



Annual Report

2024

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Principal’s Report

Throughout the course of this year, it has been a time of both growth and adaptation. We’ve embarked on our inaugural journey and begun to see our ākonga thrive in their learning journeys, particularly in areas where our dedicated focus on structured literacy and numeracy has yielded positive progress. This was especially evident with the completion of the Maunga team's micro-credential in structured literacy and the Ngahere team's enthusiastic commencement of the same course. The commitment of our kaiako to ongoing professional development reflects our collective goal of achieving excellence while supporting each ākonga to reach their personal best. We are proud to witness ākonga becoming more confident in communicating their learning, understanding their next steps, and using tools to support their growth—all while staying grounded in our special character.

Looking forward, we acknowledge that while our progress is encouraging, there are still challenges to address. A key focus will be on ensuring that all students are equipped with the skills to navigate an ever-changing world while remaining anchored in our guiding principles and values. This year, we will further emphasise consistent attendance, engagement in home learning, and active participation in the school community, recognising that these are crucial components of ākonga success. Additionally, the ARISE framework will continue to guide our strategies, with a particular emphasis on achievement, encouraging every learner to strive for 'progress before perfection’.

Our kura remains steadfast in its vision of inspiring lifelong learners who live by Christian values, and we are excited to see how God will continue to guide us in the journey ahead.

List of all school board members

Board member names	Date that the board member’s term finishes
Raewyn Openshaw (Presiding Member)	19th September 2025
Andy Lawrence (Principal)	NA
Murray Burton	19th September 2025
Pete McArthur	TBC
Lehan Stemmet	19th September 2025
Danie Vermeulen	19th September 2025

Statement of variance: progress against targets

<div>Strategic Goal 1: Culture</div> <div>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.</div>				
<div>Annual Target/Goal:</div> <div>Actively involve and immerse ākonga in learning, comprehending and embodying the principles of ARISE.</div>				
Actions	What did we achieve?	Evidence	Reasons for any differences	Planning for next year – where to next?
<div>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</div>	<div>What were the outcomes of our actions?</div> <div>What impact did our actions have?</div>	<div>This is the sources of information the board used to determine those outcomes.</div>	<div>(variances) between the target and the outcomes</div> <div>Think about both where you have exceeded your targets or not yet met them.</div>	<div>What do you need to do to address targets that were not achieved.</div> <div>Consider if these need to be included in your next annual implementation plan.</div>
<div>Action 1</div> <div>Ensure teaching approaches support the development of each of the principles</div>	<div>Developed and shared resources and lesson plans that align with the principles</div> <div>Consulted with kaimahi to determine localised definition and age-appropriate expectations of ākonga</div>	<div>Shared resources and lesson plans</div> <div>Consultation documentation - published versions (including report templates)</div>	<div>Limited exposure to and experience with implementing ARISE in a practical / visible way</div>	<div>Implement professional development sessions on ARISE principles for all teachers</div> <div>Consider offering coaching or mentoring to teachers who need additional support</div>
<div>Action 2</div> <div>Optimise learning conditions so they provide opportunities to learn and display each of the principles</div>	<div>Provided opportunities for students to collaborate and share their learning</div> <div>Arranged for kaimahi to share and develop practice during hui</div> <div>Implemented observations of learning environments</div>	<div>Photos and floor plans of learning spaces</div> <div>Student work samples that demonstrate application of the principles</div> <div>Lesson plans that incorporate a variety of teaching strategies</div>	<div>Limited exposure to and experience with implementing ARISE in a practical / visible way</div>	<div>Continue to refine learning spaces to ensure they are optimal for ARISE</div> <div>Provide ongoing professional development for teachers on effective teaching strategies</div>
<div>Action 3</div> <div>Develop means and methods to acknowledge and celebrate ākonga success</div>	<div>Implemented a system for recognizing and celebrating student achievement</div> <div>Organised events and ceremonies to honour student accomplishments</div> <div>Provided opportunities for students to share their learning with others</div>	<div>Student achievement records and certificates</div> <div>Photos and videos of events and ceremonies</div> <div>Student reflections on their learning</div>	<div>NA</div>	<div>Continue to recognize and celebrate student success in a variety of ways</div> <div>Explore purposeful and meaningful ways for ākonga to reflect on their own learning and growth</div>
<div>Action 4</div> <div>Embed the principles into everyday language and modelling</div>	<div>Modelled the ARISE principles in our own behaviour and interactions with students</div>	<div>Staff reflections on their own practice</div> <div>School documentation (annual plan, kaimahi handbook, event coordination)</div>	<div>Limited exposure to and experience with ARISE (a new framework)</div>	<div>Encouraged students to use ARISE language in their own discussions and reflections</div> <div>Find ways to use ARISE language consistently in classroom interactions and whole school events</div>
<div>Action 5</div> <div>Incorporate opportunities to discuss and display each of the principles during home learning</div>	<div>Wasn't feasible to initiate while we were building our understanding and traditions around ARISE. Will implement in coming years</div>			<div>Develop resources and activities for home learning that align with the ARISE principles</div> <div>Encourage students to share their home learning experiences with the class</div>
<div>Action 6</div> <div>Curate learning environments to bring life to the principles</div>	<div>Arranged for kaimahi to share and develop practice during hui</div> <div>Implemented observations of learning environments</div>	<div>Examples of classroom displays and decorations</div>	<div>Limited resources and expertise may have constrained the extent of redesign</div>	<div>Continue to refine and enhance learning environments to reflect the ARISE principles</div> <div>Annually review and update learning environments to ensure they are engaging and inspiring</div>

Strategic Goal 2: Community

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.

Annual Target/Goal:

Diligently foster partnership with whānau, parents and caregivers to support ākonga learning and development.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 <i>Host celebrations and events that showcase and reflect kura values and traditions</i>	Successfully hosted termly celebrations (weekly assemblies, EOT award assemblies and other key events including holidays aligned with our special character) Steadily built a positive and inclusive atmosphere that fostered a sense of community	Correspondence with whānau; as well as meeting minutes between SLT Feedback from whānau and kaimahi Photos and videos of events	NA	Set a yearly calendar with key events - publicise well in advance Formalise a culture of whānau at weekly traditions (assemblies) Establish celebrations of learning beyond parent-teacher conferences
Action 2 <i>Establish a culture the invites whānau to contribute their time, knowledge and skills</i>	Established a few successful partnerships with whānau who have contributed their expertise (or communicated desire to)	Documentation of workshops and training sessions (parent information or consultation) Feedback from kaimahi of key events involving whānau	Alignment with programs of learning Busy schedules of whānau Difficulty in finding sustainable and meaningful ways for whānau to contribute	Simplify and streamline processes for whānau involvement Explore virtual platforms for whānau to share their knowledge and skills
Action 3 <i>Provide opportunities for whānau to learn together and form support networks</i>	Organised a few initial workshops and information sessions for whānau (literacy and numeracy)	Correspondence with whānau (newsletters and invites)	Timing of events with schedules of whānau Communication of invites	Set a yearly calendar with key events - publicise well in advance Utilise other key correspondence channels to communicate information in a timely manner (i.e. home learning books and KAMAR Parent Portal)
Action 4 <i>Provide opportunities for open dialogue and collaboration between whānau and kaimahi</i>	Established regular communication channels with whānau, such as newsletters and parent-teacher interviews Organised a few collaborative events (cottage meetings)	Newsletter distribution records Parent-teacher interview attendance records Correspondence between whānau and kaiako	NA	Explore innovative communication platforms to facilitate dialogue Explore flexible meeting times and formats to accommodate whānau schedules
Action 5 <i>Encourage whānau to actively participate in goal-setting and decision-making processes for ākonga</i>	Implemented a few strategies to involve whānau in goal-setting, such as individual learning plans (when required)	Individual learning plan templates	Challenges in finding ways to meaningfully involve whānau in goal-setting (i.e. establishing means as we intend to go on)	Formalise events to hold discussions with whānau about their aspirations for their children Conduct more cottage meetings and implement ARISE Parents network
Action 6 <i>Effectively utilise digital communication platforms</i>	Developed newsletters (twice termly) to communicate with whānau. Introduced other correspondence following whānau consultation (Principals Panui and Team Newsletters). Streamlined communication channels and schedules (i.e. Student Management System, website, and 6ish times per term)	Newsletters on website Correspondence with whānau Correspondence between leadership and admin	NA	Utilise other key correspondence channels to communicate information in a timely manner (i.e. home learning books and KAMAR Parent Portal)

Strategic Goal 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.

Annual Target/Goal:

Deliver a curriculum that acknowledges, reflects and honours our special character and Te Tiriti o Waitangi.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 <i>Utilise unit allocation to establish an ECC Special-Character lead</i>	Successfully allocated a unit to establish a dedicated Special Character Lead position	Delegation of Responsibilities Correspondence with kaiako (expression of interest and successful application)	NA	Review the role and responsibilities of the Special Character Lead Develop a role description with key outcomes / indicators of success
Action 2 <i>Consciously establish a network with key Elim representatives to leverage expertise</i>	Identified and contacted key figures in the Elim Network who contribute to the special character Participated in conversations and developed relationships with these figures	Minutes from Special Character Hui Board minutes - kōrero with proprietor rep emails and correspondence documenting interactions (i.e. kōrero with Elim principal re: ARISE)	Challenges in scheduling meetings or finding common time Limited resources or capacity to engage in deeper collaborations	Utilise the Elim Education Office to liaise and coordinate elements of curriculum and special character review and development Create learning approaches and guidelines for key elements of our special character (i.e. devotions, scripture study program, etc.)
Action 3 <i>Consciously establish a network with key figures to develop mutual trust (te Tiriti)</i>	Established initial communication channels and built relationships with our kaumatua and local kura	Participation in key events i.e. Pōwhiri Correspondence coordinating meetings, etc.	Limited resources or capacity to engage in deeper collaborations (i.e. demand on iwi for engagement)	Engage with local iwi (Te Kawerau a Maki) trust
Action 4 <i>Develop elements of ECCH's tikanga in consultation with key figures</i>	Consulted our kaumatua on relevant tikanga practices and protocols (naming of akomanga, tīma; processes for pōwhiri and mihi whakatau)	Notes and summaries of consultation meetings	NA	Allocate additional resources for tikanga implementation Develop a schedule of consultation. Explicitly monitor and evaluate the impact of tikanga integration
Action 5 <i>Build the cultural capabilities (Te Reo and matauranga Māori) of kaimahi</i>	Organised language weeks incorporating elements of tikanga and matauranga into these Explicitly incorporated reo into school assemblies (including introductions) and classroom programs (words for classroom, school, student, meeting, talk, etc.	Correspondence with kaimahi regarding expectations Certificat citations and reports, etc.	NA	Allocate a Te Reo lead to facilitate and coordinate professional development pathway Create a supportive learning environment for staff to develop their cultural capabilities

Evaluation and analysis of the school's students' progress and achievement

This report provides an overview of student progress and achievement across key curriculum areas: Mathematics, Writing, and Reading. It is based on Overall Teacher Judgements (OTJ) informed by standardised assessments including BSLA (Structured Literacy) and e-asTTle, alongside other supporting tools. The purpose of this report is to ensure our kura community has a clear understanding of student learning progress and areas for further development.

Mathematics	Writing	Reading
<p>Overall Performance:</p> <ul style="list-style-type: none">19% of students are approaching expectation59% are meeting expectation22% are exceeding expectation <p>Trends & Insights:</p> <ul style="list-style-type: none">Strong performance in Year 2 and Year 4, with 80% and 45% respectively meeting or exceeding expectations.Areas for further support in Year 5 and Year 7, where a higher proportion of students are approaching expectations	<p>Overall Performance:</p> <ul style="list-style-type: none">19% of students are approaching expectation40% are meeting expectation41% are exceeding expectation <p>Trends & Insights:</p> <ul style="list-style-type: none">Year 1, Year 2, and Year 8 demonstrate strong literacy development with a majority exceeding expectationYear 5 and Year 7 have the highest proportion of students approaching expectations, requiring targeted support	<p>Overall Performance:</p> <ul style="list-style-type: none">21% of students are approaching expectations44% are meeting expectations36% are exceeding expectations <p>Trends & Insights:</p> <ul style="list-style-type: none">Strong performance in Year 6 and Year 8, with over 75% meeting or exceeding expectationAdditional support required for Year 3 and Year 4, where a higher proportion of students are approaching expectation

Groups Requiring Further Support

While a significant proportion of students are achieving at or above expected levels, we recognise the importance of providing targeted support for those who are still progressing toward expectations. Areas identified for further attention:

- Year 5 & Year 7 students in Writing and Mathematics
- Year 3 & Year 4 students in Reading
- Early identification of Year 1 students requiring foundational literacy and numeracy support

Strategies include but are not limited to:

- Focused small-group instruction with structured interventions.
- Enhanced whānau engagement through shared learning activities.
- Professional development for kaiako in differentiated instruction.

Next Steps and Actions

To ensure continued progress across all learning areas, we will:

- Strengthen Literacy and Numeracy Foundations** – Continue embedding BSLA and structured literacy and mathematical practices
- Enhance Data-Informed Teaching** – Use ongoing formative assessments and practices to guide teaching strategies
- Increase Student Voice & Engagement** – Ensure students have agency in their learning journeys
- Strengthen Whānau Partnerships** – Provide accessible progress updates and learning resources for home support
- Develop Approaches to Learning** – Further define and clarify tenets of our pedagogical practices

This analysis highlights our students' progress and provides insights to guide future teaching and learning. Through targeted support and strong partnerships with whānau, we remain committed to ensuring success for all ākonga.

How we have given effect to Te Tiriti o Waitangi (required)

Over the past year, Elim has made significant strides in giving effect to Te Tiriti o Waitangi within our kura. We have actively honoured te reo Māori as taonga, ensuring its presence across our classrooms and wider school environment. Our kaimahi and leadership team have demonstrated a firm commitment to the principles of partnership, active protection, and equity, fostering genuine engagement with Māori as tangata whenua. By embedding these principles into our practice, we have strengthened our partnership with whānau Māori and created an environment where tikanga and te ao Māori are celebrated.

This commitment has been reflected in several key accomplishments. We maintained a dedicated cultural leadership role focused on working with our SLT to increase the use of te reo Māori and embed tikanga across our kura life. Our kaiako have worked to include contextually appropriate reo and learning opportunities that develop our ākonga understanding and awareness of tikanga and te ao Māori, ensuring these were meaningfully integrated into teaching and learning. Additionally, we aligned our curriculum to include elements of te ao Māori, while remaining true to our special Christian character, allowing ākonga to learn through a lens that honours both our faith and the rich cultural heritage of Aotearoa.

Throughout the year, we held termly mihi whakatau to welcome new members to our community, alongside other cultural events that celebrated Māori traditions. We integrated waiata, karakia, and spiritual disciplines that reflect tikanga Māori into our daily practices, ensuring that all ākonga had opportunities to engage with and appreciate these cultural expressions. These initiatives have strengthened our commitment to the principles of Te Tiriti o Waitangi, creating a learning environment that honours diversity and fosters mutual respect.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

At Elim, we are committed to providing a nurturing and safe environment in alignment with our Christian values. We maintain robust health and safety protocols across various platforms, allowing us to monitor and address potential risks effectively. We maintain our facilities to high standards and conduct regular safety audits. Our well-being programme, which includes access to pastoral care and support services, reflects our holistic approach to staff health and well-being, integrating spiritual, physical, and emotional care.

What is in your equal employment opportunities programme?
How have you been fulfilling this programme?

We are committed to promoting equal employment opportunities (EEO) by ensuring fair and equitable practices in all aspects of recruitment and professional development, while upholding the values of our Christian special character. Our EEO programme includes transparent recruitment processes that encourage diverse applicants, particularly in leadership roles, and ensures that all appointments align with the ethos of our faith-based community. Beyond this, our senior leadership team are responsible for overseeing compliance with EEO policies and promoting a culture of inclusivity, grounded in Christian values, across the kura. We recognise the need to remain accountable to providing equal employment opportunities and regularly note how our current practices can ensure this is achieved.

How do you practise impartial selection of suitably qualified persons for appointment?

We follow robust recruitment processes that align with state-integration guidelines and Christian character requirements. We ensure that all positions are advertised widely, and appointments are made based on merit, with consideration for how candidates can support our Christian mission; all positions are tagged as per the integration agreement. Our selection panels have drawn on the expertise of individuals who have practiced impartiality in recruitment process, to train and guide us in order to eliminate bias, ensuring transparency and fairness.

How are you recognising,

- The aims and aspirations of Māori,
- The employment requirements of Māori, and
- Greater involvement of Māori in the Education service?

Elim honours the principles of Te Tiriti o Waitangi by actively engaging with our kaumatua. We are seeking to establish partnerships with local iwi, including Kawerau a Maki. We welcome their involvement in our kura and fostering an environment that respects Māori culture. We provide ongoing professional development for staff to enhance their cultural competencies, including understanding tikanga and te reo Māori. Our curriculum reflects these values, contributing to the success of both ākonga and kaiako Māori.

How have you enhanced the abilities of individual employees?

Our approach to staff development reflects our commitment to both the codes and standards, notably professional learning, learning-focused culture and teaching. We offer a range of professional learning opportunities tailored to individual, and national goals, with a particular focus on areas that align with our school vision including structured-literacy, structured maths and our special character. This is accomplished by providing both external training and in-house support for personal development. This approach has seen teachers develop greater confidence and understanding of our foundational approaches to learning.

How are you recognising the employment requirements of women?

In alignment with relevant guidelines, we ensure that our policies and practices support equitable opportunities for all staff. We offer working conditions that promote and encourage professional growth and leadership opportunities. Our approach seeks to create a balanced and inclusive environment that acknowledges the diverse needs of our staff, contributing to positive outcomes for the whole team.

How are you recognising the employment requirements of persons with disabilities?

Currently this is not applicable, however, we would make sure all reasonable accommodations are made to meet the needs of individuals, and we are committed to fostering an environment where all staff members can participate fully and thrive in their roles.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Y	
Has this policy or programme been made available to staff?	Y	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Y	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
Does your EEO programme/policy set priorities and objectives?	Y	

Kiwisport funding

School Name: *Elim Christian College Henderson*

Year: *2024*

Prepared By: *Andy Lawrence, Tumuaki*

Date: *Monday 24th February*

Kiwisport is a government funded initiative to support student participation in organised sport. In 2024 the school received total Kiwisport funding of \$2,370.60, (excluding GST). The funding was spent to purchase sports equipment and expand the services of our sports coordinators to facilitate growth in sports and physical activity for all year levels.