# New School Report

**School Name:** Elim Christian School Henderson

**Profile Number:** 3628

**Location:** Henderson, West Auckland

## Background

The Ministry of Education (MoE) commissioned the Education Review Office (ERO) to conduct a review of preparation work in order to help determine the readiness of Elim Christian School Henderson to open.

Elim Christian School Henderson is a state integrated special character full primary school situated in Henderson, West Auckland, and provides education 85 learners in Years 1 to 8. The new school opened January 2024 and has the capacity to provide learning for 400 approximately learners. The school has 135 learners enrolled for January 2025. The school’s roll is culturally diverse.

## Terms of Reference

As outlined in the first Schedule of the Memorandum of Understanding, the MoE asked ERO to review aspects of:

* governance and management
* professional leadership
* teaching and learning.

## Methodology and Process

Over the course of 18 months, ERO met several times with the principal, senior leaders and school board members to evaluate Elim Christian School Henderson’s progress towards readiness to open. ERO also analysed documents developed to guide the school’s operation and conducted a range of evaluation activities on site.

An interim progress report was prepared for the MoE in October 2024 and highlighted that the school had made good progress towards and since opening for learners at the beginning of 2024.

ERO visited Elim Christian School in December 2024 to evaluate how effectively new systems and processes have been implemented, view the school in action and speak with a range of stakeholders.

## Findings

ERO does not have any significant concerns or anticipate any risks to the ongoing operation of Elim Christian School Henderson. It is ERO’s judgement that Elim Christian College Henderson can operate effectively under the governance of an elected School Board.

Governance and Management

The vision, values and guiding principles have been well established in consultation with school proprietor, the Elim Christian Centre. These are well documented and shared with the wider community, they are clearly communicated and have been well embedded into daily practices of the school. They guide decision making and are known by learners, teachers, and leaders.

The development of the school site, buildings and environment has been well managed by the principal and Establishment School Board (ESB). Several classrooms and spaces on the site have been refurbished and provide learners with a physical environment conducive to learning in and out of the classroom. Staff and learners access sufficient furniture and equipment. Planning is underway to continue to develop the site to accommodate expected roll growth and enhance the curriculum.

A key set of policies and procedures is in place using a commercially available digital suite of compliance tools. The board has begun to implement a review cycle for policies, prioritising key health and safety policies.

### Professional Leadership

The principal and senior leader have effectively led the establishment of Elim Christian School Henderson. They work collaboratively and complement each other’s strengths to ensure that teachers, parents and learners are well supported. The principal has engaged positively with external professional mentors and networks support to develop his knowledge and skills as a first-time principal.

The school curriculum and programmes continue to be refined. Leaders and teachers continue to work together to develop a shared set of guiding beliefs to underpin teaching and learning. The deputy principal, and principal effectively lead professional learning to support teachers in curriculum development, and effective teaching strategies to target and accelerate learning for learners who need this.

Leaders have made considered changes to teacher’s roles and responsibilities across the school to best support teachers to grow their capacity and meet the needs of roll growth. They regularly review school planning and goals to driving ongoing improvement. Leaders and teachers are working collaboratively and strategically to gather information, identify challenges and determine next steps

School leaders are developing a good an understanding of the complexities of their unique and growing school community. They provide good opportunities for families participate and contribute feedback to inform future planning. Parents are provided with regular information about their children’s progress and achievement. The majority of students attend schools regularly, the school is working towards meeting the Ministry of Education target for regular attendance.

### Teaching and Learning

Senior leaders and teachers know learners well as individuals and as learners. Relevant programmes and practices have been developed to ensure learners who require extra support are known and well supported. English as a Second Language learners are provided with appropriate and effective interventions that support them to make good progress in their learning.

Learners benefit from good quality teaching practices that supports them to achieve well. They experience settled classroom environments with well understood routines and high expectations for classroom behaviour. There is a consistent focus on supporting all learners to make progress in reading, writing and mathematics; the majority of learners are achieving at curriculum expectations in reading, writing and mathematics.

Appropriate and reliable assessment practices have been established. School leaders use achievement data well to track and monitor the progress and attainment of individuals groups and cohorts. Teachers are developing their use of assessment information to adjust teaching practices to ensure ongoing improvement in teaching and learning. They are well supported by school leaders to adapt and strengthen their teaching practice to meet the needs of learners.

### School key priorities for improvement

Key next steps for the school are to:

* consolidate, embed and enhance the good foundation of systems and professional practices that have been established
* continue to provide professional learning opportunities for teachers to build their leadership skills and capabilities
* continue to implement approaches and initiatives that improved regular attend
* in continuing to develop and refine the culture, policies, systems and practices, school leaders and board members should continue to be mindful of how they find the balance between the preservation of the school’s stated beliefs and deliver on legal obligations and responsibilities as a state integrated school
* work towards transitioning to an elected school board.

## Conclusion

Preparatory work to ensure the opening of Elim Christian School was very well managed by the establishment board, the governance facilitator, the principal, and the leadership team. They have worked collaboratively and effectively to establish a sound platform from which the school can continue to grow and develop.



Shelley Booysen

Deputy Chief Executive, Review and Improvement Services

on behalf of the Chief Executive/Chief Review Officer

Once report is confirmed, click here to enter a date