

# Charter

2022



**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.

<b>Charter contents</b>		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 annually hold hui and fonos with our Maori and Pasifika communities. Each year we report and analyse Maori and Pasifika achievement data and implement support for all students. Such programmes of support are documented and reported to the Board 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/ respect/manakitanga and courage/māia ...) and exploring their God-given potential, to achieve personal excellence for God's glory.*

***ARISE to a future and a hope***

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

# VISION STATEMENT

*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 personal excellence for God's glory.*

**To Reach,  
Serve and Influence**

		<b>Strategic Focus Areas (SFAs)</b> Supporting BHAGs, NAGs and NELPs	Special Character	Student Achievement	Sport & Arts	Personnel	Reputation	Governance	Communications	Management	Facilities
<b>BHAGs</b> 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								✓		✓
<b>NAGs</b> as supported by SFAs	1. Learning Programmes, Evaluation and Special Programmes		✓	✓	✓		✓			✓	
	2. Strategic Plan Compilation against NEGs						✓	✓	✓	✓	
	2a. Reporting							✓	✓	✓	
	3. Good Employer					✓		✓		✓	
	4. Financial Management							✓		✓	
	5. Safe Environment	✓				✓		✓		✓	✓
	6. Compliance with General Legislation							✓		✓	

		7. Charter Compilation and Submission	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		8. Gap Analysis						✓		✓		
	<b>NELPs</b> 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

<b>A</b>	<b>Achievement</b>	We want all students to achieve their personal best
<b>R</b>	<b>Responsibility</b>	We want all students to be self-disciplined, diligent citizens and life-long learners
<b>I</b>	<b>Inspiration</b>	We want all students to have fun learning, celebrate success with an attitude for excellence
<b>S</b>	<b>Skills</b>	We want all students highly skilled and equipped to make a creative and innovative contribution to society
<b>E</b>	<b>Elim Christian Character</b>	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

<b>1.</b>	<b>BHAG 1</b>	To have a strong Elim Special Character modelling our operations and programmes on biblical values
<b>2.</b>	<b>BHAG 2</b>	To become a high-performing school of choice
<b>3.</b>	<b>BHAG 3</b>	To provide for all students and staff to optimize their personal, professional and leadership growth potential
<b>4.</b>	<b>BHAG 4</b>	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 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 2021 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)

### 2022 ANALYSIS OF NCEA RESULTS

## 2021 Analysis of Provisional NCEA Results

### Summary: Enrolment-Based Cumulative Overall Results

#### Detailed Comparison:

% of students achieving NCEA Qualifications	Elim 2021 (Nat Ave) [Decile 7]	Elim 2020 (Nat Ave) [Decile 7]	Elim 2019 (Nat Ave) [Decile 7]	ELIM 2018 (Nat Avg)	ELIM 2017 (Nat Avg)
<b>NCEA Level 1 Y11 students</b>	<b>94 (69) [77]</b>	<b>96 (71) [80]</b>	<b>77 (71) [74]</b>	<b>84 (72) [75]</b>	<b>81 (75) [78]</b>
Endorsed with Merit	47 (32) [34]	48 (33) [35]	54 (34) [31]	48 (35)	35 (32)
Endorsed with Excellence	30 (21) [21]	22 (21) [22]	16 (20) [16]	18 (21)	22 (20)
<b>NCEA Level 2 Y12 students</b>	<b>93 (77) [85]</b>	<b>91 (80) [87]</b>	<b>83 (78) [80]</b>	<b>84 (78) [80]</b>	<b>84 (79) [83]</b>
Endorsed with Merit	46 (24) [25]	46 (25) [27]	39 (25) [22]	44 (26)	34 (22)
Endorsed with Excellence	23 (18) [20]	17 (18) [19]	20 (17) [14]	13 (16)	10 (16)
<b>NCEA Level 3 Y13 students</b>	<b>91 (70) [78]</b>	<b>86 (72) [79]</b>	<b>78 (67) [74]</b>	<b>78 (66) [73]</b>	<b>80 (66) [66]</b>
Endorsed with Merit	36 (26) [28]	38 (27) [28]	33 (26) [24]	33 (28)	41 (23)
Endorsed with Excellence	31 (18) [20]	18 (18) [18]	14 (15) [13]	17 (15)	15 (16)
<b>University Entrance</b>	<b>81 (51) [61]</b>	<b>72 (52) [60]</b>	<b>61 (49) [47]</b>	<b>68 (49) [47]</b>	<b>74 (49) [47]</b>
<b>Number of Scholarships</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>4</b>
	Biology Chemistry English	Photography (2) English (2) Geography	Digital Technology (2) Chemistry (2) Calculus	Painting Economics (2) Calculus (Y12 student)	Calculus Chemistry Physics

	History Physics	History French	Biology	Geography Statistics	Statistics (Outstanding)
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## University Entrance Requirements:

- **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)

## Accelerated Students 2021:

<b>Year 10-11</b>	<ul style="list-style-type: none"> <li>▪ 23 Year 10 students entered for <b>Level 1 Mathematics</b></li> <li>▪ 1 Year 11 student entered for <b>Level 3 Statistics</b></li> <li>▪ 2 Year 11 students entered for <b>Level 3 Calculus</b></li> <li>▪ 1 Year 11 student entered for <b>Level 2 Physics</b></li> <li>▪ 18 Year 11 students entered for <b>Level 2 Mathematics</b></li> <li>▪ 1 Year 11 student entered for <b>Level 2 Chemistry</b></li> <li>▪ 1 Year 11 student entered for <b>Level 2 Chinese</b></li> <li>▪ 1 Year 11 student studied <b>3x Level 2 subjects</b></li> <li>▪ 1 Year 11 student studied <b>2x Level 3 subjects</b></li> <li>▪ 1 Year 11 student studied <b>1x Level 3 subject</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ 6 endorsed with <b>Excellence</b> &amp; 9 with Merit</li> <li>▪ Endorsed with <b>Excellence</b></li> <li>▪ Both endorsed with <b>Excellence</b></li> <li>▪ Endorsed with <b>Excellence</b></li> <li>▪ 9 endorsed with <b>Excellence</b> &amp; 5 endorsed with Merit</li> <li>▪ Endorsed with <b>Excellence</b></li> <li>▪ Endorsed with Merit</li> <li>▪ Endorsed with <b>Excellence</b> and gained <b>Level 2 with Excellence</b></li> <li>▪ Endorsed with <b>Excellence</b> and gained <b>Level 2 with Excellence</b></li> <li>▪ Endorsed with <b>Excellence</b> and gained <b>Level 2 with Merit</b></li> </ul>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>▪ 11 Year 12 students entered for <b>Level 3 Calculus</b></li> <li>▪ 1 Year 12 student entered for <b>Level 3 Chemistry</b></li> <li>▪ 1 Year 12 student entered for <b>Level 3 Music</b></li> <li>▪ 1 Year 12 student entered for <b>Level 3 Statistics</b></li> <li>▪ 1 Year 12 student entered for <b>2x Level 3 subjects</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ 7 endorsed with <b>Excellence</b> and 2 with Merit</li> <li>▪ Endorsed with <b>Excellence</b></li> <li>▪ Endorsed with <b>Excellence</b></li> <li>▪ Endorsed with Merit</li> <li>▪ Endorsed with <b>Excellence</b>, gained <b>Level 3 with Excellence</b>, gained <b>UE</b></li> </ul>
<b>Year 13</b>	<ul style="list-style-type: none"> <li>▪ 2 students entered for <b>MAX (UoA)</b> course</li> <li>▪ 2 students entered for 1 University course, <b>Psychology (UoA)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ One passed with A+ and one with B</li> <li>▪ Both passed with A+</li> </ul>

***Special Assessment Conditions (SAC) students:***

<b>2017</b>	<b>11</b>
<b>2018</b>	<b>39</b>
<b>2019</b>	<b>37</b> BC: Y11 x 1 doing SPEC
<b>2020</b>	<b>41</b>
<b>2021</b>	<b>35</b>

- **11%** of Year 11-13 students required SAC over past year.
- Personalised learning programmes (IEPs) and supported individually
- One Year 12 student (deaf) gained Level 2 endorsed with Excellence.

# Achievement in NCEA and UE: Elim Christian College

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## PR2 - Enrolment Based Cumulative Overall Results

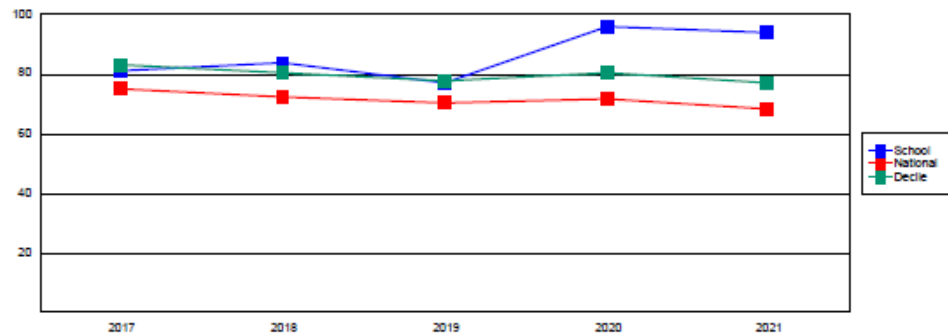
Elim Christian College

National

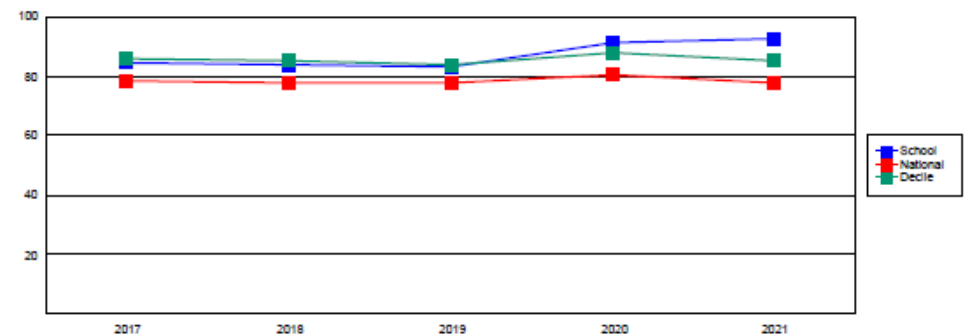
Decile 7

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
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	90.7	73.7	71.8	80.1	72.1	53.4	80.6	87.6	79.5	60.9
2021	93.9	92.8	90.7	81.4	68.5	77.4	69.9	50.8	77.3	85.3	78.4	61.1

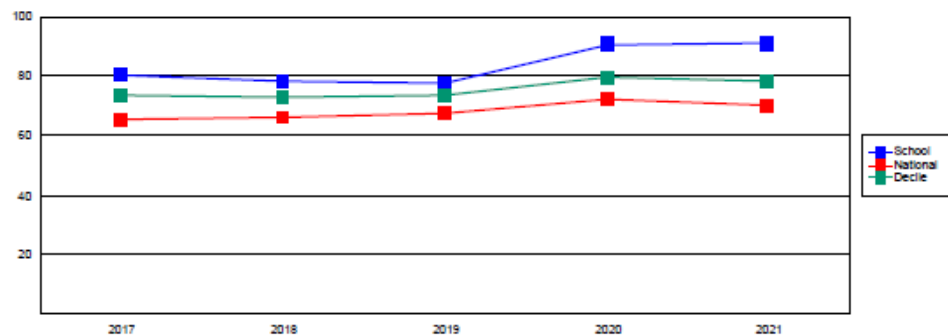
Year 11 - NCEA Level 1



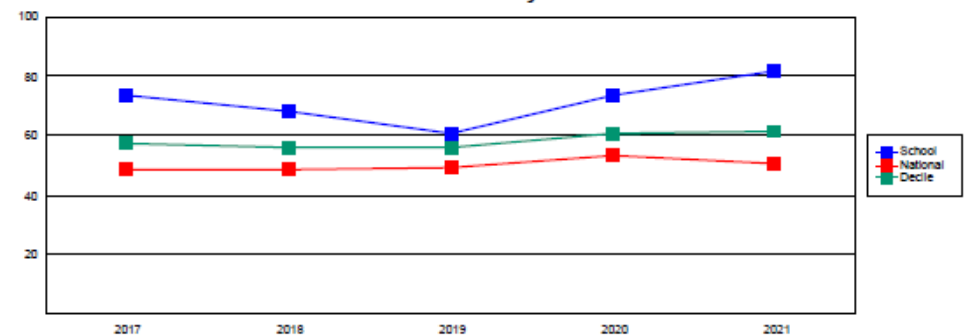
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



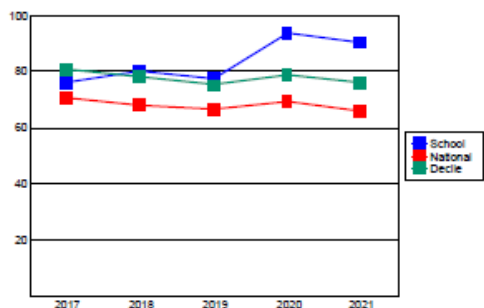
# Achievement in NCEA and UE: Elim Christian College

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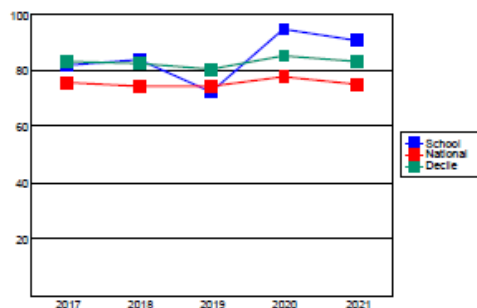
## PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Elim Christian College				National				Decile 7			
	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
<b>Male</b>												
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	90.2	66.7	69.6	77.8	68.5	46.8	79.1	85.2	74.6	52.9
2021	90.4	90.7	89.4	78.7	66.2	75.4	66.1	44.4	76.1	83.4	74.1	54.9
<b>Female</b>												
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	91.0	79.1	74.1	82.4	75.5	59.6	82.2	90.2	84.5	69.1
2021	96.8	94.4	92.3	84.6	70.8	79.3	73.5	56.6	78.7	87.5	82.5	67.1

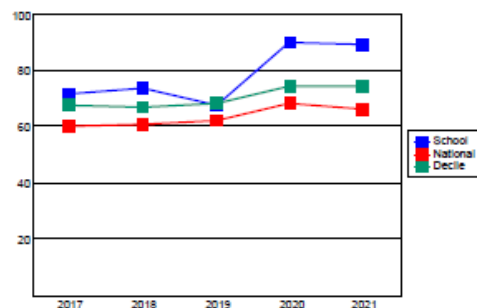
Year 11 NCEA Level 1 - Male



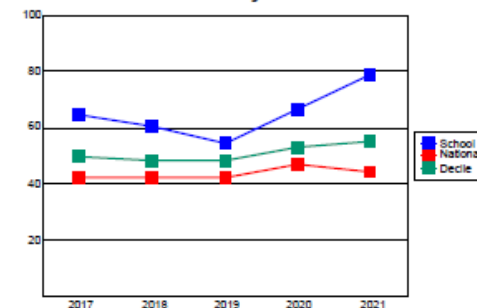
Year 12 NCEA Level 2 - Male



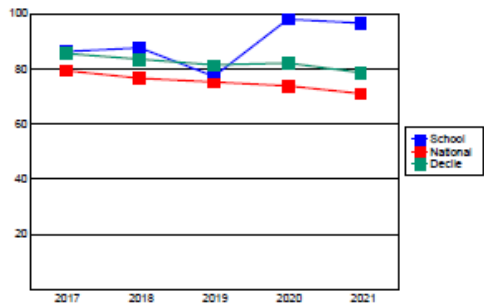
Year 13 NCEA Level 3 - Male



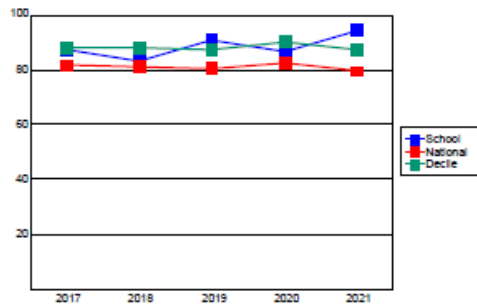
Year 13 University Entrance - Male



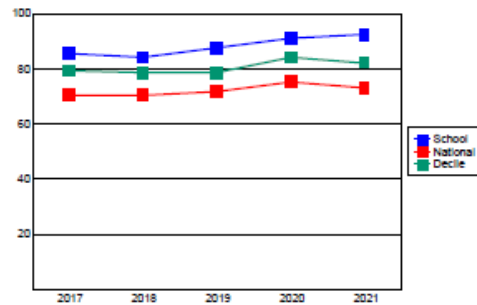
Year 11 NCEA Level 1 - Female



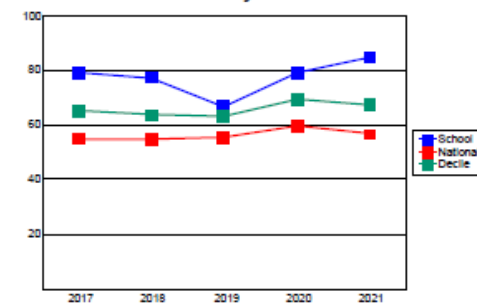
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



# Achievement in NCEA and UE: Elim Christian College

Generated 9-Feb-2022

## PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Elim Christian College				National				Decile 7			
	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
<b>Asian</b>												
2017	81.3	83.3	78.3	73.9	77.3	77.6	70.2	60.1	88.5	87.4	82.4	72.0
2018	86.2	95.5	81.3	81.3	76.9	77.3	70.5	60.1	86.4	87.3	78.3	68.0
2019	84.2	78.6	78.9	78.9	73.9	78.3	71.3	59.3	75.3	88.2	80.9	70.6
2020	100.0	100.0	93.1	79.3	73.1	80.0	76.5	64.1	77.1	89.4	86.1	75.1
2021	96.7	100.0	94.4	94.4	69.6	80.7	75.8	62.2	72.4	90.8	83.4	72.3
<b>European</b>												
2017	80.6	84.1	83.7	75.5	80.5	82.3	69.2	55.0	85.2	86.5	74.6	58.6
2018	87.4	85.1	81.3	68.0	78.0	81.5	69.9	55.0	83.1	86.6	74.4	58.2
2019	80.3	85.5	79.4	63.5	76.0	81.1	70.8	55.1	82.3	84.7	75.3	57.3
2020	94.7	91.8	89.9	73.4	75.8	83.2	74.6	59.0	84.0	88.8	79.6	61.6
2021	96.1	91.5	89.8	83.1	73.5	80.8	72.7	56.2	81.5	86.2	79.2	62.4
<b>Māori</b>												
2017	60.0	80.0	83.3	66.7	62.9	70.7	52.6	29.3	73.7	79.0	59.8	37.6
2018	61.5	28.6	66.7	66.7	58.4	68.6	52.9	29.3	67.7	77.3	62.3	39.8
2019	57.1	72.7	16.7	16.7	57.7	68.9	55.1	29.9	66.7	75.1	61.0	35.9
2020	87.5	71.4	81.8	54.5	60.8	71.9	60.7	34.1	71.0	81.7	70.8	44.3
2021	57.1	77.8	88.9	66.7	56.5	67.5	57.8	30.9	67.8	79.0	68.4	44.2
<b>Middle Eastern/Latin American/African</b>												
2017	100.0	100.0			76.5	76.5	64.6	51.0	72.4	79.8	66.2	51.4
2018	75.0	100.0	100.0	100.0	74.0	78.4	66.5	50.2	82.0	83.5	68.6	48.8
2019		100.0	66.7	33.3	67.5	75.5	68.3	52.0	68.5	79.5	64.5	52.6
2020	100.0	50.0	100.0	100.0	72.4	77.6	73.2	57.7	73.2	85.0	74.7	58.2
2021	66.7	100.0	100.0		67.9	77.0	69.8	54.2	65.3	80.5	78.5	61.3
<b>Other Ethnicity</b>												
2017					73.8	77.5	68.1	52.9	81.6	86.1	77.6	62.2
2018		100.0			72.9	75.9	63.6	50.8	88.1	84.6	72.2	55.6
2019					74.4	75.1	67.4	52.9	86.2	86.5	66.4	53.6
2020	100.0	100.0			74.6	81.0	74.3	56.9	84.4	87.5	87.4	73.9
2021		100.0	100.0	100.0	71.8	77.5	72.2	53.7	82.3	81.7	78.9	65.0
<b>Pacific Peoples</b>												
2017	66.7	86.7	66.7	66.7	67.1	73.9	58.9	29.3	73.8	78.5	61.8	36.7
2018	57.1	72.7	45.5	27.3	62.8	72.1	58.9	28.6	67.3	77.4	60.6	34.2
2019	75.0	64.3	87.5	25.0	61.8	71.3	60.3	30.3	67.0	75.7	61.9	33.9
2020	77.8	66.7	92.3	53.8	68.2	77.1	68.9	33.7	72.4	81.9	72.7	38.0
2021	72.7	88.9	80.0	60.0	61.0	70.6	64.2	31.9	70.0	77.9	71.4	42.7

- **L1 Literacy** 100% (National Average: 83.4%) [Decile 7: 90.7%]
- **L1 Numeracy** 98.3% (National Average: 82.2%) [Decile 7: 88.9%]
  - *Results will fluctuate from cohort to cohort and will not necessarily show incremental growth over the years*
  - *We are a small inclusive school where our vision is directed at growth of the individual holistically*
  - *With our relatively small numbers, each cohort is different and opportunities are provided for Scholarship where appropriate*
  - *There are a number of students who were involved in multi-level programmes who have now achieved their goals and are well prepared for their career pathways ahead.*

	Number of Students												
	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
<b>Y13</b>	93	126	105	101	90	89	74	62	48	51	48	50	40
<b>Y12</b>	101	112	129	120	110	104	98	79	67	55	54	57	62
<b>Y11</b>	117	106	117	137	110	111	95	105	76	71	61	53	60

### ***2021 School Leavers:***

	Total	Leavers With Level 2	Leavers Without Level 2
<b>Y13</b>	93	92	1
<b>Y12</b>	5	3	2
<b>Y11</b>	-	-	-
	<b>101</b>	<b>98</b>	<b>3</b>

### ***Overall Student Result Comparison:***

- 99% of students achieved L1.
- 97% of school leavers achieved L2 or higher.
- 98.9% 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-leveiling) over two years
- One Year 13 student (with SAC – autistic) followed individualized programme supporting his interests.

### Year 12

- 6 students going into part time work and study
- 1 student cited health reasons.

## 2021 Analysis of Maori and Pasifika Achievement

### 2021 Maori student achievement: (National Average in brackets)

	2021				2020				2019			
	% UE	Total Number	% Gained	% Merit / Excellence Endorsement	% UE	Total Number	% Gained	% Merit / Excellence Endorsement	% UE	Total Number	% Gained	% Merit / Excellence Endorsement
Level 1	-	7	57 (57) [68]	57%	-	8	88 (58) [64]	50%	-	14	57 (58) [62]	43%
Level 2	-	8	78 (68) [79]	63%	-	14	71 (71) [76]	21%	-	11	73 (69) [73]	27%
Level 3	67 (31) [44]	9	89 (58) [68]	33%	55 (33) [34]	11	82 (60) [63]	9%	17 (30) [29]	6	17 (55) [56]	-

### Maori student achievement:

#### Year 13

- 89% have gained Level 3 certificate
- 6 Students gained Level 3 certificate and UE
- 2 Students gained Level 3 with Excellence

### 2021 Pasifika student achievement: (National Average in brackets)

	2021				2020				2019			
	UE	Total Number	% Gained	% Merit / Excellence	UE	Total Number	% Gained	% Merit Excellence Endorsement	UE	Total Number	% Gained	% Merit / Excellence Endorsement



				Endorsement								
Level 1	-	9	73 (61) [70]	44%	-	8	78 (67) [72]	38%	-	9	75 (62) [66]	63%
Level 2	-	8	89 (71) [78]	25%	-	9	67 (76) [79]	75%	-	14	64 (71) [73]	14%
Level 3	60 (32) [43]	9	80 (64) [71]	67%	54 (32) [33]	13	85 (68) [67]	15%	25 (30) [30]	8	88 (60) [59]	-

## *Pacific Student Achievement:*

### *Year 13*

- 100% have gained Level 1 and Level 2 certificates
- 80% have gained Level 3 certificate
- 7 Students gained Level 3 certificate and UE
- 3 Students gained Level 3 with Excellence

## *2021 Analysis of Male and Female Achievement*

### *2021 Male student achievement: (National Average in brackets)*

	% UE	Total Number	% Gained	% Merit Endorsement	% Excellence Endorsement
Level 1	-	53	90 (66) [76]	37%	25%
Level 2	-	45	91 (75) [83]	33%	27%
Level 3	79 (44) [55]	51	89 (66) [74]	31%	22%

**2021 Female student achievement:** *(National Average in brackets)*

	% UE	Total Number	% Gained	% Merit Endorsement	% Excellence Endorsement
<b>Level 1</b>	-	64	97 (71) [79]	50%	30%
<b>Level 2</b>	-	56	94 (79) [88]	50%	16%
<b>Level 3</b>	85 (57) [67]	42	92 (74) [83]	33%	38%

**Responsive Curriculum at BC: NCEA 2021**

- 2021 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 98.3% L1 Numeracy – one International student did not gain Level 1 Numeracy due to Covid lockdowns.
- 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** were well above National and comparative Decile 7 results – we continue to place purposeful emphasis on recognising the importance of Bicultural identity and the focus on empowerment of Maori and Pacifica cross-cultural groups.
- **Male vs Female students at Elim:** All % gained were 89% and above. Overall, females outperformed males with small % differences. At year 12, Excellence endorsement for males was higher. 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). Many at risk students benefitted from earlier intervention and closer communication between counsellors, whanau leaders and teaching staff. This will be continued to be a focus in 2022.
- The importance to further embed learner agency within the NCEA curriculum is emphasized in order to maintain the success rates.
- The Gateway Programme has grown significantly over the past couple of years and is providing vocational pathways into employment opportunities:
  - Prime Minister’s Vocational Award – this student who won this in 2021 has successfully gained a building apprenticeship.

**2021 Gateway Programme**

Course	Students	Outcome
<b>Year 13</b>		
Retail	1	

Construction	2	Building apprenticeships gained. 1 student received Prime Minister's Vocational Award
Early Childhood	1	
Electrical	3	1 student gained apprenticeship
Health	2	Studying Nursing
Hospitality	4	1 Student entered for baking course 3 students gained employment in hospitality
Electrical Infrastructure	1	
Mechanics	1	
Marketing	1	
Radio Broadcasting	1	
<b>Year 12</b>		
Early Childhood	2	
Electrical	1	
Retail	2	1 student gained Electrical apprenticeship
Radio Broadcasting	2	1 student studying diploma in Broadcasting
Information Technology	1	

## 2021 Analysis of Variance : Progress & Achievement Data & Maori & Pasifica Success (Annual Report)

### Review (Analysis of Variance) of 2021: Annual Plan Actions

#### NAG2A (b) Comparative Analysis

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

#### Discussion:

We are pleased with our Progress and Achievement Data in 2021 for all our core subject areas. Since 2021 had continued being a disrupted year for teaching and learning, with many of our acceleration and support programmes not being fully realised this year, it is still pleasing to see good results in certain areas.

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#### *Golflands (GC) and Mt Albert Campus (MAC) Combined Y1-6 Data:*

READING AT/AB the expected levels			Comparison to previous year (2020):			
	2019	2020	2021	Same	Higher	Lower
<b>Overall</b>	80.5%	84.2%	78%			<b>6.2%</b>
<b>Boys</b>	75.7%	80.7%	80%			<b>.7%</b>
<b>Girls</b>	85.2%	86.6%	75%			<b>11.6%</b>
<b>Māori Students</b>	73.1%	73.1%	73%			<b>0.1%</b>
<b>Pacific Students</b>	77.5%	76.9%	64%			<b>12.9%</b>
<b>Asian Students</b>		86%	82%			<b>4%</b>
<b>European Students</b>		83.3%	75%			<b>8.3%</b>

This is not in keeping with the pattern from previous years. Girls usually perform better in Reading. Moreover, there is also a large decrease from last year.

MELAA Students		76.9%	70%			6.9%	10 students
Other Students		100% (3)	33% (1)			67%	3 students in 2020 and just 1 achieved AT in 2021

**In Reading**, our 2021 GC/MAC combined results show we have the following year levels reaching **85%** at and above the required curriculum level:  
**89%** 'End of Year 6'  
The 'End of Year 4' cohort achieved 81%.

**Significant observation: MAC (Mt Albert Campus)** The drop of 13.4% can be attributed to the more thorough and rigorous assessment practice at MAC. 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. Although the drop in percentage can be discouraging, it is pleasing to know that the results are reliable with the implementations and the moderation that is now taking place across the year levels

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WRITING AT/AB the expected levels				Comparison to previous year (2020):			
	2019	2020	2021	Same	Higher	Lower	
Overall	80.4%	79.9%	78%			1.9%	
Boys	71.7%	75.8%	74%			1.8%	
Girls	88.8%	84.2%	82%			2.2%	As in keeping with the pattern of previous years, girls perform better than boys in this subject with 8% higher results.
Māori Students	61.5%	65.4%	60%			5.4%	
Pacific Students	82.5%	69.2%	74%		4.8%		
Asian students		84.1%	82%			2.1%	
European students		78.7%	76%			2.7%	
MELAA students		76.9%	50%			26.9%	10 students
Other students		100% (3)		100% (3)			3 students

**In Writing**, our 2021 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 2’

\*\*\*\*\*

MATHEMATICS AT/AB the expected levels				Comparison to previous year (2020):			
	2019	2020	2021	Same	Higher	Lower	
<b>Overall</b>	86%	83.9%	85%		1.1%		Overall, there was an increase in achievement 1.1%. Boys achieved 1.4% higher and Girls achieved 1.3% higher respectfully than the previous year. Girls’ results are usually comparable with the boys, however as with last year’s results, the girls have 3% lower results than the boys.
<b>Boys</b>	85.9%	85.6%	87%		1.4%		
<b>Girls</b>	86.1%	82.7%	84%		1.3%		
<b>Māori Students</b>	61.6%	61.5%	60%			1.5%	
<b>Pacific Students</b>	85%	74.4%	74%			0.4%	
<b>Asian students</b>		89.7%	90%		0.3%		
<b>European students</b>		81%	81%	81%			
<b>MELAA students</b>		84.6%	70%				10 students
<b>Other Students</b>		66.6%	100%		33.4%		3 students

**In Mathematics**, our 2020 GC/MAC combined results show we have the following year levels reaching **85%** at and above the required curriculum level:  
**98%** ‘After 1 year at school’  
**94%** ‘After 2 years at school’  
**87%** ‘After 3 years at school’  
The ‘End of Year 6’ cohort achieved 81%.

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**NAG2A (b)(i) Area of strength**

Our Progress and Achievement OTJ data for Mathematics continues to be a strength at Elim Christian College Y1-6.

Mathematics at/ab the expected level:			
	2019	2020	2021

	MAC	GC	MAC	GC	MAC	GC
Overall	79.1%	87.8%	82.9%	84.5%	83%	86%
Boys	77.5%	88.2%	84.6%	85.9%	91%	86%
Girls	80.9%	87.4%	81.3%	83.2%	75%	86%
Māori students	50.0%	64.3%	50.0%	66.7%	75% (4)	54% (11)
Pacific students	54.5%	96.5%	73.4%	75.0%	56% (9)	90% (10)

#### Discussion: **Mathematics:**

Achievement in Mathematics during a year that was characterised by online learning was notable. This could be due to:

- There are aspects of Maths, particularly at the junior level, that lend themselves to online learning more easily.
- Mathematics assessment procedures being easier to ‘manage’ online
- All staff at GC were using PaCT Maths for the first time and there could have been a greater focus on consistency when deciding on overall teacher judgements.

#### **Significant observations:**

- 85% of students achieving at/ab the expected curriculum level - GC/MAC combined results.
- Both GC and MAC (Mt Albert Campus) overall performance independently fall within the range 1.5% and 0.1% respectively.
- Boys and Girls performance in Mathematics showed an increase from last year by 1.4% and 1.3% respectively.
- Asian students showed an increase of 0.3%
- European Students remained the same at 81%.

#### **Target groups:**

While there was an overall improvement in Mathematics achievement, there are 3 groups of students we can target in 2022.

- Of note is the 54% of Māori students achieving at/ab the expected level in Mathematics at GC and 56% of Pacific Island students achieving at/ab the expected level in Mathematics at MAC. These are the lowest performing groups in Mathematics.
- In 2020, 61.5% of our Māori students were performing at/ab the expected level, and in 2021, this dropped to 60% 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. In 2020, 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 in 2021, made this difficult to undertake.

We continued with this goal for Mathematics in 2021, with the view of improving the results for girls and Māori (GC) and Pacific (MAC) students.

- Girls at GC experienced an increase of 2.8%. Girls at MAC experienced a decrease of 6.3%.
- GC: Decrease of 12.7% in Māori students
- MAC: Decrease in 17.4% in Pacific students

We will continue engage with PaCT to work at being consistent with how we arrive at our OTJs, MAC is keen to come on board with PaCT Maths this year.

**NAG2A (b)(ii) Basis for identifying areas for improvement and Planned Actions to continue to lift achievement in 2022 for Writing/Reading**

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

Reading at/ab the expected level:						
	2019		2020		2021	
	MAC	GC	MAC	GC	MAC	GC
Overall	69.8%	83.4%	85.4%	83.1%	72%	78%
Boys	63.4%	79.1%	78.2%	81.5%	74%	81%
Girls	76.5%	87.4%	92.5%	84.7%	71%	77%
Māori students	50.0%	80.0%	75.0%	72.2%	75% (4)	73% (11)
Pacific students	45.5%	89.7%	80.0%	75.5%	67% (9)	60% (10)

**Discussion: Reading:**

Both GC and MAC experienced a decrease in how well the students achieved – 5.1% and 13.4% respectively. With any form of learning - online or face-to-face, basic skills (as related to most Maths concepts) are easier to teach, understand, and to measure than higher-order thinking and concepts. Although Mathematics does involve conceptual thinking, it was, generally, easier to monitor student understanding of the conceptual skills online than in Reading. A key focus this year would be to revisit our teaching and learning programmes for Reading to identify gaps that have become more pronounced due to online teaching and assessment of Reading.

**Significant observations:**

- MAC: The gap between boys and girls reading results has diminished compared to last year – 14.3% to 3%, although this year, the boys performed better and surpassed the girls by 3%.



**Target groups:**

- 67% and 60% of our Pacific students at MAC and GC respectfully achieved AT or AB. This showed a significant decrease from the previous year. This is an area of concern. Many of these students were in the acceleration and support reading programmes due to the lockdown and not being able to be at school. They have missed out on the extra support they needed to maintain their progress in 2021. These students need to be targeted in 2022.

Writing at/ab the expected level:						
	2019		2020		2021	
	MAC	GC	MAC	GC	MAC	GC
Overall	80.6%	80.2%	77.2%	80.9%	68%	81%
Boys	70.5%	72.0%	72.1%	76.6%	65%	76%
Girls	91.1%	88.1%	81.2%	85.1%	71%	84%
Māori students	33.3%	70.0%	62.5%	61.1%	50% (4)	54% (11)
Pacific students	72.7%	86.2%	60.0%	75.0%	67% (9)	80% (10)

**Discussion: Writing:**

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. The positive effects of this can be seen in the results for GC as they have been using the PaCT tool longer.

Repeating the comment made in Reading above: With any form of learning -- online or face-to-face, basic skills (as related to most Maths concepts) are easier to teach, understand, and to measure than higher-order thinking and concepts. Although Mathematics does involve conceptual thinking, it was, generally, easier to monitor student understanding of the conceptual skills online than in Writing.

**Significant observations:**

- The combined results for MAC and GC showed a decrease in 1.9% for AT/AB students.
- GC:
  - overall performance for AT/AB was 81%.
  - GC girls achieved 84%.
  - GC Pacific students achieved 80%.

These are amazing results given that students spent a significant part of the year online.

**Target groups:**

- Our Māori students at GC (54%) and MAC (50%) achieved well below the expected level and this is an area of concern. The Pacific students at MAC achieved at 67% and will be a target group as well.

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 2021. These students need to be targeted in 2021.

- MAC is encouraged to set goals to improve overall performance in Writing. One of the reasons for the 81% achievement for GC is that we set individual cohort goals (and not one Junior Years goal) for Writing based on the 2020 PaCT reports for writing. This focused goal-setting and teaching would have had an impact on the results. MAC is encouraged to do the same.

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

We are also in the process of reviewing our assessment schedules to ensure that assessment *for* learning is guiding our differentiated programmes. This will entail checking all assessment tools used for assessing Reading/Writing progress and achievement and providing focused professional development for all teachers to ensure reliability and consistency of delivery – our codes of practice.

**NAG2A (b)(iii) Planned actions in 2022**

Our Annual Plan for this year includes two areas where decisions will be strategically made to:

<b><i>TWO OF OUR 2022 ANNUAL PLAN FOCUSES</i></b>	
<b>1. Pacific &amp; Bi-Cultural</b> lens school wide	Our bi-cultural strategic plan will integrate with all curriculum areas and all operations. We have secured 200 hours of PLD for Bi-cultural capability
<b>2. Literacy</b> school wide	We have secured 100 hours for Structured Literacy

1. Strengthen our bicultural lens in data analysis:

- a. Use sets of evidence where disparities exist to initiate focused changes for our culturally-located learners:
  - i. Disaggregating 2021 data by gender, ethnicity, time at school, etc.  
Identify what our criteria will be – this is especially important as students were engaged with online learning for up to six months. The criteria we choose for our school must correlate with data yielded by groups that have not fared well in the core learning areas.
  - ii. Collecting data against key indicators.eg attendance, progress, engagement, retention.  
Identify what our indicators will be, for example, engagement was a huge indicator during online learning.
2. Address the and gaps created by online learning/established patterns of lower achievement in core learning areas:
  - a. Make changes to their assessment protocols, teaching practice and/or teaching programmes if required. This work has already begun.
    - i. MAC to engage with PaCT Maths PD
  - b. Begin identifying the preferred pedagogical approaches in our classrooms in core learning areas
  - c. Invest and institutionalize distributed and instructional leadership, i.e. the appointment of coaches

## Review (Analysis of Variance) of 2021 Annual Plan Actions

### Review of 2021 Annual Planning Goals for BHAGS

#	Annual Plan Actions 2021	% & Comment
1	<p><i>A responsive weaving</i></p> <p><i>“The warp is immovable - the Elim DNA”</i></p>	<ul style="list-style-type: none"> <li>• PB4L implemented school wide <b>60%</b></li> <li>• Vision statement includes agreed PB4L values <b>100%</b></li> <li>• Statements, signage, values reflects our cultural responsiveness in Te Ao Maori <b>20%</b></li> </ul>
2	<p><i>School wide Curriculum Review (3 year)</i></p> <p><i>The warp - “What learning is too important to leave to chance?”</i></p>	<ul style="list-style-type: none"> <li>• Each campus reflects improvement in learning and teaching practices <b>45%</b></li> <li>• Each across school age grouping (Y1-6, Y7-10, Y11-13) progressively builds an ‘agreed approach’ to the curriculum <b>30%</b></li> <li>• As one school we can accurately describe with evidence: What do we actually do? Why do we do it? And....Do we want to keep doing it? <b>25%</b></li> <li>• 3 Year Sports Plan reviewed &amp; Updated. <b>20%</b></li> </ul>

3	<p><i>School Wide Literacy Initiative</i></p>	<ul style="list-style-type: none"> <li>• Adoption of an integrated approach to teaching reading and writing. <b>20%</b></li> <li>• A literacy approach that rests on a foundation of explicit teaching in a structured, sequential, and recursive manner. <b>30%</b></li> <li>• Adopt a slow and steady, multi-faceted and multi-disciplinary approach. <b>30%</b></li> <li>• Provision of high-quality carefully targeted interventions for students who are performing below or well below expected curriculum levels. <b>60%</b></li> <li>• Addressing deficits in teaching and learning which prevent students from becoming confident readers and writers. Ultimately, we want fewer students needing high-quality intervention and steadily improving literacy capability for all students. <b>40%</b></li> </ul>
4	<p><i>A responsive curriculum at BC</i></p> <p><i>Building the new look NCEA locally and nationally</i></p>	<ul style="list-style-type: none"> <li>• Identifying indicators for consistent, coherent and long-term NCEA success <b>40%</b></li> <li>• Consolidate practice in effective data tracking <b>70%</b></li> <li>• An effective Y11-13 campus culture <b>75%</b></li> <li>• Y11-13 across school link + NCEA Review <b>80%</b></li> </ul>
5	<p><i>A responsive curriculum at GCJY</i></p> <p><i>What consistent, effective collaborative Learning &amp; Teaching looks like?</i></p>	<ul style="list-style-type: none"> <li>• Consistent, effective collaborative learning &amp; teaching aligned to this age group and curriculum levels <b>45%</b></li> <li>• Next stage of Learning Through Play implementation <b>60%</b></li> <li>• Y1-6 across school link <b>50%</b></li> <li>• ARISE Framework is re-worked (<b>halted to revise this goal</b>)</li> <li>• 'Structured Reading' introduced <b>100%</b></li> <li>• PACT Maths implemented and PACT Writing further developed <b>60%</b></li> <li>• Schoology implemented in Y6 <b>100%</b></li> <li>• 'Innerfit' 3 year programme of development completed <b>100%</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Experiential Playground as part of the GC Finishing project <b>0%</b></li> </ul>
6	<p><i>A Culturally Responsive Curriculum</i></p> <p><i>The Bi-Cultural Imperative</i></p> <p><i>Valued Student Outcomes for Maori and Pacific Students</i></p>	<ul style="list-style-type: none"> <li>• To explore and develop resources to support full integration of the bi-cultural narrative <b>40%</b></li> <li>• <b>To upskill staff in Te Reo, Tikanga</b></li> </ul>
7	<p><i>A Christ-centred Responsive Curriculum</i></p>	<ul style="list-style-type: none"> <li>• Achieve a review of some aspects of our Special Character <b>100%</b></li> <li>• Commence immediate work based on the above review <b>Moved to 2022</b></li> </ul>
8	<p><i>A Responsive Curriculum at GCMY</i></p> <p><i>What consistent, effective collaborative Learning &amp; Teaching looks like?</i></p>	<ul style="list-style-type: none"> <li>• Consistent, effective collaborative learning &amp; teaching aligned to this age group and curriculum levels <b>75%</b></li> <li>• Mastery Learning - achieving quality 'Live Reporting' <b>75%</b></li> <li>• PACT Y7-10 <b>20%</b></li> <li>• In depth review of Literacy in Y7/Y8 <b>20%</b></li> <li>• Effective and responsive reporting to parents, highlighting learner agency <b>40%</b></li> </ul>
9	<p><i>A Responsive Curriculum at MAC</i></p> <p><i>What consistent, effective Learning &amp; Teaching looks like?</i></p>	<ul style="list-style-type: none"> <li>• Consistent, effective collaborative learning &amp; teaching aligned to this age group and curriculum levels <b>40%</b></li> <li>• Y11-13 across school link + NCEA Review <b>65%</b></li> <li>• Y1-6 across school link – Literacy (structured reading) and PACT <b>75%</b></li> <li>• Maintaining link with Kahui Ako <b>80%</b></li> </ul>
10	<p><i>An Online Campus (ECCO)</i></p>	

11	<i>A responsive and common leadership structure for each site</i>	<ul style="list-style-type: none"> <li>• Developing our Courageous Leadership Programme <b>30%</b></li> <li>• Establishment of MY Curriculum Lead positions <b>100%</b></li> <li>• BC leadership restructure completed. <b>70%</b></li> </ul>
12	<i>Board- Proprietor Leadership</i>	<ul style="list-style-type: none"> <li>• Increase the BC maximum roll increase <b>0%</b></li> <li>• Pukekohe 400 students Y7-13 (stand-alone school) <b>20%</b></li> <li>• Online Campus (4<sup>th</sup>) with approved roll allocation <b>20%</b></li> <li>• Achieve MAC roll at 90% of 350 <b>100%</b></li> <li>• Improve facilities <b>40%</b></li> <li>• Improving BC buildings and facilities <b>40-70%</b></li> <li>• MAC – Asbestos Management Plan <b>100%</b></li> </ul>
13	<i>Building a highly responsive property programme</i>	<ul style="list-style-type: none"> <li>• Complete the process for the signing of the Campus Services Contract <b>30%</b></li> <li>• Proceed further in short and long term property planning processes <b>40%</b></li> </ul>
14	<i>Effectively Responsive Operational Structures</i>	<ul style="list-style-type: none"> <li>• Complete new Finance Structure <b>100%</b></li> <li>• Review all compliance aspects - policies, procedures, Board manual <b>30%</b></li> <li>• Develop effective BOT / Proprietor Operation <b>50%</b></li> <li>• Improve communication with our Chinese community <b>30%</b></li> </ul>
15	<i>Board NAG Compliance</i>	<ul style="list-style-type: none"> <li>• Provide well-designed and resourced ‘fit for purpose’ facilities <b>75%</b></li> <li>• Finances managed with Board policies and financial accounting legislation. An excellent auditors’ report <b>75%</b></li> <li>• Manage all BOT property and assets.. Property managed according to relevant approvals, policies, and budget restraints <b>60%</b></li> <li>• Implementation of 10 Year joint Property Plan Proprietor and Board <b>20%</b></li> <li>• Ensure enrolment procedures and practice comply with the Enrolment Policy as per the Deed of Integration</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide well-designed and resourced ‘fit for purpose’ facilities</li> <li>• Finances managed with Board policies and financial accounting legislation. An excellent auditors’ report</li> <li>• Manage all Board property and assets.. Property managed according to relevant approvals, policies, and budget restraints</li> </ul>	

<ul style="list-style-type: none"> <li>• Implementation of 10 Year joint Property Plan Proprietor and BOT</li> <li>• Ensure enrolment procedures and practice comply with the Enrolment Policy as per the Deed of Integration</li> </ul>	
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**STRATEGIC PLAN & INTENT 2022 - 2023**

Actively working to develop our ARISE values for development and improvement				
<p><b>Achievement</b>  <i>We want all students to achieve their personal best through academic rigour, personal best, extension</i></p> <p style="text-align: center;">↓</p>	<p><b>Responsibility</b>  <i>We want all students to be self-disciplined, diligent citizens and life-long learners</i></p> <p style="text-align: center;">↓</p>	<p><b>Inspiration</b>  <i>We want all students to have fun learning, celebrate success with an attitude for excellence</i></p> <p style="text-align: center;">↓</p>	<p><b>Skill</b>  <i>We want all students highly skilled and equipped to make a creative and innovative contribution to society</i></p> <p style="text-align: center;">↓</p>	<p><b>Elim Christian Character</b>  <i>We want all students to have a foundation of biblical knowledge expressed vibrantly in Christian values and character</i></p> <p style="text-align: center;">↓</p>
<b>NAG 1, 7, 8</b>	<b>NAGS 1-3</b>	<b>NAGS 1-5</b>	<b>NAGS 1-4</b>	<b>NAGS 1-5</b>
<p><b>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</b></p>				
<p><b>Elim Christian College recognised its responsibilities to contribute to the achievement of the NELPS (National Education &amp; Learning Priorities)</b></p>				
<p><b>Objective One: Learners at the centre</b> – learners with their whānau are at the centre of education <span style="float: right;"><b>Strong</b></span></p>				

**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)**

<b>NEG 1</b>	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	<b>Yes - strong</b>
<b>NEG 2</b>	Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement	<b>Yes – strong</b>
<b>NEG 3</b>	Development of the knowledge, understanding and skills needed by NZrs to compete successfully in the modern, ever-changing world	<b>Yes – strong</b>
<b>NEG 4</b>	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	<b>Yes - strong</b>
<b>NEG 5</b>	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	<b>Yes – strong</b>
<b>NEG 6</b>	Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need	<b>Yes – strong</b>
<b>NEG 7</b>	Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support	<b>Yes –strong</b>
<b>NEG 8</b>	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	<b>Yes - strong</b>
<b>NEG 9</b>	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	<b>Yes – improving</b>
<b>NEG 10</b>	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	<b>Yes – improving</b>



## Strategic Planning to meet BHAGs 2022-2023

	<b>Annual Action Plans 2021</b>	<b>Projected Possible Annual Action Plans 2022</b>
<p><b><i>Taking Stock</i></b></p> <p><b><i>What needs to be banked from 2020?</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>• Review Learning Maps</li> <li>• Monitor Digital Curriculum – OMG Evaluation</li> <li>• Continue to increase student agency in their learning</li> <li>• Strengthen Internal Evaluation</li> <li>• Professional Growth programme (Appraisal)</li> </ul>	<ul style="list-style-type: none"> <li>• Blended integrative learning strong everywhere</li> </ul>
<p><b><i>A responsive weaving</i></b></p> <p><b><i>“The warp is immovable and this is the Elim DNA”</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>• What is it? Is it what we think it is?</li> <li>• Our culture and core values</li> <li>• PB4L school wide implementation – embedded</li> <li>• Our commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Enviro status on all campuses</li> <li>•</li> </ul>
<p><b><i>School wide Curriculum Review</i></b></p> <p><b><i>The warp - “What learning is too important to leave to chance?”</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>• Simple but deep</li> <li>• Challenging practice and documentation</li> <li>• Staff well-being in mind</li> <li>• Consistency of practice and programmes</li> <li>• What do we actually do and why do we do it?</li> <li>• How long is it since we reviewed it?</li> <li>• Impact on students achievement – if so what?</li> <li>• Do we wish to continue what we are doing and if not what is the way forward?</li> </ul>	<ul style="list-style-type: none"> <li>• All campuses / learning areas operating effectively and innovatively</li> <li>• Performing Arts strong across the school</li> <li>• Redefined, shaped libraries to reflect space restriction yet 21<sup>st</sup> century functionality</li> <li>• 0% students well below their curriculum level in any area of the curriculum</li> <li>• Address ‘priority learners’</li> <li>• 85% of Maori and Pasifica students achieving ‘at’ or ‘above’ for curriculum levels</li> <li>• Strong exceptional PLD across all Ongoing strategic work on our transformative blended digital learning culture and pedagogy</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate academic success (Acceleration, Trades etc) – use of alumni</li> <li>• Have pathways for all students</li> <li>• Supporting students achieve sporting excellence <ul style="list-style-type: none"> <li>○ Review the 3-year sporting plan</li> <li>○ Focus on building great sports people</li> <li>○ Need to feed into recruitment process</li> </ul> </li> <li>• Performing Arts &amp; Fine Arts</li> <li>• Auckland / National recognition</li> <li>• Music and Performing Arts at MAC</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement</b></li> <li>• <b>Strong, innovative Y11-13 structure and programme operating effectively</b></li> </ul> <p><b>(MOE: Funding, responsive curriculum, learning technology, assessment tools, texts)</b></p>
<p><b>School Wide Literacy Initiative</b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>• School wide Reading initiative</li> <li>• Learning Through Play (Oral Literacy)</li> <li>• PACT Y7-10</li> <li>• ESOL</li> <li>• Staff PL in grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 of our Literacy plan</li> </ul>
<p><b>A responsive curriculum at BC</b></p> <p><b>Building the new look NCEA locally and nationally</b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>• NCEA - Improving the results</li> <li>• Continue the shift towards effective data tracking.</li> </ul>	<p><b>NCEA</b></p> <ul style="list-style-type: none"> <li>• Raise number of Merit and Excellence endorsements by 2%</li> <li>• Implement Y11-13 plan to raise student achievement</li> <li>• Strong provision of vocational pathways for Y11-13</li> <li>• Facilitate Y12s making informed decision around vocational pathways</li> <li>• 85% of Maori and Pasifika students achieving ‘achieved’ or ‘above’ for NCEA</li> <li>• Fully ready to implement all requirements of the NCEA Review</li> <li>• Continue to improve data tracking and reporting</li> </ul> <p><b>(MOE: Quality pedagogical leadership and management)</b></p>

<p><i>A responsive curriculum at GCJY</i></p> <p><i>Academic performance Years 1-6</i></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>Continue the shift towards effective data tracking.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement</li> <li>Strong, innovative Y1-6 structure and programme operating effectively</li> <li></li> </ul> <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><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>Continue the shift towards effective data tracking.</li> <li>Whanau Committee</li> <li>The Pacifica Plan</li> <li>Work with SECKA initiative</li> <li>Te Ao Maori - Aligning <b>the Māori</b> world view to <b>the</b> wider world view. Promoting exploration, inquiry, research and resources for this to happen.</li> </ul>	<ul style="list-style-type: none"> <li>The Elim plan for Maori and Pacific success - fully implemented</li> <li>Review and implement a plan to increase number of staff from maori, pasific and other ethnic descent</li> <li>Further grow staff to meet needs of priority learners</li> <li>Significant increase in use of Te Reo in all campuses</li> <li>Each of campuses will be a strong and ever-progressively developing bi-cultural environment for both BOT, staff and students</li> <li>Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement</li> <li>Strong, innovative middle years structure and programme operating effectively</li> </ul> <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><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>The Elim Proprietor Trust to carry out independent review of the nature, integration and operation of our special character.</li> <li>Every unit to reflect an observable and authentic biblical focus</li> <li>Create a framework for special character that can act as guardrails</li> <li>Investigate the risk of an organic approach (as opposed to a prescribed approach)</li> </ul>	<ul style="list-style-type: none"> <li>The Y0-13 Special Character Review cemented as 3 yearly</li> <li>Special Character Induction Pack developed</li> <li>Look again at Special Character Timeline Journey</li> <li>Ongoing embedding of Christian Worldview into every aspect of every Campus - depth of special character evident and effective</li> <li>School wide curriculum – review unit plans for regularity and consistency of Christian world-view -</li> <li>Map Y0-13 Special Character curriculum and resource using pastoral expertise</li> <li>Alumni really effective and functioning well</li> <li>Establish with a Christian tertiary provider a 6 month semesterised biblical world view tertiary study course</li> </ul>

		<ul style="list-style-type: none"> <li>Investigating possibility of our own action research unit and strategic leadership development centre for innovative Christian world view transformative education</li> <li>Redefining how we plan for the discovery in each student - the way God has gifted them – how they are ‘wired’ for their personalised journey</li> </ul>
<p><b><i>A Responsive Curriculum at GCMY</i></b></p> <p><b><i>What consistent, effective collaborative Learning &amp; Teaching looks like?</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>Continue the shift towards effective data tracking.</li> <li>Curriculum Language</li> <li>Learning aligned to this age group and curriculum levels</li> <li>Establishment of curriculum leads</li> <li>Significant achievement years</li> <li>Mastery Learning</li> <li>Live Reporting</li> </ul>	<p><b>(MOE: Quality pedagogical leadership and management)</b></p> <ul style="list-style-type: none"> <li>Further implement and imbed ARISE framework school wide</li> <li>Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement</li> <li>Ongoing strategic work defining shared, agreed values, beliefs &amp; expectations regarding academic achievement.</li> </ul>
<p><b><i>A Responsive Curriculum at MAC</i></b></p> <p><b><i>What consistent, effective Learning &amp; Teaching looks like?</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>Continue the shift towards effective data tracking.</li> <li>Y11-13 cross school link + NCEA Review</li> <li>Y1-6 cross school link</li> <li>Maintaining link with Kahui Ako</li> </ul>	<ul style="list-style-type: none"> <li>Further implement and imbed ARISE framework school wide</li> <li>Ensure we continue to think and work strategically for depth and breadth of curriculum delivery and student achievement</li> <li>Strong, innovative Y1-13 structure and programme operating effectively</li> <li>Another 100 students enrolled and attending and provisioned for</li> <li>Redefined, shaped library to reflect space restriction yet 21<sup>st</sup> century functionality</li> <li>Ongoing strategic work defining shared, agreed values, beliefs &amp; expectations regarding academic achievement.</li> </ul> <p><b>(MOE: parents informed and ambitious for their children)</b></p>
<p><b><i>An Online Campus (ECCO)</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p>	

<p><b><i>A responsive and common leadership structure for each site</i></b></p> <p><b><i>Our Courageous Leadership Programme</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>• School wide leadership development offering</li> <li>• Continuing BC structural review</li> <li>• New BC Campus Lead</li> <li>• First year of GCMY Curriculum Leads</li> <li>• New GCJY Assistant Campus Lead</li> <li>• Kahui Ako – Provided great opportunities for staff</li> <li>• Plans for “passing baton” from one year to the next</li> <li>• Coaching for students in roles</li> <li>• Active Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Top appointments made – collegial and effective staff practices for effective student achievement outcomes</li> <li>• Effective school wide Leadership structure</li> <li>• Attract, add value to and retain the best staff through a high-trust model and a culture of growing staff</li> <li>• Staff development based on ‘discovering the leader within’</li> <li>• Review progress on our ability to respond to staff stress and performance concerns</li> <li>• Review staff motivation, giftings and engagement</li> <li>• Exit interviews: Students</li> <li>• Connection developed and maintain with Howard Youngs</li> </ul> <p><b>(MOE: Quality pedagogical leadership and management)</b></p>
<p><b><i>Building a highly responsive property programme</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>• Complete the process for the signing of the Campus Services Contract</li> <li>• Proceed further in short and long term property planning processes</li> </ul>	<ul style="list-style-type: none"> <li>• Proceed further in short and long term property planning processes</li> </ul>
<p><b><i>Effectively Responsive Operational Structures</i></b></p>	<p><a href="http://bit.ly/RunSheets">http://bit.ly/RunSheets</a></p> <ul style="list-style-type: none"> <li>• <u>Schooldocs</u> to reduce ensuring compliance</li> <li>• Procedures – Compliance</li> <li>• BOT / Proprietor Operation</li> <li>• Communication - Chinese community</li> </ul>	<ul style="list-style-type: none"> <li>• International Marketing really effective</li> <li>• Communication App developed and installed</li> <li>• Zoom operating effectively and in all locations</li> <li>• ECCO highly effective</li> <li>• Website is a high achiever</li> <li>• Effective and efficient productivity suite</li> </ul>
<p><b><i>BOT NAG Compliance</i></b></p>	<ul style="list-style-type: none"> <li>• Provide well-designed and resourced ‘fit for purpose’ facilities</li> <li>• Finances managed with Board policies and financial accounting legislation. An excellent auditors’ report</li> <li>• Manage all BOT property and assets.. Property managed according to relevant approvals, policies, and budget restraints</li> <li>• Implementation of 10 Year joint Property Plan Proprietor and BOT</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for and manage finances. An appropriately set, monitored, managed, reviewed and reported budget for all income and expenditure.</li> <li>• Finances managed with Board policies and financial accounting legislation. An excellent auditors’ report</li> <li>• Manage all BOT property and assets. Implementation of 10 year cyclic maintenance plan. Property managed according to relevant approvals, policies, and budget restraints</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure enrolment procedures and practice comply with the Enrolment Policy as per the Deed of Integration</li> </ul> <p><b>(MOE: Outcome-focused, fit for purpose regulatory and legislative environment)</b></p>	<ul style="list-style-type: none"> <li>• Continue planning process for new Senior Campus with research into alternative models of pedagogy, curriculum management, delivery and architecture</li> <li>• Monitor management of enrolment process to ensure adherence with larger numbers roll numbers</li> <li>• Positioned well for additional campuses</li> </ul>
<b><i>Proprietor Leadership</i></b>	<ul style="list-style-type: none"> <li>• Increase the BC roll with applications to MoE</li> <li>• Online Campus (4<sup>th</sup>)</li> <li>• MAC roll cap is 350 – once at 90% can then apply for additional.... ongoing development</li> <li>• Continuous Improvement for buildings and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Campuses to stand-alone schools</li> <li>• Online Campus</li> </ul>

*"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

## South East Christian Kāhui Ako

'Forward in Faith Together'

2022

**Wellbeing**

Active Learning/ECE Transitions

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

**Elim Christian College Annual Policies Review**

<b>NAG</b>	<b>Policies</b>	<b>Who</b>	<b>Last reviewed: 2021</b>	<b>Review 2022</b>	<b>Notes</b>	<b>Completion</b>
<b>1</b>	1. International Education 2. Treaty of Waitangi 3. Curriculum Delivery	ELT		April April April		
<b>2</b>	4. Strategic and Annual Planning and Self Review 5. Reporting Student Progress and Achievement Policy	Personnel ELT		March		
<b>3</b>	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		
<b>4</b>	13. Finance	Finance		July		
<b>5</b>	14. Fairplay (mandatory signatory to Counties Manukau Sportfit) 15. Health and Safety 16. Animal Welfare (mandatory) 17. Traumatic Incident	Personnel		August August September September		
<b>6</b>	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 Pacific students at achieved or above**

**Y1-10 Curriculum Levels:** To increase the number of **Maori and Pacific** 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

**Pacific 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: Pacific 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 **Pacific 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"> <li>▪ Identify staff member to lead our Bi-cultural development</li> <li>▪ Develop a Bi-Cultural plan as recorded in our AP 2021 Strategic Goals Runsheet</li> <li>▪ To explore the establishment of a Whanau Committee</li> <li>▪ Develop a Pacific Plan as part of our link to the Kahui Ako Pacifica Workstream</li> <li>▪ Continue to foster and grow Cultural Groups on both campuses</li> <li>▪ Ensure that cottage meetings always include consultation with Maori and Pacific parents</li> <li>▪ Actively growing our Maori and Pacific students as leaders; increase the number of cultural leaders</li> <li>▪ <b>Continue development of GC Pacific Performing Group (Inclusion, Belonging, Family, Spirituality, Relationships )</b></li> <li>▪ Continue to identify Maori students for careers opportunities beyond school in terms of scholarships if student requirements are met. (Whanaungatanga / Tangata Whenuatanga)</li> <li>▪ BC/MAC students attending the 2021 Polyfest</li> <li>▪ Aim to have 50% of staff enrolled in EP Te Reo Online course</li> <li>▪ Continue weekly Te Reo snippets for staff and use of Waiata in staff gatherings</li> <li>▪ <b>Set up</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2<sup>nd</sup> year of our Bi-Cultural plan</li> <li>▪ Active consultation with our Maori and Pacific parents</li> <li>▪ Further develop staff team member to lead the ongoing development of Success for Maori and Pacific</li> <li>▪ Actively growing our Maori and Pacific students as leaders; increase the number of cultural leaders</li> <li>▪ Further develop Maori/Pacific Community Evening with parents/ students: to grow relationships</li> <li>▪ Continue to foster and grow Cultural Groups on both campuses</li> <li>▪ Develop a powhiri for new students at each Campus and include it in the First few Day Orientation Programme</li> <li>▪ <b>Review</b> options for the administration of Parent/Teacher/Student Conferences at both Campuses</li> <li>▪ <b>Establish</b> a coordinated approach to all students having the opportunity for Marae visits including leadership training for Prefects etc.... (Manaakitanga)</li> </ul>

Area for review	Elim Christian College Board Plan							
	Term 1		Term 2		Term 3		Term 4	
	Feb	March	April / May	June	August	Sept	Nov	Dec
<b>Strategic Planning</b> - Charter - Annual Plan - Special Character	Confirm charter is to sent to MoE 1 March Update Annual Plan	Charter to BOT 2021 Special Character Review Roll Return 1 March	<b>Strategy Day</b> (ELT mid-year review on progress of Annual Plan)	Special Character Roll Return 1 July	<b>Oversight fellowship &amp; prayer</b>	Board effectiveness review	Strategy day / BHAGs (for Annual Plan & Charter the following year)	Preparing for AoV Annual Plan drafting
<b>Governance</b>	Board committees / delegations / appoint Presiding Member Principal professional growth cycle design <i>Risk review and mitigation</i>	Governance Manual Accounts to auditor	Governance Manual Annual report to MoE 31 May	<i>Risk review and mitigation</i>  Principal professional growth cycle conversation	Governance Manual	Governance Manual  Student representative election	<i>Risk review and mitigation</i>  Principal professional growth cycle summary	Board self-review
<b>Student Achievement Curriculum (Y1-6, Y7-10, Y11-13)</b>		NCEA	Y1-10 Literacy and Numeracy Science & English Reports	Numeracy Social Science Reports Parent reporting	Arts, Music Special Learning Needs Reports Technology, Digital & BYOD Reports	Gifted and talented Health, Sport & PE	International Students Parent reporting	
<b>Te Tiriti o Waitangi &amp; Pacifica</b>		Māori Hui	Pacifica Fono	Māori students <i>Treaty of Waitangi</i>	Pacifica students	Te reo Māori		
<b>Personnel Physical and Emotional Safety Board Committee</b>	Staff Exit interviews <i>Allocation of Units</i>  <i>Timetable</i>	Student Support <i>Appointments Policy</i> <i>Curriculum Delivery</i> <i>Reporting Student Progress and Achievement</i>	Staff Wellbeing Survey <i>Strategic Planning and Self Review</i>  <i>Professional Growth Cycle (staff &amp; Principal)</i>	<i>Enrolment Policy</i>  <i>Protected Disclosure</i>  <i>Animal Welfare</i>	Student Wellbeing Survey <i>Child Protection Policy</i>  <i>Fairplay</i>	Health & Safety  <i>H&amp;S Policy</i>  Student Exit Interviews	Board wellbeing assessment <i>Protected Disclosure Policy</i>  <i>Equal Employment Opportunities</i>	
<b>Finance &amp; Property Board Committee</b>	Budget Draft Approved	Budget Approved  <i>Monitoring</i>	Cyclic Maintenance and 10 year property plans  <i>Monitoring</i>	<i>Finance Policy &amp; Procedures</i>  <i>Monitoring</i>	IT  <i>Monitoring</i>	Provisional staffing entitlement and funding  <i>Monitoring</i>	Next year draft budget  <i>Monitoring</i>	Finalise and adopt draft
Board engagement, consultation and professional development	Commencement Dinner (Jan) Induction of new staff & Board Proprietors Desert Evening	NZSTA conference (April)  Principal online with parents	Speaker at Board <b>Cottage Meeting</b>	AIS conference <b>Cottage Meeting</b> Kahui Ako Evening	Board self-directed learning  Principal online with parents	Speaker at Board <b>Cottage Meeting</b>	Senior Prize-Giving (Y11-13)	Y1-10 Prize Givings