

Charter

2021



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

It is 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 are currently reviewing our 'Success for Maori & Pasifika Plans' through accessing MOE documents and consultation with parents who had identified their children as being of either Maori or Pasifika ethnicity. Each year we report and analyse Maori and Pasifika achievement data and implement support for all students including priority learners. Such programmes of support are documented and reported to the Board of Trustees through our annual reporting programme.

We consult with and receive significant support from our community through cottage meetings and a variety of information, reporting and consultation events throughout the year. Such events keep our parent community engaged and provide for dialogue, feedback and feed-forward contributing to our self-review and planning process.

DESCRIPTION & KEY STATEMENTS

- Elim Christian College has 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 (of kindness/ aroha, diligence/pukuahuwhenua and respect/manakitanga) and exploring their God-given potential, to achieve personal excellence for God's glory.

ARISE to a future and a hope

Achievement	We want all students to achieve their personal best										
Responsibility	We want all students to be self-disciplined, diligent citizens and life-long learners										
Inspiration	We want all students to have fun learning, celebrate success with an attitude for excellence										
Skills	We want all students highly skilled and equipped to make a creative and innovative contribution to society										
Elim Christian Character	We want all students to have a foundation of Biblical knowledge expressed vibrantly in Christian values and character										
VISION STATEMENT <i>Elim Christian College community aims for each student to be inspired, responsible, academically and practically skilled lifelong learners, living their Christian values (of kindness/ aroha, diligence/pukuahuwhenua and respect/manakitanga) and exploring their God-given potential, to achieve</i>	Strategic Focus Areas (SFAs) Supporting BHAGs, NAGs and NELPs										
	BHAGs as supported by SFAs	1. To have a strong Elim Special Character modelling our operations	✓				✓				
		2. To become a high performing school of choice		✓	✓	✓	✓	✓	✓	✓	✓
		3. To provide for all students and staff to optimize leadership growth potential	✓	✓	✓	✓		✓	✓	✓	✓
		4. Maximise the opportunities that growth brings							✓		✓
	NAGs as supported by SFAs	1. Learning Programmes, Evaluation and Special Programmes		✓	✓	✓		✓		✓	
		2. Strategic Plan Compilation against NEG					✓	✓	✓	✓	
		2a. Reporting						✓	✓	✓	
		3. Good Employer				✓		✓		✓	

personal excellence for God's glory. To Reach, Serve and Influence		4. Financial Management						✓		✓	
		5. Safe Environment	✓			✓		✓		✓	✓
		6. Compliance with General Legislation						✓		✓	
		7. Charter Compilation and Submission	✓	✓	✓	✓	✓	✓	✓	✓	✓
		8. Gap Analysis						✓		✓	
	NELPs as supported by SFAs	1. Learners at the centre	✓	✓	✓	✓	✓	✓	✓	✓	
		2. Barrier free access	✓	✓	✓	✓	✓	✓	✓	✓	
		3. Quality teaching and leadership	✓	✓	✓	✓	✓	✓	✓	✓	
		4. Future of Learning and Work	✓	✓	✓	✓	✓	✓	✓	✓	
		5. World Class Inclusive Public Education	✓	✓	✓	✓	✓	✓	✓	✓	✓

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 Decile 7 state-integrated area (Y1-13) school community of 1250 students - impacting the whole person and providing a seamless quality education founded on a biblical world-view and based on sound Christian principles 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. Our special character is determined by the faith system made up of the Christian beliefs, values and lifestyle of our proprietors, 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. Parents and students are expected to support the Special Character of the School.

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 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 Christ, 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 2020 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)

2020 ANALYSIS OF NCEA RESULTS

Summary: Enrolment-Based Cumulative Overall Results

Detailed Comparison:

% of students achieving NCEA Qualifications	Elim 2020 (Nat Ave) [Decile 7]	Elim 2019 (Nat Ave) [Decile 4-7]	ELIM 2018 (Nat Avg)	ELIM 2017 (Nat Avg)
NCEA Level 3 Y13 students	96 (71) [80]	77 (66) [65]	78 (66) [66]	80 (66) [66]
Endorsed with Merit	48 (33) [35]	34 (27) [24]	33 (28)	41 (23)
Endorsed with Excellence	22 (21) [22]	14 (15) [13]	17 (15)	15 (16)
NCEA Level 2 Y12 students	91 (80) [87]	82 (76) [79]	84 (78) [80]	84 (79) [83]
Endorsed with Merit	46 (25) [27]	38 (26) [23]	44 (26)	34 (22)
Endorsed with Excellence	17 (18) [19]	20 (17) [14]	13 (16)	10 (16)
NCEA Level 1 Y11 students	86 (72) [79]	77 (69) [72]	84 (72) [75]	81 (75) [78]
Endorsed with Merit	38 (27) [28]	54 (35) [32]	48 (35)	35 (32)
Endorsed with Excellence	18 (18) [18]	16 (20) [17]	18 (21)	22 (20)
University Entrance	72 (52) [60]	61 (47) [44]	68 (49) [47]	74 (49) [47]
Number of Scholarships	7		6	4
	Photography (2) English (2) Geography History French	Digital Technology (2) Chemistry (2) Calculus Biology	Painting Economics (2) Calculus (Y12 student) Geography Statistics	Calculus Chemistry Physics Statistics (Outstanding)

As from 2018, data is now enrolment-based. NZQA has adjusted all historical data from 2014 to be enrolment-based (previously was participation-based).

ACCELERATED STUDENTS IN YEARS 9/10:

SAC (Special Assessment Conditions) Students:

2016 – 15

2017 – 11

2018 – 39: Y13 = 10, Y12 = 10, Y11 = 19

2019 – 35: 10 new & 27 existing

Y13 = 7, Y12 = 19, Y11 = 9

MAC: Y13 = 2, Y12 = 1

BC Y11 x 1 doing SPEC

2020 – 41

Y13 = 20, Y12 = 8, Y11 = 13

MAC: Y12 = 1, Y11 = 1

BC: Y13 = 20, Y12 = 7, Y11 = 12

- One Y11 student (deaf) gained L1 endorsed with Excellence
- Two Y11 students gained L1 endorsed with Merit
- One Y13 student (blind) gained L3 endorsed with Excellence

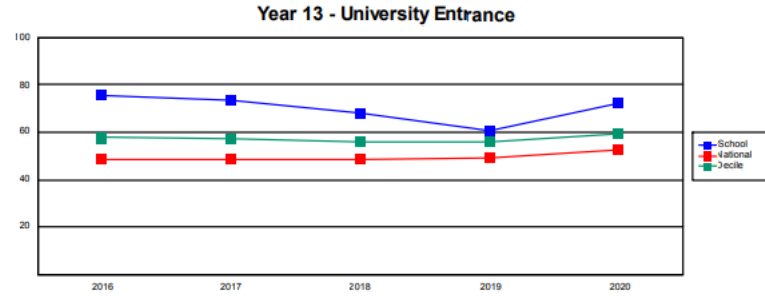
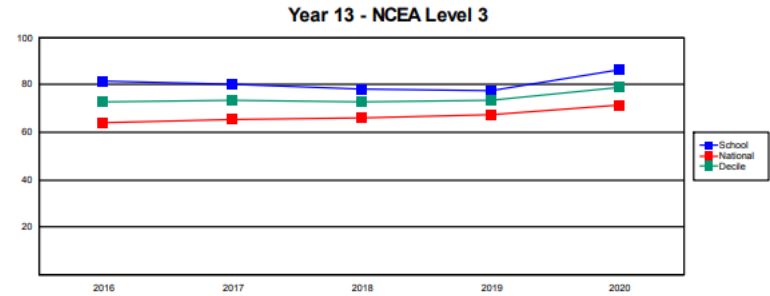
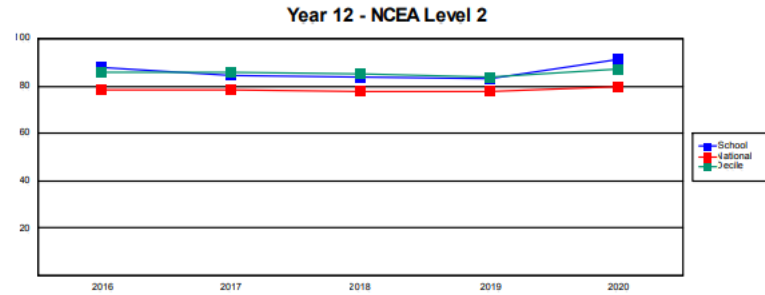
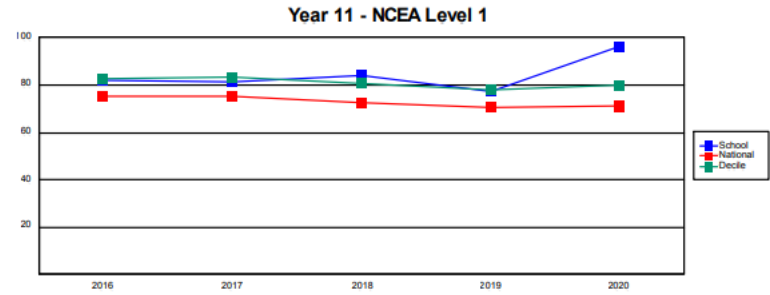
- **23** of our **Y10** students entered **L1 Mathematics**:
- **5** endorsed with **Excellence** and **9** with **Merit**
- **2** of our **Y10** students entered **L2 Mathematics**:
- **2** endorsed with **Excellence**

Achievement in NCEA and UE: Elim Christian College

Generated 11-Feb-2021

PR2 - Enrolment Based Cumulative Overall Results

Elim Christian College					National				Decile 7			
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
2016	82.1	87.8	81.5	75.3	75.3	78.4	64.2	48.8	82.5	85.9	72.9	57.7
2017	81.0	84.3	80.3	73.7	75.0	78.5	65.5	48.9	83.1	85.5	73.6	57.3
2018	84.3	83.6	78.4	68.0	72.4	77.6	66.1	48.9	80.8	85.1	72.8	56.0
2019	77.4	82.8	77.7	60.6	70.6	77.5	67.3	49.3	78.1	83.8	73.6	55.8
2020	95.8	91.1	86.4	72.0	70.9	79.5	71.7	52.4	79.9	87.0	78.8	59.6



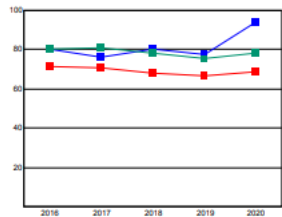
Achievement in NCEA and UE: Elim Christian College

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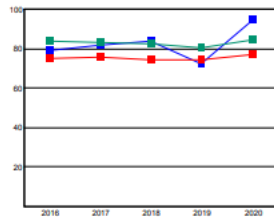
PR2 - Enrolment Based Cumulative Results by Gender

	Elim Christian College				National				Decile 7			
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
Male												
2016	80.3	79.5	75.0	72.2	71.6	75.2	58.7	42.2	80.6	83.9	67.0	50.8
2017	76.0	82.0	71.4	64.3	71.0	75.5	60.1	42.1	81.1	83.1	67.9	49.6
2018	80.3	83.9	73.6	60.4	68.2	74.2	61.0	42.4	78.5	82.5	66.9	48.6
2019	77.4	72.7	67.4	54.3	66.5	74.7	62.3	42.2	75.3	80.5	68.1	48.2
2020	93.6	94.7	82.4	64.7	68.7	77.1	67.9	45.6	78.4	84.6	73.7	51.8
Female												
2016	84.8	94.1	86.7	77.8	79.1	81.8	69.2	54.9	84.7	88.0	78.8	64.8
2017	86.0	87.2	85.4	79.2	79.2	81.5	70.5	55.2	85.4	88.0	79.4	65.1
2018	87.9	83.3	84.1	77.3	76.8	81.0	70.7	54.8	83.3	87.8	78.8	63.5
2019	77.3	91.0	87.5	66.7	74.9	80.2	71.9	55.8	81.1	87.4	78.9	63.2
2020	98.0	86.4	89.6	77.6	73.2	81.9	75.3	58.8	81.5	89.6	83.9	67.4

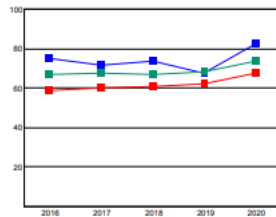
Year 11 NCEA Level 1 - Male



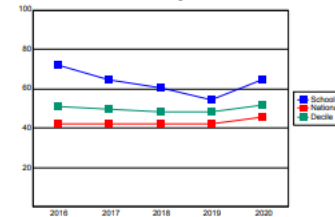
Year 12 NCEA Level 2 - Male



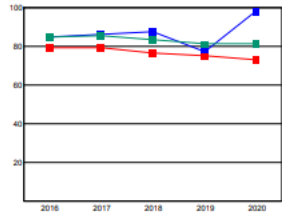
Year 13 NCEA Level 3 - Male



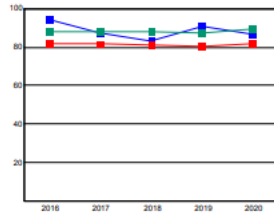
Year 13 University Entrance - Male



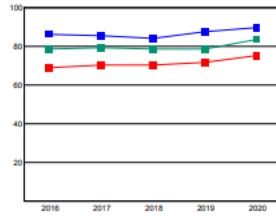
Year 11 NCEA Level 1 - Female



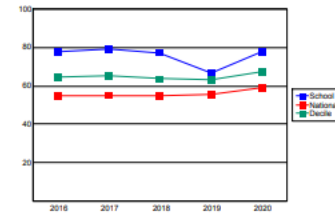
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



- **L1 Literacy** 100% (National Average: 84.9%) [Decile 7: 91.5%]
- **L1 Numeracy** 100% (National Average: 83.2%) [Decile 7: 90.6%]
 - 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												
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Y13	126	105	101	90	89	74	62	48	51	48	50	40
Y12	112	129	120	110	104	98	79	67	55	54	57	62
Y11	106	117	137	110	111	95	105	76	71	61	53	60

2020 School Leavers:

	Total	Leavers With Level 2	Leavers Without Level 2	
Y13	126	124	2	<i>Students without Level 2:</i> <ul style="list-style-type: none"> • 1 student – mental health. Returning to South Africa • 1 international student – did not achieve Level 1 or 2
Y12	14	11	3	<ul style="list-style-type: none"> • 1 student gained UE and Level 3 endorsed with Excellence. Gained 3 scholarships. Accepted into University of Auckland. • 1 student did not gain Level 1 or 2 – significant mental health issues. Extensive support from counsellor and NHS. Enrolled with Te Kura • 1 student – mental health – end of schooling • 1 student – end of schooling. Part time study
Y11	3	NA	NA	<ul style="list-style-type: none"> • 2 students enrolled at other schools • 1 student on to apprenticeship
	143	135	5	

- 94% of school leavers achieved L2 or higher.
- 98% of Y13 students left school with Level 2.
- All levels included a number of international students plus learning needs – aim is to gain L1 & L2 (multi-levelling) over two years

2020 Analysis of Maori and Pasifica Achievement

2020 Maori student achievement: *(National Average in brackets)*

	UE	Number	% Gained	% Merit Endorsement	
L3	55% (33) [34] 5	11	82% (60) [63]	9%	<ul style="list-style-type: none"> • All students have achieved Level 2 • 1 student awarded University of Otago Maori Entrance Scholarship • 5 students gained Level 3 and UE
L2	-	14	71% (71) [76]	21%	<ul style="list-style-type: none"> • 2 students did not achieve Level 1 or 2. <p>Also 2 students with mental health needs and 1 student on special learning programme</p>
L1	-	8	88% (58) [64]	50%	<ul style="list-style-type: none"> • 1 student did not achieve Level 1

2020 Pasifica student achievement: *(National Average in brackets)*

	UE	Number	% Gained	% Merit Endorsement	
L3	54% (32) [33] 9	13	85% (68) [67]	15%	<ul style="list-style-type: none"> • All students have achieved L2 • 9 students gained Level 3 and UE
L2	-	9	67% (76) [79]	56%	<ul style="list-style-type: none"> • 2 students did not achieve Level 2
L1	-	8	78% (67) [72]	38%	<ul style="list-style-type: none"> • 1 student did not achieve Level 1

2020 Analysis of Male and Female Achievement

2020 Male student achievement: (National Average in brackets)

	% UE	Total Number	% Gained	% Merit Endorsement	% Excellence Endorsement
Level 1	-	50	94 (69) [75]	38%	22%
Level 2	-	61	95 (77) [81]	44%	9%
Level 3	65 (46) [43]	55	82 (68) [68]	29%	11%

2020 Female student achievement: (National Average in brackets)

	% UE	Total Number	% Gained	% Merit Endorsement	% Excellence Endorsement
Level 1	-	51	98 (73) [77]	51%	18%
Level 2	-	50	86 (82) [86]	36%	20%
Level 3	78 (59) [57]	70	90 (75) [77]	36%	17%

Responsive Curriculum at BC: NCEA 2020

- 2020 was a challenging year for NCEA students. Despite this, students have exceeded previous achievement levels with high percentages of pass rates and endorsements.
- 100% L1 Literacy and 100% L1 Numeracy – this is an excellent result, especially regarding Literacy which has shown significant improvement
- Student success has been accelerated by additional opportunities provided to students to gain credits to achieve NCEA L3 and university entrance.
- Effective tracking of “at risk” and including Maori/Pacific students have allowed for early intervention for success.
- **Maori and Pacific results showed significant improvement** in pass rates as well as levels of Merit endorsements – this reflects the purposeful emphasis on recognising the importance of Bicultural identity and the focus on empowerment of Maori and Pacifica cross-cultural groups. All % rates were well above National and comparative Decile 7 results, except for Level 2 which closely matches – we did have a weak cohort within Y12 Pacifica who were aiming for Level 1 completion.
- There was **little discrepancy between Male vs Female students at Elim**: At Year 12, Elim Male students’ results were higher than Females, with small differences at Years 11 and 13. In comparison, National statistics show Females to outperform Males at all levels.

- Numerous students who were identified as “at risk” have successfully gained their NCEA level(s). Some who have not been as successful would have benefitted from earlier intervention and closer communication between counsellors, whanau leaders and teaching staff. It is intended that this will be improved through KAMAR in 2021.
- There is a need to further embed learner agency within the NCEA curriculum to maintain the success rates.

2020 ANALYSIS OF NCEA RESULTS

Summary: Enrolment-Based Cumulative Overall Results

Detailed Comparison:

% of students achieving NCEA Qualifications	Elim 2019 (Nat Ave) [Decile 4-7]	ELIM 2018 (Nat Avg)	ELIM 2017 (Nat Avg)	ELIM 2016 (Nat Avg)	ELIM 2015 (Nat Avg)
NCEA Level 3 Y13 students	77 (66) [65]	78 (66) [66]	80 (66) [66]	82 (64) [65]	87 (63) [77]
Endorsed with Merit	34 (27) [24]	33 (28)	41 (23)	35 (27)	34 (28)
Endorsed with Excellence	14 (15) [13]	17 (15)	15 (16)	15 (15)	7 (14)
NCEA Level 2 Y12 students	82 (76) [79]	84 (78) [80]	84 (79) [83]	88 (78) [82]	90 (76) [80]
Endorsed with Merit	38 (26) [23]	44 (26)	34 (22)	47 (26)	49 (26)
Endorsed with Excellence	20 (17) [14]	13 (16)	10 (16)	11 (16)	13 (15)
NCEA Level 1 Y11 students	77 (69) [72]	84 (72) [75]	81 (75) [78]	82 (75) [78]	79 (75) [77]
Endorsed with Merit	54 (35) [32]	48 (35)	35 (32)	46 (34)	51 (34)
Endorsed with Excellence	16 (20) [17]	18 (21)	22 (20)	14 (20)	22 (19)
University Entrance	61 (47) [44]	68 (49) [47]	74 (49) [47]	75 (49) [48]	70 (48) [48]
Number of Scholarships		6	4	3	1
	Digital Technology (2) Chemistry (2) Calculus	Painting Economics (2) Calculus (Y12 student)	Calculus Chemistry Physics	Calculus Chemistry Physics	Statistics

	Biology	Geography Statistics	Statistics (Outstanding)		
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As from 2018, data is now enrolment-based. NZQA has adjusted all historical data from 2014 to be enrolment-based (previously was participation-based).

ACCELERATED STUDENTS IN YEARS 9/10:

- **18** of our **Y10** students and **2** of our **Y9** students entered **L1 Mathematics**:
5 endorsed with **Excellence** and **6** with **Merit**

University	Entrance Requirements:
From 2014 onwards	<ul style="list-style-type: none"> • 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)

SAC (Special Assessment Conditions) Students:

2016 – 15
2017 – 11
2018 – 39: Y13 = 10, Y12 = 10, Y11 – 19
2019 – 35: 10 new & 27 existing
 Y13 = 7, Y12 = 19, Y11 = 9
 MAC: Y13 = 2, Y12 = 1
 BC Y11 x 1 doing SPEC

2020 Analysis of Variance : Progress & Achievement Data & Maori & Pasifica Success (Annual Report)

2020 National Standard Reporting

School Number: 1190

Name: Elim Christian College Golfland Campus GC Y1-8

READING

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2020 503	15	3.0%	70	13.9%	287	57.1%	131	26.0%	83.1%
Y1-8 2019 516	13	2.5%	73	14.1%	281	54.5%	149	28.9%	83.4%
Y1-6 2018 346	4	1.2%	60	17.3%	176	50.9%	106	30.6%	81.5%
Male-248	10	4.0%	36	14.5%	141	56.9%	61	24.6%	81.5%
Male -254	11	4.3%	42	16.6%	129	50.8%	72	28.3%	79.1%
Male - 176	2	1.1%	34	19.4%	91	51.7%	49	27.8%	79.5%
Female 255	5	2.0%	34	13.3%	146	57.2%	70	27.5%	84.7%
Female 262	2	0.8%	31	11.8%	152	58.1%	77	29.3%	87.4%
Female 170	2	1.2%	26	15.3%	85	50%	57	33.5%	83.5%

Māori - 18	2	11.1%	3	16.7%	10	55.5%	3	16.7%	72.2%
Pasifika- 24	3	12.5%	3	12.5%	12	50.0%	6	25.0%	75.5%
Asian- 215	6	2.8%	25	11.6%	133	61.9%	51	23.7%	85.6%
European- 230	4	1.7%	35	15.2%	123	53.5%	68	29.6%	83.1%
MELAA- 13	0	0%	3	23.1%	7	53.8%	3	23.1%	76.9%
Other -3	0	0%	1	33.3%	2	66.7%	0	0%	66.7%

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 43	0	0%	15	34.9%	28	65.1%	0	0%	65.1%
After 2yrs 56	0	0%	14	25.0%	39	69.6%	3	5.4%	75.0%
After 3yrs 60	0	0%	12	20.0%	43	71.7%	5	8.3%	80.0%
EoY4 61	0	0%	12	19.7%	26	42.6%	23	37.7%	80.3%
EoY5 67	1	1.4%	4	6.0%	32	47.8%	30	44.8%	92.6%
EoY6 52	3	5.8%	1	1.9%	17	32.7%	31	59.6%	92.3%
EoY7 78	4	5.1%	5	6.4%	55	70.5%	14	18.0%	88.5%
EoY8 86	7	8.1%	7	8.1%	47	54.7%	25	29.1%	83.8%

READING	2015	2016	2017	2018 Y1-6	2019 Y1-8	2020
Elim GC Y1-8	89%	87%	87%	81.5%	83.4%	83.1%
Elim MAC Y1-8				87.4%	69.8%	85.4%
Elim MAC/GC Combined				82.6% Y1-6	80.5%	84.3%

2020 National Standard Reporting
School Number: 1190
Name: Elim Christian College GC Y1-8

WRITING

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2020 503	15	3.0%	81	16.1%	311	61.8%	96	19.1%	80.9%
Y1-8 2019 516	9	1.7%	93	18%	318	61.6%	96	18.6%	80.2%
Y1-6 2018 346	6	1.7%	84	24.3%	195	56.4%	61	17.6%	74%
Male-248	10	4.0%	48	19.4%	151	60.9%	39	15.7%	76.6%
Male -254	7	2.8%	64	25.2%	151	59.4%	32	12.6%	72%
Male - 176	4	2.3%	58	32.9%	92	52.3%	22	12.5%	64.8%
Female-255	5	2.0%	33	12.9%	160	62.7%	57	22.4%	85.1%
Female-262	2	0.8%	29	11.1%	167	63.7%	64	24.4%	88.1%
Female-170	2	1.2%	26	15.3%	103	60.6%	39	22.9%	83.5%
Māori -18	2	11.1%	5	27.8%	8	44.4%	3	16.7%	61.1%
Pasifika-24	2	8.3%	4	16.7%	15	62.5%	3	12.5%	75.0%
Asian-215	6	2.8%	24	11.2%	140	65.1%	45	20.9%	86.0%

European-230	5	2.2%	45	19.6%	138	60.0%	42	18.3%	78.3%
MELAA-13	0	0%	3	23.1%	7	53.8%	3	23.1%	76.9%
OTHER -3	0	0%	0	0%	3	100%	0	0%	100%

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 43	0	0%	10	23.3%	32	74.4%	1	2.3%	76.7%
After 2yrs 56	0	0%	16	28.6%	39	69.6%	1	1.8%	71.4%
After 3yrs 60	0	0%	12	20.0%	43	71.7%	5	8.3%	85.5%
EoY4 61	1	1.6%	8	13.1%	30	49.2%	22	36.1%	85.3%
EoY5 67	0	0%	9	13.4%	41	61.2%	17	25.4%	86.6%
EoY6 52	3	5.8%	6	11.5%	29	55.8%	14	26.9%	82.7%
EoY7 78	4	5.1%	7	9.0%	59	75.6%	8	10.3%	85.9%
EoY8 86	7	8.1%	13	15.1%	38	44.2%	28	32.6%	76.8%

WRITING	2015	2016	2017	2018 (Y1-6)	2019	2020
Elim GC Y1-8	74%	75%	79%	74% Y1-6	80.2%	80.9%
Elim MAC Y1-8				84%	80.6%	77.2%
Elim GC/MAC Combined				76% Y1-6	80.4%	79.1%
OLSS Y1-6					88.5%	
SMCP Y1-6					89%	
St Marks Y1-6					76%	
Kingsgate School Y1-8					74%	

2020 National Standard Reporting
School Number: 1190
Name: Elim Christian College GC Y1-8

MATHEMATICS

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2020 503	19	3.8%	59	11.7%	223	44.3%	202	40.2%	84.5%
Y1-8 2019 516	18	3.5%	45	8.7%	253	49.0%	200	38.8%	87.8%
Y1-6 2018 -346	1	0.3%	30	8.7%	193	55.7%	122	35.3%	91%
Male - 248	11	4.4%	24	9.7%	106	42.7%	107	43.2%	85.9%
MALE - 254	10	3.9%	20	7.9%	115	45.3%	109	42.9%	88.2%
MALE - 176	0	0%	15	8.5%	89	50.6%	72	40.9%	91.5%
Female -255	8	3.1%	35	13.7%	117	45.9%	95	37.3%	83.2%
FEMALE- 262	8	3.1%	25	9.5%	138	52.7%	91	34.7%	87.4%
FEMALE-170	1	0.6%	15	8.8%	104	61.2%	50	29.4%	90.6%
Māori - 18	2	11.1%	4	22.2%	7	38.9%	5	27.8%	66.7%
Pasifika - 24	3	12.5%	3	12.5%	11	45.8%	7	29.2%	75.0%
Asian- 215	4	1.9%	17	7.9%	88	40.9%	106	49.3%	90.2%
European -230	10	4.3%	32	13.9%	111	48.3%	77	33.5%	81.8%
MELAA -13	0	0%	2	15.4%	5	38.5%	6	46.2%	84.7%
Other -3	0	0%	1	33.4%	1	33.3%	1	33.3%	66.6%

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 43	0	0%	3	7.0%	38	88.4%	2	4.6%	93.0%
After 2yrs 56	0	0%	6	10.7%	42	75.0%	8	14.3%	89.3%
After 3yrs 60	0	0%	14	23.3%	31	51.7%	15	25.0%	76.7%
EoY4 61	3	4.9%	6	9.8%	22	36.1%	30	49.2%	85.3%
EoY5 67	0	0%	7	10.4%	26	38.8%	34	50.8%	89.6%
EoY6 52	3	5.8%	4	7.7%	19	36.5%	26	50.0%	86.5%
EoY7 78	5	6.4%	7	9.0%	29	37.2%	37	47.4%	84.9%
EoY8 86	8	9.3%	12	14.0%	16	18.6%	50	58.1%	76.7%

Mathematics	2015	2016	2017	2018 Y1-6	2019	2020
Elim GC Y1-8	85%	86%	88%	91% Y1-6	87.8%	84.5%
Elim MAC Y1-8				89.9%	79.1%	82.9%
Elim MAC/GC Combined				90.8% Y1-6	86.0%	83.7%

Data Comparison 2013-2020 For year cohorts

READING:

YEAR 1	Y1 2020	
At/Above	65.1%	

YEAR 2	Y1 2019	Y2 2020	
At/Above	78.7%	75.0%	

YEAR 3	Y1 2018	Y2 2019	Y3 2020	
At/Above	72.2%	75.4%	80.0%	

YEAR 4	Y1 2017	Y2 2018	Y3 2019	Y4 2020	
At/Above	79.6%	84.6%	87.1%	80.3%	

YEAR 5	Y1 2016	Y2 2017	Y3 2018	Y4 2019	Y5 2020	
At/Above	76%	79.5%	85.7%	86.4%	92.6%	

YEAR 6	Y1 2015	Y2 2016	Y3 2017	Y4 2018	Y5 2019	Y6 2020	
At/Above	77%	89%	91%	76%	85.5%	92.3%	

YEAR 7	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	Y6 2019	Y7 2020	
At/Above	70%	93%	93%	92.2%	84.7%	91.7%	88.5%	

YEAR 8	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	Y7 2019	Y8 2020
At/Above	79.7%	91.2%	96.4%	81%	84.5%	83.7%	79.7%	83.8%

Data Comparison 2013-2020 For year cohorts

WRITING

YEAR 1	Y1 2020	
At/Above	76.7%	

YEAR 2	Y1 2019	Y2 2020	
At/Above	72.3%	71.4%	

YEAR 3	Y1 2018	Y2 2019	Y3 2020	
At/Above	72.2%	75.4%	85.5%	

YEAR 4	Y1 2017	Y2 2018	Y3 2019	Y4 2020	
At/Above	85.7%	73.9%	85.5%	85.3%	

YEAR 5	Y1	Y2	Y3	Y4 2019	Y5	
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	2016	2017	2018		2020	
At/Above	64%	72.6%	71.4%	75.8%	86.6%	

YEAR 6	Y1 2015	Y2 2016	Y3 2017	Y4 2018	Y5 2019	Y6 2020	
At/Above	70%	71%	76.8%	74%	72.7%	82.7%	

YEAR 7	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	Y6 2019	Y7 2020	
At/Above	76.7%	83%	87%	82.9%	80%	88.4%	85.9%	

YEAR 8	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	Y7 2019	Y8 2020
At/Above	86.9%	81%	73%	66%	69%	72.7%	81%	76.8%

Data Comparison 2013-2020 For year cohorts

MATHEMATICS:

YEAR 1	Y1 2020	
At/Above	93.0%	

YEAR 2	Y1 2019	Y2 2020	
At/Above	89.4%	89.3%	

YEAR 3	Y1 2018	Y2 2019	Y3 2020	
At/Above	85.2%	85.2%	76.7%	

YEAR 4	Y1 2017	Y2 2018	Y3 2019	Y4 2020	
At/Above	91.8%	95.4%	90.3%	85.3%	

YEAR 5	Y1 2016	Y2 2017	Y3 2018	Y4 2019	Y5 2020	
At/Above	91%	90.4%	98.4%	84.9%	89.6%	

YEAR 6	Y1 2015	Y2 2016	Y3 2017	Y4 2018	Y5 2019	Y6 2020	
At/Above	86%	92%	89.3%	92%	92.8%	86.5%	

YEAR 7	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	Y6 2019	Y7 2020	
At/Above	85%	95%	94%	90.6%	84.7%	95.5%	84.9%	

YEAR 8	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	Y7 2019	Y8 2020
At/Above	92.8%	94%	91%	88%	86.2%	89.1%	79.8%	76.9%

2020 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 2020 158	7	4.4%	16	10.1%	92	58.2%	43	27.2%	85.4%
Y1-8 2019 139	9	6.5%	33	23.7%	55	39.6%	42	30.2%	69.8%
Y1-8 2018 119	1	0.8%	14	11.8%	45	37.8%	59	49.6%	87.4%
Male - 78	7	9.0%	10	12.8%	39	50.0%	22	28.2%	78.2%
Male - 71	7	9.8%	19	26.8%	27	38%	18	25.4%	63.4%
Male - 58	1	1.8%	9	15.5%	24	41.4%	24	41.4%	82.8%
Female - 80	0	0%	6	7.5%	53	66.2%	21	26.3%	92.5%
Female - 68	2	2.9%	14	20.6%	28	41.2%	24	35.3%	76.5%
Female - 61	0	0%	5	8.2%	21	34.4%	35	57.4%	91.8%
Māori - 8	1	12.5%	1	12.5%	5	62.5%	1	12.5%	75.0%
Pasifika -15	1	6.7%	2	13.3%	12	80.0%	0	0%	80.0%
Asian - 107	5	4.7%	9	8.4%	62	57.9%	31	29.0%	86.9%
European-28	0	0%	4	14.3%	13	46.4%	11	39.3%	85.7%

MELAA- 0	0	0%	0	0%	0	0%	0	0%	0%
Other - 0	0	0%	0	0%	0	0%	0	0%	0%

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 19	0	0%	3	15.8%	11	57.9%	5	26.3%	84.2%
After 2yrs 19	0	0%	1	5.3%	11	57.9%	7	36.8%	94.7%
After 3yrs 24	1	4.2%	3	12.5%	16	66.7%	4	16.7%	83.4%
EoY4 15	0	0%	0	0%	11	73.3%	4	26.7%	100%
EoY5 8	0	0%	0	0%	3	37.5%	5	62.5%	100%
EoY6 17	2	11.8%	5	29.4%	2	11.8%	8	47.1%	58.9%
EoY7 26	2	8.0%	3	12%	17	65.0%	4	15.0%	80.0%
EoY8 30	2	7%	1	3.0%	21	70%	6	20.0%	90.0%

READING	2015	2016	2017	2018	2019	2020
Elim MAC Y1-8				87.4%	69.8%	85.4%
Elim GC Y1-8	89%	87%	87%	81.5% Y1-6	83.4%	83.1%
Elim GC/MAC Combined				82.5% Y1-6	80.5%	84.2%

2020 National Standard Reporting
School Number: 1190
Name: Elim Christian College MAC Y1-8

WRITING

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2020 158	6	3.8%	30	19.0%	104	65.8%	18	11.4%	77.2%
Y1-8 2019 139	6	4.3%	21	15.1%	86	61.9%	26	18.7%	80.6%
Y1-8 2018 119	5	4.2%	14	11.8%	65	54.6%	35	29.4%	84%
Male - 78	6	7.7%	15	19.2%	52	66.7%	5	6.4%	72.1%
Male - 71	5	7.0%	16	22.5%	43	60.6%	7	9.9%	70.5%
Male - 58	3	5.2%	12	20.7%	34	58.6%	9	15.5%	74.1%
Female - 80	0	0%	15	18.8%	52	65.0%	13	16.2%	81.2%
Female-68	1	1.5%	5	7.4%	43	63.2%	19	27.9%	91.1%
Female-61	2	3.3%	2	3.3%	31	50.8%	26	42.6%	93.4%
Māori - 8	0	0%	3	37.5%	4	50.0%	1	12.5%	62.5%
Pasifika-15	1	6.7%	5	33.3%	9	60.0%	0	0%	60.0%
Asian-107	4	3.7%	18	16.8%	71	66.4%	14	13.1%	79.5%
European-28	1	3.6%	4	14.3%	20	71.4%	3	10.7%	82.1%
MELAA- 0	0	0%	0	0%	0	0%	0	0%	0%
OTHER - 0	0	0%	0	0%	0	0%	0	0%	0%

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 19	0	0%	2	10.5%	17	89.5%	0	0%	89.5%
After 2yrs 19	0	0%	3	15.8%	13	68.4%	3	15.8%	84.2%
After 3yrs 24	0	0%	7	29.2%	17	70.8%	0	0%	70.8%
EoY4 15	1	6.7%	3	20.0%	10	66.6%	1	6.7%	73.3%
EoY5 8	0	0%	0	0%	6	75.0%	2	25.0%	100%
EoY6 17	1	5.9%	6	35.3%	8	47.0%	2	11.8%	58.8%
EoY7 26	3	11.5%	8	30.8%	14	53.9%	1	3.8%	57.7%
EoY8 30	1	3.3%	1	3.3%	19	63.4%	9	30.0%	93.4%

WRITING	2015	2016	2017	2018	2019	2020
Elim Mac Y1-8				84%	80.6%	77.2%
Elim GC Y1-8	74%	75%	79%	74% Y1-6	80.2%	80.9%
Elim GC/MAC Combined				76% Y1-6	80.4%	79.1%
OLSS Y1-6					88.5%	
SMCP Y1-6					89%	
St Marks Y1-6					76%	
Kingsgate School Y1-8					74%	

2020 National Standard Reporting
School Number: 1190
Name: Elim Christian College MAC Y1-8

MATHEMATICS

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2020 158	6	3.8%	21	13.3%	89	56.3%	42	26.6%	82.9%
Y1-8 2019 139	5	3.6%	24	17.3%	69	49.6%	41	29.5%	79.1%
Y1-8 2018 -119	2	1.7%	10	8.4%	48	40.3%	59	49.6%	89.9%
MALE - 78	5	6.4%	7	9.0%	46	59.0%	20	25.6%	84.6%
MALE - 71	3	4.2%	13	18.3%	37	52.1%	18	25.4%	77.5%
MALE - 58	1	1.7%	6	10.3%	22	38%	29	50%	88%
FEMALE - 80	1	1.3%	14	17.5%	43	53.8%	22	27.5%	81.3%
FEMALE - 68	2	2.9%	11	16.2%	32	47.1%	23	33.8%	80.9%
FEMALE - 61	1	1.6%	4	6.6%	26	42.6%	30	49.2%	90.3%
Māori - 8	0	0%	4	50%	4	50%	0	0%	50%
Pasifika -15	2	13.3%	2	13.3%	11	73.4%	0	0%	73.4%
Asian - 107	2	1.9%	10	9.3%	61	57.0%	34	31.8%	88.8%
European -28	2	7.1%	5	17.9%	13	46.4%	8	28.6%	75.0%
MELAA - 0	0	0%	0	0%	0	0%	0	0%	0%
Other - 0	0	0%	0	0%	0	0%	0	0%	0%

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	

After 1yr 19	0	0%	0	0%	17	89.5%	2	10.5%	100%
After 2yrs 19	0	0%	1	5.3%	17	89.5%	1	5.3%	94.8%
After 3yrs 24	0	0%	4	16.7%	15	62.5%	5	20.8%	83.3%
EoY4 15	0	0%	1	6.7%	11	73.3%	3	20.0%	93.3%
EoY5 8	0	0%	0	0%	2	25.0%	6	75.0%	100%
EoY6 17	2	11.8%	6	35.3%	4	23.5%	5	29.4%	52.9%
EoY7 26	4	15.4%	6	23.1%	10	38.4%	6	23.1%	61.5%
EoY8 30	0	0%	3	10%	13	43.3%	14	46.7%	100%

Mathematics	2015	2016	2017	2018	2019	2020
Elim MAC Y1-8				89.9%	79.1%	82.9%
Elim GC Y1-8	85%	86%	88%	91% Y1-6	87.8%	84.5%
Elim GC/MAC Y1-8 Combined				90.8% Y1-6	86.0%	83.7%

Data Comparison 2013-2020 For year cohorts

READING:

YEAR 1	Y1 2020	
At/Above	84.3%	

YEAR 2	Y1 2019	Y2 2020	
At/Above	35.7%	94.7%	

YEAR 3	Y1 2018	Y2 2019	Y3 2020	
At/Above	75.0%	52.4%	83.4%	

YEAR 4	Y1 2017	Y2 2018	Y3 2019	Y4 2020	
At/Above		100%	66.6%	100%	

YEAR 5	Y1 2016	Y2 2017	Y3 2018	Y4 2019	Y5 2020	
At/Above			91.7%	92.4%	100%	

YEAR 6	Y1 2015	Y2 2016	Y3 2017	Y4 2018	Y5 2019	Y6 2020	
At/Above				100%	79.0%	58.9%	

YEAR 7	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	Y6 2019	Y7 2020	
At/Above					75.0%	73.1%	80.0%	

YEAR 8	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	Y7 2019	Y8 2020
At/Above						80.2%	92.9%	90.0%

Data Comparison 2013-2020 For year cohorts

WRITING

YEAR 1	Y1 2020	
At/Above	89.5%	

YEAR 2	Y1 2019	Y2 2020	
At/Above	78.6%	84.2%	

YEAR 3	Y1 2018	Y2 2019	Y3 2020	
At/Above	100%	90.5%	70.8%	

YEAR 4	Y1 2017	Y2 2018	Y3 2019	Y4 2020	
At/Above		84.6%	90.9%	73.3%	

YEAR 5	Y1 2016	Y2 2017	Y3 2018	Y4 2019	Y5 2020	
At/Above			92.3%	71.4%	100%	

YEAR 6	Y1 2015	Y2 2016	Y3 2017	Y4 2018	Y5 2019	Y6 2020	
At/Above				58.4%	92.3%	58.8%	

YEAR 7	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	Y6 2019	Y7 2020	
At/Above					62.6%	78.9%	57.7%	

YEAR 8	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	Y7 2019	Y8 2020
At/Above						75.0%	61.6%	93.4%

Data Comparison 2013-2020 For year cohorts

MATHEMATICS:

YEAR 1	Y1 2020	
At/Above	100%	

YEAR 2	Y1 2019	Y2 2020	
At/Above	71.4%	94.8%	

YEAR 3	Y1 2018	Y2 2019	Y3 2020	
At/Above	100%	71.4%	83.3%	

YEAR 4	Y1 2017	Y2 2018	Y3 2019	Y4 2020	
At/Above		92.3%	72.7%	93.3%	

YEAR 5	Y1 2016	Y2 2017	Y3 2018	Y4 2019	Y5 2020	
At/Above			84.6%	76.2%	100%	

YEAR 6	Y1 2015	Y2 2016	Y3 2017	Y4 2018	Y5 2019	Y6 2020	
At/Above				83.6%	84.6%	52.9%	

YEAR 7	Y1 2014	Y2 2015	Y3 2016	Y4 2017	Y5 2018	Y6 2019	Y7 2020	
At/Above					85.5%	73.6%	61.5%	

YEAR 8	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	Y6 2018	Y7 2019	Y8 2020
At/Above						91.6%	84.7%	100%

2020 National Standard Reporting

School Number: 1190

Name: Elim Christian College GC and MAC Y1-8 Combined

READING

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2020 661	22	3.1%	86	12.7%	379	57.5%	174	26.7%	84.2%
Y1-8 2019 655	22	3.3%	106	16.2%	336	51.3%	191	29.2%	80.5%
Y1-6 2018 445	5	1.1%	73	16.4%	211	47.4%	156	35.1%	82.5%
Male - 326	17	5.2%	46	14.1%	180	55.2%	83	25.5%	80.7%
Male - 325	18	5.5%	61	18.8%	156	48.0%	90	27.7%	75.7%
Male - 224	2	0.9%	43	19.2%	109	48.7%	70	31.2%	79.9%
Female-335	5	1.5%	40	11.9%	199	59.4%	91	27.2%	86.6%
Female 330	4	1.2%	45	13.6%	180	54.6%	101	30.6%	85.2%
Female 221	3	1.4%	30	13.6%	102	46.1%	86	38.9%	85.0%
Māori -26	3	11.5%	4	15.4%	15	57.7%	4	15.4%	73.1%
Pasifika-39	4	10.3%	5	12.8%	24	61.5%	6	15.4%	76.9%
Asian-322	11	3.4%	34	10.6%	195	60.5%	82	25.5%	86.0%
European- 258	4	1.6%	39	15.1%	136	52.7%	79	30.6%	83.3%

MELAA- 13	0	0%	3	23.1%	7	53.8%	3	23.1%	76.9%
Other -3	0	0%	1	33.3%	2	66.7%	0	0%	100%

READING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 62	0	0%	18	29.0%	39	62.9%	5	8.1%	71.0 %
After 2yrs 75	0	0%	15	20.0%	50	66.7%	10	13.3%	80.0%
After 3yrs 84	1	1.2%	15	17.9%	59	70.2%	9	10.7%	80.9%
EoY4 76	0	0.0%	12	15.8%	37	48.7%	27	35.5%	84.2%
EoY5 75	1	1.3%	4	5.3%	35	46.7%	35	46.7%	93.4%
EoY6 69	5	7.3%	6	8.7%	19	27.5%	39	56.5%	84.0%
EoY7 104	6	5.8%	8	7.7%	72	69.2%	18	17.3%	86.5%
EoY8 116	9	7.8%	8	6.9%	68	58.6%	31	26.7%	85.3%

READING	2015	2016	2017	2018	2019	2020
Elim GC/MAC Y1-8				82.5% Y1-6	80.5%	84.2%
Elim MAC Y1-8				87.4%	69.8%	85.4%
Elim GC Y1-8	89%	87%	87%	81.5% Y1-6	83.4%	83.1%
Howick	81%	81%				
Auckland	77%	77%				
NZ	78%	78%				

2020 National Standard Reporting

School Number: 1190

Name: Elim Christian College GC and MAC Y1-8 COMBINED

WRITING

WRITING:	Well Below	Below	At	Above	At/Ab
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	Number	%	Number	%	Number	%	Number	%	%
Y1-8 2020 661	21	3.2%	111	16.9%	415	62.7%	114	17.2%	79.9%
Y1-8 2019 655	15	2.2%	114	17.4%	404	61.7%	122	18.7%	80.4%
Y1-6 2018 445	11	2.5%	98	22%	247	55.5%	89	20%	75.5%
Male - 326	16	4.9%	63	19.3%	203	62.3%	44	13.5%	75.8%
Male - 325	12	3.7%	80	24.6%	194	59.7%	39	12.0%	71.7%
Male - 224	7	3.1%	70	31.3%	118	52.7%	29	12.9%	65.6%
Female-335	5	1.5%	48	14.3%	212	63.3%	70	20.9%	84.2%
Female-330	3	0.9%	34	10.3%	210	63.6%	83	25.2%	88.8%
Female-221	4	1.8%	28	12.7%	129	58.4%	60	27.1%	85.5%
Māori - 26	3	11.5%	6	23.1%	13	50.0%	4	15.4%	65.4%
Pasifika-39	3	7.7%	9	23.1%	24	61.5%	3	7.7%	69.2%
Asian-322	10	3.1%	42	13.0%	211	65.6%	59	18.3%	84.1%
European- 258	6	2.3%	49	19.0%	158	61.2%	45	17.5%	78.7%
MELAA-13	0	0%	3	23.1%	7	53.8%	3	23.1%	76.9%
OTHER -3	0	0%	0	0%	3	100%	0	0%	100%

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1yr 62	0	0%	12	19.4%	49	79.0%	1	1.6%	80.6%
After 2yrs 75	0	0%	19	25.4%	52	69.3%	4	5.3%	74.6%

After 3yrs 84	0	0%	19	22.6%	60	71.4%	5	6.0%	77.4%
EoY4 76	2	2.6%	11	14.5%	40	52.6%	23	30.3%	82.9%
EoY5 75	0	0%	9	12.0%	47	62.7%	19	25.3%	88.0%
EoY6 69	4	5.8%	12	17.4%	37	53.6%	16	23.2%	76.8%
EoY7 104	7	6.7%	15	14.4%	73	70.2%	9	8.7%	78.9%
EoY8 116	8	6.9%	14	12.1%	57	49.1%	37	31.9%	81.0%

WRITING	2015	2016	2017	2018	2019	2020
Elim GC/MAC Y1-8				75.5% Y1-6	80.4%	79.9%
Elim MAC Y1-8				84%	80.6%	77.2%
Elim GC Y1-8	74%	75%	79%	74% Y1-6	80.2%	80.9%
OLSS Y1-6					88.5%	
SMCP Y1-6					89%	
St Marks Y1-6					76%	
Kingsgate School Y1-8					74%	

2020 National Standard Reporting

School Number: 1190

Name: Elim Christian College GC and MAC Y1-8 COMBINED

MATHEMATICS

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
Y1-8 2020 -661	25	3.9%	80	12.2%	312	47.1%	244	36.8%	83.9%
Y1-8 2019 -655	23	3.5%	69	10.5%	322	49.2%	241	36.8%	86.0%

Y1-6 2018 -445	3	0.7%	38	8.5%	236	53%	168	37.8%	90.8%
MALE - 326	16	4.9%	31	9.5%	152	46.6%	127	39.0%	85.6%
MALE- 325	13	4.0%	33	10.1%	152	46.8%	127	39.1%	85.9%
MALE-224	1	0.4%	20	8.9%	109	48.7%	94	42%	90.7%
Female - 335	9	2.7%	49	14.6%	160	47.8%	117	34.9%	82.7%
FEMALE- 330	10	3.0%	36	10.9%	170	51.5%	114	34.6%	86.1%
FEMALE-221	2	0.9%	18	8.1%	127	57.5%	74	33.5%	91%
Māori - 26	2	7.7%	8	30.8%	11	42.3%	5	19.2%	61.5%
Pasifika - 39	5	12.8%	5	12.8%	22	56.4%	7	18.0%	74.4%
Asian- 322	6	1.9%	27	8.4%	149	46.3%	140	43.4%	89.7%
European -258	12	4.7%	37	14.3%	124	48.1%	85	32.9%	81.0%
MELAA -13	0	0%	2	15.4%	5	38.5%	6	46.1%	84.6%
Other -3	0	0%	1	33.4%	1	33.3%	1	33.3%	66.6%

Mathematics:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
After 1 yr 62	0	0%	3	4.8%	55	88.7%	4	6.5%	95.2%
After 2yrs 75	0	0%	7	9.3%	59	78.7%	9	12.0%	90.7%
After 3yrs 84	0	0%	18	21.4%	46	54.8%	20	23.8%	78.6%
EoY4 76	3	4.0%	7	9.2%	33	43.4%	33	43.4%	86.8%
EoY5 75	0	0%	7	9.3%	28	37.4%	40	53.4%	90.7%
EoY6 69	5	7.2%	10	14.5%	23	33.4%	31	44.9%	78.3%
EoY7 104	9	8.7%	13	12.5%	39	37.5%	43	41.3%	78.8%
EoY8 116	8	6.9%	15	12.9%	29	25.0%	64	55.2%	80.2%

Mathematics	2015	2016	2017	2018	2019	2020
Elim GC/MAC Y1-8				90.8% Y1-6	85.8%	83.9%
Elim MAC Y1-8				89.8%	79.1%	82.9%
Elim GC Y1-8	85%	86%	88%	91.0% Y1-6	87.8%	84.5%

2017-2020 Priority Learner Data Analysis

Writing- Maori students

WRITING:	Well Below		Below		At		Above		At/Ab %
	Number	%	Number	%	Number	%	Number	%	
ALL STUDENTS MAC/GC Combined Writing Results									
Y1-8 2020 661	21	3.2%	111	16.9%	415	62.7%	114	17.2%	79.9%
Y1-8 2019 655	15	2.2%	114	17.4%	404	61.7%	122	18.7%	80.4%
Y1-6 2018 445	11	2.5%	98	22%	247	55.5%	89	20%	75.5%
GC Y1-8 2017 470	13	2.8%	85	18.1%	317	67.4%	55	11.7%	79.1%
MAORI STUDENTS Boys and Girls MAC/GC Combined Writing Results									
Y1-8 Māori – 26 2020	3	11.5%	6	23.1%	13	50.0%	4	15.4%	65.4%
Y1-8 Māori – 26 2019	1	3.8%	9	34.7%	15	57.7%	1	3.8%	61.5%

Y1-6 Maori – 18 2018	1	5.6%	6	33.3%	11	61.1%	0	0%	61.1%
Y1-8 Maori– 19 2017	1	5.3%	7	36.8%	11	57.9%	0	0%	57.9%
MAORI STUDENTS BOYS MAC/GC Combined Writing Results									
Y1-8 Maori Boys–14 2020	3	21.5%	1	7.1%	8	57.1%	2	14.3%	71.4%
Y1-8 Māori Boys–13 2019	0	0%	8	61.5%	5	38.5%	0	0%	38.5%
Y1-6 Māori Boys – 9 2018	1	5.6%	6	33.3%	4	61.1%	0	0%	61.1%
GCY1-8 Māori Boys– 6 2017	0	0%	3	50%	3	50%	0	0%	50.0%
MAORI STUDENTS GIRLS MAC/GC Combined Writing Results									
Y1-8 Maori Girls –12 2020	0	0%	5	41.7%	5	41.7%	2	16.7%	58.4%
Y1-8 Māori Girls–13 2019	1	7.7%	1	7.7%	10	76.9%	1	7.7%	84.6%
Y1-6 Māori Girls – 9 2018	0	0%	2	22.2%	7	77.8%	0	0%	77.8%

GCY1-8 Māori Girls– 13 2017	1	7.7%	4	30.8%	8	61.5%	0	0%	61.5%
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In 2020, all students at GC/MAC Y1-8 combined are achieving at **79.9%** at/ab the expected level in Writing.

This is a slight drop on 2019 (80.4%) but with such a disrupted year, this is pleasing.

GC Y1-8 all students – 80.9% at/ab expected level.

MAC Y1-8 all students – 77.2% at/ab expected level.

- Overall, Maori students continue to achieve at a lower rate than other students with **65.4%** at/ab when compared with: Pasifika – **69.2%**, Asian – **84.1%**, European **78.7%**, MELAA -**76.9%** and Other **100%** (These are all GC/MAC combined boys and girls at/ab the expected level results.)
- In 2020, **all Maori students** at GC/MAC Y1-8 combined are achieving at **65.4% at/ab** the expected level in Writing. A **3.9% increase on last year. (61.5%)** This is an encouraging result.
- In 2020, **Maori boys** at GC/MAC Y1-8 combined are achieving at **71.4% at/ab** the expected level. An increase of **32.9%** from 2019 with a similar number of students. This an excellent result.
- However, **Maori girls** in 2020 at GC/MAC combined are achieving at **58.4% at/ab** the expected level, a **26.2% decrease on 2019** with similar numbers of students.

Why did the Maori girls struggle so much this year with their writing in this Covid-19 disrupted year? Boys were not as badly affected by the disruptions and seemed to make good progress on their return to school. Were we intentionally working harder with our boys during the lockdowns and when they returned to school to ensure they continued to progress that we neglected our girls? Girls tend to talk about their writing ideas more with their peers and the teacher; so did the lack of social interaction and group work impact more on the girls' writing than boys? Teachers must continue to engage all the boys in the writing process, especially our Maori boys; and now perhaps look at the oral language component for girls during the writing process too, to ensure girls have optimum conditions for exploring their ideas, the structure and endings to their writing etc through discussion and questioning sessions.

- At **MAC – Boys** (5 students only) **80% at/ab**. Girls (3 students only) **33.3% at/ab** the expected level.
- At **GC – Boys** (9 students only) **66.7% at/ab**. Girls (9 students only) **66% at/ab** the expected level.
- Both campuses must work hard to improve writing results for their Maori students.

Review (Analysis of Variance) of 2020: Annual Plan Actions

NAG2A (b)(i) Area of Strength

Progress and Achievement Data: **Reading, Writing and Mathematics**

Discussion:

We are pleased with our Progress and Achievement Data in 2020 for all our core subject areas. Since this has been such a disrupted year with many of our acceleration and support programmes not being fully realised this year, it is pleasing to see such good results.

Golflands (GC) and Mt Albert Campus (MAC) Combined Y1-8 Data:

Reading:

84.2% of all Y1-8 students either at or above the expected curriculum level in Reading. **3.7 %** higher than 2019.

Boys - 80.7% at or above – **5% higher** than last year.

Girls – 86.6% at or above – **1.4% higher** than the previous year. As usually girls perform better than boys in this subject with **5.9%** higher results.

Maori students – at/ab **73.1%** - same as last year.

Pacific students – at/ab **76.9%** - 0.5% decrease from 2019.

Asian students – at/ab **86%** - 4.7% increase from 2019.

European students – at/ab **83.3%**- 2.8% increase from 2019.

MELAA students – at/ab **76.9%** - 3.1% decrease from 2019
Other students (only 3) – **100%** - same as last year.

In **Reading**, our 20202 GC/MAC combined results show we have the following year levels reaching **85%** at and above the required curriculum level:

93.4% 'End of Year 5'

86.5% 'End of Year 7'

85.3% 'End of Year 8'

Significant progress: MAC (Mt Albert Campus) Overall Y1-8: **85.4%** at/ab the expected level. **15.6% increase** from 2019. Assessment protocols following best practice from TKI have now been established on this new campus and staff have undertaken professional development in how to make an OTJ (overall teacher judgement) using summative, formative and in class observations etc and using PaCT for Writing. It is pleasing to see more consistent results due to these implementations and the moderation that is now taking place across the year levels.

Writing:

79.9% of all Y1-8 students either at or above the expected curriculum level in Writing. **0.5% lower** than 2019.

Boys – 75.8% at or above – **4.1% higher** than last year.

Girls – 84.2% at or above – **4.6% lower** than the previous year. As usually girls perform better than boys in this subject with **8.4%** higher results.

Maori students – at/ab **65.4%** - 3.9% increase from 2019.

Pacific students – at/ab **69.2%** - 13.3% decrease from 2019.

Asian students – at/ab **84.1%** - 0.5% increase from 2019.

European students – at/ab **78.7%**- 1.2% increase from 2019.

MELAA students – at/ab **76.9%** - 9.8% decrease from 2019

Other students (only 3) – **100%** - same as last year.

In **Writing**, our 20202 GC/MAC combined results show we have the following year levels reaching **85%** at and above the required curriculum level:

88.0% 'End of Year 5'

Mathematics:

83.9% of all Y1-8 students either at or above the expected curriculum level in Mathematics. **2.1% lower** than 2019.

Boys – 85.6% at or above – **0.3% lower** than last year.

Girls – 82.7% at or above – **3.4% lower** than the previous year. Girls’ results are usually comparable with the boys, however this year the girls have lower results than the boys with **2.9% lower** results.

Maori students – at/ab **61.5%** - 0.1% decrease from 2019.

Pacific students – at/ab **74.4%** - 10.6% decrease from 2019.

Asian students – at/ab **89.7%** - 0.3% decrease from 2019.

European students – at/ab **81.0%**- 3.3% decrease from 2019.

MELAA students – at/ab **84.6%** - 4.6% increase from 2019

Other students (only 3) – **66.6%** - 33.4% decrease from 2019.

In **Mathematics**, our 20202 GC/MAC combined results show we have the following year levels reaching **85%** at and above the required curriculum level:

95.2% ‘After 1 yr at school’

90.7% ‘After 2yrs at school’

86.8% ‘End of Year 4’

90.7% ‘End of Year 5’

Good progress: MAC (Mt Albert Campus) Overall Y1-8: **82.9%** at/ab the expected level. **3.8% increase** from 2019.

NAG2A (b)(i) Areas for improvement

Progress and Achievement Results for the core subjects: Targeted areas for improvement at each campus:GC and MAC for particular subjects.

Discussion:

Reading:

MAC (Mt Albert Campus) Overall Y1-8: **85.4%** at/ab the expected level. **15.6% increase** from 2019.

However, there is quite a discrepancy between boys and girls reading results: **78.2%** at/ab for boys; **92.5%** at/ab for girls - **14.3%** higher for girls.

Acceleration and support programmes to improve the boys’ reading need to be improved at MAC. This will be a targeted area for MAC in 2021.

GC (Golflands Campus) Overall Y1-8: **83.1%** at/ab the expected level. **0.3% increase** from 2019.

Boys 81.5% at/ab and girls 84.7% at/ab. 3.2% higher for girls. Not as pronounced as MAC.

However, **Maori 72.2% at/ab - 7.8% decrease** on 2019 and **Pasifika 75.5% - 14.2% decrease** on 2019. This is an area of concern. Many of these students were in the acceleration and support reading programmes. They have missed out on the extra support they needed to maintain their progress in 2020. These students need to be targeted in 2021.

Writing:

MAC (Mt Albert Campus) Overall Y1-8: **77.2% at/ab** the expected level. **3.4% decrease** from 2019.

There is again a discrepancy between boys and girls writing results: **72.1% at/ab** for boys; **81.2% at/ab** for girls - **9.1% higher** for girls.

Acceleration and support programmes to improve the boys' writing need to be established at MAC and professional development to support teachers in how to engage boys in the writing process need to be a focus for 2021.

Maori students' Writing results: **62.5% at/ab** the expected level but a **29.2% increase** from 2019; and Pasifika students' Writing results: **60% at/ab** the expected level – **12.7% decrease** from last year. Both well below the expected level and an area of concern.

Writing for boys and also for Maori and Pasifika students will be a targeted area for MAC in 2021.

GC (Golflands Campus) Overall Y1-8: **80.9% at/ab** the expected level. **0.7% increase** from 2019.

Boys **76.6% at/ab** and girls **85.1% at/ab**. **8.5% higher** for girls. Similar discrepancy to MAC.

However, **Maori 61.1% at/ab - 8.4% decrease** from 2019, **Pasifika 75.0% - 11.2% decrease** from 2019. This continues to be an area of concern. Many of these students were in the acceleration and support writing programmes. They have missed out on the extra support they needed to maintain their progress in 2020. These students need to be targeted in 2021.

Mathematics:

MAC (Mt Albert Campus) Overall Y1-8: **82.9% at/ab** the expected level. **3.8% increase** from 2019.

There is again a discrepancy between boys and girls mathematics results: **84.6% at/ab** for boys; **81.3% at/ab** for girls – **3.3% higher** for boys. Not as pronounced as the Reading and Writing results.

Maori students' Mathematics results: **50% at/ab** – same as last year; and Pasifika students' Mathematics results: **73.4% at/ab** the expected level but a huge improvement on last year when the results at/ab were **18.9% lower**.

Mathematics for Maori and Pasifika students will be a targeted area for MAC in 2021.

GC (Golflands Campus) Overall Y1-8: **84.5% at/ab** the expected level. **3.3% decrease** from 2019.

Boys **85.9% at/ab** and girls **83.2% at/ab** the expected level. **2.7% higher** for boys. Usually the boys' and girls' results in mathematics have been comparable. This is an area of concern.

However, **Maori 66.7% at/ab - 8.4% decrease** from 2019, **Pasifika 75.0% - 11.2% decrease** from 2019. This continues to be an area of concern. Many of these students were in the acceleration and support writing programmes. They have missed out on much of the extra support they needed to maintain their progress in 2020. These students will be targeted in 2021.

NAG2A (b)(ii) Basis for identifying areas for improvement and Planned Actions to continue to lift achievement in 2020 for Writing.

Reading at/ab the expected level:

	2018		2019		2020	
	MAC	GC	MAC	GC	MAC	GC
Overall	87.4%	81.5%	69.8%	83.4%	85.4%	83.1%
Boys	82.8%	79.5%	63.4%	79.1%	78.2%	81.5%
Girls	91.8%	83.5%	76.5%	87.4%	92.5%	84.7%
Maori students	100%	64.3%	50.0%	80.0%	75.0%	72.2%
Pacific Island students	81.5%	75.0%	45.5%	89.7%	80.0%	75.5%

Writing at/ab the expected level:

	2018		2019		2020	
	MAC	GC	MAC	GC	MAC	GC
Overall	84.0%	74.0%	80.6%	80.2%	77.2%	80.9%
Boys	74.1%	64.8%	70.5%	72.0%	72.1%	76.6%
Girls	93.4%	83.5%	91.1%	88.1%	81.2%	85.1%
Maori students	75.0%	57.2%	33.3%	70.0%	62.5%	61.1%
Pacific Island students	72.8%	87.6%	72.7%	86.2%	60.0%	75.0%

Mathematics at/ab the expected level:

	2018		2019		2020	
	MAC	GC	MAC	GC	MAC	GC
Overall	89.9%	91.0%	79.1%	87.8%	82.9%	84.5%
Boys	88.0%	91.5%	77.5%	88.2%	84.6%	85.9%
Girls	90.3%	90.6%	80.9%	87.4%	81.3%	83.2%
Maori students	100%	64.3%	50.0%	64.3%	50.0%	66.7%
Pacific Island students	63.6%	100%	54.5%	96.5%	73.4%	75.0%

NAG2A (b)(iii) Planned actions in 2020 for Developing Improved Consistency and Reliability of Teacher OTJs in Mathematics using the Progress and Achievement

Tool. (PaCT)

Discussion: **Mathematics:**

Our Progress and Achievement OTJ data for Mathematics continues to be a strength at Elim Christian College Y1-8. (84.5% of students achieving at/ab the expected curriculum level - GC/MAC combined results. Of note is the 61.5% of Maori students achieving at/ab the expected level in Mathematics. They are the lowest performing group at Elim Christian College. In 2019, 61.6% of our Maori students were performing at/ab the expected level, so there is still work to be done. Since 2017 we have been using the PaCT to make our OTJs in Writing and have found this a very useful tool for greater consistency and reliability in making our OTJs, and it also supports the targeted teaching of Writing in our learning spaces. Last year in 2019, our goal was to embrace the use of this tool in Mathematics to not only support our teachers in making their OTJs but also to inquire into our teaching of Mathematics to see if this tool can also improve our approach to the teaching and learning of Mathematics from Y1-6 at GC and MAC. However, the disruptions caused by the Covid-19 pandemic, made this difficult to undertake. We wish to continue with this goal for Mathematics, with the view of improving the results for girls and Maori and Pacific Island students.

We will continue to embrace every means to continue to our acceleration of writing, especially for boys and aprtivularly Maori boys.

We will also make a check on all assessment tools used for assessing reading progress and achievement and provide professional development for all teachers to ensure reliability and consistency of delivery.

Actions to achieve your objectives	What will success look like?	Who	When / Time frame
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<p>Term 1</p> <ul style="list-style-type: none"> a. Engage with Professional Development on PaCT with an external facilitator – Evaluation Associates. b. Progress and Achievement OTJ (NS) Data for Mathematics for all students will be presented to all staff for discussion. c. Teachers gather Mathematics data on their 2020 students, especially their priority learners including Māori and Pasifika students for follow up. d. Teachers develop their inquiry focus based on Mathematics with Learner Agency as the lens with the support of the WSLs. e. Make changes to their assessment protocols, teaching practice and/or teaching programmes if required. 	<ul style="list-style-type: none"> a. All GC and MAC Y1-6 teachers will attend this first PaCT PLD session for Mathematics b. Teachers take note of the analysis of Mathematics data presented on the first TODs and see where there is room for improvement. c. Teachers look closely at their student data for Mathematics in 2019. Any new students will be assessed. The students will be grouped into targeted teaching groups for term 1. Priority learners will be targeted and tracked so that all necessary support is provided to ensure a successful learning year. d. Inquiry goals will have been established and published in teachers' Appraisal Connector folders. e. Teachers will make first changes to their teaching practice, programmes or assessment protocols to include the PaCT. 	All teachers	
<p>Term 2</p> <ul style="list-style-type: none"> a. Continued Professional Development on the Mathematics PaCT from the Elim leadership team. b. Sharing teaching tips and resources on Mathematics with Junior Years teachers. c. Continue to make changes to Mathematics teaching practice, programmes and/or assessment protocols. d. Gather mid year Mathematics assessment data on students ready for moderation, 	<ul style="list-style-type: none"> a. All teachers will have attended PLD on PaCT this term and be familiar with the Mathematics PaCT Aspects and Sets for the curriculum levels. b. At least one PLD session where teachers share their goals and any teaching tips and resources they have found they could share. c. All teachers reflecting on their Mathematics teaching and student learning and writing regular reflection entries on Appraisal Connector. d. All teachers to attend moderation meetings to ensure the PACT is being used correctly to make 	All teachers	

	their OTJs.		
Term 3 a. Report back to Junior Teams on how changes in Mathematics programmes/practice/assessment protocols are going. What works, what didn't. b. Continue to work with targeted students in classes. c. Gather assessment data on Mathematics	a. Feedback session at GC and MAC for all Junior teachers to present the progress of their inquiries, their mid-year Mathematics results and what they feel is working or not. WSLs to organise. b. All teachers have ideas, changes and goals for making further improvements in their Mathematics programmes especially for targeted students into T3 and T4. c. Continued use of PaCT to gather assessment data and guide teaching.	All teachers WSLs	
Term 4 a. Final presentations of Teaching as Inquiry goals and outcomes, progress of students and next steps in the inquiry process.	Term 4 a. Final presentations of teaching as inquiry results show progress has been made towards achieving a 1% improvement in our Mathematics Progress and achievement data, especially Māori students as we continue to work towards 85% of our students 'at or above' the expected level.	All teachers	

Review (Analysis of Variance) of 2020 Annual Plan Actions

Review of 2020 Annual Planning Goals for BHAGS

#	Annual Plan Actions 2020	% & Comment
1	<p><i>A responsive weaving</i></p> <p><i>“The warp is immovable while the weft is flavour and innovation”</i></p> <p><i>The warp - “What learning is too important to leave to chance?”</i></p>	<p><i>The Warp at Elim</i></p> <p>One focus in 2020 for MACJY was to align assessment and planning practice with GYJY. This has been challenging for some teachers however at the conclusion of the year there has been a notable shift for all.</p> <p>Assessments have completed and recorded more accurately using schoolwide schedules. There has been some shift to planning digitally on schoolwide planning formats.</p> <p>The immovable learning that needs to happen in all classrooms became more consistent across year levels. Classroom timetables reflected this.</p>
2	<p><i>One fraternal but not identical campus school</i></p> <p><i>Campus specific goals and ownership</i></p>	<p><i>Cross campus consistency</i></p> <p>Despite having current relationships with staff and knowledge of campus systems we still aim for consistency across campuses to grow our practice. In 2021 we aim for MAC TLs to connect with GC regularly to keep the connection strong. Decision-making as part of the ‘warp’ of Elim need both MAC JY and GCJY to increase collaboration. E.g., reporting, planning, assessments, etc.</p> <p>MAC has continued to have a fraternal element in 2020. This will continue to develop as we grow. Changes in staff and families in the school will impact how this looks.</p>

3	<p><i>A responsive curriculum at BC</i></p> <p>NCEA</p> <p><i>“Highly innovative and engaging learning and how to make best use of the physical spaces provided.”</i></p>	<ul style="list-style-type: none"> • 2020 was a challenging year for NCEA students. Despite this, students have exceeded previous achievement levels with high percentages of pass rates and endorsements. • 100% L1 Literacy and 100% L1 Numeracy – this is an excellent result, especially regarding Literacy which has shown significant improvement • Student success has been accelerated by additional opportunities provided to students to gain credits to achieve NCEA L3 and university entrance. • Effective tracking of “at risk” and including Maori/Pacific students have allowed for early intervention for success. • Maori and Pacific results showed significant improvement in pass rates as well as levels of Merit endorsements – this reflects the purposeful emphasis on recognising the importance of Bicultural identity and the focus on empowerment of Maori and Pacifica cross-cultural groups. All % rates were well above National and comparative Decile 7 results, except for Level 2 which closely matches – we did have a weak cohort within Y12 Pacifica who were aiming for Level 1 completion. • There was little discrepancy between Male vs Female students. At Y12, male students’ results were higher than females, with small differences at Y11 and Y13. In comparison, National statistics show Females to outperform Males at all levels. • Numerous students who were identified as “at risk” have successfully gained their NCEA level(s). Some who have not been as successful would have benefitted from earlier intervention and closer communication between counsellors, whanau leaders and teaching staff. It is intended that this will be improved through KAMAR in 2021. • There is a need to further embed learner agency within the NCEA curriculum to maintain the success rates. • NCEA results are printed in the 2021 Charter and reported to the Board of Trustees in March of 2021
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4	<p><i>A responsive curriculum at GCJY</i></p> <p>Academic performance Years 1-6</p> <p><i>“Highly innovative and engaging learning” and how to make best use of the physical spaces provided.”</i></p>	<p>Curriculum Levels data results are printed above here in the 2021 Charter and reported to the Board of Trustees in March of 2021</p>
5	<p><i>A Culturally Responsive Curriculum</i></p> <p>Valued Student Outcomes for Maori and Pasifika Students</p> <p><i>“Review and enact plans to enhance bicultural practices and success for Māori students as Māori”</i></p>	<p>Effective data tracking of Maori and Pacific students to support them through the learning journey at Elim.</p> <p>Kaahui Ako has made significant progress through Whaea Taini Drummond in gaining a better understanding of the cultural narratives of East Auckland and cultural appropriations. They have also successfully held a Kapa Haka Festival, an event that will be calendarized annually.</p> <p>Emphasis on valuing Maori and Pacific students identity, culture and languages through cultural groups, cultural events, acknowledgement within the curriculum and celebrating achievement.</p> <p>In 2021:</p> <ol style="list-style-type: none"> 1. Kaahui Ako will have a focused Pacific workstream to further develop learner agency through: <ul style="list-style-type: none"> • building relationships (respecting and valuing identities, languages and cultures ie. Manaakitanga). • inviting parents and communities (churches) into home / school partnerships (ie. Whanaungatanga). • strengthening culturally responsive pedagogies for lifting student achievement. 2. Elim will focus on strengthening staff bicultural understanding with a focus on developing language through Education Perfect.
6	<p><i>A Christ-centred Responsive Curriculum</i></p> <p>Review Special Character</p> <p>The Elim Proprietor Trust will carry out an independent review of the nature, integration and operation of our special character.</p>	<p>The Special Character Review Framework was established was the review was not carried out The intent of implement an overseas missions trip was thwarted by COVID 19.</p>

7	<p><i>A Responsive Curriculum at GCMY</i></p> <p><i>What consistent, effective collaborative Learning & Teaching looks like?</i></p> <p><i>“Highly innovative and engaging learning and how to make best use of the physical spaces provided.”</i></p>	<ul style="list-style-type: none"> • Whilst the roll out of Schoology as the main delivery platform for course work in 2020 has been highly successful, understanding the live gradebook and the efficient and accurate use of the facility has been a significant learning challenge for staff. • We did however achieve satisfactory online grade reports. • The roll out to parents with enough scaffolded information in hindsight was too rushed and although staff were experiencing growing levels of confidence by the end of the year, there simply was not enough time to milestone with our parent community. • Significant COVID demands in term 1 resulted in staff needing to learn about 360 degree reporting quickly and effectively in a remote PL format. • Our Kahui Ako access to shared PL from Brad Friis at Schoology allowed for one on one sessions and this was a terrific help. We were able to access him as a visiting facilitator early in Term 3 due to a personal contact at one of the TOD's. Three teachers from MAC, who weren't expected at a NCEA accord day joined us. • MY lead teachers presented this future focused dynamic reporting system to the BOT. A managed roll out plan to inform our community was explained and matters were raised that the pace and timing would be vital and demanding. • The access rate of the grade reports has been satisfactory. To date 46 parents have requested their child's report to be downloaded and emailed to them as a PDF. There were 341 student reports for the year. • Initiatives such as real time feedback, online discussions, Student Led Conferences and parent access to the teaching and learning programmes provides a transparency that helps bridge confidence in our Middle Years pedagogy. These processes can enhance well-being as the grading is transparent. • Students are better equipped to be leaders of their own learning. • Mandy Heim was a WST and the implementation of the SLC was part of this process.
8	<p><i>A Responsive Curriculum at MAC</i></p> <p><i>What consistent, effective Learning & Teaching looks like?</i></p> <p><i>“Highly innovative and engaging learning and how to make best use of the physical spaces provided.”</i></p>	<p>Consistent effective teaching practice Y1-6</p> <p><i>Shared teaching and collaboration</i></p> <p>Up until 2019 in Year 1-6 at MAC, teaching practices have been confined to single cell environments. In 2020, teachers were introduced to collaborative planning at team level and shared teaching across classes. Teachers have begun to share ideas and expertise with each other more openly throughout the year. There have been some opportunities for teachers to work in different rooms teaching to their strengths. In 2021, teachers have been placed into class levels to ensure teaching strengths are spread across the year levels. The team will continue to develop collaborative teaching practices, maximising learning opportunities for students and capitalising on</p>

teaching expertise. This collaboration and shared teaching will also allow for good teacher practice to be observed and modelled.

Across campus collaboration

In 2019, GCJY teachers spent time at MAC to connect campuses. In 2020, three teachers have moved from GCJY permanently to MAC. This has allowed for a better connection across campuses and current collaborative practices at GC to be shared with MAC teachers. Connections between MAC and GC Y1-6 teachers have started to be made. Sharing good practice and ideas across campuses. MAC teachers have had opportunities to observe good practice at our GC campus. In 2021 these connections will become stronger through the shared planning platform, ATLAS as teachers from both campuses will be using this collaboratively. Teachers will be encouraged to contribute to long term plans with their year level across our campuses. This could also be in person at team planning days.

Innovative, shared planning practices

Planning has been moved from paper recording to all teachers using digital platforms. There have been a variety of digital platforms used and accessibility has been difficult at times.

During lockdown, planning was moved online which forced practice to change overnight forcing teachers to change their practice and upskill in this area. This was maintained to some degree. The use of the seesaw learning journal was developed at this time also and was an area of growth for the team.

In 2021, all teachers will all move to a shared platform, ATLAS, in line with GCJY. All planning will be done digitally. Y5-6 will also use schoology a classroom management system. Teachers will have PL in both of these areas.

Consistent and coherent assessment practices Year 1-6

Consistent assessment practices

In 2020, teachers were given specific training in using current assessments for Y1-6 accurately and regularly. Schoolwide assessment schedules have been introduced and used to ensure consistency of assessing is achieved across campuses.

Assessment data has been accurately recorded on shared platforms to be easily accessible. This has been a move from paper records to google drive, one note and other places used schoolwide.






		<p>In 2021, the growth seen in this area with teachers will be built upon and strengthened further Teachers will learn how to use this data to inform their planning and teaching.</p> <p><i>Target students</i></p> <p>Systems of tracking target students throughout the year have been implemented in Year 1-6. This also includes tracking Maori and Pasifika students across campuses on One Note. Targeted programs for all of these students have been put in place throughout 2020. In 2021, the Y1-6 team will focus on using this data to create targeted programs for these students to maximise their learning growth</p>
9	<p><i>A Digitally Responsive Curriculum</i></p> <ul style="list-style-type: none"> <i>Digitally supporting learning!</i> <i>Shaping our productivity suite</i> 	<p>Students have been well prepared with digital platforms to access online curriculum as evidenced through 2020 lockdowns. Agreed on platforms for different areas of the school and streamlined processes in place e.g. single user login for all platforms, age appropriate communication tools for teachers, ako and whanau. Differentiated use of platforms to serve best pedagogical practices. Appropriate use of technology.</p> <p>Staff actively inquiring into best technology practices e.g. play based learning in early years and photoshop, creative cloud for senior students. Tinkercad, fusion360 for design and fabrication.</p> <p>Area for development in 2021 would be to focus on communication between IT services Team and software requirements in consultation with ELT. Essential to ensure a sustainability plan is in place.</p> <p>Age appropriate devices used across Elim campuses that has the ability to flex at the changepoint for e.g. iPADS are able to be used at year 7.</p> <p>Family support is provided through digital parenting initiative at JY.</p>
10	<p><i>A responsive and common leadership structure for each site</i></p> <p><i>“Establishing systems to grow leadership capability throughout the school”</i></p>	<ul style="list-style-type: none"> We begin the process of aligning our Botany campus with other campuses in terms of leadership structure. In response to calls for greater definition of roles, we conducted a robust internal and equitable appointments process and appointed a Campus Lead of BC. We established new Curriculum Lead roles at our Middle Years and signalled the disestablishment of existing Assistant HOD roles based at BC. Our HOD group, as a group, still need collaborative yet decisive leadership to accentuate their voice and their value to the delivery of strong academic results at our senior college. With the retirement of our longstanding JY Assistant Lead we appointed a highly capable leader as a significant future focused strategy.

		<p>The connection of our leadership with Kahui Ako leadership still needs significant attention. It will grow through the Kahui Ako review conducted and through moving into the 3rd years of active KA operation.</p>
11	<p><i>A professionally responsive and vision-led staff growth programme</i></p> <ul style="list-style-type: none"> • Reshaping PL • Establishing an Elim Biblical Knowledge induction course 	<p>2020 focused on campus goals. Overarching goal to implement Learner Agency across all campuses. Not entirely successful due to lockdown as PL had to be agile and responsive to immediate needs of teachers to support students learning.</p> <p>Term 4 PL was intentional in celebrating what has been achieved, supporting effective transition conversations and appraisal. The intention for 2021 is embedding within teaching and learning supported by Kaahui ako.</p> <p>Most external PL did not occur due to covid 19. However, we engaged with the following:</p> <ul style="list-style-type: none"> • School funded PL: <ul style="list-style-type: none"> -Middle managers attended Eastern Learning Network to support leadership practices. - Middle years technology team attended PD hosted by Digicircus. • MOE PL <p>Funding hours made available following lockdown were applied for and used to support staff with Schoology.</p> • Kaahui Ako funded PL: <ul style="list-style-type: none"> -Within school, teachers well supported through Vision Education in strengthening understanding of Learner Agency. -OMGtech conducted comprehensive review of DT curriculum - will be inform implementation. -SMC applied for support for PACT which we benefitted from. <p>Professional Growth and accountability through:</p> <ul style="list-style-type: none"> • Lesson Observation • Self-Evaluation of Practice • Goal Setting & Achievement • Lesson Observation • Feedback

		<ul style="list-style-type: none"> • Practicing Teacher Criteria • Reflective Conversations • Journaling • Next Step Identification • Learner Voice • Professional Development & Learning • Support, Advice & Guidance • Inquiry <p>Professional Growth through:</p> <ul style="list-style-type: none"> • An annual summary report stating whether the appraisee meets the Standards for the Teaching Profession. • Ongoing observation and conversations with an appraiser who is familiar with the day-to-day work of the teacher. • Development of a Professional Growth Cycle which supports authentic, collaborative teacher learning and growth.
12	<i>Building a highly responsive property programme</i>	<ul style="list-style-type: none"> • The BOT completed a benchmarking process to achieve observable diligence regarding related party transactions. • The Campus Services Contract now needs to be re-written, presented and approved. • Short and long term property management really improved in 2021, especially with regard to our Mt Albert Campus
13	<i>Operational Structures</i>	<ul style="list-style-type: none"> • External communication was improved both generally and specifically in 2020. • The cost of schooldocs meant that we deferred any further consideration. • BOT / Proprietor operation functioned well but the 10 year property plan remains uncompleted and procedures to guide our join operation need to be confirmed. • We did translate more communication into Chinese in 2020 but there is so much more that needs to be done. • Through the combined work of excellence carried out by our Finance Dept and all staff, we successfully adapted to the donations environment. • MAC roll has grown at a good rate

14	<p><i>BOT NAG Compliance</i></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Great management, planning and implementation – an ongoing project • Financial management worked well in 2020 with the school meeting all its obligations • Property management t remains a challenge, a work in progress - being a school funded for one site but operating 3 different campuses. It is a prime example of the MOE not having a multi-site funding framework. • Once again this year being inundated with enrolments, our process and the criteria on which the enrolments process is based- came under significant stress.
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STRATEGIC PLAN & INTENT 2021 - 2022

Actively working to develop our ARISE values for development and improvement				
Achievement <i>We want all students to achieve their personal best through academic rigour, personal best, extension</i> 	Responsibility <i>We want all students to be self-disciplined, diligent citizens and life-long learners</i> 	Inspiration <i>We want all students to have fun learning, celebrate success with an attitude for excellence</i> 	Skill <i>We want all students highly skilled and equipped to make a creative and innovative contribution to society</i> 	Elim Christian Character <i>We want all students to have a foundation of biblical knowledge expressed vibrantly in Christian values and character</i> 
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 NELPS (National Education & Learning Priorities)				
Objective One: Learners at the centre – learners with their whānau are at the centre of education				Strong
Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner				Strong
Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau				Strong
Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives				Developing
Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable				Strong
Elim Christian College also 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

Strategic Planning to meet BHAGs 2021-2022

	Annual Action Plans 2021	Projected Possible Annual Action Plans 2022
<i>Taking Stock</i> <i>What needs to be banked from 2020?</i>	http://bit.ly/RunSheets <ul style="list-style-type: none"> Review Learning Maps Monitor Digital Curriculum – OMG Evaluation Continue to increase student agency in their learning Strengthen Internal Evaluation Professional Growth programme (Appraisal) 	<ul style="list-style-type: none"> Blended integrative learning strong everywhere

<p><i>A responsive weaving</i></p> <p><i>“The warp is immovable and this is the Elim DNA”</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • What is it? Is it what we think it is? • Our culture and core values • PB4L school wide implementation – embedded • Our commitment 	<ul style="list-style-type: none"> • Enviro status on all campuses •
<p><i>School wide Curriculum Review</i></p> <p><i>The warp - “What learning is too important to leave to chance?”</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • Simple but deep • Challenging practice and documentation • Staff well-being in mind • Consistency of practice and programmes • What do we actually do and why do we do it? • How long is it since we reviewed it? • Impact on students achievement – if so what? • Do we wish to continue what we are doing and if not what is the way forward? • Communicate academic success (Acceleration, Trades etc) – use of alumni • Have pathways for all students • Supporting students achieve sporting excellence <ul style="list-style-type: none"> ○ Review the 3-year sporting plan ○ Focus on building great sports people ○ Need to feed into recruitment process • Performing Arts & Fine Arts • Auckland / National recognition • Music and Performing Arts at MAC 	<ul style="list-style-type: none"> • All campuses / learning areas operating effectively and innovatively • Performing Arts strong across the school • Redefined, shaped libraries to reflect space restriction yet 21st century functionality • 0% students well below their curriculum level in any area of the curriculum • Address ‘priority learners’ • 85% of Maori and Pasifica students achieving ‘at’ or ‘above’ for curriculum levels • Strong exceptional PLD across all Ongoing strategic work on our transformative blended digital learning culture and pedagogy • Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement • Strong, innovative Y11-13 structure and programme operating effectively <p>(MOE: Funding, responsive curriculum, learning technology, assessment tools, texts)</p>
<p><i>School Wide Literacy Initiative</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • School wide Reading initiative 	<ul style="list-style-type: none"> • Year 2 of our Literacy plan

	<ul style="list-style-type: none"> • Learning Through Play (Oral Literacy) • PACT Y7-10 • ESOL • Staff PL in grammar 	
<p><i>A responsive curriculum at BC</i></p> <p><i>Building the new look NCEA locally and nationally</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • NCEA - Improving the results • Continue the shift towards effective data tracking. 	<p>NCEA</p> <ul style="list-style-type: none"> • Raise number of Merit and Excellence endorsements by 2% • Implement Y11-13 plan to raise student achievement • Strong provision of vocational pathways for Y11-13 • Facilitate Y12s making informed decision around vocational pathways • 85% of Maori and Pasifika students achieving 'achieved' or 'above' for NCEA • Fully ready to implement all requirements of the NCEA Review • Continue to improve data tracking and reporting <p>(MOE: Quality pedagogical leadership and management)</p>
<p><i>A responsive curriculum at GCJY</i></p> <p><i>Academic performance Years 1-6</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • Continue the shift towards effective data tracking. 	<ul style="list-style-type: none"> • Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement • Strong, innovative Y1-6 structure and programme operating effectively • <p>(MOE: Quality pedagogical leadership and management)</p>
<p><i>A Culturally Responsive Curriculum</i></p> <p><i>The Bi-Cultural Imperative</i></p> <p><i>Valued Student Outcomes for Maori and Pasifika Students</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • Continue the shift towards effective data tracking. • Whanau Committee • The Pasifika Plan • Work with SECKA initiative • Te Ao Maori - Aligning the Māori world view to the wider world view. Promoting exploration, inquiry, research and resources for this to happen. 	<ul style="list-style-type: none"> • The Elim plan for Maori and Pasifika success - fully implemented • 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 • Significant increase in use of Te Reo in all campuses • Each of campuses will be a strong and ever-progressively developing bi-cultural environment for both BOT, staff and students <ul style="list-style-type: none"> • Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement

		<ul style="list-style-type: none"> Strong, innovative middle years structure and programme operating effectively <p>(MOE: Quality pedagogical leadership and management)</p>
<p><i>A Christ-centred Responsive Curriculum</i></p> <p><i>Review Special Character</i></p> <p><i>Establishing an Elim Biblical knowledge induction course</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> The Elim Proprietor Trust to carry out independent review of the nature, integration and operation of our special character. Every unit to reflect an observable and authentic biblical focus Create a framework for special character that can act as guardrails Investigate the risk of an organic approach (as opposed to a prescribed approach) 	<ul style="list-style-type: none"> The Y0-13 Special Character Review cemented as 3 yearly Special Character Induction Pack developed Look again at Special Character Timeline Journey Ongoing embedding of Christian Worldview into every aspect of every Campus - depth of special character evident and effective School wide curriculum – review unit plans for regularity and consistency of Christian world-view - Map Y0-13 Special Character curriculum and resource using pastoral expertise Alumni really effective and functioning well Establish with a Christian tertiary provider a 6 month semesterised biblical world view tertiary study course Investigating possibility of our own action research unit and strategic leadership 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
<p><i>A Responsive Curriculum at GCMY</i></p> <p><i>What consistent, effective collaborative Learning & Teaching looks like?</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> Continue the shift towards effective data tracking. Curriculum Language Learning aligned to this age group and curriculum levels Establishment of curriculum leads Significant achievement years Mastery Learning Live Reporting 	<p>(MOE: Quality pedagogical leadership and management)</p> <ul style="list-style-type: none"> Further implement and imbed ARISE framework school wide Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement Ongoing strategic work defining shared, agreed values, beliefs & expectations regarding academic achievement.

<p><i>A Responsive Curriculum at MAC</i> <i>What consistent, effective Learning & Teaching looks like?</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • Continue the shift towards effective data tracking. • Y11-13 cross school link + NCEA Review • Y1-6 cross school link • Maintaining link with Kahui Ako 	<ul style="list-style-type: none"> • Further implement and imbed ARISE framework school wide • Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement • Strong, innovative Y1-13 structure and programme operating effectively • Another 100 students enrolled and attending and provisioned for • Redefined, shaped library to reflect space restriction yet 21st century functionality • Ongoing strategic work defining shared, agreed values, beliefs & expectations regarding academic achievement. <p>(MOE: parents informed and ambitious for their children)</p>
<p><i>An Online Campus (ECCO)</i></p>	<p>http://bit.ly/RunSheets</p>	
<p><i>A responsive and common leadership structure for each site</i></p> <p><i>Our Courageous Leadership Programme</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • School wide leadership development offering • Continuing BC structural review • New BC Campus Lead • First year of GCMY Curriculum Leads • New GCJY Assistant Campus Lead • Kahui Ako – Provided great opportunities for staff • Plans for “passing baton” from one year to the next • Coaching for students in roles • Active Alumni 	<ul style="list-style-type: none"> • Top appointments made – collegial and effective staff practices for effective student achievement outcomes • Effective school wide Leadership structure • 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 ability to respond to staff stress and performance concerns • Review staff motivation, giftings and engagement • Exit interviews: Students • Connection developed and maintain with Howard Youngs <p>(MOE: Quality pedagogical leadership and management)</p>
<p><i>Building a highly responsive property programme</i></p>	<p>http://bit.ly/RunSheets</p> <ul style="list-style-type: none"> • Complete the process for the signing of the Campus Services Contract • Proceed further in short and long term property planning processes 	<ul style="list-style-type: none"> • Proceed further in short and long term property planning processes

Effectively Responsive Operational Structures	http://bit.ly/RunSheets <ul style="list-style-type: none"> • <u>Schooldocs</u> to reduce ensuring compliance • Procedures – Compliance • BOT / Proprietor Operation • Communication - Chinese community 	<ul style="list-style-type: none"> • International Marketing really effective • Communication App developed and installed • Zoom operating effectively and in all locations • ECCO highly effective • Website is a high achiever • Effective and efficient productivity suite
BOT NAG Compliance	<ul style="list-style-type: none"> • 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 <p>(MOE: Outcome-focused, fit for purpose regulatory and legislative environment)</p>	<ul style="list-style-type: none"> • 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
Proprietor Leadership	<ul style="list-style-type: none"> • Increase the BC roll with applications to MoE • Online Campus (4th) • MAC roll cap is 350 – once at 90% can then apply for additional.... ongoing development • Continuous Improvement for buildings and facilities 	<ul style="list-style-type: none"> • Pukekohe 400 students Y7-13 (stand-alone school) • Online Campus

“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.”

Our Learning Framework

2021

South East Christian Kāhui Ako

'Forward in Faith Together'

Wellbeing

Learning Through
Play/ECE
Engagement

Pacific
Learners

**Skills for Living
and Learning**

Collaboration

**Faith and Values
in Action**

Literacy
Growing Teacher
Capabilities

Cultural
Narrative

Measuring
Impact

**Critical,
Creative,
Compassionate
Thinking**

Learner Agency

Ma te whakapono tātou e ahu whakamua

Working together in new
and different ways

Being open to new learning

Authentic teaching
and learning

CURRICULUM & SELF REVIEW BOT REPORTING OUTLINE 2021

TERM		ONE	TERM		TWO	TERM		THREE	TERM		FOUR
Feb	March	April	May	June	July	August	September	October	Nov	December	
A	Y1-10 Student Achievement	Updated NCEA Results	GCJY Round Up		GCMY Round Up	BC Round Up	MAC Round Up				
R			Students learning musical instruments		Digital Services Update		Student Leadership	ICAS Collated Results	Duke of Edinburgh		
I	Charter	Student Voice	Traffic Management	Annual Plan Progress %	EOTC Risk Management		Student Voice	Annual Plan Progress %			
S				GATE Report		Survey of Extra-Curricular Activities					
E	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	Roll Statistics	
		Student Support	Learning Support	Student Support	Learning Support	Student Support	Learning Support	Student Support	Guidance Counselling Report	School Leavers Summary	
			BOT/SLT Review					BOT/SLT Review			

Three Yearly Y7-13 Curriculum Reporting Cycle

	Geo- graphy	Y12 Trades Up / Y10 MIT Course	P.E	Maths	History	Social Sciences	English / ESOL/Drama	Mandarin	Maori and Pacifica Success Update	Economics Accounting	Christian Living	Sciences	Visual & Performing Arts	Travel & Tourism Business Studies	Gateway Careers
2021	February			May			August		September	September		September	October		
2022		April		May	June		August	September	September		October			October	
2023			April	May		June	August		September		October				June

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

Three Yearly Y1-6 Curriculum Reporting Cycle

	Numeracy	Y7/8 Technology	Science	Literacy Oral & Visual	Health / P.E	Literacy: Reading / Writing & ESOL	6 Pillars of Special Character	Social Studies Y7/8 Careers	EOTC	Maori and Pacifica Success Update	Visual & Performing Arts
202	April		May	July		September			October	October	
2022	April					September	October			October	
2023	April	May			July	September		June	October	October	October

Reports submitted in April, May, June, July, September, October each year. (need to develop a Y1-6 and &-10 template)

Numeracy / Secondary Maths and Literacy / Secondary English /Maori and Pacifica Success are reported every year. (Y9-13 existing approved template)

BOT Self Review Timeline 2021

	Strategic	Who	Operational	Who	Compliance	Who
Feb	<ul style="list-style-type: none"> Confirm 2020 Annual Plan Charter preparation BOT approves 2020 delegations/committees 	Exec Lead BOT Mtg	<ul style="list-style-type: none"> Committee Minutes Finance Committee confirms 2020 Budget 	Personnel Finance	<ul style="list-style-type: none"> Personnel Committee Approve MU Allocation 	
Mar	<ul style="list-style-type: none"> Cottage Consultation Evening 2020 Budget Summary to BOT NCEA Data and Analysis Y1-10 Data and Analysis 	P & Chair BOT Mtg	<ul style="list-style-type: none"> Committee Minutes Proprietor Strategic Update Annual Plan Update 	Personnel Finance	<ul style="list-style-type: none"> 2020 Charter to MOE MOE Roll return Accounts to auditors NZQA NCEA Audit 	
Apr	<ul style="list-style-type: none"> Cottage Consultation Evening 	P & Chair	<ul style="list-style-type: none"> Committee Minutes Proprietor Strategic Update 	Personnel Finance		
May	<ul style="list-style-type: none"> Curriculum Presentation 	BOT Mtg	<ul style="list-style-type: none"> Committee Minutes Proprietor Strategic Update Annual Plan Update 	Personnel Finance		
Jun	<ul style="list-style-type: none"> ERO recommendations (any year) Cottage Consultation Evening 	BOT Mtg P & Chair	<ul style="list-style-type: none"> Committee Minutes Proprietor Strategic Update 	Personnel Finance		
July	<ul style="list-style-type: none"> Staff survey Curriculum Presentation 	BOT Mtg	<ul style="list-style-type: none"> Committee Minutes Proprietor Strategic Update Annual Plan Update 	Personnel Finance	MOE Roll return	
Aug	<ul style="list-style-type: none"> Cottage Consultation Evening International Students Report 	P & Chair	<ul style="list-style-type: none"> Committee Minutes Proprietor Strategic Update 	Personnel Finance		

Sept	<ul style="list-style-type: none"> • Cottage Consultation Evening • Curriculum Presentation 	P & Chair BOT Mtg	<ul style="list-style-type: none"> • Committee Minutes • Proprietor Strategic Update • Annual Plan Update 	Personnel Finance	<ul style="list-style-type: none"> ▪ Biennial Health Consultation MOE ESOL Audit 	
	Strategic	Who	Operational	Who	Compliance	Who
Oct	<ul style="list-style-type: none"> • Saturday BOT/ELT Annual Plan Strategic Review • 	BOT Mtg	<ul style="list-style-type: none"> • Committee Minutes • Proprietor Strategic Update 	Personnel Finance		
Nov	<ul style="list-style-type: none"> • Shaping 2021 Annual Plan • Cottage Consultation Evening 	ELT P & Chair	<ul style="list-style-type: none"> • Committee Minutes • Proprietor Strategic Update • Student Leavers Analysis to Personnel Committee 	Personnel Finance		
Dec	<ul style="list-style-type: none"> • BOT is alerted to 2021 Draft Annual Plan 	BOT Mtg	<ul style="list-style-type: none"> • Committee Minutes • Proprietor Strategic Update 	Personnel Finance		

Elim Christian College Annual Policies Review

NAG	Policies	Who	Last reviewed: 2020	Review 2021	Notes	Completion
1	1. International Education 2. Treaty of Waitangi 3. Curriculum Delivery	ELT		April April April		
2	4. Strategic and Annual Planning and Self Review 5. Reporting Student Progress and Achievement Policy	Personnel ELT		March		
3	6. Appraisal of the Principal 7. Allocation of Units Policy 8. Staff Appraisal (Performance Management) 9. Equal Employment Opportunity 10. Timetable 11. Staff Appointments 12. Protected Disclosures	Personnel		May May May May June June June		
4	13. Finance	Finance		July		
5	14. Fairplay (mandatory signatory to Counties Manukau Sportfit) 15. Health and Safety 16. Animal Welfare (mandatory) 17. Traumatic Incident	Personnel		August August September September		
6	18. Enrolment Priority	Proprietor BOT Chairperson Principal		March August		

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

Y1-10 Curriculum Levels: 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 **3.29%** of the school roll

Pasifika students account for **7.59%** 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 2021	Annual Plan Actions 2022
<ul style="list-style-type: none">▪ Identify staff member to lead our Bi-cultural development▪ Develop a Bi-Cultural plan as recorded in our AP 2021 Strategic Goals Runsheets	<ul style="list-style-type: none">▪ 2nd year of our Bi-Cultural plan▪ Active consultation with our Maori and Pacifica parents

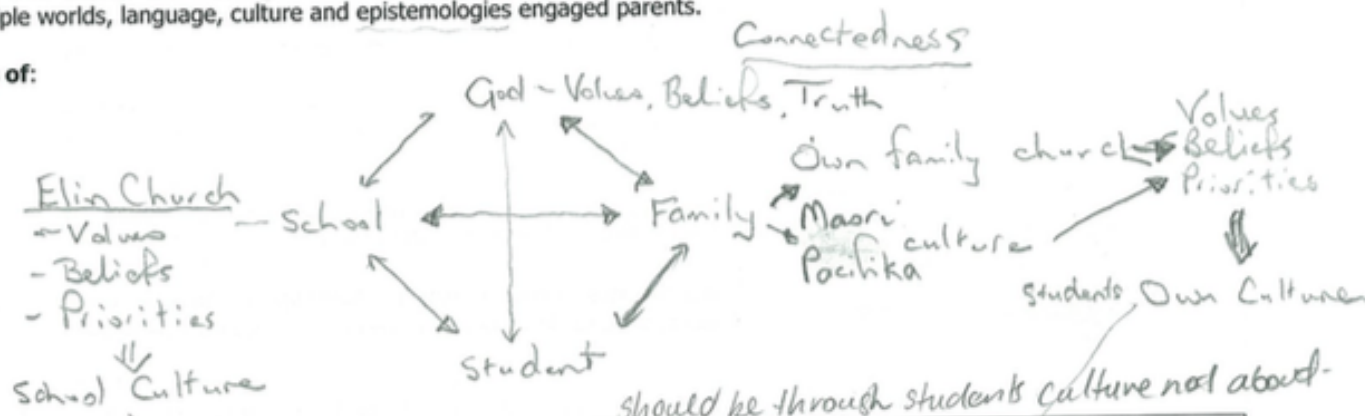
<ul style="list-style-type: none"> ▪ To explore the establishment of a Whanau Committee ▪ Develop a Pacifica Plan as part of our link to the Kahui Ako Pacifica Workstream ▪ Continue to foster and grow Cultural Groups on both campuses ▪ Ensure that cottage meetings always include consultation with Maori and Pasifika parents ▪ Actively growing our Maori and Pasifika students as leaders; increase the number of cultural leaders ▪ Continue 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 /MAC students attending the 2021 Polyfest ▪ Aim to have 50% of staff enrolled in EP Te Reo Online course ▪ 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) 	<ul style="list-style-type: none"> ▪ Further develop staff team member to lead the ongoing development of Success for Maori and Pasifika ▪ Actively growing our Maori and Pasifika students as leaders; increase the number of cultural leaders ▪ Further develop Maori/Pasifika Community Evening with parents/ students: to grow relationships ▪ Continue to foster and grow Cultural Groups on both campuses ▪ 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)
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- **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 2012	Annual Plan Actions 201	Annual Plan Actions 201
<p>Develop school wide Maori and Pasifika achievement plans</p> <p>Establish Junior Campus Kapa haka Group (Manaakitanga / Tangata Whenuatanga)</p> <p>Development of Senior Campus Maori cultural group to affirm identity as tangata whenua (Whanaungatanga/ Tangata Whenuatanga)</p>	<p>Implement Maori and Pasifika achievement plans (Tangata Whenuatanga)</p> <p>Establish Junior Campus Pasifika Performing Group (Inclusion, Belonging, Family, Spirituality, Relationships)</p> <p>Establish contact with Tahawai Marae at Edgewater College: Whāia Helene Crown (Manaakitanga)</p> <p>Set up an opportunity for whole staff to visit the Marae, share a meal and engage in a professional learning session based around Tikanga</p>	<p>Participate in the East Auckland Kohanga Festival</p>

Identification of similarities & differences in culture
 - How does the school move to reduce a competitive culture to an inclusive culture

	<p>To facilitate Senior Campus students attending the 2013 Polyfest</p> <p>To provide opportunities to grow our Maori and Pasifika students in leadership roles (Whanaungatanga / Tangata Whenuatanga) (Leadership, Service, Respect)</p> <p>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)</p> <p>To have Maori/Pasifika Staff Focus Learning Group to keep teachers up to date with best practise with Maori and Pasifika Learner (Ako) (Leadership)</p> <p>Introduce weekly Te Reo snippets for staff and increase the use of Waiata in staff gatherings</p> <p>Review options for the administration of Parent/Teacher/Student Conferences at both Campuses</p>	<p>→ Grow a group to perform in the non-competitive section of the Polyfest.</p> <p>How - Talanoa - storytelling Invite guest speakers eg Dietrich Soakai.</p> <p>Having a whānau or kaimata to give advice & support to staff/Managers</p> <p>the language learning is intrinsic to knowing the culture - How to behave within these spaces</p> <p>→ Facilitate staff becoming more fluent in Tikanga. eg Maori language lessons</p>
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JUNIOR CAMPUS TE REO MĀORI PROGRAMME

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

Golflands Campus	2019	2020	2021
Continued development of 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 Practise session(s) Help prepare speeches
	New students	
	International visitors	
Performances	Koanga Festival (Term 3)	Availability for practice times when event is nearing Present at the Koanga Festival Present at the powhiri
	JC Grandparents Day (Term 3)	
	SC and JC Prize-givings (Term 4)	
	Powhiri	
	To visit the group at least three times a term	Reconnect with group/tutors

JC Kapa Haka Group	Powhiri	Tikanga Select suitable songs/actions Present at the powhiri
Staff PD	Writing a mihi mihi	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 mihi mihi.
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 <i>Special Character</i> school. It is extremely important that whatever we do adopt, is done keeping in mind that we are a Christian school.