



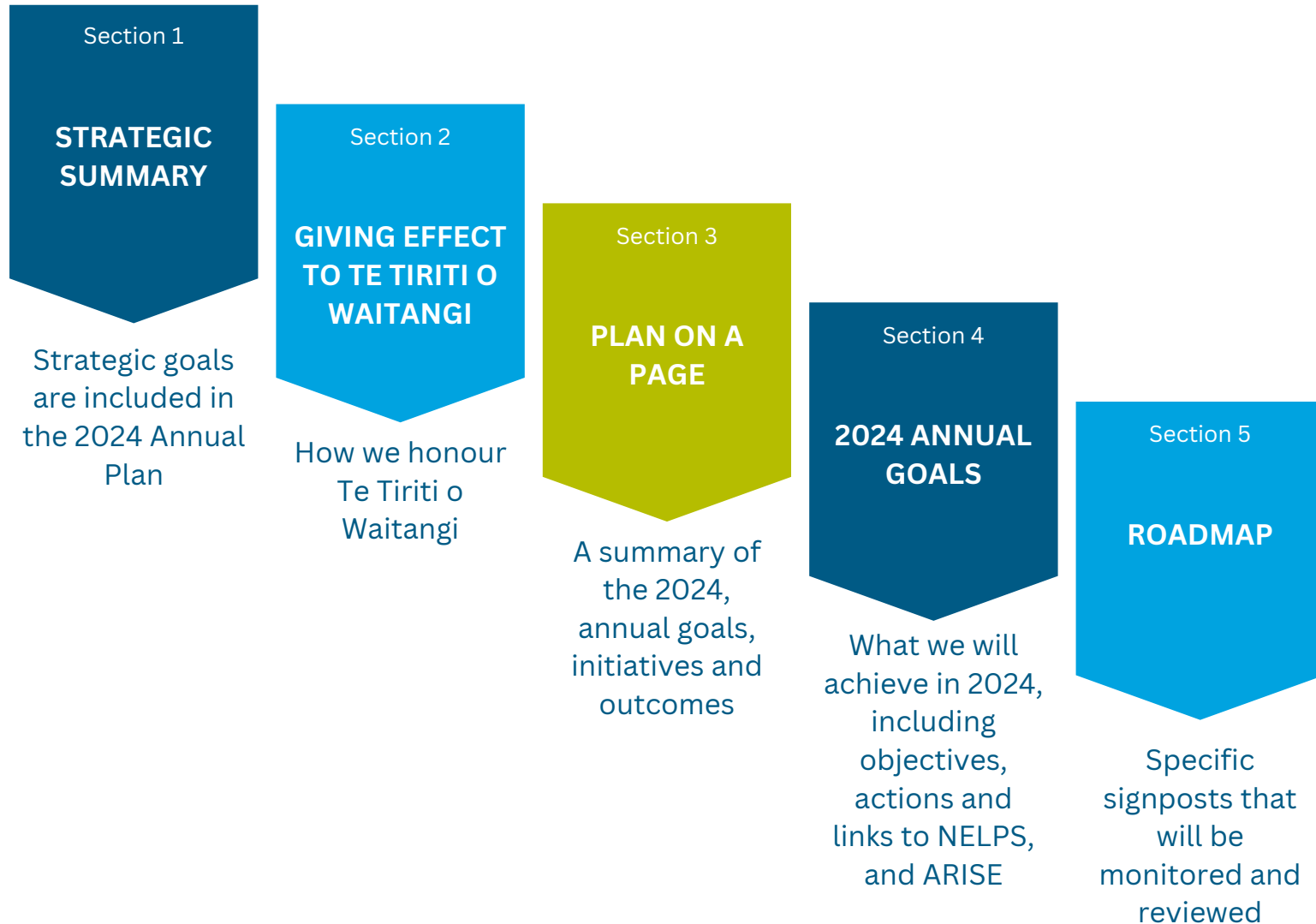
Elim Christian College
Henderson

ANNUAL IMPLEMENTATION PLAN
2024

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.

"There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord"

1 Corinthians 12:4-5



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 leadership and kaimahi recognise Te Tiriti o Waitangi as the foundational document of New Zealand.

Our commitment to upholding and embracing Te Tiriti o Waitangi lies in affirming the **principles of reciprocity, (active) protection, partnership, equity, and equal treatment** and the significance of empowering and honouring Māori as tangata whenua.

Additionally, we adhere to the principles of Ka Hikitia, emphasising the importance of stepping up, lifting up, and empowering individuals through partnerships which are based on mutual respect, understanding and shared aspirations and lead to shared action, outcomes and solutions. Our perspective seeks to respect the world through a te ao Māori lens that remains harmonious with the values, beliefs and principles of our special character.

In our policy and practice development, we strive to reflect the bicultural essence and cultural diversity of New Zealand. The Board offers guidance in Tikanga Māori (customs) and Te Reo (language). All students are taught te reo Māori and are afforded opportunities to participate in spiritual disciplines that incorporate this, including waita and karakia.

Tikanga and maturanga Māori will be integrated into different aspects of our kura, that aims to celebrate Te Ao Māori, including termly mihi whakatau and other cultural events that honour traditions and moments of importance to Māori.

Key strategies outlined in the current strategic plan include:

- **Maintaining a cultural leadership role (unit holder) responsible, in collaboration with SLT, for increasing the use of Te Reo Māori and embedding tikanga across kura life**
- **Providing ongoing professional development for teachers to enhance their proficiency in te reo and tikanga**
- **Infusing te ao Māori into the curriculum upon its alignment with our underlying special character**
- **Cultivating cultural understanding in alignment with the principles of Te Tiriti O Waitangi.**



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.

Actively involve and immerse ākonga in learning, comprehending and embodying the principles of ARISE.

- Ākonga (students) actively immersed in our special character
- Kaiako (teachers), ākonga and whānau (families) have clarity of expectations and standards
- Ākonga proactively engaged with fundamental elements of ARISE, demonstrating proficiency
- Kura (school) embedded fundamental elements systemically

#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.

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

- Whānau feel more connected and involved in tamariki (child/children) education
- Enhanced collaboration in decision-making around educational initiatives
- Nurture a sense of ownership and self-agency for whānau and ākonga
- Establish open, transparent, and effective communication channels between whānau, kaiako and kura

#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.

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

- Ākonga are motivated by and engaged in their learning
- Ākonga develop stronger sense of belonging within the school community
- Ākonga contribute positively to kura and community
- Cultivated a culture of academic excellence rooted in the principles of our special character

Section 4: 2024 ANNUAL GOALS

What we will achieve in 2024, 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 the 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

Actively involve and immerse ākongā in learning, comprehending and embodying the principles of ARISE.

#1.1 - Purposefully implement the ARISE principles within systems, programmes and environments

#1.2 - Generate visibility of the ARISE principles within communications and learning environments

#1.1.1 - Designate a termly focus
#1.1.2 - Ensure teaching approaches support the development of each of the principles
#1.1.3 - Optimise learning conditions so they provide opportunities to learn and display each of the principles
#1.1.4 - Develop means and methods to acknowledge and celebrate ākongā success

#1.2.1 - Embed the principles into everyday language and modelling
#1.2.2 - Incorporate opportunities to discuss and display each of the principles during home learning
#1.2.3 - Curate learning environments to bring life to the principles

NELP #1 - Learners with their whānau are at the centre of education

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

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

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

Elim Character - all students to have a foundation of Biblical knowledge expressed vibrantly in Christian values and distinctive character.

#2

COMMUNITY

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

#2.1 - Intentionally provide opportunities for whānau to actively participate in kura activities, events and life

#2.2 - Establish mechanisms and channels to understand the needs and aspirations of each whānau and ākongā

#2.1.1 - Host celebrations and events that showcase and reflect kura values and traditions
#2.1.2 - Establish a culture that invites whānau to contribute their time, knowledge and skills
#2.1.3 - Provide opportunities for whānau to learn together and form support networks

#2.2.1 - Provide opportunities for open dialogue and collaboration between whānau and kaimahi
#2.2.2 - Encourage whānau to actively participate in goal-setting and decision-making processes for ākongā
#2.2.3 - Effectively utilise digital communication platforms

NELP #1 - Learners with their whānau are at the centre of education

NELP #5 - New Zealand education is trusted and sustainable

Achievement - all students to achieve their personal best as lifelong learners.

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

Elim Character - all students to have a foundation of Biblical knowledge expressed vibrantly in Christian values and distinctive character.

#3

CURRICULUM

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

#3.1 - Strategically aid the assimilation of Elim's local curriculum for kaiako

#3.2 - Partner with Ngati Whatua, Te Kawerau a Maki and our kaumatua to fulfil our obligations to Te Tiriti o Waitangi

#3.1.1 - Utilise unit allocation to establish an ECC Special-Character lead
#3.1.2 - Consciously establish a network with key Elim representatives to leverage expertise
#3.1.3 - Offer targeted and ongoing professional development opportunities related to ELC

#3.2.1 - Consciously establish a network with key figures to develop mutual trust
#3.2.2 - Develop elements of ECCH's tikanga in consultation with key figures
#3.2.3 - Build the cultural capabilities (Te Reo and matauranga Māori) of kaimahi

NELP #1 - Learners with their whānau are at the centre of education

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 students to achieve their personal best as lifelong learners.

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

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)
#1.1	Designate a termly focus	SLT		
Purposefully implement the ARISE principles within systems, programmes and environments	Ensure teaching approaches support the development of each of the principles	SLT Whānau Leaders ECC SC Lead	Leadership Unit Allocation PLD Budget Staffing allocation	
	Optimise learning conditions so they provide opportunities to learn and display each of the principles	Whānau Leaders Kaiako	Leadership Unit Allocation PLD Budget Staffing allocation Common Practice Model	
	Develop means and methods to acknowledge and celebrate ākongā success	SLT Whānau Leaders Kaiako		

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#1.2 Generate visibility of the ARISE principles within communications and learning environments	Embed the principles into everyday language and modelling	SLT Kaiako Ākonga		
	Incorporate opportunities to discuss and display each of the principles during home learning	Kaiako	Common Practice Model	
	Curate learning environments to bring life to the principles	SLT Kaimahi	Ako Framework	

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#2.1 Intentionally provide opportunities for whānau to actively participate in kura activities, events and life	Host celebrations and events that showcase and reflect kura values and traditions	Unit Leads Kaiako	Ako Framework	
	Establish a culture that invites whānau to contribute their time, knowledge and skills	SLT Unit Leads Whānau Leaders Kaiako		
	Provide opportunities for whānau to learn together and form support networks	SLT Kaimahi	PLD Budget Ako Framework Leadership Unit Allocation	

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#2.2	Provide opportunities for open dialogue and collaboration between whānau and kaimahi	SLT Whānau Leaders	Ako Framework	
Establish mechanisms and channels to understand the needs and aspirations of each whānau and ākonga	Encourage whānau to actively participate in goal-setting and decision-making processes for ākonga	SLT Whānau Leaders Kaiako		
	Effectively utilise digital communication platforms	SLT		

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	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)
#3.1	Utilise unit allocation to establish an ECC Special-Character lead	SLT	Leadership Unit Allocation Staffing (FTTE) allocation	
Strategically aid the assimilation of Elim's local curriculum for kaiako	Consciously establish a network with key Elim representatives to leverage expertise	SLT ECC SC Lead	Leadership Unit Allocation Staffing (FTTE) allocation	
	Offer targeted and ongoing professional development opportunities related to ELC	SLT ECC SC Lead Whānau Leaders	PLD Budget Leadership Unit Allocation Staffing (FTTE) allocation	

Section 5: ROADMAP

Specific signposts that will be monitored and reviewed



#3.2

Partner with Ngati Whatua, Te Kawerau a Maki and our kaumatua to fulfil our obligations to Te Tiriti o Waitangi

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)
Consciously establish a network with key figures to develop mutual trust	SLT		
Develop elements of ECCH's tikanga in consultation with key figures	SLT Unit Leads	Leadership Unit Allocation Ako Framework Common Practice Model	
Build the cultural capabilities (Te Reo and matauranga Māori) of kaimahi	SLT Whānau Leaders Unit Leads	PLD Budget Leadership Unit Allocation Te Marautanga o Aotearoa Te Mataiaho Curriculum Doc Common Practice Model	