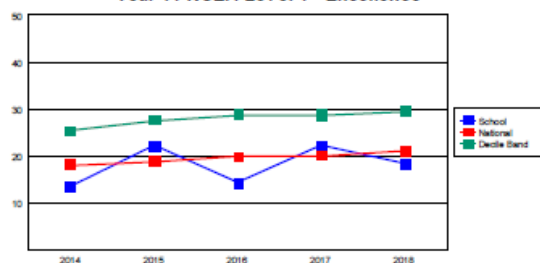
Year 12 NCEA Level 2 - Excellence
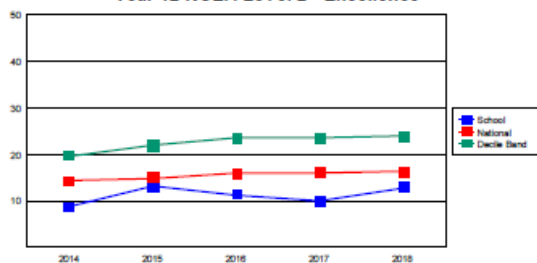
Year 13 NCEA Level 3 - Excellence
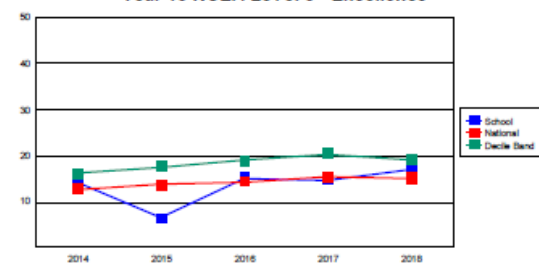
Year 11 NCEA Level 1 - Merit
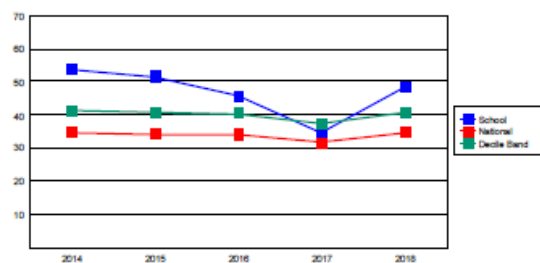
Year 12 NCEA Level 2 - Merit
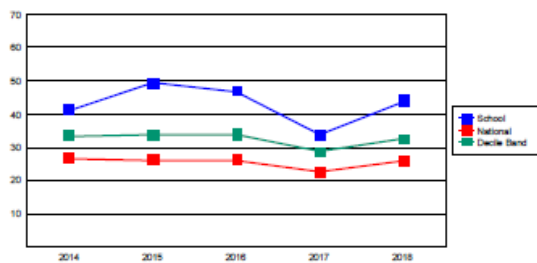
Year 13 NCEA Level 3 - Merit
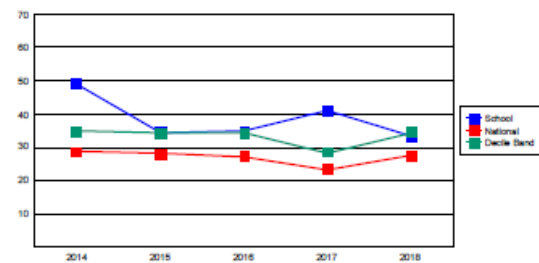
L1 Literacy 97.2% (National Average: 85%)
L1 Numeracy 96.4% (National Average: 82.9%)

- *Results will fluctuate from cohort to cohort and will not necessarily show incremental growth over the years*
- *We are a small inclusive school where our vision is directed at growth of the individual holistically*
- *With our relatively small numbers, each cohort is different and opportunities are provided for Scholarship where appropriate*
- *There are a number of students who were involved in multi-level programmes who have now achieved their goals and are well prepared for their career pathways ahead.*

Number of Students														
	2018	**2017**	**2016**	**2015**	**2014**	**2013**	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**	**2006**	**2005**
Y13	101	90	89	74	62	48	51	48	50	40	37	37	34	25
Y12	120	110	104	98	79	67	55	54	57	62	49	55	57	49
Y11	137	110	111	95	105	76	71	61	53	60	59	60	59	54

2018 School Leavers:

	Total	Leavers With Level 2	Leavers Without Level 2	
Y13	101	100	1	*Students without Level 2:* • *1 International student – returned overseas July 2018*
Y12	10	7	2	• *3 Students continuing further education – 1 still to gain Level 2* • *2 students successfully going into apprenticeship* • *1 international student attended 6 months and left for overseas* • *1 German exchange student not entered for NCEA*
Y11	1	0	1	• *1 Student – Further education or training*
	112	107	4	

- ***96% of school leavers achieved L2 or higher.***
- ***99% of Y13 students achieved Level 2.***
- *All levels included a number of international students plus learning needs – aim is to gain L1 & L2 (multi-levelling) over two years*

2018 Analysis of Year 9 and 10 Results

	Number of Students	% Well Below Expectation (GPA < 29%)	% Below Expectation (GPA 30% - 49%)	% Meeting Expectation (GPA 50% - 79%)	% Exceeding Expectation (GPA > 80%)
Year 9	105	12%	19%	54%	14%
Year 10	107	20%	22%	42%	16%

- *2018:* **25** *of our* **Y10** *students and* **2** *of our* **Y9** *entered* **L1 Mathematics***:*
  4 endorsed with **Excellence** *and* **14** *with* **Merit**

2018 Analysis of Maori and Pasifika Achievement
2018 Maori student achievement: *(National Average in brackets)*

	% UE	Number	% Gained	% Merit Endorsement	
L3	67 *(28)*	3	67 *(51)*	0 *(20)*	• *All students have achieved L2*
L2	-	6	33 *(67)*	0 *(18)*	-
L1	-	13	62 *(56)*	23 *(28)*	-

2018 Pasifika student achievement: *(National Average in brackets)*

	UE	Number	% Gained	% Merit Endorsement	
L3	27 *(27)*	11	46 *(57)*	10 *(13)*	• *All students have achieved L2*
L2		10	80 *(70)*	25 *(17)*	
L1		13	62 *(59)*	15 *(29)*	

To raise MAORI and PASIFIKA Student Achievement so that 80% or more achieve at or above expectations in ENGLISH

	MAORI						PASIFIKA				
	Number of students	Below	At	Above			Number of students	Below	At	Above	
Year		N	A	M	E	Year		N	A	M	E
9	5	11%	41%	34%	14%	9	9	21%	37%	33%	9%
10	11	22%	40%	23%	15%	10	8	13%	33%	38%	16%
11	13	11%	39%	31%	8%	11	13	12%	41%	21%	9%
12	6	69%	21%	3%	7%	12	10	39%	38%	22%	2%
13	1	32%	52%	16%	-	13	9	39%	47%	15%	-

To raise MAORI and PASIFIKA Student Achievement so that 80% or more achieve at or above expectations in MATHEMATICS

	Maori						Pasifika				
	Number of students	Below	At	Above			Number of students	Below	At	Above	
Year		N	A	M	E	Year		N	A	M	E
9	5	29%	47%	22%	2%	9	9	46%	36%	14%	5%
10	11	70%	16%	8%	6%	10	8	69%	16%	7%	7%
11	13	30%	36%	26%	8%	11	13	32%	33%	19%	11%
12	6	44%	49%	8%	-	12	10	35%	35%	23%	8%
13	2	46%	47%	7%	-	13	10	44%	38%	13%	5%

- *All students well below/below expectations are receiving Learning Assistant support and Special Assessment Conditions (SAC).*
- *1 student previously enrolled in **SPEC certificate** programme successfully gained NCEA L2.*

- *1 Y10 student **taking Maori** as a Te Kura correspondence subject.*
- *Not all L3 students taking in English and Mathematics as option subjects.*
- *3 Pasifika students at L3 enrolled in L2 English.*

2018 Analysis of Variance : National Standards & Maori & Pasifika Success (Annual Report)

2018 National Standard Reporting
School Number: 1190
Name: Elim Christian College Mt Albert Campus MAC Y1-8

READING

READING:	Well Below		Below		At		Above		At/Ab
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**%**
Y1-8 2018 - 119	1	0.8%	14	11.8%	45	37.8%	59	49.6%	87.4%
Male - 58	1	1.8%	9	15.5%	24	41.4%	24	41.4%	82.8%
Female -61	0	0%	5	8.2%	21	34.4%	35	57.4%	91.8%
Māori - 4	0	0%	0	0%	2	50%	2	50%	100%
Pasifika-11	0	0%	2	18.2%	4	36.4%	5	45.5%	81.5%
Asian- 78	1	1.3%	10	12.8%	29	37.2%	38	48.7%	85.9%
European-25	0	0%	2	8%	9	36%	14	56%	92%
MELAA- 1	0	0%	0	0%	1	100%	0	0%	100%
Other -0	0	0%	0	0%	0	0%	0	0%	0%

READING:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
After 1 yr	0	0%	4	20%	11	55%	5	25%	75.0%
After 2yrs	0	0%	0	0%	0	0%	13	100%	100%
After 3yrs	0	0%	1	8.3%	0	0%	11	91.7%	91.7%
EoY4	0	0%	0	0%	7	58.3%	5	41.7%	100%
EoY5	0	0%	4	25%	8	50%	4	25%	75%
EoY6	1	4.2%	4	16.6%	9	37.5%	10	41.7%	80.2%
EoY7	0	0%	1	11.1%	5	55.6%	3	33.3%	88.9%
EoY8	0	0%	0	0%	5	38.5%	8	61.5%	100%

READING	2013	2014	2015	2016	2017	MAC 2018
Elim GC MAC	86%	84%	89%	87%	87%	87.4%
Howick	83%	82%	81%	81%	NK	*
Auckland	77%	77%	77%	77%	NK	*
NZ	78%	78%	78%	78%	NK	*

2018 National Standard Reporting
School Number: 1190

Name: Elim Christian College Mt Albert Campus MAC Y1-8

WRITING

WRITING:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
Y1-8 2018 119	5	4.2%	14	11.8%	65	54.6%	35	29.4%	84%

	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
Male - 58	3	5.2%	12	20.7%	34	58.6%	9	15.5%	74.1%
Female-61	2	3.3%	2	3.3%	31	50.8%	26	42.6%	93.4%
Māori -4	0	0%	1	25%	3	75%	0	0%	75%
Pasifika-11	0	0%	3	27.3%	5	45.5%	3	27.3%	72.8%
Asian-78	5	6.4%	6	7.7%	44	56.4%	23	29.5%	85.9%
European-25	0	0%	3	12%	13	52%	9	36%	88%
MELAA-1	0	0%	1	100%	0	0%	0	0%	0%
OTHER -0	0	0%	0	0%	0	0%	0	0%	0%

	Well Below		Below		At		Above		At/Ab
WRITING:	Number	%	Number	%	Number	%	Number	%	%
After 1 yr	0	0%	0	0%	20	100%	0	0%	100%
After 2yrs	0	0%	2	15.4%	8	61.5%	3	23.1%	84.6%
After 3yrs	1	7.7%	0	0%	8	52.6%	4	30.8%	92.3%
EoY4	0	0%	5	41.6%	2	16.7%	5	41.7%	58.4%
EoY5	1	6.2%	5	31.2%	3	18.8%	7	43.8%	62.6%
EoY6	3	12.5%	3	12.5%	11	45.8%	7	29.2%	75%
EoY7	0	0%	0	0%	7	77.8%	2	22.2%	100%
EoY8	0	0%	0	0%	6	46.1%	7	53.9%	100%

WRITING	2013	2014	2015	2016	2017	MAC 2018
Elim GC	75%	75%	74%	75%	79%	84%
Howick	77%	77%	77%	76%	NK	*
Auckland	71%	71%	71%	71%	NK	*
NZ	71%	72%	71%	71%	NK	*

2018 National Standard Reporting

School Number: 1190

Name: Elim Christian College Mt Albert Campus MAC Y1-8

MATHEMATICS

Mathematics:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
Y1-8 2018 -119	**2**	**1.7%**	**10**	**8.4%**	**48**	**40.3%**	**59**	**49.6%**	**89.9%**
MALE-58	1	1.7%	6	10.3%	22	38%	29	50%	88%
FEMALE-61	1	1.6%	4	6.6%	26	42.6%	30	49.2%	90.3%
Māori - 4	0	0%	0	0%	4	100%	0	0%	100%
Pasifika -11	0	0%	4	36.4%	6	55.5%	1	9.1%	63.6%
Asian-78	2	2.6%	4	5.1%	27	34.6%	45	57.7%	92.3%
European -25	0	0%	2	8%	10	40%	13	52%	92%
MELAA -1	0	0%	0	0%	1	100%	0	0%	100%
Other -0	0	0%	0	0%	0	0%	0	0%	0%

Mathematics:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
After 1 yr	0	0%	0	0%	15	75%	5	25%	100%
After 2yrs	1	7.7%	0	0%	4	30.8%	8	61.5%	92.3%
After 3yrs	1	7.7%	1	7.7%	4	30.8%	7	53.8%	84.6%
EoY4	0	0%	2	16.7%	4	33.3%	6	50%	83.3%
EoY5	0	0%	2	12.5%	8	62.5%	6	25%	85.5%
EoY6	0	0%	2	8.3%	8	33.3%	14	58.3%	91.6%

EoY7	0	0%	1	11.3%	3	33.3%	5	55.6%	88.9%
EoY8	0	0%	2	15.4%	3	23.1%	8	61.5%	84.6%

Mathematics	2013	2014	2015	2016	2017	MAC 2018
Elim GC	79%	82%	85%	86%	88%	89.9%
Howick	82%	82%	81%	82%	NK*	*
Auckland	75%	76%	76%	76%	NK	*
NZ	75%	75%	76%	75%	NK	*

2018 National Standard Reporting
School Number: 1190
Name: Elim Christian College GC and MAC Y1-6 Combined

READING

READING:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
Y1-6 2018 - 445	5	1.1%	73	16.4%	211	47.4%	156	35.1%	82.5%
All 2017 - 470	5	1.1%	58	12.3%	233	49.6%	174	37%	86.6%
Male - 224	2	0.9%	43	19.2%	109	48.7%	70	31.2%	79.9%
Male-233	4	1.7%	32	13.7%	116	49.8%	81	34.8%	84.6%
Female 221	3	1.4%	30	13.6%	102	46.1%	86	38.9%	85%
Female-237	1	0.4%	26	11%	117	49.4%	93	39.2%	88.6%
Māori -18	0	0%	5	27.8%	9	50%	4	22.2%	72.2%

	Well Below		Below		At		Above		At/Ab %
Pasifika-26	0	0%	6	23.1%	11	42.3%	9	34.6%	76.9%
Asian-215	4	1.9%	27	12.5%	103	47.9%	81	37.7%	85.6%
European-178	1	0.6%	35	19.7%	80	44.9%	62	34.8%	79.7%
MELAA- 7	0	0%	0	0%	7	100%	0	0%	100%
Other -1	0	0%	0	0%	1	100%	0	0%	100%

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	%
After 1 yr	0	0%	19	25.7%	48	64.9%	7	9.4%	74.3%
After 2yrs	0	0%	10	12.8%	52	66.7%	16	20.5%	87.2%
After 3yrs	0	0%	10	13.2%	34	44.7%	32	42.1%	86.8%
EoY4	1	1.6%	11	17.7%	28	45.2%	22	35.5%	80.7%
EoY5	2	2.6%	11	14.5%	25	32.9%	38	50%	82.9%
EoY6	2	2.5%	12	15.2%	24	30.4%	41	51.9%	82.3%
EoY7									
EoY8									

READING	2013	2014	2015	2016	2017	MAC/GC2018
Elim GC	86%	84%	89%	87%	87%	82.5%
Howick	83%	82%	81%	81%	NK	*
Auckland	77%	77%	77%	77%	NK	*
NZ	78%	78%	78%	78%	NK	*

2018 National Standard Reporting
School Number: 1190
Name: Elim Christian College GC and MAC Y1-6 COMBINED

WRITING

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-6 2018 445	11	2.5%	98	22%	247	55.5%	89	20%	75.5%
All 2017-470	13	2.8%	85	18.1%	317	67.4%	55	11.7%	79.1%
Male - 224	7	3.1%	70	31.3%	118	52.7%	29	12.9%	65.6%
Male-233	8	3.4%	55	23.6%	156	67%	14	6%	73%
Female-221	4	1.8%	28	12.7%	129	58.4%	60	27.1%	85.5%
Female-237	5	2.1%	30	12.7%	161	67.9%	41	17.3%	85.2%
Māori -18	1	5.6%	6	33.3%	11	61.1%	0	0%	61.1%
Pasifika-26	0	0%	5	19.2%	16	61.6%	5	19.2%	80.8%
Asian-215	9	4.2%	29	13.5%	124	57.7%	53	24.6%	82.3%
European-178	1	0.5%	56	31.5%	90	50.6%	31	17.4%	77.7%
MELAA-7	0	0%	2	28.6%	5	71.4%	0	0%	71.4%
OTHER -1	0	0%	0	0%	1	100%	0	0%	100%

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1 yr	0	0%	15	20.3%	58	78.4%	1	1.3%	79.7%

After 2yrs	0	0%	19	24.4%	49	62.8%	10	12.8%	75.6%
After 3yrs	1	1.3%	18	23.7%	40	52.6%	17	22.4%	75%
EoY4	1	1.6%	17	27.4%	32	51.6%	12	19.4%	71%
EoY5	3	3.9%	14	18.5%	38	50%	21	27.6%	77.6%
EoY6	6	7.6%	15	19%	30	38%	28	35.4%	73.4%
EoY7								
EoY8								

WRITING	2013	2014	2015	2016	2017	MAC/GC 2018
Elim GC	75%	75%	74%	75%	79%	76%
Howick	77%	77%	77%	76%	NK	*
Auckland	71%	71%	71%	71%	NK	*
NZ	71%	72%	71%	71%	NK	*

2018 National Standard Reporting
School Number: 1190
Name: Elim Christian College GC and MAC Y1-6 COMBINED

MATHEMATICS

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**	
Y1-6 2018 -445	3	0.7%	38	8.5%	236	53%	168	37.8%	90.8%
ALL 2017-470	9	1.9%	49	10.4%	277	58.9%	135	28.7%	87.6%
MALE-224	1	0.4%	20	8.9%	109	48.7%	94	42%	90.7%
MALE-233	3	1.3%	20	8.6%	122	52.4%	88	37.8%	90.2%

FEMALE-221	**2**	0.9%	18	8.1%	127	57.5%	74	33.5%	91%
FEMALE-237	**6**	2.5%	29	12.2%	155	65.4%	47	19.8%	85.2%
Māori -18	**0**	0%	5	27.8%	10	55.5%	3	16.7%	72.2%
Pasifika -26	**0**	0%	4	15.4%	15	57.7%	7	26.9%	84.6%
Asian-215	**2**	0.9%	8	3.8%	105	48.8%	100	46.5%	95.3%
European -178	**1**	0.6%	20	11.2%	101	56.7%	56	31.5%	88.2%
MELAA -7	**0**	0%	0	0%	5	71.4%	2	28.6%	100%
Other -1	**0**	**0%**	**1**	**100%**	**0**	**0%**	**0**	**0%**	**0%**

Mathematics:	**Well Below**		**Below**		**At**		**Above**		**At/Ab**
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**%**
After 1 yr	**0**	**0%**	**8**	**10.8%**	**59**	**79.7%**	**7**	**9.5%**	**89.2%**
After 2yrs	**0**	**0%**	**3**	**3.8%**	**58**	**74.4%**	**17**	**21.8%**	**96.2%**
After 3yrs	**1**	**1.3%**	**3**	**3.9%**	**43**	**56.6%**	**29**	**38.2%**	**94.8%**
EoY4	**1**	**1.6%**	**5**	**8.1%**	**20**	**32.2%**	**36**	**58.1%**	**90.3%**
EoY5	**1**	**1.3%**	**11**	**14.5%**	**29**	**38.1%**	**35**	**46.1%**	**84.2%**
EoY6	**0**	**0%**	**8**	**10.1%**	**27**	**34.2%**	**44**	**55.7%**	**89.9%**
EoY7									
EoY8									

Mathematics	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Elim GC	79%	82%	85%	86%	88%	91%
Howick	82%	82%	81%	82%	NK	*
Auckland	75%	76%	76%	76%	NK	*
NZ	75%	75%	76%	75%	NK	*

2018 National Standard Reporting
School Number: 1190
Name: Elim Christian College Golfland Campus GC Y1-6

READING

READING:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
Y1-6 2018 - 346	4	1.2%	60	17.3%	176	50.9%	106	30.6%	81.5%
All 2017 - 470	5	1.1%	58	12.3%	233	49.6%	174	37%	86.6%
Male - 176	2	1.1%	34	19.4%	91	51.7%	49	27.8%	79.5%
Male-233	4	1.7%	32	13.7%	116	49.8%	81	34.8%	84.6%
Female 170	2	1.2%	26	15.3%	85	50%	57	33.5%	83.5%
Female-237	1	0.4%	26	11%	117	49.4%	93	39.2%	88.6%
Māori -14	0	0%	5	35.7%	7	50%	2	14.3%	64.3%
Pasifika-16	0	0%	4	25%	7	43.8%	5	31.2%	75%
Asian-150	3	2%	18	12%	81	54%	48	32%	86%
European-159	1	0.6%	33	20.8%	74	46.5%	51	32.1%	78.6%
MELAA- 6	0	0%	0	0%	6	100%	0	0%	100%
Other -1	0	0%	0	0%	1	100%	0	0%	100%

READING:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
After 1 yr	0	0%	15	27.8%	37	68.5%	2	3.7%	72.2%
After 2yrs	0	0%	10	16.1%	52	80%	3	4.6%	84.6%

After 3yrs	0	0%	9	14.3%	34	54%	20	31.7%	85.7%
EoY4	1	2%	11	22%	21	42%	17	34%	76%
EoY5	2	3.4%	7	11.9%	17	28.8%	33	55.9%	84.7%
EoY6	1	1.8%	8	14.5%	15	27.3%	31	56.4%	83.7%
EoY7									
EoY8									

READING	2013	2014	2015	2016	2017	2018
Elim GC	86%	84%	89%	87%	87%	81.5%
Howick	83%	82%	81%	81%	NK	*
Auckland	77%	77%	77%	77%	NK	*
NZ	78%	78%	78%	78%	NK	*

2018 National Standard Reporting
School Number: 1190
Name: Elim Christian College GC Y1-6

WRITING

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-6 2018 346	6	1.7%	84	24.3%	195	56.4%	61	17.6%	74%
All 2017-470	13	2.8%	85	18.1%	317	67.4%	55	11.7%	79.1%
Male - 176	4	2.3%	58	32.9%	92	52.3%	22	12.5%	64.8%
Male-233	8	3.4%	55	23.6%	156	67%	14	6%	73%
Female-170	2	1.2%	26	15.3%	103	60.6%	39	22.9%	83.5%
Female-237	5	2.1%	30	12.7%	161	67.9%	41	17.3%	85.2%

	Number	%	Number	%	Number	%	Number	%	At/Ab %
Māori -14	1	7.1%	5	35.7%	8	57.2%	0	0%	57.2%
Pasifika-16	0	0%	2	12.5%	11	68.8%	3	18.8%	87.6%
Asian-150	4	2.7%	23	15.3%	89	59.3%	34	22.7%	82%
European-159	1	0.6%	53	33.3%	81	50.9%	24	15.1%	66%
MELAA-6	0	0%	1	16.7%	5	83.3%	0	0%	83.3%
OTHER -1	0	0%	0	0%	1	100%	0	0%	100%

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	%
After 1 yr	0	0%	15	27.8%	38	70.4%	1	1.8%	72.2%
After 2yrs	0	0%	17	26.1%	41	63.1%	7	10.8%	73.9%
After 3yrs	0	0%	18	28.6%	32	50.8%	13	20.6%	71.4%
EoY4	1	2%	12	24%	30	60%	7	14%	74%
EoY5	2	3.3%	10	16.7%	35	58.4%	13	21.6%	80%
EoY6	3	5.5%	12	21.8%	19	34.5%	21	38.2%	72.7%
EoY7									
EoY8									

WRITING	2013	2014	2015	2016	2017	2018
Elim GC	75%	75%	74%	75%	79%	74%
Howick	77%	77%	77%	76%	NK	*
Auckland	71%	71%	71%	71%	NK	*
NZ	71%	72%	71%	71%	NK	*

2018 National Standard Reporting
School Number: 1190
Name: Elim Christian College GC Y1-6

MATHEMATICS

Mathematics:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
Y1-6 2018 -346	1	0.3%	30	8.7%	193	55.7%	122	35.3%	91%
ALL 2017-470	9	1.9%	49	10.4%	277	58.9%	135	28.7%	87.6%
MALE-176	0	0%	15	8.5%	89	50.6%	72	40.9%	91.5%
MALE-233	3	1.3%	20	8.6%	122	52.4%	88	37.8%	90.2%
FEMALE-170	1	0.6%	15	8.8%	104	61.2%	50	29.4%	90.6%
FEMALE-237	6	2.5%	29	12.2%	155	65.4%	47	19.8%	85.2%
Māori -14	0	0%	5	35.7%	6	42.9%	3	21.4%	64.3%
Pasifika -16	0	0%	0	0%	9	56.2%	7	43.8%	100%
Asian-150	0	0%	5	3.3%	82	54.7%	63	42%	96.7%
European -159	1	0.6%	19	11.9%	92	57.9%	47	29.6%	87.5%
MELAA -6	0	0%	0	0%	4	66.7%	2	33.3%	100%
Other -1	0	0%	1	100%	0	0%	0	0%	0%

Mathematics:	Well Below		Below		At		Above		At/Ab
	Number	%	Number	%	Number	%	Number	%	%
After 1 yr	0	0%	8	14.8%	44	81.5%	2	3.7%	85.2%
After 2yrs	0	0%	3	4.6%	54	81.8%	9	13.6%	95.4%
After 3yrs	0	0%	1	1.6%	39	62.9%	22	35.5%	98.4%
EoY4	1	2%	3	6%	16	32%	30	60%	92%
EoY5	0	0%	9	15.3%	21	35.6%	29	49.1%	84.7%
EoY6	0	0%	6	10.9%	19	34.5%	30	54.6%	89.1%
EoY7									
EoY8									

Mathematics	2013	2014	2015	2016	2017	2018
Elim GC	79%	82%	85%	86%	88%	91%
Howick	82%	82%	81%	82%	NK	*
Auckland	75%	76%	76%	76%	NK	*
NZ	75%	75%	76%	75%	NK	*

Data Comparison 2010-2018 For year cohorts

READING:

YEAR 1	Y1 2018	
At/Above	72.2%	

YEAR 2	Y1 2017	Y2 2018	
At/Above	79.6%	84.6%	

YEAR 3	Y1 2016	Y2 2017	Y3 2018		
At/Above	76%	79.5%	85.7%		

YEAR 4	Y1 2015	Y2 2016	Y3 2017	Y4 2018	
At/Above	77%	89%	91%	76%	

YEAR 5	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	
At/Above	70%	93%	93%	92.2%	84.7%	

YEAR 6	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	
At/Above	79.7%	91.2%	96.4%	81%	84.5%	83.7%	

YEAR 7	Y1 2012	Y2 2013	Y3 2014	Y4 2015	Y5 2016	Y6 2017	Y7 2018
At/Above	71%	97.5%	95.5%	96%	86%	83.7%	Not collated this year

YEAR 8	Y1 2011	Y2 2012	Y3 2013	Y4 2014	Y5 2015	Y6 2016	Y7 2017	Y8 2018
At/Above	76%	80%	88.6%	91.5%	94%	93%	90.4%	Not collated this year

Data Comparison 2010-2018 For year cohorts

WRITING:

YEAR 1	Y1 2018	
At/Above	72.2%	

YEAR 2	Y1 2017	Y2 2018	
At/Above	85.7%	73.9%	

YEAR 3	Y1 2016	Y2 2017	Y3 2018	
At/Above	64%	72.6%	71.4%	

YEAR 4	Y1 2015	Y2 2016	Y3 2017	Y4 2018	
At/Above	70%	71%	76.8%	74%	

YEAR 5	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	
At/Above	76.7%	83%	87%	82.9%	80%	

YEAR 6	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	
At/Above	86.9%	81%	73%	66%	69%	72.7%	

YEAR 7	Y1 2012	Y2 2013	Y3 2014	Y4 2015	Y5 2016	Y6 2017	Y7 2018

At/Above	69%	70%	78%	79%	81%	79.6%	Not collated this year

YEAR 8	Y1 2011	Y2 2012	Y3 2013	Y4 2014	Y5 2015	Y6 2016	Y7 2017	Y8 2018
At/Above	76%	78%	80%	85%	82%	86%	88.5%	Not collated this year

Data Comparison 2010-2018 For year cohorts

MATHEMATICS:

YEAR 1	Y1 2018	
At/Above	85.2%	

YEAR 2	Y1 2017	Y2 2018	
At/Above	91.8%	95.4%	

YEAR 3	Y1 2016	Y2 2017	Y3 2018	
At/Above	91%	90.4%	98.4%	

YEAR 4	Y1 2015	Y2 2016	Y3 2017	Y4 2018	
At/Above	86%	92%	89.3%	92%	

YEAR 5	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	
At/Above	85%	95%	94%	90.6%	84.7%	

YEAR 6	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	
At/Above	92.8%	94%	91%	88%	86.2%	89.1%	

YEAR 7	Y1 2012	Y2 2013	Y3 2014	Y4 2015	Y5 2016	Y6 2017	Y7 2018	
At/Above	81%	85%	73%	83%	82%	81.6%	Not collated this year	

YEAR 8	Y1 2011	Y2 2012	Y3 2013	Y4 2014	Y5 2015	Y6 2016	Y7 2017	Y8 2018
At/Above	79%	83%	86%	85%	88%	88%	84.7%	Not collated this year

Review (Analysis of Variance) of 2018

NAG2A (b)(i) Areas of strength

National Standard subjects: **Mathematics**

Discussion:
We are very pleased with our continued improvements in Mathematics in 2018.

Golflands and Mt Albert Campus Combined Y1-6:
We have **90%** of our Y1-6 students either at or above the National Standard/Curriculum Level in Mathematics.

In Mathematics, we have **89.2%** of our 'After 1 year at school' students 'At or Above' in Mathematics, **96.2%** for the 'After 2 Years', **94.8%** 'After 3 Years', and **94.8%**, **90.3%** for our 'End of Year 4' students 'At or Above' the National Standard/Curriculum Level, 'at the End of Year 5', **84.2%** and 'At the End of Y6' **89.9%** at or above the National Standard/Curriculum Level.

Golflands Campus Y1-6:
We have **91%** of our Y1-6 students either at or above the National Standard/Curriculum Level in Mathematics. This is a **4%** increase from our **2017** results. (However Y7-8 were not included in the data collection this year and this may have skewed our results)

Our results in Mathematics 'After 1 year at school' **85.2%**, 'After 2 Years at school' **95.4%,** 'After 3 Years at school' **98.4%,** 'At the End of 4 Years' **92%**, 'At the End of 5 Years' **84.7%** amd 'After 6 Years at School **89.1%** at or above the National Standard/Curriculum Level in Mathematics.

Mt Albert Campus Y1-6:
We have **89.9%** of our Y1-6 students either at or above the National Standard/Curriculum Level in Mathematics. We have no previous data to compare their performance.

Our results in Mathematics 'After 1 year at school' **100%,** 'After 2 Years at school' **92.3%,** 'After 3 Years at school' **84.6%,** 'At the End of 4 Years' **83.3%**, 'At the End of 5 Years' **85.5%** amd 'After 6 Years at School **91.6%** at or above the National Standard/Curriculum Level in Mathematics.

NAG2A (b)(i) Areas for improvement

National Standard subjects: **Writing**

Discussion: We have continued to work hard to lift our achievement in **Writing** but this year our combined Golflands Campus and Mt Albert Campus Y1-6 results show only **75.5%** of our students were 'At or Above' the National Standard/Curriculum Level **in Writing**. Golflands Campus Y1-6 were **74%** 'At or Above the National Standard/Curriculum Level' for Writing. This a **5% decrease** from last year but we have not included Y7-8 data this year. Mt Albert Campus Y1-6 achieved **84%** 'at or Above' the National Standard/Curriculum Level in Writing. We acknowledge that we have still not yet reached the target of **85%** of students 'At or Above' in Writing.

Over the past few years this has been an area of much attention in our Golflands Campus teachers' inquiries. We have reviewed and changed our writing delivery for

both surface and deeper features by changing over the years the spelling programmes, writing programmes and phonics programmes; and we have also introduced the PaCT. This tool gives our teachers guidance on more deliberate ways to plan Writing across the curriculum, so that students can consolidate, through practise, the skills they were being taught in their Writing lessons. Our PAT (Punctuation and Grammar) and e-asttle Writing results continue to show high overall achievement.

In 2018 at the Golflands Campus, we focused our attention on the **26%** of boys who were well below or below the standard in Writing, especially the **50%** of Māori Boys well below and below the standard and **27.3%** Pasifika Boys well below and below the standard. We inquired in our teams on new ways to engage them in the writing process. However, we have seen a **8% decrease** in Boys' writing (now **65%**) overall. (However, Y7-8 was not included in our data this year and this may have skewed our results). Māori boys' performance dropped by **21.4%** to **28.6%** and Pasifika Boys improved **9.1% to 81.8%** 'At or Above' the National Standard/Curriculum Level.

We will continue to work hard to engage our boys in the writing process in 2019, particularly our Māori boys. **We are specifically looking at Learner Agency across our campus as part of our Kahui Ako Achievement challenge,** so we will encourage more feedback from our boys on our writing courses and how we can engage them more fully in the writing process. Our Kahui Ako academic challenge is to improve our Writing results, especially with Māori and Pasifika boys, by inquiring into our Oral Language teaching and learning. All teachers from Y1-6 at the Golflands Campus and Mt Albert Campus will inquire into this area of their teaching and learningin 2019, in order to see if improved oral language skills improve phonics abilities, increase and enrich vocabulary etc, develop presentation which results in improved writing skills.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion: Our data reveals these are the areas for improvement in 2019.

WRITING: Male 2018   **Well Below 2.5%**   **Below 22% the National Standard. Total WB/B 24.5%**

     Māori Boys   **Well Below 14.3%(1 student)**   **Below 57.1% (2 students)**

     Pasifika Boys   **Well Below 0%**   **Below 18.2% (2 students)**

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion: **WRITING:** We will engage with both an external facilitator (Louise Dempsey and Sheena Cameron) and on-site professional development for improving our Oral Language programme across Y1-6 on both the Golflands and Mt. Albert Campuses. We will particularly target boys, especially Māori and Pasifika boys, at every year level with specific focused programmes with either the teacher or a specialist teacher, to engage, improve and support their writing, through the

development of their oral language.

Term 1 a. Engage with Professional Development with an external facilitator – Within School Leads (WSL) will attend.

b. WSLs facilitate professional development with teachers on Golfland and Mt Albert Campuses.

c. Teachers gather writing data on their targeted writers especially Māori and Pasifika boys.

d. Teachers develop their inquiry focus based on Oral Language with Learner Agency as an overarching umbrella.

e. Make changes to their Oral Language/Writing programmes.

Term 2 a. Continued Professional Development with WSLs on Oral Language.

b. Sharing tips and resources on Oral Language within Junior Years and then with Middle Years teachers.

c. Continue to make changes to Oral Language/Writing programme.

d. Gather mid year assessment data on student Writing.

Term 3 a. Report back to Junior Team on how changes in Oral Language programmes are going. What works, what didn't.

b. Continue to work with targeted students in classes.

c. Gather assessment data on student Writing.

Term 4 a. Final presentations of Teaching as Inquiry goals and outcomes, progress of students and next steps in the inquiry process.

NAG2A (b) (iv) Progress Statement

Discussion: **WRITING:** In 2017, a Learning Design Team (LDT) was established at Elim Christian College to work on developing a more seamless curriculum in every subject area between our primary, middle and high school faculties and also developing an assessment and reporting programme based mainly around key competencies and using integrative inquiry as a way of delivering curriculum at Elim Christian College. In 2018, this group engaged the services of Chic Foote to help us establish Learning by Design as a way of planning our curriculum in a more specific and targeted way. We are using the Atlas Rubicon on-line planning programme. This programme enables us to review and track our curriculum at regular intervals throughout the year to better develop our seamless curriculum from Y1-13. We hope that we will see continued improvements in our National Standard/Curriculum level results (especially Writing) as our backward mapping using Learning by Design and our regular reviews becomes more effective. However, Y1-6, will continue to work specifically with the PaCT for Writing and continue a targeted focus on engaging boys in writing by developing their oral language skills as our main approach to improving our Writing results in 2019.

Review (Analysis of Variance) of 2018 Annual Plan Actions

Review of 2018 Annual Planning Goals for BHAGS

#	Goals Supporting BHAGs	Annual Plan Actions 2018	% & Comment
1	**Academic Student Achievement** **NCEA / NS Data** • Analysis of cohorts, levels, priority learners **Increase the number of students 'At' and 'Above' at each standard without losing focus on no students 'Well Below'**	**ACADEMIC Excellence**: **1.1** Achieve 85% of students getting required credits per NCEA level **1.2** 85% of students achieving at 'At' or 'Above' for NS **1.3** 0% of students at NS 'well below'	See NCEA and NS results in this Charter **100%** 2016 NCEA and NS results and analysis presented to the BOT in March following confirmation of all data. **100%** Discussion at BOT regarding University Entrance results, comparisons historically, aims etc…. **100%** Comparative NS data was clear, useful and easy to follow as presented **100%** Both NCEA and NS data tracking consistently Results and analysis to the BOT at the March meeting.
2	**Reputation Management** **BOT /SLT Goal (Major)**	**2.1** A reputation management plan written and implemented **2.2** School-wide citizenship agreement confirmed and in operation **2.3** BOT have an approved Creative Commons Protocol **2.4** First meeting of Alumni held with initial consultation **2.5** Social media decisions made and reviewed	Due to major change factors in 2018, we did not advance most of these goals. Social media processes and structure was reviewed and settled – we have goo structure and control All campuses continue to work with their citizenship agreements and are working well

| 3 | **Teaching as Inquiry Senior Campus**

BOT Goal: Plan for how to grow and retain our talent (Major) | **3.1** Subject Department Leadership Redefined (separate strategic plan)

3.2 'Growing Great Teachers **Reflection** Grid' implemented
3.3 Redefined, shaped Library to reflect space restriction yet 21st century functionality
3.4 School-wide 'Learning Design Team' functioning effectively | **20%** HOD meetings were run as required but need for growing HOD leadership for 2019 is necessary. We have committed to a local leadership focused PLD forum in 2019 and to a new in-school forum to grow our middle leaders

40%

60%

100% 3.4 The learning design team works as a team of collaborators to r**eview or enhance and/ or design our Schoolwide curriculum**. Our **key driver is " what do we want our learner/s" to experience in their Elim learning journey.** This has been deconstructed through the **leaner profile** lens. This is work in progress by various year level teams. The past two terms have been primarily focussed on our **middle years online curriculum** for ease of access and collaboration. We have secured an year-long contract with Microsoft to help successfully implement the use of Minecraft. A core leadership team has been established who will be working closely with Minecraft team US to achieve this. |
| 4 | **Teaching as Inquiry Junior Campus**

BOT Goal: Personalised Learning and tracking of low performing students (Major) | **4.1** Integrative Learning Area Afternoons implemented
4.2 Y0-8 Coding Programme implemented
4.3 NS Writing Results improved and Maori achievement data stories compiled
4.4 School-wide LDT functioning effectively | **%**

40% This is an ongoing project
See data NS analysis
70% Great progress in Maori achievement stories and data walls
Kahui Ako will operate from for 2019 in readiness for mandatory 2020 implementation. This will be a key goal for our staff to ensure the successful implementation of years 0-10 DT curriculum |

| 5 | Development of Sporting Programme

BOT Goal: Sports/Extra Curricula (Minor) | **5.1** To create a strategic plan, present to the Board of Trustees and follow it for 2018
5.2 Termly SC Sports Assemblies held
5.3 Action plan developed for Golf Academy for short–term international students
5.4 SC plan implemented for establishing golf team for Secondary Competition
5.5 Whole school End of Year Sports PG held | Progress was made on the following goals form the newly developed **Sports Strategic Plan 2018-2020**
• List sports that are not currently a part of Elim Christian College
• Bring in 1 new sporting opportunity based on non-participant data to raise participation numbers – Table Tennis
• Move all team lists onto KAMAR to ensure accurate data for 2018 Census
• Increase Whanau Sport competitions – Dodgeball T1, possibly Tug of War T2
• Attend at least one game per team per season (any staff member)
• Create a communication hub for all students involved in sport (ECCO)
• Update school website often including photos
• Develop the sports section on Elim School website
• Create a school newsletter sports page – what we achieved and what's coming up
• Create roles for student Whanau Leaders
• Look into designs for new sports uniforms and explore new options for branding
• Build closer partnerships with clubs, parents and schools to get more support from the community
• Define and restructure the Elim Sports Management System by creating new role descriptions and incorporating a Director of Sport Role
• Attend occasional PD sessions for coaching skills and attend regular East Auckland Sports Coordinator Cluster Meetings |

6	Growing our Staff BOT /SLT Goal: Plan for how to grow and retain our talent (Major	6.1 One staff satisfaction, wellness survey developed, administered, analysed 6.2 Upgrade PL session provided for Appraisal Connector 6.3 'Generations Plan' established and Leadership Apprenticeship Model established 6.4 LDT functioning effectively 6.5 Exec Lead Team portfolios re-written 6.6 Devise plan for hosting Howard Youngs and John Peachey and connect to SW Growing Great Leaders initiative – focus for 2018 6.7 Sessions completed with Chris Mitchell	6.1 20% Staff well being has always been hugh priority and much attention given to it. Sruvery was not completed however 6.2 100% 6.3 70% Both plan and model progressing well but without accompanying documentation 6.4 100% 6.5 40% A work in progress complicated by rapid and ongoing change 6.6 10% 6.7 100%
8	Kahui Ako (Minor)	8.1 Community of Learning (COL) 'South-East Christian Kahui Ako 8.2 All MOE requirements met 8.3 Achievement Goal approved 8.4 Staffing process completed 8.5 Programme for 2018 confirmed	100% 100% 100% 100% ASL/WSL's appointed 100% Implementation of DT curriculum will be the overarching umbrella that Kahui
9	PB4L (2018-2020)	9.1 Planning implemented accordingly	100% An excellent first year of the progrmme

10	Special Projects	10.1 Establish development plan for new classroom & architecture - matching architecture to pedagogy, developing innovative growth mindsets, equipping teachers, developing *"future space"* 10.2 Innovative/creative spaces (Aust Trip) progressed 10.3 Maker Spaces both sites / creative play (Y1) implemented 10.4 SC English Dept linked in to JC Writing Review	10.1 40% Ongoing 10.2 Now using the FLE provided by Proprietors for our Y7-10 middle years cohort 10.3 70% 10.4 30%
11	To maximise the opportuntites that growth brings	▪ Provide well-designed and resourced 'fit for purpose' facilities ▪ Managed staged increase of maximum roll	We continue to maximise the use of our facilities on both campuses This project as managed by the proprietors carries the hope and aspirations of all we stand for and purpose to do; the reason for our existence. The timeframe is beyond our control. We contine to plan with the success of the appication in mind.
12	NAG Compliance	**Manage Financial and Property Resources** ▪ Review and improve Board structures for communication, meeting planning, agenda setting (70% locked /30% positively reactive), reporting, measurement, BHAGS ▪ Plan for and manage finances. An appropriately set, monitored, managed, reviewed and reported budget for all income and expenditure. ▪ Finances managed with Board policies and financial accounting legislation. An excellent auditors report ▪ Manage all BOT property and assets. Implementation of 10 year cyclic maintenance	 100% The BOT have developed clear expectations of what as a Board they aim to achieve, how they will work and the benchmarks by which they know, can review how they are doing 100% 100% 80% Our cyclic maintenance plan has had to be revised due to uncertainty regarding future building development.

		plan. Property managed according to relevant approvals, policies, and budget restraints		
			100%	
		▪ Monitor management of enrolment process to ensure adherence with larger numbers roll numbers		

STRATEGIC PLAN & INTENT 2019 - 2020

Actively working to develop our ARISE values for development and improvement				
Achievement We want all students to achieve their personal best through academic rigour, personal best, extension	**R**esponsibility We want all students to be self-disciplined, diligent citizens and life-long learners	**I**nspiration We want all students to have fun learning, celebrate success with an attitude for excellence	**S**kill We want all students highly skilled and equipped to make a creative and innovative contribution to society	**E**lim Christian Character We want all students to have a foundation of biblical knowledge expressed vibrantly in Christian values and character
NAG 1, 7, 8	**NAGS 1-3**	**NAGS 1-5**	**NAGS 1-4**	**NAGS 1-5**

Elim Christian College aims for each student to be inspired, responsible, academically and practically skilled life-long learners, living their Christian values and exploring their God-given potential to achieve personal excellence

Elim Christian College recognised its responsibilities to contribute to the achievement of the NEPS (National Education Priorities)	
Building an education system that equips N.Z with 21st Century skills	**Yes - strong**
Reducing underachievement	**Yes - improving**
Raising expectations for achievement of all learners	**Yes - strong**
Focusing on quality teaching	**Yes - strong**
Strengthening family and community involvement.	**Yes - strong**
Focusing on outcomes	**Yes - strong**
Supporting the future proofing or our educational institutions	**Yes - strong**
Focusing resources on our priorities	**Yes - improving**

Elim Christian College recognised its responsibilities to contribute to the achievement of NEGS (National Education Goals)

NEG 1	The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society	**Yes - strong**
NEG 2	Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement	**Yes – strong**
NEG 3	Development of the knowledge, understanding and skills needed by NZrs to compete successfully in the modern, ever-changing world	**Yes – strong**
NEG 4	A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers	**Yes - strong**
NEG 5	A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity	**Yes – strong**
NEG 6	Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need	**Yes – strong**
NEG 7	Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support	**Yes –strong**
NEG 8	Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand	**Yes - strong**
NEG 9	Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi	**Yes – improving**
NEG 10	Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations	**Yes – improving**

Vision	BHAGs as supported by SFAs				Strategic Focus Areas (SFAs) Supporting BHAGs and NAGs	NAGs as supported by SFAs								
	1. To have a strong Elim Special Character modelling our operations and programmes on Biblical values	2. To become a high performing school of choice	3. To provide for all students and staff to optimise their personal, professional and leadership growth potential	4. Maximise the opportunities that growth brings		1. Learning Programmes, Evaluation and Special Programmes	2. Strategic Plan Compilation against NEGs Self Review	2A. Reporting	3. Good Employer	4. Financial Management	5. Safe Environment	6. Compliance with General Legislation	7. Charter Compilation and Submission	8. Gap Analysis
To Reach, Serve and Influence through people which are: **A**chieving personal excellence for God's glory **R**esponsible **I**nspired **S**killed both academically and practically and are life-long learners **E**lim character filled, living their Christian Values and exploring their God-given potential	✓		✓		Special Character						✓		✓	
		✓	✓		Academics	✓							✓	
		✓	✓		Sport and Extra-curricular	✓							✓	
		✓	✓		Staff	✓			✓		✓		✓	
	✓	✓			Reputation		✓						✓	
		✓	✓		Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓	Communications		✓	✓					✓	
		✓	✓		Management	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓	Facilities						✓		✓	

Strategic Planning to meet BHAGs 2019-2020

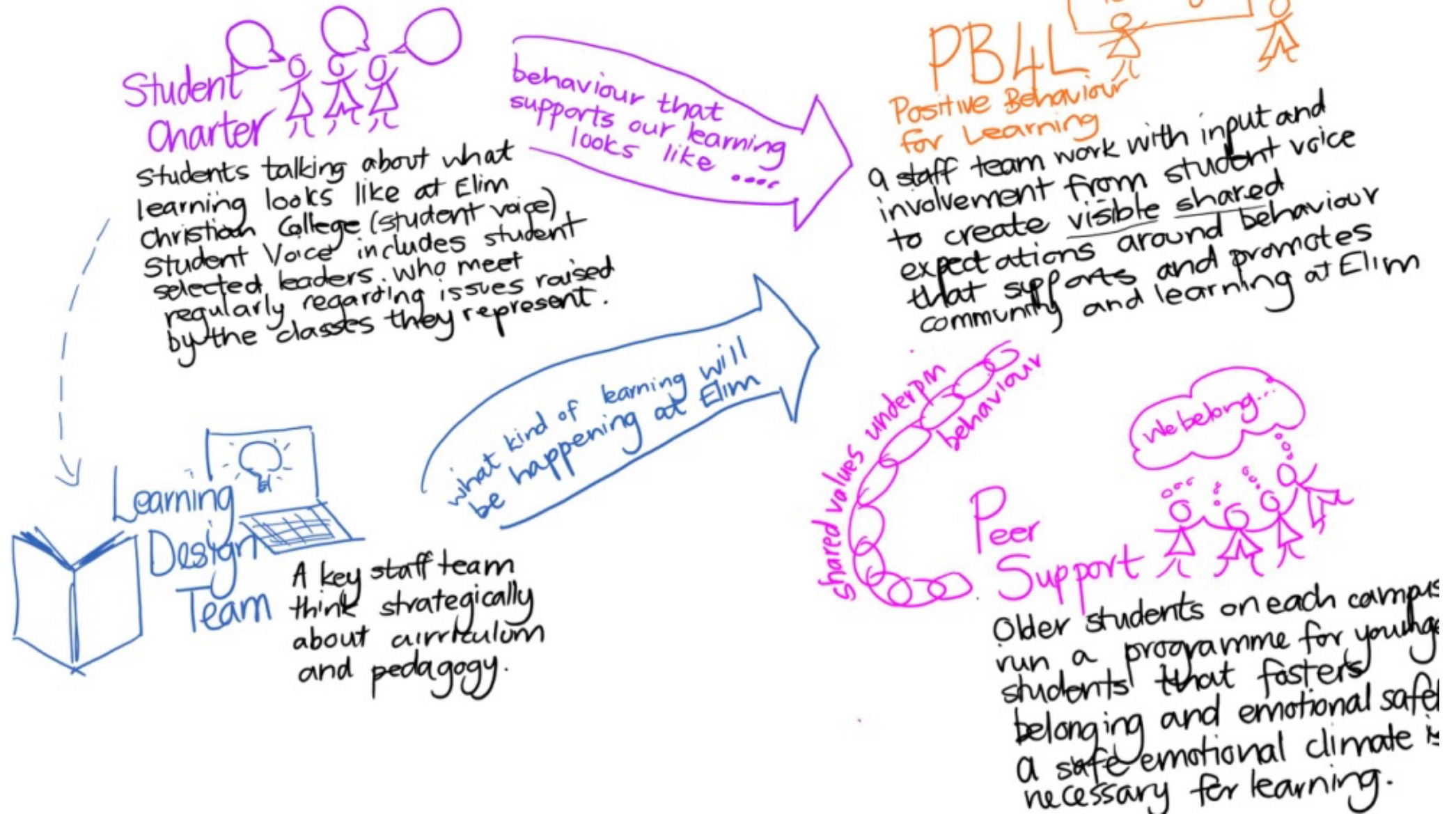| #	Goals Supporting BHAGs	Annual Action Plans 2019	Projected Annual Action Plans 2020
1	**NCEA / NS Data** • Analysis of cohorts, levels, priority learners • Review NCEA performance **BOT/SLT (Major)**	**1.1** Achieve 85% of students getting required credits per NCEA level **1.2** 85% of students achieving at 'At' or 'Above' for NS **1.3** 0% of students at NS 'well below' **1.4** Review all factors contributing to our annual NCEA results **NCEA - Improving the results:** ○ What are the trends? ○ What does the data actually tell us? ○ Understand the data well ○ Comparison with similar schools in our decile band ○ What about staff performance? Is this a driver? Class comparisons? Cohorts? What happens if Y10s achievement drops from Y9 ○ What funds do we have for improved achievement? ○ UE what does it take into account? ○ Review our endorsement statistics ○ Student A - our story or his? ○ Expectations of students? ○ Performance of long term Elim students versus those coming in at Y7 and Y9? **(MOE: Funding, responsive curriculum, learning technology, assessment tools, texts)**	**1.1 NCEA** • 87% of participating Y11-13 students to achieve achieve required credits per NCEA level • Raise number of Merit and Excellence endorsements by 2% • Implement Y11-13 plan to raise student achievement • To achieve 100% of Y12 students staying for Y13 **1.2 NZC Levels** • 0% students well below the NS in any area of the curriculum • Address 'priority learners' • 85% of Maori and Pasifika students achieving 'at' or 'above' for national standards for age and 'achieved' or 'above' for NCEA • Depth and breadth of curriculum delivery and student achievement • Ensure we continue to think strategically • To work towards meeting the expectations of 'NZQA Future State 2019' **(MOE: Funding, responsive curriculum, learning technology, assessment tools, texts)**
2	**PB4L** **Student Agency (Kahui Ako)** **Student Well Being**	**2.1** See run sheet **2.2** Strong confirmation and refinement as and where necessary of ARISE **2.3** All practices improved	• Further implement and imbed ARISE framework at Botany Campus • Ongoing strategic work defining shared, agreed values, beliefs & expectations regarding academic achievement. **(MOE: parents informed and ambitious for their children)**

	BOT/SLT Goal (Major)		
4	**Establishment of Middle School** **BOT /SLT Goal (Major)**	**4.1** See Run Sheet 4.2 Operation of an expanded GC	• Strong, innovative middle years structure and programme operating effectively at GC • Leadership structure across GC refined and implemented • Operation GC strong, effective and safe for everyone • Operation of staff between GC and BC working effectively
5	**Mt Albert Campus** **BOT /SLT Goal (Major)**	**5.1** See Run Sheet	• Another 100 students enrolled and attending MAC • Top appointments made where needed – collegial and effective staff practices for effective student achiebement outcomes • ELIM DNA pervades MAC and is evident in all matters • Property structured to cater for additional 100 students • All learning areas operating effectively and innovatively
6	**Kahui Ako** **(Major)**	6.1 See Run Sheet	• Projected development based on reviews
7	**Communication** **BOT/SLT Goal (Minor)**	**6.1** See Run Sheet	• Alumni really effective and functioning well • Communication App devleoped and installed • Zoom operating effectively and in all locations • ECCO highly effective • International Marketing really effective • Website is a high achiever
8	**Growing our Staff** **BOT /SLT Goal: Plan for how to grow and retain our talent (Minor)** *"Time and money for professional development are both in short supply but too often the most valuable resource the*	**8.1** HOD Development & Whanau Leaders Training Programme **8.2** See Run Sheet **8.3** MAC Lead working effectively **8.4** Re-develop a PL Team (We will have optional PL sessions – 'If you know it and it is evident in your practice then you don't need to attend") **8.5** We will listen to our people – avoid '2nd generation' in Special Character. We will value 'experience'	• Attract, add value to and retain the best staff through a high-trust model and a culture of growing staff • Staff development based on 'discovering the leader within' • Review progress on our abiltity to respond to staff stress and performance concerns • Review staff motivation, giftings and engagement • Review and implement a plan to increase number of staff from maori, pasifika and other ethnic descent • Further grow staff to meet needs of priority learners

	teacher next door is completely ignored." Barnes & Gonzalez.	8.6 We will value our documents, practices, collective wisdom.	
9	**Best Practice Learning & Teaching (BAU)** *"Minecraft teaches students collaboration, communication, problem solving, design, engineering, mathematics, arts., physics, ecology…etc"*	9.1 Focus/question in GC integrative, inquiry programme 9.2 Three year Sport Strategic Plan presented to BOT **9.3 Learning Design team highly effective – see run sheet (MM) Kahui Ako** 9.4 'Growing Great Teachers **Reflection** Grid' and 'Elim 101' revised and combined 9.5 Minecraft / Coding / Digital Fluency /ECCO /Seesaw whilst Driving to the conditions' 9.6 From Penn Manor District**:** *"Our mission is to provide and support the tools and skills to make technology an integral part of the classroom and academic community."* **9.7 Digital Technology Curriculum (Kahui Ako)** **Oral Language** **9.8** Crackerjack Contract **9.9 Maori** – Te Reo, Kapa Haka, school-wide developmen **9.10** See Run Sheet **9.11** An Emerging Enviro School in 2019. MAC in full operation; BC Vege Garden project; Recycling at GC then link with MAC for full operation once building finshed **(MOE: Quality pedagogical leadership and management)**	• Establishment of Y11-13 campus • Ongoing strategic work on our transformative blended digital learning culture and pedagogy • Redefined, shaped Library to reflect space restriction yet 21st century functionality • Investigating possibility of our own action research unit and strategic development centre for innovative Christian world view transformative education • Redefining how we plan for the discovery in each student - the way God has gifted them – how they are 'wired' for their personalised journey • Scope the development of a school wide Media Programme (and research on facilities, equipment and integration with NCEA • Forward-looking interaction with ERO leading to effective evaluation for future reference • Connection developed and maintain with Howard Youngs • Enviro status on all campuses • Signficant increase in use of Te Reo in all campuses • Strong exceptional PLD across all campusesRe-developed EOTC programme linked to staff and student leadership • Performing Arts strong at BC, technology strong at MAC, digital technology strong everywhere, blended integrative learning strong everywhere **(MOE: Quality pedagogical leadership and management)**
10	**Special Character**	9.1 Special Character defined and agreed by Proprietor and signed off for the school based terms of reference	• Special Character Induction Pack developed • Special Character Timeline Journey completed

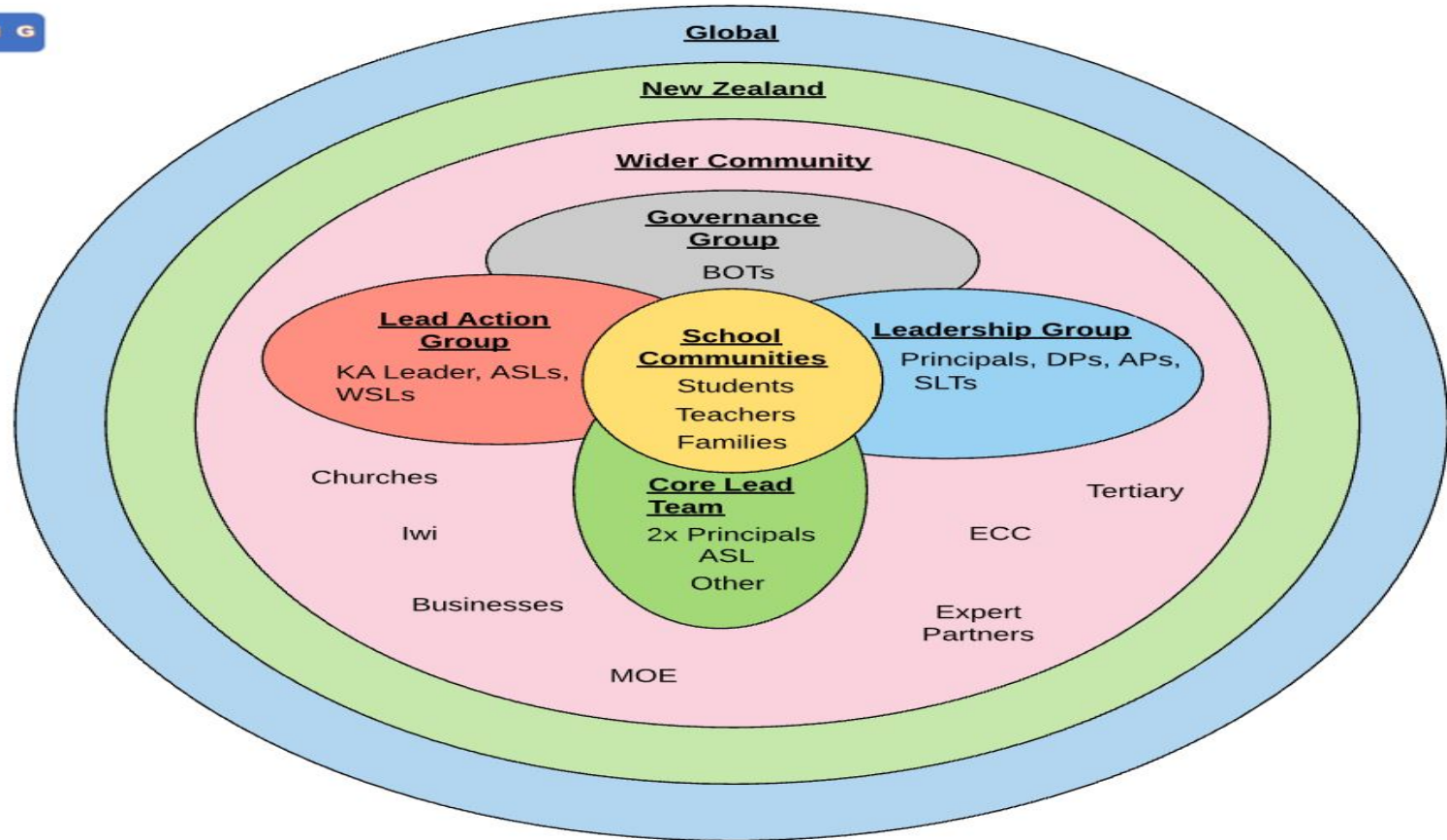|			
	BOT/SLT Goal (Minor)	**9.2** Christian Living Advisory Panel continuing and developed	• Y0-13 Special Character Review - Proprietors to set terms of reference and then conduct their own self review in collaboration with school leadership. • Embedding Christian Worldview into Botany Campus Curriculum – review unit plans for regularity and consistency of world-view • Map Y0-13 Special Character curriculum and resource using pastoral expertise • Depth of special character evident and effective • Establish with Elim Leadership College a 6 month semesterised biblical world view tertiary study course • Exit interviews: Students • Revise the methodology to improve effectiveness and maximise learnings for Exit interviews: Staff
11	**To maximise the opportuntites that growth brings**	• Provide well-designed and resourced 'fit for purpose' facilities • Finances managed with Board policies and financial accounting legislation. An excellent auditors' report • Manage all BOT property and assets.. Property managed according to relevant approvals, policies, and budget restraints • Implementation of 10 Year joint Property Plan Proprietor and BOT • Ensure enrolment procedures and practice comply with the Enrolment Policy as per the Deed of Integration **(MOE: Outcome-focused, fit for purpose regulatory and legislative environment)**	12 Plan for and manage finances. An appropriately set, monitored, managed, reviewed and reported budget for all income and expenditure. • Finances managed with Board policies and financial accounting legislation. An excellent auditors' report • Manage all BOT property and assets. Implementation of 10 year cyclic maintenance plan. Property managed according to relevant approvals, policies, and budget restraints • Continue planning process for new Senior Campus with research into alternative models of pedagogy, curriculum management, delivery and architecture • Monitor management of enrolment process to ensure adherence with larger numbers roll numbers • Positioned well for additional campuses

"To have an environment where artists can flourish in their artistry, where the academics are revered for their intellectual prowess, where the honest are emulated and the wise are listened to, where the quiet are respected and the unusual experience empathy, where those who are not yet ready for leadership or lack fluency in social interactions can come and grow, where just fronting up on time and in the correct uniform every day is a measure of your character and recognized as such, where laughter and banter blend comfortably with correction and purpose in an evolving tapestry of discovery and fulfillment."
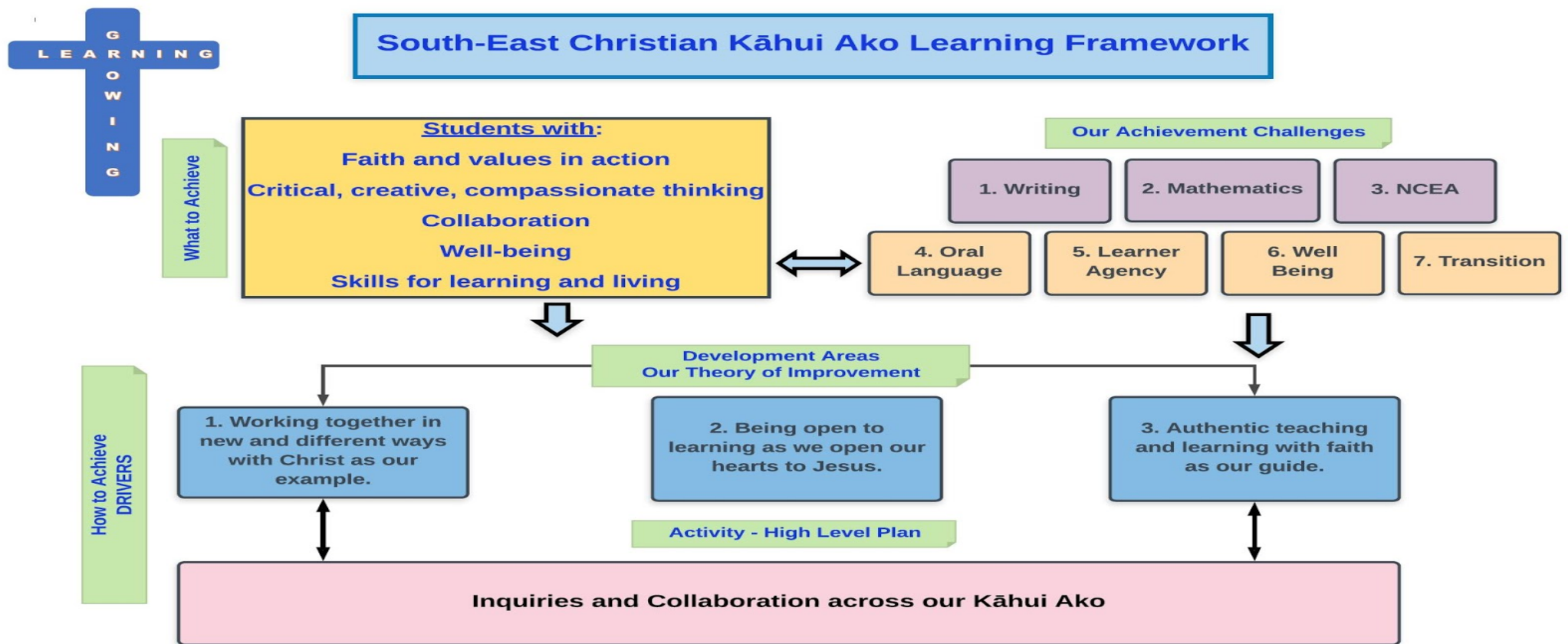
https://docs.google.com/document/d/1hauOdIJL14Lx7kTxddaZQVi3n0HyieBiP0zJ9YFfCos/edit?usp=sharing

Student Charter

Students talking about what learning looks like at Elim Christian College (student voice) Student Voice includes student selected leaders who meet regularly regarding issues raised by the classes they represent.

behaviour that supports our learning looks like ....

PB4L
Positive Behaviour for Learning

I am doing this because it helps my learning.

A staff team work with input and involvement from student voice to create visible shared expectations around behaviour that supports and promotes community and learning at Elim

what kind of learning will be happening at Elim

Learning Design Team

A key staff team think strategically about curriculum and pedagogy.

shared values underpin behaviour

we belong...

Peer Support

Older students on each campus run a programme for younger students that fosters belonging and emotional safety a safe emotional climate is necessary for learning.

South-East Christian Kāhui Ako Structure for Collaboration

Global

New Zealand

Wider Community

Governance Group
BOTs

Lead Action Group
KA Leader, ASLs, WSLs

School Communities
Students
Teachers
Families

Leadership Group
Principals, DPs, APs, SLTs

Core Lead Team
2x Principals
ASL
Other

Churches

Iwi

Businesses

MOE

Tertiary

ECC

Expert Partners

LEARNING
GROWING

South-East Christian Kāhui Ako Learning Framework

What to Achieve

Students with:
Faith and values in action
Critical, creative, compassionate thinking
Collaboration
Well-being
Skills for learning and living

Our Achievement Challenges

1. Writing
2. Mathematics
3. NCEA
4. Oral Language
5. Learner Agency
6. Well Being
7. Transition

Development Areas
Our Theory of Improvement

How to Achieve DRIVERS

1. Working together in new and different ways with Christ as our example.

2. Being open to learning as we open our hearts to Jesus.

3. Authentic teaching and learning with faith as our guide.

Activity - High Level Plan

Inquiries and Collaboration across our Kāhui Ako

February 2017 Learning Design Team – initial starting point - Future-focused learning and teaching
What learning (and teaching) issues and challenges do we currently face?
- Authentic content and context
- Learning-centred pedagogy
- Learning driven curriculum
- Multi-campus model

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- Digital technologies
    - o Digital submission
    - o Learning management systems
    - o Plagiarism
    - o Digital citizenship
- Learner agency/ self-management
- Differentiation/ personalised learning
- Cultural responsiveness/ diversity
- Teacher collaboration/ COL
- 'Disrupting' 'homework'

How can we design our learning (and teaching) to address these issues/ challenges?
Designing a digital interface will meet our changing learning (and teaching) needs
- Elim Christian College Online (ECCO)

    "An online version of myself"
Continue developing our knowledge of current research and theory of effective learning (and teaching) to guide our learning design
- 'Blended: Using disruptive innovation to improve schools' (Horn, Staker & Christensen (2014)
- Hattie's 'Developing potentials for learning: Evidence, assessment and progress' (2007)
- Developing a 'Culture of learning'

Developing curriculum content
- Use of ARISE and 'Reach, serve, influence'
- Key competencies/ '6 Competencies'
- UNESCO

Guiding Principles and Core Values

- We provide innovative solutions that have the greatest impact on student academic success.
- We create high-quality, individualized customer service experiences that are accurate, reliable, and timely.
- We establish equipment life-cycle management policies and balance current technology with fiscal responsibility.
- We act ethically and professionally to create a safe, secure, and reliable technology environment.

We value self-sufficiency via enterprise-class, open source solutions and continually seek alternatives to closed-source, proprietary systems.

ELIM CHRISTIAN COLLEGE BOT REPORTING OUTLINE AND SELF REVIEW TIMELINE 2019

		TERM	ONE	TERM	TWO		TERM	THREE		TERM	FOUR
	Feb	March	April	May	June	July	August	September	October	Nov	December
A		Updated NCEA Results & last year comparison		Strategic pedagogy / learning and teaching development	Strategic pedagogy / learning and teaching development		Strategic pedagogy / learning and teaching development	Strategic pedagogy / learning and teaching development	Strategic pedagogy / learning and teaching development		
R			SC P.E	Students learning musical instruments SC Maths JC Science	JC Social Studies Y7/8 Careers SC Gateway & Careers	SC Social Sciences JC Health & P.E	SC English / Alternative ESOL JC ESOL JC Literacy Reading / Writing	Maori and Pasefika Success SC Sciences	Maori and Pasefika Success SC Christian Living ICAS Collated Results		
I			Annual Plan % **S**tudent Voice	Annual Plan % **S**tudent Voice	Annual Plan % **S**tudent Voice	Annual Plan % EOTC Risk Management	Annual Plan % **S**tudent Voice	Annual Plan % **S**tudent Voice	Annual Plan % **S**tudent Voice	Annual Plan % **S**tudent Voice	

S						Survey of Extra-Curricula Activities				
E	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Pastoral Care / Guidance Report	School Leavers Summary

Three Yearly Secondary Curriculum Reporting Cycle

	Geo-graphy	Y12 Trades Up / Y10 MIT Course	P.E	Maths	History	Social Sciences	English / ESOL/Drama	Mandarin	Maori and Pasefika Success	Economics Accounting	Christian Living	Sciences	Visual & Perform-ing Arts	Travel & Tourism Business Studies	Gateway Careers
2017	February			May			August			September		September	October		
2018		April		May	June		August	September			October			October	
2019			April	May		June	August		September		October				June

Reports submitted in April, May, June, August, September, November and December each year

Three Yearly Primary Curriculum Reporting Cycle

	Numeracy	Y7/8 Technology	Science	Literacy Oral & Visual	Health / P.E	Literacy: Reading / Writing & ESOL	6 Pillars of Special Character	Soc Studies Y7/8 Careers	EOTC	Arts	Maori and Pasefika Success
2017	April		May	July					October		
2018	April					September	October			September	

2019	April	May			July	August		June	October		October

Reports submitted in April, May, July, September, October and December each year.

Numeracy / Secondary Maths and Literacy / Secondary English are reported every year.

BOT Self Review Timeline 2019

	Strategic		Operational		Compliance	Policies
Feb	• Confirm 2019 Annual Plan Charter preparation • BOT confirms 2019 Budget	Exec Lead BOT Mtg	• Committee Minutes • BOT approves 2019 delegations/ committees		• **2019 Charter to MOE** • Approve MU Allocation	
Mar	• **Cottage Consultation Evening** • Annual Plan Update	BOT Mtg	• Committee Minutes • Proprietor Strategic Update		• MOE Roll return • Accounts to auditors • NZQA NCEA Audit	Health and Safety Animal Welfare
Apr	• **Cottage Consultation Evening**	BOT Mtg	• Committee Minutes • Proprietor Strategic Update			Fairplay
May	• Annual Plan Update	BOT Mtg	• Committee Minutes • Proprietor Strategic Update		•	Appraisal Finance
Jun	• Annual Plan Update • ERO recommendations (any year) • **Cottage Consultation Evening**	BOT Mtg	• Committee Minutes • Proprietor Strategic Update	Personnel Finance		EEO Curriculum Delivery International Ed Treaty of Waitangi
Jul	• Staff survey • Annual Plan Update	BOT Mtg	• Committee Minutes • Proprietor Strategic Update	Finance	• MOE Roll return	Principal Appraisal Strategic & Annual Planning & Self Review
Aug	• Annual Plan Update • **Cottage Consultation Evening**	BOT Mtg	• Committee Minutes • Proprietor Strategic Update	Property		Reporting Student Progress and Achievement Policy Timetable

	Strategic		Operational		Compliance	Policies
						Health & Safety
Sep	• Commence Budget Preparation • Annual Plan Update • BOT Review to set Strategic Goals 2020 • **Cottage Consultation Evening**	BOT Mtg	• Committee Minutes • Proprietor Strategic Update		▪ Biennial Health Consultation ▪ MOE ESOL Audit	Appointments Traumatic Incident
Oct	• Annual Plan Update	BOT Mtg	• Committee Minute • Proprietor Strategic Update	Personnel		Protected Disclosure Enrolment Priority
Nov	• Final Annual Plan Update • Shape 2020 Annual Plan • Draft Budget • **Cottage Consultation Evening**	BOT Mtg	• Committee Minutes • Proprietor Strategic Update			Allocation of Units
Dec	• BOT agrees 2020 -2022 Strategic Plan • BOT approves 2020 Draft Strategic Plan • Finance Committee approves Draft Budget	BOT Mtg	• Committee Minutes			

Elim Christian College Annual Policies Review	Last reviewed: 2018	Review 2019
NAG 1 **(Executive Leadership Team)**		
Curriculum Delivery	✓	April
International Education	✓	April
Treaty of Waitangi	✓	April
NAG 2 **(Executive Leadership Team)**		
Strategic and Annual Planning and Self Review	✓	March
Reporting Student Progress and Achievement Policy	✓	
NAG 3 **(Personnel Committee)**		
Appraisal of the Principal	✓	May
Allocation of Units Policy	✓	May
Staff Appraisal (Performance Management)	✓	May
Equal Employment Opportunity	✓	May
Timetable	✓	June
Staff Appointments	✓	June
Protected Disclosures	✓	June
NAG 4 **(Finance Committee)**		
Finance	✓	July
NAG 5 **(Personnel Committee)**		
Fairplay (mandatory as ECC signatory to Counties Manukau Sportfit)	✓	August
Health and Safety	✓	August
Animal Welfare (mandatory)	✓	September
Traumatic Incident	✓	September

NAG 6 (Chairperson & Principal) Enrolment Priority	✓	August

Strategic Planning Goals or BHAGS 2019-2020

BHAG 2: To become a high-performing school of choice

Success for Maori and Pasifika Students

NCEA: To achieve 85% of Maori and Pasifika students at achieved or above
National Standards: To increase the number of **Maori and Pasifika** students achieving at the 'above' and 'at' levels by 5% in **reading, writing and maths**
BHAG 2: To be the **school of choice** for Maori and Pasifika students

Māori students account for **4.58%** of the school roll
Pasifika students account for **5.84%** of the school roll

Targeting: Identity, Language and **Culture** as the basis for the **Tataiako Competencies**. We aim to *"know, respect and work with Maori learners and their whanau and iwi so their worldview, aspirations and knowledge are an integral part of teaching and learning and the culture of Elim Christian College."*

We aim to address the **Tataiako Competencies of:**

- **Ako**: Practice in the classroom and beyond
- **Whanaungatanga**: Relationships (students, school-wide, community) with high expectations
- **Tangata Whenuatanga**: Place-based, socio-cultural awareness and knowledge
- **Manaakitanga**: Values – integrity, trust, sincerity, equity
- **Wananga**: Communication, problem solving, innovation

Targeting: Pasifika Cornerstones: Valuing and respecting elders, leadership, build and leading strong relationships through service; reciprocity as a way of life where one's location, connectedness to family and community defines one's well-being, sense of belonging, identity and culture. Drawing on internal (within families and communities such as church) and external (outside of families and communities such as in schools) factors that influence education such as: knowledge of family (extended), roles, sense of position, and the importance and value of strong networked relationships understanding the importance of social structures such as community and church and utilising these in consultation and seeking feedback high educational expectations; building on Pasifika strengths strong identities, multiple worlds, language, culture and epistemologies engaged parents.

We aim to address the **Pasifika Values of**:

Spirituality / Relationships / Inclusion / Reciprocity / Service / Respect / Leadership / Love / Belonging / Family
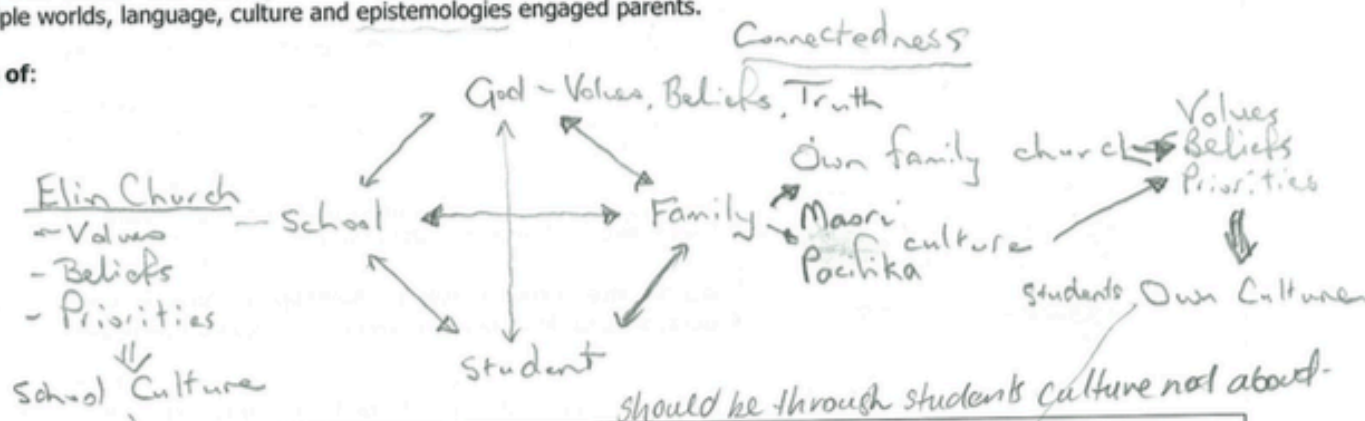
Annual Plan Actions 2019	Annual Plan Actions 2020
▪ Continue to foster and grow Cultural Groups on both campuses ▪ Ensure that cottage meetings always incude consultation with Maori and Pasifika parents ▪ Actively cognisant of growing our Maori and Pasifika students as leaders; increase the number of cultural leaders ▪ **Cointue development of** GC Pasifika Performing Group **(Inclusion, Belonging, Family, Spirituality, Relationships)** ▪ Continue to identify Maori students for careers opportunities beyond school in terms of scholarships if student requirements are met. **(Whanaungatanga / Tangata Whenuatanga)** ▪ BC students attending the 2017 Polyfest ▪ Continue weekly Te Reo snippets for staff and use of Waiata in staff gatherings ▪ **Set up** an opportunity for whole staff to visit the Marae, share a meal and engage in a professional learning session based around Ti Kanga and protocol. To help staff develop ability and skill to best support the Maori and Pasifika planned **(Manaakitanga)**	▪ Further develop Staff team member to lead the ongoing and developing Success for Maori and Pasifika Programme /Strategic Plan at Senior Campus ▪ To further develop Learning Mentoring Programme providing academic/pastoral support for students. ▪ Further develop Maori/Pasifika Community Evening with parents/ students: to grow relationships ▪ Senior Campus students attending the 2018 Polyfest ▪ Continue weekly Te Reo snippets for staff and use of Waiata in staff gatherings ▪ Develop a powhiri for new students at each Campus and include it in the First few Day Orientation Programme ▪ **Review** options for the administration of Parent/Teacher/Student Conferences at both Campuses ▪ **Establish** a coordinated approach to all students having the opportunity for Marae visits including leadership training for Prefects etc**…. (Manaakitanga)** ▪ **To** have Maori/Pasifika Staff Focus Learning Group to keep teachers up to date with best practise with Maori and Pasifika Learner **(Ako) (Leadership)**

- **Manaakitanga**: Values – integrity, trust, sincerity, equity
- **Wananga**: Communication, problem solving, innovation

Targeting: Pasifika Cornerstones: Valuing and respecting elders, leadership, build and leading strong relationships through service; reciprocity as a way of life where one's location, connectedness to family and community defines one's well-being, sense of belonging, identity and culture. Drawing on internal (within families and communities such as church) and external (outside of families and communities such as in schools) factors that influence education such as: knowledge of family (extended), roles, sense of position, and the importance and value of strong networked relationships understanding the importance of social structures such as community and church and utilising these in consultation and seeking feedback high educational expectations; building on Pasifika strengths strong identities, multiple worlds, language, culture and epistemologies engaged parents.

We aim to address the **Pasifika Values of**:
- **Spirituality**
- **Relationships**
- **Inclusion**
- **Reciprocity**
- **Service**
- **Respect**
- **Leadership**
- **Love**
- **Belonging**
- **Family**

[Handwritten annotations: Connectedness; God – Values, Beliefs, Truth; Own family church → Beliefs; Values; Priorities; Elim Church – Values – Beliefs – Priorities – School ← → Family; Maori Pacifika culture; Students Own Culture; School Culture; Student; should be through students culture not about]

Annual Plan Actions 2012	Annual Plan Actions 201	Annual Plan Actions 201
Develop school wide Maori and Pasifika achievement plans	**Implement** Maori and Pasifika achievement plans **(Tangata Whenuatanga)**	**Participate** in the East Auckland Kohanga Festival
Establish Junior Campus Kapa haka Group **(Manaakitanga / Tangata Whenuatanga)**	**Establish** Junior Campus Pacifika Performing Group **(Inclusion, Belonging, Family, Spirituality, Relationships)**	
Development of Senior Campus Maori cultural group to affirm identity as tangata whenua **(Whanaungatanga/ Tangata Whenuatanga)**	**Establish** contact with Tahawai Marae at Edgewater College: Whaia Helene Crown **(Manaakitanga)**	
	Set up an opportunity for whole staff to visit the Marae, share a meal and engage in a professional learning session based around Ti Kanga	

[Handwritten annotations at bottom: Identification of similarities + differences in culture – How does the school, move to reduce a competitive culture To an inclusive culture]

| | To facilitate Senior Campus students attending the 2013 Polyfest | | | |

To facilitate Senior Campus students attending the 2013 Polyfest

To provide opportunities to grow our Maori and Pasifika students in leadership roles (Whanaungatanga / Tangata Whenuatanga) (Leadership, Service, Respect)

At the Junior Campus to give our Maori, Pasifika and other students an opportunity to express and experience the Maori and Pasifika cultures (Whanaungatanga /Tangata Whenuatanga)

To have Maori/Pasifika Staff Focus Learning Group to keep teachers up to date with best practise with Maori and Pasifika Learner (Ako) (Leadership)

Introduce weekly Te Reo snippets for staff and increase the use of Waiata in staff gatherings

Review options for the administration of Parent/Teacher/Student Conferences at both Campuses

[Handwritten margin notes:]
- Grow a group to perform in the non-competitive section of the Polyfest.
- Talanoa - storytelling
- HOW Invite guest speakers eg Dietrich Soakai.
- Having a whaea or kaumata to give advise + support to tsl/ managers
- The language learning is intrinsic to knowing the culture - How to behave within shared spaces.
- → Facilitate staff becoming more fluent in Tikanga. eg Maori language lessons

JUNIOR CAMPUS TE REO MĀORI PROGRAMME

LEVEL 1 ACHIEVEMENT OBJECTIVE	By the end of Year 2 the Learner Can:	By the end of Year 4 the Learner Can:	By the end of Year 6 the Learner Can:	By the end of Year 8 the Learner Can:
1.t0 understand the importance of correct pronunciation of Māori sounds, names and places, including macrons.	Practise vowels / syllables a, e, i, o, u; a, ha, ka, ma,... Personal names; Streets; Rivers; Taranaki Towns Importance of macrons, e.g. *matua / mātua; kaka / kākā*			

Junior Campus	2016	2017	2018
Continued development of JC Kapa Haka group		Participation in Koanga Festival	Participation in Koanga Festival
		Former JC students to continue at SC as a kapa haka group	Kapa Haka group to perform the karanga
Te Reo programme in classrooms (How confident are our teachers?)		Assess impact of Cultureflow PD on teaching and determine continued involvement.	All staff will be required to participate with understanding and confidence in cultural situations. This will be seen as all staff (on a rotational basis) will lead a karakia and waiata at the start of each staff meeting.
Continued development of Maori and Pasifika Achievement plans	Maori student's academic profile is similar to the whole school and they do not stand out as a distinct underachieving group. National Standards and NCEA expectations are the same for all students. School will however, continue to monitor, evaluate and report on the academic achievement of Maori and Pasifika students.		
Increase engagement with our Maori parents and wider community.		Continue to develop review consultation meetings as a regular annual event.	Establish regular reports to BOT from the Maori/Pasifika Consultation group to ensure that programmes and initiatives that have been established are having a positive impact.
Student Engagement	Ensure Maori students are represented in leadership, cultural, and sporting positions.		

What?	When?	How?
Powhiri		Protocol around this
	New students	Practise session(s)
	International visitors	Help prepare speeches
Performances	Koanga Festival (Term 3)	Availability for practice times when event is nearing
	JC Grandparents Day (Term 3)	Present at the Koanga Festival
	SC and JC Prize-givings (Term 4)	Present at the powhiri
	Powhiri	
JC Kapa Haka Group	To visit the group at least three times a term	Reconnect with group/tutors
	Powhiri	Tikanga

		Select suitable songs/actions Present at the powhiri
Staff PD	Writing a mihimihi	In Maori culture, where you are from is more important than your name. We need to tell the story of where we have come from as being on staff at ECC is part of that journey. It is not by chance that this is our point of 'rest' in that journey. Start with Executive Leadership team. Can role model this to rest of staff and eventually have us all 'own' our mihimihi.
Advisory role	Staff Farewells	Tikanga Help prepare speeches
	Powhiri	Tikanga Present at the powhiri
		Consult with Kapa Haka tutors, provide songs that complement our Special Character, guidance on actions of songs
Tikanga - overall	Provide guidance/teaching on tikanga	We want to acknowledge the bi-culturalism of New Zealand within our *Special Character* school. It is extremely important that whatever we do adopt, is done keeping in mind that we are a Christian school.