Elim Christian College Botany Implementation Plan (2025)

Embedding our Values: Biblical Truth and Christian Discipleship; Meeting the NELPS ; Achieving our Vision and BHAGs							
Priority	**MOE**	**Kāhui Ako**	**Te Mataiaho**	**DRAFT Goals 2025**	**Key Person**	**Progress**	**Status Doc**
Building Elim Kaupapa Pous, Protection, Opportunity and Promise	N…	N…	TBA	Attendance focus for the whole school - Implementation of the Stepped Attendance Response and a goal of 81% for regular attendance across all years. **Whole School** - Develop a plan for growth in the school, considering all aspects of any change programme. Consult with Proprietors and community to gather a wide range of ideas and considerations **Senior Years** Review current offering of courses and programmes with a view to personalisation and support of developing God's plan in each student through increased offering of subjects	Kaitiaki team Proprietors DPs HOLAs	In progress	
Curriculum Capability This commitment manifests through coherent codes of practice, ensuring consistency and clarity in our schoolwide approach to Christian education.	N…	N…	Māt…	**Literacy and Numeracy** - To ensure the continuation of at least one hour of direct instruction in literacy and numeracy at years 1-8. To regularly review this for effectiveness.	Kaitiaki Team ELN team Teaching Staff	In progress	Link to doc here
	N…	N…	Māt…	**Junior Years** - **Implementation of refreshed curriculum** - especially Literacy and Maths - **Implementation of MNP** across years 1-8 - Updating **assessment tracking** across JY and **trialling new assessments**	DPs AST WSTs together with…	In progress	Link to doc here

				Middle Years • Alignment of the Health, Christian Living and Sexual Education aspects of our curriculum to ensure comprehensive coverage for our students and emphasis of Special Character elements	HOLAs HOLs Team Leaders		
Classroom Culture Capability Growing our educational approach outlined in the Elim Kaupapa. 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.	N…	B…	TBA	**Junior/Middle Years** - **Implementation of refreshed curriculum** - shown in our updated planning templates - Whole school years 1 - 6 **tracking document** for literacy and maths - **Frequent moderation** to gain consistency in OTJ's **Senior years** - - To review the pathways available to students in the areas of GATEWAY, STAR and other tertiary and vocational aligned programmes to ensure coverage and to maximise opportunities for students. - To enhance coherent tracking of corequisite results and student supports from the year 10 to 11 across both campuses. Our aim is to maximise	DPs together with… HOLAs HOLs Team Leaders	In progress	Display tracking documents on the GCJY, GCMY sites under the Data menu.
Discipleship Building and sustaining a strong, coherent, well resourced 'Discipleship growth culture' growing the whole person - mind, body, soul and spirit	N…	B…	TBA	**Whole School** - Build a whole school overview of how the school delivers its kaupapa of Special Character that includes: • A clear purpose and goals for this central core of our school • Regular opportunities to review students progress towards these goals with varied stakeholders • Regular review of wider aspects of this with	ELN group Kaitiaki team	In progress	

				EEO and the Proprietor team • Identify useful data that can be gathered to help inform progress in Special character delivery • Identification of any gaps in the delivery of the Special Character			
Pacific & Bi-Cultural Partnerships • Continuing to build our Tangata Whenua Advisory team • Learning in the **M**āori **A**chievement **C**ollaborative • Holding regular Huis and Fonos	N…	B…	Māt…	**Whole School** - Improve connections with Iwi via a connection with Omaero Marae. Grow staff knowledge of Tikanga and Te Ao Maori through four approaches: - Grow the school's capacity through appointment and strategic relationships with advisors and activators in Te Ao Maori. - Ongoing Professional Development opportunities both within school through trained staff and through external, high quality provision with a Special Character approach. - Staff involvement in events that celebrate and use tikanga Maori. In particular powhiri, karakia, waiata, community hui etc. - 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.	Kaitiaki Team together with… HOLA HOLs Team Leaders Reuben Shane F	In progress	Matua Matt George Ihimaera Advisory Team Kahui Ako - Andrea Begunk

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.
- **Classroom Culture Capability** 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 that 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.