



*Elim Christian College Henderson*  
**ANNUAL REPORT**



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# Welcome

## Nau mai, haere mai

### Principal's Report

Over the past academic year, our kura has continued to consolidate and strengthen teaching and learning practices, with encouraging progress evident across Reading, Writing, and Mathematics. Reading remains a clear strength, with the majority of ākonga meeting or exceeding expectations, particularly in the senior year levels. Mathematics outcomes are also strong overall, with most students meeting expectations and a growing proportion exceeding them. Writing continues to be an area requiring focused attention, particularly in the middle and senior years, and this has informed our strategic teaching priorities moving forward. Across all learning areas, student engagement remains high, reflected in consistently strong effort data and positive learning behaviours.

These outcomes reflect the deliberate work of our kaiako in using assessment-informed teaching, targeted small-group instruction, and consistent expectations across the school. Early identification of learners requiring support, particularly in Years 3–4 for Reading and Years 3–5 for Mathematics, has allowed timely intervention and clearer next steps for learners.

We are also seeing increasing student ownership of learning, with ākonga more able to articulate their progress and learning goals within the classroom.

Looking ahead, our focus will be on lifting achievement in Writing, strengthening early intervention practices, and ensuring sustained progress for learners who are approaching expectations. We will continue to prioritise professional learning for kaiako, effective use of data, and strong partnerships with whānau to support learning beyond the classroom. Guided by our ARISE framework and grounded in our Christian values, our kura remains committed to supporting every ākonga to make meaningful progress, develop confidence in their learning, and grow as capable, connected learners.

**Warm regards,**  
Andy Lawrence  
Tumuaki | Principal  
Elim Christian College Henderson





## List of School Board Members

### Board Members

**Raewyn Openshaw** (*Presiding Member*)

**Andy Lawrence** (*Tumuaki*)

**Bernice Reddy**

**Chris Audain**

**Danie Vermeulen** (*Proprietor Rep*)

**Dr. Lehan Stemmet** (*Proprietor Rep*)

**Murray Burton** (*Proprietor Rep*)

**Pete McArthur** (*Proprietor Rep*)

**Sara Feterika**

**Shelley Christian**

### Term Finish

September 2028

NA

September 2028



# **Statement of Variance**

Progress Against Targets

# Strategic Goal #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.

## Annual Target | Goal

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.

<p><b>Actions</b> List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</p>	<p><b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?</p>	<p><b>Evidence</b> This is the sources of information the board used to determine those outcomes.</p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b> Think about both where you have exceeded your targets or not yet met them.</p>	<p><b>Planning for next year – where to next?</b> 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.</p>
<p><b>Conduct sessions with kaimahi, ākonga, whānau and hapori to gather input and perspectives on the kura identity</b></p>	<p>Consultation was undertaken across key stakeholder groups to inform and shape the kura's identity, resulting in strong shared understanding and ownership of the kura's identity and special character</p>	<p>Consultation records, meeting notes, feedback summaries, and resulting identity documentation (matrices)</p>	<p>N/A – action fully achieved</p>	<p>Maintain consultation practices to review and refine identity over time</p>
<p><b>Develop a written statement that captures the essence of the kura identity (underpinned by our special character)</b></p>	<p>A written identity statement is under development based on feedback from whānau which promotes consistent understanding in different contexts</p>	<p>Drafted identity statement, consultation records, internal communications</p>	<p>Additional time was required to understand how the feedback received could meaningfully reflect our identity within our local context and community</p>	<p>Refine the statement and intentionally embed it into practice, communication, and review processes</p>
<p><b>Create accompanying visuals and symbols that communicates our identity</b></p>	<p>Clear visuals and symbols were created to represent the kura identity and special character. These visuals strengthened coherence, visibility, and shared language across learning spaces and school communications.</p>	<p>Classroom displays, shared-space visuals, branding materials, and digital resources (including reports).</p>	<p>N/A – action fully achieved.</p>	<p>Sustain and refresh visuals as the kura continues to grow and evolve.</p>
<p><b>Develop a guide outlining practices and routines that express our special character in daily activities</b></p>	<p>A practical rhythm was developed to support consistent routines and practices aligned with the kura special character. This supported greater consistency in daily practice and clearer expectations for staff and students.</p>	<p>School routines, termly calendars, planning documents and events</p>	<p>While largely embedded, some practices are still becoming established in subsequent years. Familiarity will take more time.</p>	<p>Further embed the routines through professional learning and ongoing review of practice.</p>
<p><b>Refresh or enhance signage, displays and visual elements to reflect the school's unique identity</b></p>	<p>Initial work was undertaken to enhance some signage and visual elements.</p>	<p>Examples of updated displays and partial signage changes. Correspondence with key parties.</p>	<p>Priority was given to consultation, identity development, and practice before committing to full signage updates.</p>	<p>Complete a coordinated signage and visual refresh aligned to the established kura identity.</p>

## 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

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

<p><b>Actions</b> List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</p>	<p><b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?</p>	<p><b>Evidence</b> This is the sources of information the board used to determine those outcomes.</p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b> Think about both where you have exceeded your targets or not yet met them.</p>	<p><b>Planning for next year – where to next?</b> 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.</p>
<p><b>Establish a schedule and predictable rhythm to our huihuinga</b></p>	<p>Clear and predictable rhythms for huihuinga were established and communicated across multiple platforms.</p>	<p>Published calendars, newsletters, website updates, and KAMAR portal communications.</p>	<p>N/A – action fully achieved.</p>	<p>Maintain predictable rhythms and continue refining clarity across platforms.</p>
<p><b>Consult with whānau and ākonga about the nature and purpose of our kōrero and reporting methods</b></p>	<p>This action was not progressed during the year as other consultation priorities took precedence.</p>	<p>N/A</p>	<p>As a newly established kura, broader foundational consultation was prioritised; no negative feedback was received through formal reporting structures.</p>	<p>Intentionally consult with whānau and ākonga to review and refine kōrero and reporting approaches.</p>
<p><b>Identify feedback mechanisms to understand whānau perspective</b></p>	<p>Established feedback mechanisms, including written feedback, hui and fono, and clear guidance for raising concerns through teachers.</p>	<p>Communication guidelines, meeting records, and documented processes for raising concerns.</p>	<p>Feedback systems were still being established, limiting the ability to trial or introduce additional mechanisms.</p>	<p>Review effectiveness of existing mechanisms and explore additional feedback options.</p>
<p><b>Develop a communication plan outlining preferred channels, platforms and frequencies</b></p>	<p>A clear communication routine was developed and implemented to guide consistent engagement.</p>	<p>Communication schedules (Term Ahead), newsletters/pānui, platform use, and internal documentation.</p>	<p>N/A – action fully achieved.</p>	<p>Review and refine the plan to ensure ongoing clarity and sustainability.</p>
<p><b>Utilise multiple platforms (calendar, website, newsletter, KAMAR portal and documents) to ensure information is easily accessible and far-reaching</b></p>	<p>Multiple platforms were used consistently to communicate key information to whānau.</p>	<p>Newsletters, calendars, website updates, KAMAR portal communications.</p>	<p>N/A – action fully achieved.</p>	<p>Implement a dedicated communication app from 2026 to further strengthen consistency, engagement and reach of our communication.</p>

## 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

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

<p><b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p><b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i></p>	<p><b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p><b>Planning for next year – where to next?</b> <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></p>
<p><b>Review existing curriculum documents to ascertain where our current programmes and practice align</b></p>	<p>Curriculum documents were regularly reviewed to ensure alignment with current practice and the ongoing curriculum refresh.</p>	<p>Reviewed curriculum documentation, planning materials, and references to refreshed curriculum guidance.</p>	<p>N/A – action fully achieved.</p>	<p>Implement regular review cycles to ensure alignment with curriculum refresh developments.</p>
<p><b>Schedule Professional Learning opportunities related to refreshed curriculum areas</b></p>	<p>Professional learning was intentionally scheduled and delivered using both external providers and collaboration with Elim Mt Albert.</p>	<p>PLD schedules, provider documentation, and records of shared learning with partner schools.</p>	<p>N/A – action fully achieved.</p>	<p>Maintain access to external expertise while reviewing impact and alignment with kura priorities.</p>
<p><b>Designate subject leads for key curriculum areas with accompanying objectives and job descriptions</b></p>	<p>Subject leads were designated for key curriculum areas with clear objectives and responsibilities.</p>	<p>Role allocations, objectives, and leadership documentation.</p>	<p>N/A – action fully achieved.</p>	<p>Review and refine how subject leadership is maintained and sustained over time.</p>
<p><b>Create a learning approach template for subject leads to develop for their respective area</b></p>	<p>This action was not progressed as planned.</p>	<p>N/A – focus was redirected to adjacent curriculum development work.</p>	<p>Priority was given to developing curriculum maps, coverage, and planning templates to improve accessibility, with related work explored through writing rubrics.</p>	<p>Review need for learning approach templates that align with the established curriculum map and planning structures.</p>
<p><b>Review current practices and programmes to ascertain their alignment with the approaches to learning</b></p>	<p>Informal review of practices and programmes occurred, with general confidence in current alignment.</p>	<p>Planning discussions, leadership discourse and curriculum documentation.</p>	<p>The review process was not formally structured or documented.</p>	<p>Undertake a formal, documented review process to confirm alignment and inform next steps.</p>

# Evaluation and Analysis of our 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. The purpose of this report is to provide a clear picture of learner progress, strengths, and areas for continued development.

## Maths

### Overall Performance

- 8% approaching expectation
- 90% meeting expectation
- 2% exceeding expectation

### Trends and Insights

- Most students are meeting curriculum expectations
- Year 7 shows particularly strong achievement
- Year 3 and 5 have high numbers of students approaching expectations and remain a focus for targeted support

## Reading

### Overall Performance

- 10% approaching expectation
- 89% meeting expectation
- 2% exceeding expectation

### Trends and Insights

- Reading is a strength across the school
- Year 6-8 show particularly strong achievement
- Year 3-4 show a high proportion of students approaching expectations. Early support at these year levels is needed

## Writing

### Overall Performance

- 45% approaching expectation
- 33% meeting expectation
- 22% exceeding expectation

### Trends and Insights

- Writing remains the area of greatest challenge overall
- Years 5, 6, and 8 show higher proportions of students approaching expectations, suggesting a need for focused instructional support and scaffolding

## Groups Requiring Further Support

Based on the data, the following groups have been identified for targeted support:

- Students in Years 5–8 in Writing
- Students in Years 3–5 in Mathematics
- Early identification and support for learners approaching expectations in Reading in Years 3 and 4

Strategies include but are not limited to:

- Targeted small-group teaching in Writing (Years 5–8) and early Reading (Years 3–4), informed by regular assessment
- Ongoing professional learning for kaiako to strengthen consistent expectations, differentiation, and use of formative assessment

## Next Steps and Action

To support continued progress across all learning areas, the school will:

1. Continue strengthening literacy and numeracy foundations through structured teaching approaches and assessment-informed practice
2. Use formative assessment more deliberately to identify next steps for learners, particularly in Writing
3. Implement targeted small-group interventions for students approaching expectations
4. Support kaiako through ongoing professional learning focused on differentiation and effective instructional strategies
5. Strengthen partnerships with whānau by sharing learning progress and practical ways to support learning at home



## ⊘ How we have given effect to Te Tiriti o Waitangi

Over the past year, Elim has continued to grow in the way we give practical effect to Te Tiriti o Waitangi within our kura. We have sustained a visible and deliberate presence of te reo Māori across classrooms and shared spaces, recognising it as taonga and an everyday part of kura life. Our kaimahi and leadership team have remained committed to the principles of partnership, active protection, and equity, strengthening authentic engagement with Māori as tangata whenua. This has supported a learning environment where tikanga and te ao Māori are increasingly understood, valued, and reflected in practice.

This commitment has been evident through several key actions. Our cultural leadership focus has remained active, supporting SLT and kaiako to grow confidence in the use of te reo Māori and the embedding of tikanga in meaningful, age-appropriate ways. Kaiako have continued to incorporate contextually appropriate reo, localised narratives, and learning experiences that deepen ākonga understanding of te ao Māori. At the same time, our curriculum development work has intentionally woven elements of te ao Māori alongside our special Christian character, enabling ākonga to learn in a way that honours both our faith foundation and the cultural heritage of Aotearoa.

Across the year, termly mihi whakatau and other cultural moments have continued to provide opportunities to welcome, acknowledge, and celebrate together as a community. Waiata, karakia, and practices reflective of tikanga Māori have remained part of the rhythm of daily kura life. Through these consistent and visible practices, we have further strengthened our commitment to Te Tiriti o Waitangi and continued to build a kura culture grounded in respect, understanding, and partnership.

# Statement of Compliance with Employment Policy

Reporting on the principles of being a Good Employer	
<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p>Elim is committed to providing a safe, supportive, and respectful working environment that reflects our Christian values. Health and safety systems are embedded across daily operations, with clear processes for identifying, monitoring, and responding to risks. Facilities are maintained to a high standard, supported by regular checks and reviews. Staff wellbeing is further supported through access to pastoral care and professional support, recognising the importance of physical, emotional, and spiritual wellbeing in sustaining a healthy workplace.</p>
<p><b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b></p>	<p>Our Equal Employment Opportunities programme is underpinned by fair, transparent, and equitable employment practices across recruitment, appointment, and professional development. Recruitment processes are designed to attract a broad and diverse pool of applicants while ensuring alignment with our Christian special character. Leadership oversight ensures compliance with EEO expectations and promotes an inclusive culture. We regularly reflect on current practice to ensure opportunities remain equitable and accessible to all staff.</p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p>Appointments are made through structured recruitment processes that align with state-integration requirements and the school's special character obligations. Roles are advertised appropriately, and candidates are assessed against clear criteria focused on capability, experience, and alignment with the school's mission. Selection panels are supported by guidance and expertise in fair recruitment practices, ensuring decisions are made transparently and without bias.</p>
<p><b>How are you recognising:</b></p> <ul style="list-style-type: none"> <li>• the aims and aspirations of Māori</li> <li>• the employment requirements of Māori, and</li> <li>• greater involvement of Māori in the education service?</li> </ul>	<p>Elim upholds its commitment to Te Tiriti o Waitangi through meaningful engagement with Māori perspectives and partnerships. We continue to strengthen relationships with local iwi, and value the guidance of kaumātua. Professional learning supports staff to grow in their understanding of tikanga and te reo Māori. These commitments are reflected in curriculum design and workplace culture, supporting the aspirations and success of Māori staff and students.</p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p>Staff development is aligned with professional standards and the school's strategic priorities. Professional learning opportunities are tailored to individual needs and collective goals, with emphasis on areas such as structured literacy, mathematics curriculum refresh, and students with additional learning or behavioural needs. A combination of external professional development and in-house support enables staff to strengthen practice, build confidence, and deepen pedagogical understanding.</p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p>Our policies and practices support equitable participation and advancement for all staff. Working conditions are designed to enable professional growth, leadership development, and flexibility where appropriate. This approach contributes to a balanced, inclusive workplace that recognises diverse responsibilities and supports positive outcomes for staff and the wider school community.</p>
<p><b>How are you recognising the employment requirements of persons with disabilities?</b></p>	<p>While there are currently no staff members requiring specific accommodations, the school is committed to making reasonable adjustments where needed. We aim to ensure that all staff can fully participate in their roles and are supported to work safely, effectively, and with dignity within an inclusive environment.</p>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme / policy?	Y	
Has this programme / policy 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 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	

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## KiwiSport Funding

**School Name:** Elim Christian College Henderson

**Year:** 2025

**Prepared By:** Andy Lawrence, Tumuaki | Principal

**Date:** Wednesday 4<sup>th</sup> February

Kiwisport is a government funded initiative to support student participation in organised sport. In 2025 the school received total Kiwisport funding of \$2,799, (excluding GST). The funding was spent to purchase sports equipment and expand the services of our sports lead to facilitate growth in sports and physical activity for all year levels.



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