Elim Christian College Annual Implementation Plan (2026)

Embedding our Values: Biblical Truth and Christian Discipleship; Achieving our Vision and BHAGs					
Priority	**Te Mataiaho Links**	**Goals 2026**	**Key Person**	**Progress**	**Status Doc**
Building Elim Kaupapa The Elim Christian College Way. How we enact our founding purpose - to deliver excellent Christian education	Mātai…	Attendance goal - To embed our Stepped Attendance response and, through this, to improve student attendance statistics each term as compared year on year	Principal Admin team	Almost co…	
		Board - to develop a system that consults with our community and encourages the use of community voice, including working in partnership with proprietors. (Special Character Review)	Board Proprietors Principal	In progress	
		Growth - map growth to roll cap, develop a flow chart of numerical growth, and coordinate with the Proprietors to plan for property growth.	Principal Board EEO	In progress	
		Senior Years - continue to develop pathways for personalisation, embedding the work done in Gateway and diverse options	DP SY Careers/Gateway team	Almost co…	
		JY focus - ensuring consistent implementation of school systems with new staff	Principal DP JY Team Leaders	In progress	
Curriculum Capability We will pursue excellence in delivering the curriculum through our worldview of Christianity. Engage with changes and Ministry change programmes	Mātairea	**Whole School** - To upskill staff about, and then begin to implement the new SMART assessment and reporting tool	Principal Wider kaitiaki team Curriculum Leads Team leaders HOLAs	In progress	

		Whole School - **Implementation of refreshed curriculum** - especially Literacy and Maths - **Implementation of MNP** across years 1- 8, especially years 7 and 8 **Senior Years** ● Continue to stay up to date with the latest developments and changes to the NCEA Curriculum. ● Review changes within each subject and adjust accordingly.	Principal DPs Curriculum Leads HOLAs DP SY HOLAs PN	In progress In progress NB: timing depends on MOE	
Teaching Pedagogy High quality teaching practice that uses scaffolding, differentiation and feedback to maximise student achievement. Fostering relationship-based pedagogy and nurturing strong connections between educators and students. Establishing consistent planning, tracking, and reporting systems to measure progress and ensure continuous improvement within a supportive educational framework.	Mātait…	**Whole School** Improving support for all of our neurodiverse learners and second language learners **Middle Years** Reviewing our programmes and practices to balance the use of digital and analog platforms. **Middle Years** -Improving implementation of learning plans -Improving Scaffolding, differentiation and feedback, including quality monitoring and tracking of transitions from 6/7 and 9/10 **Senior Years** -Developing and promoting opportunities to extend our students to aim for more Excellence grades and scholarships.	Principal DPs SENCO LSC Team Leaders Curriculum Leads HOLAs Principal DP MY Teachers MY Principal DP MY Curriculum Leaders Teachers MY HOLAs Teachers SY	In progress In progress In progress In progress	
Discipleship Building and sustaining a strong,	Mātai…	**Whole School** -Continuing to develop a clear SC curriculum that flows	Principal SCCL team	In progress	

coherent, well resourced 'Discipleship growth culture' growing the whole person - mind, body, soul and spirit		across all year levels -Documenting this SCC curriculum **Whole School** -To develop a discipleship professional learning programme with an emphasis on Biblical literacy	Principal SCCL team EEO	In progress	
Pacific & Bi-Cultural Partnerships • Building leadership capacity in these areas • Strengthening teacher capabilities • Holding regular Hui and Fono	Mātai…	**Whole School** Grow staff knowledge of Tikanga and Te Ao Maori through three approaches: - Staff involvement in events that celebrate and use tikanga Maori -Continue to increase the use of Te Reo in the classroom, in celebratory displays and public events to raise the profile of the language and tikanga. -Professional learning programme for staff regarding tikanga and Te Reo Maori	Principal Te kākākura team	In progress	

CHARTER PRIORITIES ALIGNMENT WITH BHAGS

- **Building Elim Kaupapa** is foundational to BHAG 1 and 4.
- **Curriculum Capability** is crucial for BHAG 2, 3 and 4.
- **Teaching Pedagogy** supports BHAG 2, 3, and 4.
- **Discipleship** underpins BHAG 1, 2, 3 and 4.
- **Pacific & Bi-Cultural Partnerships** is most directly linked to BHAG 4.

BHAG 1: To have a strong Elim special character to model all aspects of our operations and programmes on biblical values.

• **Alignment:**
  ○ **a. Building Elim Kaupapa (Pous, Protection, Opportunity and Promise):** This is the most direct alignment. The "Elim Kaupapa" is the foundation of our school's Christian identity. Modelling operations and programmes on biblical values is the practical application of this Kaupapa.
  ○ **d. Discipleship:** A strong special character is inherently tied to discipleship. Living out biblical values is a form of discipleship for the entire school community.
  ○ **b. Curriculum Capability:** Implementing biblical values requires a curriculum that reflects those values.

BHAG 2: To be a high performing school of choice.

- **Alignment:**
    - **b. Curriculum Capability:** A high-performing school needs a strong, effective curriculum.
    - **c. Classroom Culture Capability:** A positive and effective classroom culture is essential for high performance.
    - **d. Discipleship:** A well rounded student who is being discipled will have the best platform for personal success/achievement.
    - **a. Building Elim Kaupapa (Pous, Protection, Opportunity and Promise):** If the Elim Kaupapa is correctly implemented, the school will see the best outcomes for students – reputation – results.

BHAG 3: To provide for all students and staff to optimise the personal, professional and leadership growth potential.

- **Alignment:**
    - **e. Pacific & Bi-Cultural Partnerships:** Strong bicultural partnerships with Maori and Pacific communities enhance personal, professional, and leadership growth for all students.
    - **d. Discipleship:** Personal, professional, and leadership growth are core components of discipleship.
    - **c. Classroom Culture Capability:** A supportive classroom culture fosters personal growth.
    - **b. Curriculum Capability:** Professional development for staff is a key part of curriculum capability.
    - **a. Building Elim Kaupapa (Pous, Protection, Opportunity and Promise):** Providing opportunity is one of the key words in the Elim Kaupapa.

BHAG 4: To maximise the opportunities that growth brings.

- **Alignment:**
    - **e. Pacific & Bi-Cultural Partnerships:** Growth can bring opportunities for stronger partnerships and cultural understanding.
    - **a. Building Elim Kaupapa (Pous, Protection, Opportunity and Promise):** Growth is directly linked to opportunity.
    - **b. Curriculum Capability:** Growth can lead to the expansion and improvement of curriculum offerings.
    - **c. Classroom Culture Capability:** Growth can result in a more diverse and enriching classroom environment.
    - **d. Discipleship:** Growth in the student body, and staff, will create more opportunities for discipleship.