



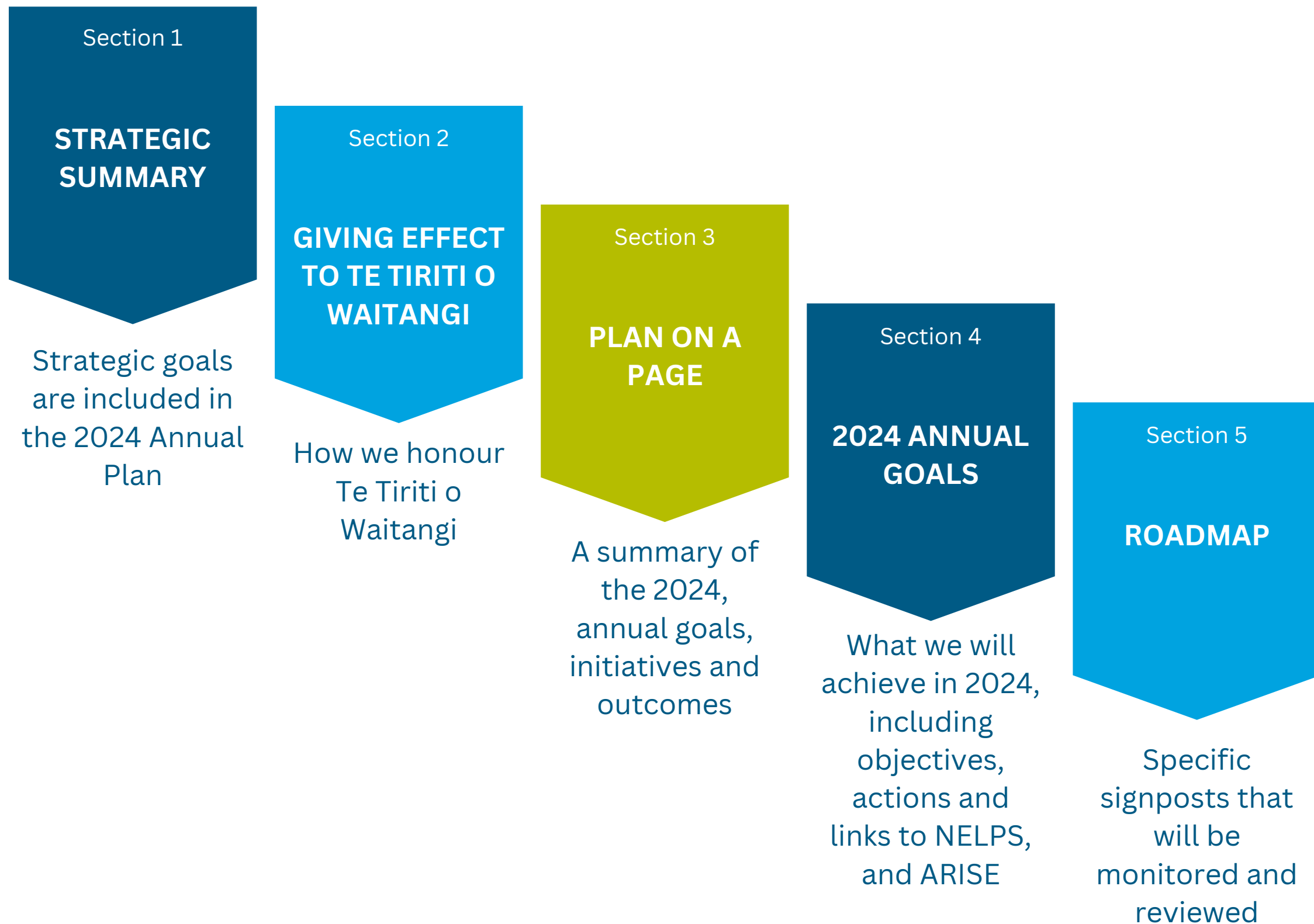
*Elim Christian College
Henderson*

**ANNUAL IMPLEMENTATION PLAN
2025**

**ARISE to a hope and a future to
reach, serve, and influence.**

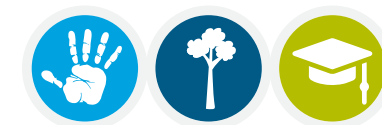


A GUIDE TO THE ANNUAL PLAN



Section 1: 2024-2025 STRATEGIC PLAN SUMMARY

This shows the strategic goals that are included in the 2024 Annual Plan



ELIM CHRISTIAN COLLEGE SPECIAL CHARACTER

TE TIRITI O WAITANGI



CULTURE

Ignite curiosity, nurture confidence and instill belonging in all ākonga.

To deliver an empowering educational experience that honours our special character by igniting curiosity, nurturing confidence and instilling a sense of belonging, enabling success for all.

"Therefore encourage one another and build each other up".

1 Thessalonians 5:10



COMMUNITY

Champion respect, welcome collaboration and value unity

To establish impactful partnerships that celebrate and cherish our cultural and spiritual heritage by championing respect, welcoming collaboration and valuing unity, enabling us to reach, serve and influence.

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

1 Peter 4:10



CURRICULUM

Provide clarity and direction, adapt robust practices and create optimal learning conditions.

To advance progress and achievement that promote students to reach their highest standards of learning by providing clarity and direction, adapting robust teaching and assessment practices and creating optimal learning conditions, enabling collective ownership.

"Hold on to instruction, do not let it go; guard it well, for it is your life."

Proverbs 4:13

ARISE

ACHIEVEMENT • RESPONSIBILITY • INSPIRATION • SKILLS • ELIM CHRISTIAN CHARACTER

ARISE to a hope and a future to reach, serve, and influence.

Section 2: HOW WE GIVE EFFECT TO TE TIRITI O WAITANGI *regulation 9(1)(g)*

How we will honour Te Tiriti o Waitangi



We acknowledge and honour **te reo Māori**, and perceive it as taonga, a sacred treasure. The rangatira and kaimahi recognise Te Tiriti o Waitangi as a foundational document of New Zealand.

Our commitment to upholding and embracing Te Tiriti o Waitangi is reflected in our dedication to the **principles of reciprocity, (active) protection, partnership, equity, and equal treatment**, while also recognising the significance of honouring and empowering Māori as tangata whenua.

Additionally, we support the principles of **Ka Hikitia**, emphasising the importance of stepping up, lifting up, and empowering individuals through partnerships built on mutual respect, understanding, and shared aspirations. These principles guide us toward collective action, outcomes, and solutions, achieved through consultation with mana whenua and our whānau. Our approach seeks to honour the richness of **te ao Māori** while remaining fully aligned with the values, beliefs, and principles of our special character.

In shaping our policies and practices, we strive to reflect both the bicultural essence and cultural diversity of New Zealand. The Board provides guidance in **Tikanga Māori (customs)** and **Te Reo (language)**. All students are introduced to te reo Māori and are provided opportunities to engage in spiritual disciplines that incorporate it, including waiata and karakia.

Tikanga and **mātauranga Māori** will be woven into aspects of our kura in ways that celebrate te ao Māori, including termly mihi whakatau and other cultural events that acknowledge traditions and significant moments for mana whenua..

Key strategies outlined in the current strategic plan include:

- **Maintaining a cultural leadership role (unit holder) who, in collaboration with SLT, supports the use of te reo Māori and tikanga across kura life**
- **Providing ongoing professional development for teachers to strengthen their proficiency in te reo and tikanga**
- **Integrating te ao Māori into the curriculum where it aligns with our Christian special character**
- **Cultivating cultural understanding in accordance with the principles of Te Tiriti o Waitangi**

ARISE to a hope and a future to reach, serve, and influence.



ELIM CHRISTIAN COLLEGE HENDERSON 2024

PLAN ON A PAGE



Strategic Goal

Annual Goal

Success

#1 CULTURE

To deliver an empowering educational experience that honours our special character by igniting curiosity, nurturing confidence and instilling a sense of belonging, enabling success for all.

Refine and develop the identity of our kura, strengthening the expression of our special character in the rhythms and routines that shape our daily life.

- Ākonga (students), kaiako (teachers), and whānau (families) confidently articulate and embody our special character.
- The language, rhythms, and routines of our kura consistently reflect and reinforce our identity.
- Fundamental elements of ARISE are embedded and expressed naturally in daily life.
- Kura-wide clarity on the distinctives of Elim Christian College Henderson is evident in interactions, learning environments, and community engagement.

#2 COMMUNITY

To establish impactful partnerships that celebrate and cherish our cultural and spiritual heritage by championing inclusivity, welcoming collaboration and valuing unity, enabling us to reach, serve and influence.

Cultivate purposeful rhythms and routines that foster meaningful engagement, strengthen partnerships and create consistency in our kotahitanga (coming together)

- Whānau, kaiako, and ākonga engage consistently in purposeful rhythms and traditions that strengthen connection.
- Gathering, kōrero, and reporting practices are predictable, well-structured, and valued by our kura community.
- Partnerships between kura and whānau are visible, reciprocal, and enriching for ākonga learning and wellbeing.
- Communication channels are open, transparent, and actively utilised to foster engagement.

#3 CURRICULUM

To advance progress and achievement that promote students to reach their highest standards of learning by providing clarity and direction, adapting robust teaching and assessment practices and creating optimal learning conditions, enabling collective ownership.

Develop intentionality, clarity and consistency in our curriculum design and delivery, ensuring effective learning progression.

- Our curriculum delivery is intentional, structured, and aligned with our special character and Te Tiriti o Waitangi.
- Ākonga experience consistency and clarity in learning, with clear expectations and structured progression.
- Kaiako confidently implement refined approaches to teaching and learning across disciplines.
- A shared understanding of curriculum design enables coherence across learning areas.

Section 4: 2025 ANNUAL GOALS

What we will achieve in 2025, the actions we will take and links to broader education agencies



OBJECTIVES

the focus and outcome our efforts and actions will accomplish

ACTIONS

the specific actions and activities that need to be undertaken to accomplish each objective

NELPS

how our actions align with priorities outlined in The Statement of National Education and Learning Priorities

ARISE

how our actions align with the framework which guides and directs our special character



#1

CULTURE

Refine and develop the identity of our kura, strengthening the expression of our special character in the rhythms and routines that shape our daily life.

1.1 - Clearly define and document the key components of our kura identity (*with reference to our values, beliefs, and traditions*)

1.2 - Strengthen the school's visual identity and special character in the environment

1.1.1 - Conduct sessions with kaimahi, ākonga, whānau and hapori to gather input and perspectives on the kura identity
1.1.2 - Develop a written statement that captures the essence of the kura identity (underpinned by our special character)
1.1.3 - Create accompanying visuals and symbols that communicates our identity

1.2.1 - Develop a guide outlining practices and routines that express our special character in daily activities
1.2.2 - Refresh or enhance signage, displays and visual elements to reflect the school's unique identity

NELP 1: Learners with their whānau are at the center of education

NELP 2: Great education opportunities and outcomes are within reach for every learner

Responsibility - all ākonga to be self-disciplined, diligent and responsible citizens

Inspiration - all ākonga to be inspired thinkers who have fun learning and celebrate success with an attitude for excellence

Elim Character - all ākonga to have foundational biblical knowledge expressed vibrantly in Christian values and distinctive characteristics



#2

COMMUNITY

Cultivate purposeful rhythms and routines that foster meaningful engagement, strengthen partnerships and create consistency in our kotahitanga (coming together)

2.1 - Create predictable rhythms and opportunities for whānau to participate in kōrero and huihuinga (discussion and gathering)

2.2 - Improve the consistency and effectiveness of communication with whānau and our hapori

2.1.1 - Establish a schedule and predictable rhythm to our huihuinga
2.1.2 - Consult with whānau and ākonga about the nature and purpose of our kōrero and reporting methods
2.1.3 - Identify feedback mechanisms to understand whānau perspective

2.2.1 - Develop a communication plan outlining preferred channels, platforms and frequencies
2.2.2 - Utilise multiple platforms (calendar, website, newsletter, KAMAR portal and documents) to ensure information is easily accessible and far-reaching

NELP 1: Learners with their whānau are at the center of education

NELP 5: New Zealand education is trusted and sustainable

Responsibility - all ākonga to be self-disciplined, diligent and responsible citizens

Skills - all ākonga to be highly skilled collaborators who are equipped to make creative and innovative contributions to society

Elim Character - all ākonga to have foundational biblical knowledge expressed vibrantly in Christian values and distinctive characteristics



#3

CURRICULUM

Develop intentionality, clarity and consistency in our curriculum design and delivery, ensuring effective learning progression

3.1 - Provide opportunities for kaiako to engage in professional learning that enhances their understanding and delivery of new curriculum documents

3.2 - Create and implement learning approaches for key curriculum areas to support the delivery of instruction

3.1.1 - Review existing curriculum documents to ascertain where our current programmes and practice align
3.1.2 - Schedule Professional Learning opportunities related to refreshed curriculum areas

3.2.1 - Designate subject leads for key curriculum areas with accompanying objectives and job descriptions
3.2.2 - Create a learning approach template for subject leads to develop for their respective area
3.2.3 - Review current practices and programmes to ascertain their alignment with the approaches to learning

NELP 3: Quality teaching and leadership make the difference for learners and their whānau

NELP 4: Learning that is relevant to the lives of New Zealanders today and throughout their lives

Achievement - all ākonga to achieve their personal best as lifelong learners

Inspiration - all ākonga to be inspired thinkers who have fun learning and celebrate success with an attitude for excellence

Skills - all ākonga to be highly skilled collaborators who are equipped to make creative and innovative contributions to society

ARISE to a hope and a future to reach, serve, and influence.

Section 5: ROADMAP

Specific signposts that will be monitored and reviewed



	<h2>ACTIONS</h2> <p>the specific actions and activities that need to be undertaken to accomplish each objective</p>	<h2>ACCOUNTABLE</h2> <p>the individuals or collective bodies that will be responsible for the outworking of each action</p>	<h2>RESOURCES</h2> <p>the assets, allocations and/or efforts we will require to ensure progress in each action</p>	<h2>REVIEW</h2> <p>how successful have we been in the fulfilment of the objective (to be completed by end of year)</p>
<p>#1.1 Clearly define and document the key components of our kura identity (with reference to our values, beliefs, and traditions)</p>	<p>Conduct session with kaimahi, ākonga, whānau and hapori to gather input and perspectives on the kura identity</p>		<p>Statement of Faith Ako Framework Te Tiriti o Waitangi</p>	
	<p>Develop a written statement that captures the essence of the kura identity</p>		<p>Statement of Faith Special Character Committee Cottage Meetings Leadership Team</p>	
	<p>Create accompanying visuals and symbols that communicates our identity</p>			

Section 5: ROADMAP

Specific signposts that will be monitored and reviewed



#1.2
Strengthen the school's visual identity and special character in the environment

ACTIONS
the specific actions and activities that need to be undertaken to accomplish each objective

Develop a guide outlining practices and routines that express our special character in daily activities

Refresh or enhance our signage, displays and visual elements to reflect the school's unique identity

ACCOUNTABLE
the individuals or collective bodies that will be responsible for the outworking of each action

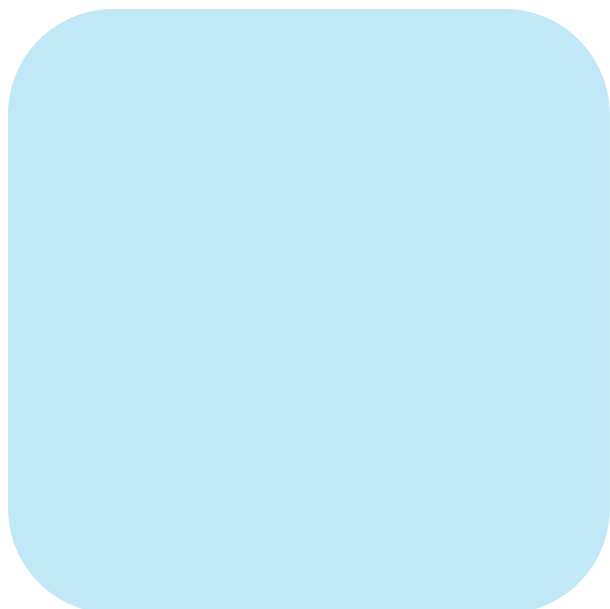
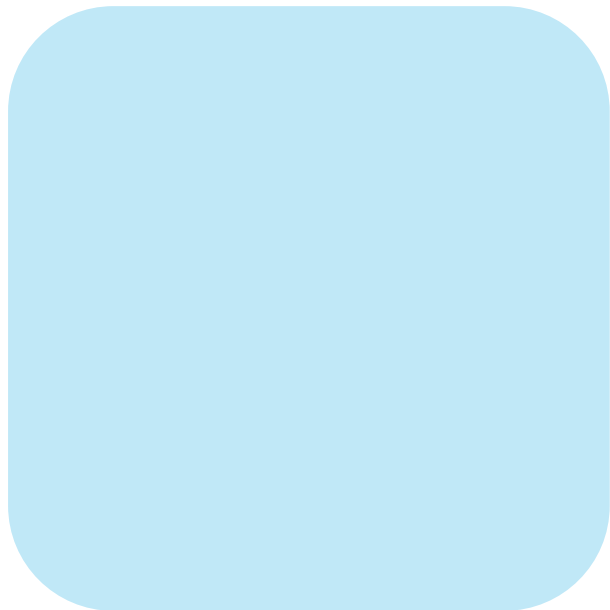


RESOURCES
the assets, allocations and/or efforts we will require to ensure progress in each action

ERO: *What Drives Learning in our School*
Niho Taniwha
Tātaiako & Tapasā
Statement of Faith

ERO: *School Ethos & Environment*
Te Mātaiaho
Te Hurihanganui
Framework
Niho Taniwha

REVIEW
how successful have we been in the fulfilment of the objective (to be completed by end of year)



Section 5: ROADMAP

Specific signposts that will be monitored and reviewed



	ACTIONS the specific actions and activities that need to be undertaken to accomplish each objective	ACCOUNTABLE the individuals or collective bodies that will be responsible for the outworking of each action	RESOURCES the assets, allocations and/or efforts we will require to ensure progress in each action	REVIEW how successful have we been in the fulfilment of the objective (to be completed by end of year)
#2.1 Create predictable rhythms and opportunities for whānau to participate in kōrero and huihuinga	Establish a schedule and predictable rhythm to our huihuinga		Ka Hikitia ERO: <i>Creating Effective Hui & Assemblies Leading to the Northeast Special Character Guidelines</i>	
	Consult with whānau and ākonga about the nature and purpose of our kōrero and reporting methods		ERO: <i>Partnering with Whānau Tapasā</i> NZSTA: <i>Strengthening Home-School Partnerships</i> APPE	
	Identify feedback mechanisms to understand whānau perspective		ERO: <i>Whānau Voice in School Improvement</i> NZSTA: <i>Effective Consultation Guidelines</i> Niho Taniwha	

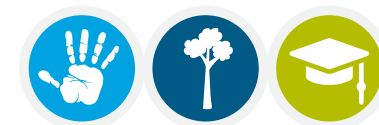
Section 5: ROADMAP

Specific signposts that will be monitored and reviewed



Section 5: ROADMAP

Specific signposts that will be monitored and reviewed



#3.1
Provide opportunities for kaiako to engage in professional learning that enhances their understanding and delivery of new curriculum documents

ACTIONS

the specific actions and activities that need to be undertaken to accomplish each objective

Review existing curriculum documents to ascertain where our current programmes and practice align

Schedule Professional Learning opportunities related to refreshed curriculum areas

ACCOUNTABLE

the individuals or collective bodies that will be responsible for the outworking of each action



RESOURCES

the assets, allocations and/or efforts we will require to ensure progress in each action

Te Mātaiaho
ERO: *Effective Curriculum Review*
Niho Taniwha
Kahikitia
Tapasā

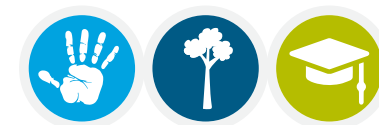
Professional Growth Cycle
ERO: *High-Impact PLD for Schools*

REVIEW

how successful have we been in the fulfilment of the objective (to be completed by end of year)

Section 5: ROADMAP

Specific signposts that will be monitored and reviewed



#3.2
Create and implement learning approaches for key curriculum areas to support the delivery of instruction

ACTIONS

the specific actions and activities that need to be undertaken to accomplish each objective

Designate subject leads for key curriculum areas with accompanying objectives and job descriptions

Create a learning approach template for subject leads to develop for their respective area

Review current practices and programmes to ascertain their alignment with the approaches to learning

ACCOUNTABLE

the individuals or collective bodies that will be responsible for the outworking of each action



RESOURCES

the assets, allocations and/or efforts we will require to ensure progress in each action

ERO: *Leadership in Curriculum Design*
NZSTA: *Developing Middle Leadership*

Te Mātaiaho
ERO: *Designing a Coherent Learning Journey*

ERO: *Evaluating Learning Programmes Leading to the Northeast Niho Taniwha*

REVIEW

how successful have we been in the fulfilment of the objective (to be completed by end of year)