



 *Elim Christian College
Henderson*

ANNUAL IMPLEMENTATION PLAN
2026

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



A GUIDE TO THE ANNUAL PLAN

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Section 1: 2024-2026 STRATEGIC PLAN SUMMARY



This shows the strategic goals that are included in the 2026 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**

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Section 3: **ATTENDANCE MANAGEMENT**



This shows the strategic goals that are included in the 2026 Annual Plan

Regular attendance is essential to student learning, wellbeing, and connection to kura life. At Elim Christian College Henderson, we view attendance not simply as compliance, but as a shared responsibility grounded in care, partnership, and a commitment to every ākonga flourishing. **Our approach to attendance is early, relational, and supportive.** We recognise that barriers to regular attendance can be complex and varied, and we are committed to working alongside whānau to understand and respond to these with empathy, consistency, and clarity. Attendance concerns are identified early and addressed through timely communication, pastoral support, and practical intervention, with the goal of restoring connection and supporting sustained engagement.

We give effect to Ministry of Education expectations through the implementation of a clear Attendance Management Plan aligned with the Stepped Attendance Response (STAR). This ensures that absence is responded to consistently and proportionately, with increasing levels of support as required, and with all actions clearly documented and reviewed.

Our commitment includes:

- **promoting the importance of regular attendance across kura life**
- **ensuring accurate and timely recording and follow-up of absences**
- **identifying patterns early and responding proactively**
- **strengthening partnerships with whānau to remove barriers to attendance**
- **prioritising wellbeing, reintegration, and learning continuity for students experiencing absence**

Attendance is monitored regularly at classroom, team, and leadership levels, with termly reporting to the Board. Where attendance concerns persist, we engage appropriate pastoral and external supports, always seeking to act in the best interests of the learner. **In all attendance matters, our intent is clear: to support ākonga to be present, connected, and able to engage fully in learning,** while holding attendance as a shared commitment between kura and whānau, consistent with our values and special character.



ELIM CHRISTIAN COLLEGE HENDERSON 2026

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

Cultivate pride and confidence in our kura by encouraging shared stewardship of its character and life

- Ākonga demonstrate pride in their kura, expressed through participation, care for people and spaces, and confidence in representing the school community
- Stewardship of the school's character and life is evident across kura practice, with ākonga, kaiako, and whānau contributing positively and responsibly
- A strong sense of confidence and place is evident among learners, reflected in settled relationships, positive behaviour, and willingness to engage in school life

#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

Deepen connection with whānau and hāpori through shared experiences which fosters a greater sense of belonging and place

- Whānau engage in shared experiences that strengthen connection, supporting relationships between families, kaiako, and the wider kura community
- Opportunities for connection beyond the classroom are well attended and valued, contributing to a welcoming and connected school environment
- Whānau demonstrate a growing sense of belonging and place, with increased confidence in their understanding of the kura and their role within it

#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

Shape a shared and coherent approach to teaching and learning that supports clarity, consistency, and progress

- Kaiako share a common understanding of effective teaching and learning, reflected in consistent planning, delivery, and assessment practices across the school
- Ākonga experience clarity and consistency in their learning, with well-structured progression and clear expectations supporting engagement and progress
- Teaching and learning practices are coherent and purposeful, enabling learners to make progress across learning areas in alignment with our special character

Section 5: 2026 ANNUAL GOALS

What we will achieve in 2026, the actions we will take and links to broader education agencies



FOCUS the key aspects of each goal that will be intentionally prioritised during the year	ACTIONS the specific actions and activities that need to be undertaken to accomplish each objective	ARISE PROFILE how our actions align with the framework which guides and directs our special character	PLANNING ANCHORS the key principles that guide improvement, curriculum design, and decision-making across the kura
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 **#1 CULTURE**
 Cultivate pride and confidence in our kura by encouraging shared stewardship of its character and life

1.1 - Carrying the Kura: supporting ākonga to take an active, caring role in the shared life and character of the kura

1.2 - Pride and Place: strengthening confidence, attachment, and pride through participation in the everyday life of the kura

1.1.1 - Provide structured opportunities for ākonga to contribute to, care for, and represent the kura through leadership, service, and house-based initiatives

1.1.2 - Recognise and affirm stewardship behaviours that reflect care for people, spaces, and the life of the school

1.2.1 - Strengthen opportunities for ākonga to participate in experiences that build pride in the kura and confidence in their place within it

1.2.2 - Utilise school-wide events, traditions, and shared moments to reinforce connection to the kura and its character

RESPONSIBILITY: all ākonga to be self-disciplined, diligent and responsible citizens (*stewardship, care, contribution and ownership*)

INSPIRATION: all ākonga to be inspired thinkers who have fun learning and celebrate success with an attitude for excellence (*pride, confidence and positive participation*)

SPECIAL CHARACTER: the lived expression of Christian values, stewardship, and service shapes how the kura is carried and cared for

LEARNER AGENCY: ākonga taking increasing ownership of contribution, leadership and participation in school life

 **#2 COMMUNITY**
 Deepen connection with whānau and hāpori through shared experiences which fosters a greater sense of belonging and place

2.1 - Shared Experiences: experiences that draw whānau into the life of the kura in ways that are naturally connective

2.2 - Connection: strengthening whānau to whānau relationships and connection that across all year levels and spaces

2.1.1 - Use existing structures such as houses, events, and partnerships to create shared community experiences that bring whānau together in relational, enjoyable, and accessible ways

2.1.2 - Work alongside community partners to enrich shared experiences that support wellbeing and connection

2.2.1 - Establish communication and community touchpoints that invite connection without overburdening families

2.2.2 - Create intentional opportunities for whānau to connect across classes and year levels, strengthening the wider kura community

ELIM CHARACTER: all ākonga to have foundational biblical knowledge expressed vibrantly in Christian values and distinctive characteristics (*unity, hospitality, service, and community*)

INSPIRATION: all ākonga to be inspired thinkers who have fun learning and celebrate success with an attitude for excellence (*connection, joy, shared experiences, relational warmth*)

PARTNERSHIP & COMMUNITY: whānau and hāpori are connected to the life of the kura through relational, reciprocal engagement

WELLBEING & ENGAGEMENT: pride, confidence, and connection are nurtured through positive relationships and a strong sense of place

 **#3 CURRICULUM**
 Shape a shared and coherent approach to teaching and learning that supports clarity, consistency, and progress

3.1 - Writing by Design: intentionality in how writing is taught, ensuring learning is cumulative, coherent, and well understood across the kura

3.2 - Feedback for Progress: how learners understand their learning and progress, and how feedback supports purposeful next steps

3.1.1 - Develop clear writing progressions and teaching sequences that articulate what effective writing instruction looks like across year levels

3.1.2 - Provide targeted professional learning in writing instruction, supporting kaiako to build confidence, clarity, and capability in explicit teaching practices

3.2.1 - Embed consistent feedback practices across learning areas, enabling learners to recognise progress and respond constructively

3.2.2 - Use evidence of learning and feedback conversations to inform teaching decisions and support learner progress over time

ACHIEVEMENT: all ākonga to achieve their personal best as lifelong learners (*progress, clarity, high expectations, success for learners*)

SKILLS: all ākonga to be highly skilled collaborators who are equipped to make creative and innovative contributions to society (*writing, feedback, learner capability, transferable learning*)

LOCAL CURRICULUM: teaching and learning are intentionally designed, sequenced and coherent across the kura

LEARNER AGENCY: ākonga taking increasing ownership of contribution, leadership and participation in school life

Section 7: PLAN IN ACTION

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>Cultivate pride and confidence in our kura by encouraging shared stewardship of its character and life</p>	<p>Provide structured opportunities for ākongā to contribute to, care for, and represent the kura through leadership, service, and house-based initiatives</p>	<p>Principal SLT School Spirit Lead House Leaders Student Leadership</p>	<p>House System Student Leadership Frameworks Assembly and House Time Allocations</p>	
	<p>Recognise and affirm stewardship behaviours that reflect care for people, spaces, and the life of the school</p>	<p>SLT Kaiako</p>	<p>Recognition Systems (assemblies, house points, prizegivings, etc.) ARISE Framework and Elim Character language</p>	
	<p>Strengthen opportunities for ākongā to participate in experiences that build pride in the kura and confidence in their place within it</p>	<p>School Spirit Lead Special Character Lead Sport Waitakere Liaison Mitey Liaison EOTC Lead Enrichment Role Holders</p>	<p>School Events Calendar House Competitions EOTC Planning Structures and Budget Community Partnerships</p>	
	<p>Utilise school-wide events, traditions, and shared moments to reinforce connection to the kura and its character</p>	<p>School Spirit Lead Special Character Lead EOTC Lead Principal</p>	<p>Established School Traditions Assembly and Hui Structures Special Character Resources and Guidelines Communication Channels</p>	

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Section 7: PLAN IN ACTION

Specific signposts that will be monitored and reviewed



Deepen connection with whānau and hāpori through shared experiences which fosters a greater sense of belonging and place

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)
Use existing structures such as houses, events, and partnerships to create shared community experiences that bring whānau together in relational, enjoyable, and accessible ways	SLT Community Liaison School Spirit Lead EOTC Lead House Leaders	House Systems and House Events School Events Calendar Community Partnerships EOTC and Event Planning Processes School Communication Channels	
Work alongside community partners to enrich shared experiences that support wellbeing and connection	Mitey Liaison Sport Waitakere Liaison Specialist Kaiako Kaiako	Formal Partnership Agreements (Mitey and Sport Waitakere) NZACS and Henderson Cluster Board Approved Budgets	
Establish communication and community touchpoints that invite connection without overburdening families	Community Liaison Office Administrators SLT Team Leaders	School App and Newsletters Annual Plan Consistent Messaging Templates Whānau Feedback Mechanisms KAMAR Reporting Systems	
Create intentional opportunities for whānau to connect across classes and year levels, strengthening the wider kura community	Deputy Principal Community Liaison School Spirit Lead Special Character Lead Enrichment Role Holders House Leaders	House Structure and Groupings Whole School Events Team Events School Trips Event Planning Guidelines Resourcing Allocated to Community Events Pōwhiri Mihi Whakatau	

Section 7: PLAN IN ACTION

Specific signposts that will be monitored and reviewed



Shape a shared and coherent approach to teaching and learning that supports clarity, consistency, and progress

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)
Develop clear writing progressions and teaching sequences that articulate what effective writing instruction looks like across year levels	Principal Deputy Principal Team Leaders	Curriculum Maps and Planning Templates Writing Progressions and Exemplars The New Zealand Curriculum Internal Assessments Moderation Practices Professional Learning Networks & Providers PLD Budgets	
Provide targeted professional learning in writing instruction, supporting kaiako to build confidence, clarity, and capability in explicit teaching practices	Deputy Principal Professional Learning Lead Team Leaders (Implementation)	Professional Learning Groups Professional Learning Opportunities Writing Progressions and Instructional Approaches Staff Hui Observation, Modelling and Shared Practice Opportunities	
Embed consistent feedback practices across learning areas, enabling learners to recognise progress and respond constructively	SLT Professional Learning Lead Kaiako	Feedback Principles and Language Exemplars Planning and Assessment Documentation Professional Learning Courses PLD Budgets	
Use evidence of learning and feedback conversations to inform teaching decisions and support learner progress over time	Team Leaders Kaiako	Assessment and Tracking Tools Moderation Process Professional Learning Groups Reporting and Documentation Systems Staff Hui	

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