

KINGSWAY SCHOOL

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	432
Principal:	Graeme Budler
School Address:	100 Jelas Road, Red Beach, Auckland
School Postal Address:	PO Box 54, Red Beach, Auckland, 0945
School Phone:	09 200 1931
School Email:	principal@kingsway.school.nz
Accountant / Service Provider:	In House

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Paul Claydon	Presiding Member	Proprietor appointed	2028
Graeme Budler	Principal ex Officio	Executive Principal	Indefinite
Raelene Beguely	Parent Representative	Elected by Parents	2028
Amira McMurray	Parent Representative	Elected by Parents	2025
Jordan Barley	Parent Representative	Elected by Parents	2028
Hayley Cross	Parent Representative	Elected by Parents	2025
Sitong Chen	Parent Representative	Elected by Parents	2028
Brendan Vorster	Parent Representative	Elected by Parents	2028
James Kimber	Proprietor Representative	Proprietor appointed	2025
Neels van Rensburg	Proprietor Representative	Proprietor appointed	2028
Nick Bradley	Proprietor Representative	Proprietor appointed	2028
Philip Mark Bradley	Proprietor Representative	Proprietor appointed	2028
Strahan Wallis	Proprietor Representative	Proprietor appointed	2028
Vanessa Gatman	Staff Representative	Applied for by staff member	2028
Elena Jin-Pearce	Student Representative	Student Representative	2025
Stella Park	Student Representative	Student Representative	2028

KINGSWAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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KingsWay School

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Paul Claydon

Full Name of Presiding Member



Signature of Presiding Member

27 May 2026

Date

Graeme Budler

Full Name of Principal



Signature of Principal

27 May 2026

Date

KingsWay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	17,751,291	16,518,292	15,333,965
Locally Raised Funds	3	4,855,260	3,162,960	4,113,435
Use of Proprietor's Land and Buildings		3,307,500	-	2,070,000
Interest		150,127	75,000	169,923
Gain on Sale of Property, Plant and Equipment		-	-	506
Other Revenue		2,191	2,000	3,419
Total Revenue		26,066,369	19,758,252	21,691,248
Expense				
Locally Raised Funds	3	2,460,791	1,047,203	2,091,396
Learning Resources	4	15,352,583	14,768,612	13,801,004
Administration	5	2,432,723	2,291,786	2,240,614
Interest		12,328	11,820	11,379
Property	6	4,638,058	1,286,007	3,278,901
Other Expense	7	2,739	-	4,432
Loss on Disposal of Property, Plant and Equipment		14,577	-	3,879
Total Expense		24,913,799	19,405,428	21,431,605
Net Surplus / (Deficit) for the year		1,152,570	352,824	259,644
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,152,570	352,824	259,644

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

KingsWay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		3,936,532	3,936,532	3,045,494
Total comprehensive revenue and expense for the year		1,152,570	352,824	259,644
Contribution - Furniture and Equipment Grant		318,544	300,000	386,477
Contributions from the Ministry of Education		40,592	-	246,810
Movement in Bequest Reserves		(3,533)	-	(1,893)
Equity at 31 December		5,444,705	4,589,356	3,936,532
Accumulated comprehensive revenue and expense		5,329,784	4,589,356	3,818,078
Reserves		114,921	-	118,454
Equity at 31 December		5,444,705	4,589,356	3,936,532

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

KingsWay School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	8	4,387,982	3,322,819	3,128,226
Accounts Receivable	9	1,342,460	1,150,313	1,150,313
GST Receivable		50,519	7,990	7,990
Prepayments		263,738	168,145	168,145
Inventories	10	200,605	177,682	177,682
Investments	11	110,000	120,000	-
		<u>6,355,304</u>	<u>4,946,949</u>	<u>4,632,356</u>
Current Liabilities				
Accounts Payable	13	1,485,482	1,223,803	1,223,803
Borrowings	14	38,229	38,229	38,229
Revenue Received in Advance	15	1,269,484	1,203,786	1,203,786
Provision for Cyclical Maintenance	16	49,235	66,928	66,928
Finance Lease Liability	17	87,322	80,000	69,394
Funds held in Trust	18	853,854	584,540	654,332
		<u>3,783,606</u>	<u>3,197,286</u>	<u>3,256,473</u>
Working Capital Surplus/(Deficit)		2,571,698	1,749,663	1,375,883
Non-current Assets				
Property, Plant and Equipment	12	3,196,110	3,207,954	2,907,955
		<u>3,196,110</u>	<u>3,207,954</u>	<u>2,907,955</u>
Non-current Liabilities				
Borrowings	14	28,672	28,672	66,901
Provision for Cyclical Maintenance	16	167,551	219,589	219,589
Finance Lease Liability	17	126,874	120,000	60,813
		<u>323,097</u>	<u>368,261</u>	<u>347,303</u>
Net Assets		<u>5,444,705</u>	<u>4,589,356</u>	<u>3,936,534</u>
Equity		<u>5,444,705</u>	<u>4,589,356</u>	<u>3,936,532</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

KingsWay School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		4,661,705	4,306,163	4,148,711
Locally Raised Funds		3,188,589	2,054,505	3,013,743
International Students		1,724,314	1,101,985	1,338,583
Goods and Services Tax (net)		(42,529)	-	32,770
Payments to Employees		(3,495,231)	(3,456,018)	(3,861,736)
Payments to Suppliers		(4,598,213)	(3,293,965)	(4,080,001)
Interest Paid		(12,328)	(11,820)	(11,379)
Interest Received		174,941	123,732	124,116
Net cash from/(to) Operating Activities		1,601,248	824,582	704,807
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,084	(18,500)	764
Purchase of Property Plant & Equipment (and Intangibles)		(780,406)	(873,259)	(1,104,532)
Net cash from/(to) Investing Activities		(779,322)	(891,759)	(1,103,768)
Cash flows from Financing Activities				
Furniture and Equipment Grant		318,544	300,000	386,477
Contributions from Ministry of Education		40,592	-	-
Finance Lease Payments		(82,597)	69,792	(12,505)
Loans Received		-	-	-
Repayment of Borrowings		(38,229)	(38,229)	(38,229)
Funds Administered on Behalf of Other Parties		199,522	(69,792)	(20,310)
Net cash from/(to) Financing Activities		437,832	261,771	315,433
Net increase/(decrease) in cash and cash equivalents		1,259,758	194,594	(83,528)
Cash and cash equivalents at the beginning of the year	8	3,128,225	3,128,225	3,212,033
Cash and cash equivalents at the end of the year	8	4,387,983	3,322,819	3,128,225

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

KingsWay School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 23.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to.

The property from which the School operates is owned by the KingsWay Trust. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Short-term receivables are recorded at the amount due. The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

h) Property, Plant and Equipment

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Intangible Assets	3 years
Motor Vehicles	10 years
Textbooks	10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

i) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. This was not required during the 2025 financial year.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

j) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

k) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and donations received from students attending in the following year and grants received (for example Principal's Coaching and Support grant) where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

m) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

n) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. This is not applicable at KingsWay School.

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 18 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

t) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	4,573,486	4,225,776	4,061,712
Teachers' Salaries Grants	13,081,386	12,203,929	11,185,129
Other Government Grants	96,419	88,587	87,124
	<u>17,751,291</u>	<u>16,518,292</u>	<u>15,333,965</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	1,387,482	1,442,790	1,283,197
Fees for Extra Curricular Activities	1,264,163	198,710	1,185,525
Trading	535,068	433,830	392,494
Fundraising and Community Grants	-	-	1,020
Other Revenue	42,253	22,800	30,907
International Student Fees	1,626,294	1,064,830	1,220,292
	<u>4,855,260</u>	<u>3,162,960</u>	<u>4,113,435</u>
Expense			
Extra Curricular Activities Costs	1,331,480	341,693	1,203,373
Trading	300,830	254,800	214,993
Other Locally Raised Funds Expenditure	22,312	6,700	16,704
International Student - Employee Benefits - Salaries	176,793	168,771	175,136
International Student - Other Expenses	629,376	275,239	481,190
	<u>2,460,791</u>	<u>1,047,203</u>	<u>2,091,396</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>2,394,469</u>	<u>2,115,757</u>	<u>2,022,039</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	448,788	545,268	358,023
Information and Communication Technology	199,974	198,616	186,735
Employee Benefits - Salaries	13,944,313	13,218,938	12,628,216
Staff Development	116,333	232,530	102,404
Depreciation	643,175	573,260	522,520
Other Learning Resources	-	-	3,106
	<u>15,352,583</u>	<u>14,768,612</u>	<u>13,801,004</u>

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	15,240	15,000	19,613
Board Fees and Expenses	30,183	14,700	12,277
Legal Fees	96,807	5,000	95,236
Other Administration Expenses	189,907	199,100	130,980
Employee Benefits - Salaries	2,015,084	1,977,086	1,898,857
Insurance	27,908	29,100	33,583
Service Providers, Contractors and Consultancy	57,594	51,800	50,068
	<u>2,432,723</u>	<u>2,291,786</u>	<u>2,240,614</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	235,603	234,023	294,641
Cyclical Maintenance	(3,531)	-	(26,112)
Heat, Light and Water	241,000	233,620	242,046
Repairs and Maintenance	263,880	254,877	228,311
Use of Land and Buildings	3,324,359	45,000	2,083,398
Employee Benefits - Salaries	450,948	387,787	325,209
Other Property Expenses	125,799	130,700	131,407
	<u>4,638,058</u>	<u>1,286,007</u>	<u>3,278,900</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a proxy for the market rental of the property.

7. Other Expense

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Loss on Uncollectable Accounts Receivable	2,739	-	4,432
	<u>2,739</u>	<u>-</u>	<u>4,432</u>

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	2,199,502	1,422,819	496,978
Short-term Bank Deposits	2,200,000	1,900,000	2,650,000
Bank Overdraft	(11,520)	-	(18,753)
	<u>4,387,982</u>	<u>3,322,819</u>	<u>3,128,225</u>

Cash and cash equivalents for Statement of Cash Flows

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$4,387,982 Cash and Cash Equivalents \$1,269,384 is subject to restrictions for the following reasons:

- \$208,519 of Revenue Received in Advance is held by the school. This is included in Revenue in Advance in note 15.
- \$1,060,865 of International Students Funds in Advance is held by the school. This is included in Revenue in Advance in note 15.

9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	39,037	40,000	23,329
Interest Receivable	23,918	-	48,732
Teacher Salaries Grant Receivable	1,279,505	1,110,313	1,078,252
	<u>1,342,460</u>	<u>1,150,313</u>	<u>1,150,313</u>
Receivables from Exchange Transactions	62,955	40,000	72,061
Receivables from Non-Exchange Transactions	1,279,505	1,110,313	1,078,252
	<u>1,342,460</u>	<u>1,150,313</u>	<u>1,150,313</u>

10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	200,605	177,682	177,682
	<u>200,605</u>	<u>177,682</u>	<u>177,682</u>

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	110,000	120,000	-
Total Investments	<u>110,000</u>	<u>120,000</u>	<u>-</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Buildings	6,343	73,491	-	-	(6,667)	73,167
Furniture and Equipment	2,175,157	479,401	(15,660)	-	(326,212)	2,312,690
Information and Communication Technology	537,107	181,697	-	-	(207,435)	511,369
Motor Vehicles	61,418	-	-	-	(16,579)	44,839
Textbooks	3,733	25,697	-	-	(2,706)	26,724
Leased Assets	124,196	166,585	-	-	(82,373)	208,404
Library Resources	-	9,624	-	-	(1,203)	8,421
Work in Progress	-	10,496	-	-	-	10,496
	<u>2,907,954</u>	<u>946,991</u>	<u>(15,660)</u>	<u>-</u>	<u>(643,175)</u>	<u>3,196,110</u>

The net carrying value of ICT held under a finance lease is \$208,403 (2024: \$124,196).

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Buildings	133,395	(60,228)	73,167	59,904	(53,561)	6,343
Furniture and Equipment	4,196,528	(1,883,838)	2,312,690	3,819,341	(1,644,184)	2,175,157
Information and Communication Technology	1,728,667	(1,217,298)	511,369	1,554,187	(1,017,079)	537,107
Motor Vehicles	165,793	(120,954)	44,839	170,041	(108,623)	61,418
Textbook	34,957	(8,233)	26,724	9,260	(5,527)	3,733
Leased Assets	370,085	(161,681)	208,404	244,784	(120,587)	124,197
Library Resources	113,054	(104,633)	8,421	126,328	(126,328)	-
Work in Progress	10,496	-	10,496	-	-	-
	<u>6,752,975</u>	<u>(3,556,865)</u>	<u>3,196,110</u>	<u>5,983,845</u>	<u>(3,075,889)</u>	<u>2,907,955</u>

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

13. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	154,617	-	97,701
Accruals	19,984	-	26,995
Employee Entitlements - Salaries	1,302,476	1,223,803	1,093,340
Employee Entitlements - Leave Accrual	8,405	-	5,767
	<u>1,485,482</u>	<u>1,223,803</u>	<u>1,223,803</u>
Payables for Exchange Transactions	1,485,482	1,223,803	1,223,803
	<u>1,485,482</u>	<u>1,223,803</u>	<u>1,223,803</u>

The carrying value of payables approximates their fair value.

14. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	38,229	38,229	38,229
	<u>38,229</u>	<u>38,229</u>	<u>38,229</u>
Loans due after one year	28,672	28,672	66,901
	<u>28,672</u>	<u>28,672</u>	<u>66,901</u>

The school has borrowings at 31 December 2025 of \$66,901 (31 December 2024 \$105,130). This loan is from the Energy Efficiency and Conservation Authority (EECA) for the purpose of installing LED lighting. The loan is unsecured, interest is 0% per annum and the loan is payable with interest in equal instalments of \$9,557.25.

15. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	-	8,200
International Student Fees in Advance	1,060,865	1,000,000	962,845
Other revenue in Advance	208,619	203,786	232,741
	<u>1,269,484</u>	<u>1,203,786</u>	<u>1,203,786</u>

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

16. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	286,517	286,517	340,029
Increase/(decrease) to the Provision During the Year	(3,531)	-	(26,112)
Use of the Provision During the Year	(66,200)	-	(27,400)
Provision at the End of the Year	<u>216,786</u>	<u>286,517</u>	<u>286,517</u>
Cyclical Maintenance - Current	49,235	66,928	66,928
Cyclical Maintenance - Non current	167,551	219,589	219,589
	<u>216,786</u>	<u>286,517</u>	<u>286,517</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan.

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	98,715	80,000	77,867
Later than One Year	136,831	120,000	65,694
Future Finance Charges	(21,350)	-	(13,353)
	<u>214,196</u>	<u>200,000</u>	<u>130,208</u>
Represented by			
Finance lease liability - Current	87,322	80,000	69,394
Finance lease liability - Non current	126,874	120,000	60,813
	<u>214,196</u>	<u>200,000</u>	<u>130,207</u>

18. Funds held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	853,854	584,540	654,332
	<u>853,854</u>	<u>584,540</u>	<u>654,332</u>

These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School (The NZCPT) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues and property charges payable to the Proprietor. The amounts collected in total were \$370,514 (2024: \$263,817). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$245,339 (2024: \$226,296).

20. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	6,120	5,550
<i>Leadership Team</i>		
Remuneration	1,127,024	1,075,876
Full-time equivalent members	7	7
Total key management personnel remuneration	1,133,144	1,081,426

There are 11 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has a Finance and Property committee comprised of 4 members that meet monthly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	270 - 280	270 - 280
Benefits and Other Emoluments	8 - 9	8 - 9

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	34.00	32.00
110 - 120	20.00	13.00
120 - 130	10.00	6.00
130 - 140	3.00	2.00
140 - 150	2.00	3.00
	<u>69.00</u>	<u>56.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2025 Actual	2024 Actual
Total	\$9,000	\$30,000
Number of People	1	1

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

23. Commitments

Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2025 Actual	2024 Actual
	\$	\$
No later than One Year	3,911	6,292
Later than One Year and No Later than Five Years	5,632	1,297
	<u>9,543</u>	<u>7,589</u>

The total lease payments incurred during the period were \$8,311 (2024: \$7,406).

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2025

24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	4,387,982	3,322,819	3,128,225
Receivables	1,342,460	1,150,313	1,150,313
Total financial assets measured at amortised cost	<u>5,730,442</u>	<u>4,473,132</u>	<u>4,278,538</u>

Financial liabilities measured at amortised cost

Payables	1,485,482	1,223,803	1,223,803
Borrowings - Loans	28,672	28,672	66,901
Finance Leases	214,196	200,000	130,207
Total financial liabilities measured at amortised cost	<u>1,728,350</u>	<u>1,452,475</u>	<u>1,420,911</u>

25. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

26. Comparatives

A few prior period comparatives have been reclassified to make disclosure consistent with the current year.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KINGSWAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Kingsway School(the School). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 27 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the *Responsibilities of the auditor* section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Responsibility, Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Statement of KiwiSport funding and other reports.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

A handwritten signature in blue ink that reads 'Talia Anderson-Town'.

Talia Anderson-Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand



KingsWay School

2025

ANNUAL SCHOOL REPORT



SCHOOL MOTTO

Servant leaders are people of Godly character
who are willing to act on what they believe.

SCHOOL MISSION

To be a Christian community of learning that nurtures
young people towards their full potential as servant leaders
in the Kingdom of God.

SCHOOL VERSE

*“And Jesus increased in wisdom and in stature,
and in favour with God and man.”*
Luke 2:52





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INTRODUCTION

A YEAR IN SUMMARY

Kia ora koutou katoa,

As we reflect on the year 2025 in the life of KingsWay School, I am pleased to present a summary of our progress and achievements under the theme of “**Flourishing**.” This theme embodies the school leadership’s ongoing commitment to the holistic growth and well-being of our students, staff, and wider community as we strive to fulfil our vision and mission as a Christ-centred educational institution.

A particular highlight this year was hosting over 300 Christian educators at the New Zealand Association of Christian Schools conference, *Flourishing in the Classroom*, at the end of Term 2. Many of our staff and students went above and beyond to support this significant event, exemplifying our growing understanding of being blessed to be a blessing.

Our dedicated staff, now over 300 strong, remain the foundation of student success and flourishing at KingsWay. They continue to serve with passion and a sense of vocation, delivering outstanding outcomes across all year levels. Our Primary School continues to grow its roll while maintaining high standards and a warm, family atmosphere. Year 1–8 teachers have admirably embraced new initiatives, including the structured mathematics programme, all while adapting to the challenges of expanding facilities.

The Middle Years programme continues to foster excellent emergent adolescent development and outcomes. This was beautifully showcased by the exceptional Middle Years production of *My Son Pinocchio: Geppetto’s Musical Tale*, highlighting the wide-ranging talents of our students and the commitment of our staff. The Junior Secondary programme is now firmly embedded in KingsWay’s culture and continues to grow in strength. Our Senior School consistently achieves strong academic results, with commendable NCEA success across all levels.

I want to extend my heartfelt gratitude to all staff for their unwavering commitment to KingsWay’s mission and for embracing their roles as callings rather than mere employment.

I would also like to particularly acknowledge the significant and long-standing contribution of Pierre Barnard, who will be leaving us at the end of this year. His dedicated service, especially in the demanding role

of Dean, has been invaluable. We wish him well as he transitions into a semi-retired phase.

To our parents and caregivers, your ongoing support is deeply appreciated. Our students continue to flourish, especially in the extracurricular space, because of your unwavering encouragement. The outstanding work of the Parent Teachers Association and numerous volunteers, who continue to raise substantial funds for key resources, exemplifies your generosity and commitment. It is a privilege to partner with you as we work together to realise our shared vision.

Our students continue to impress with their positive contributions to our learning culture. Special recognition goes to our Year 13 cohort, who continue the legacy of demonstrating exemplary leadership, acting as cultural stewards and vision bearers for the school. The student leadership councils, extracurricular teams, and groups have achieved remarkable successes this year across the board.

The governance and leadership provided by the KingsWay School Board, senior leadership team, and proprietors remain vital, especially during this period of rapid roll growth and facility expansion. I offer particular thanks to Allan Bates (Chair of the KingsWay Trust), Paul Claydon (Board Presiding Member for 2025), and Phillip Mark (CEO of the KingsWay Trust) for their steadfast faith, wisdom, and support in guiding our community.

Looking ahead to 2026, we anticipate continued enrolment growth in the Primary School and the opening of our new Arts Block and Student Learning Hub. I am excited to see how our community will continue to flourish as we embrace these developments and live out our Christian educational mission.

In closing, I would like to thank the entire KingsWay community for your kindness, encouragement, and partnership in leading this school. With your continued support and God’s guidance, we remain committed to nurturing a flourishing environment for all. May you enjoy a restful break, ready to engage with renewed vision as we prepare to celebrate 40 years of faithful service at KingsWay in 2026.

Nāku noa, nā

Graeme Büdler
Executive Principal



SCHOOL OVERVIEW

HISTORY AND TRADITION

KingsWay School is a state-integrated Christian school located 4 km south of Orewa in the Rodney District. It currently has a student roll of 1990. In 2024, the Ministry of Education approved an increase of KingsWay School's student roll cap to 2100 students to accommodate many families choosing Christian education for their children. The school community comprises students from diverse cultures and evangelical church communities. Students travel to KingsWay School from several suburbs and rural areas within a 50 km radius. KingsWay School has a wonderful history and well-established traditions. The school opened as a private school in 1986 with ten students. Classes were initially held in the Red Beach Methodist Church Hall in 1991. The roll had grown to over 80 students, and a new location was purchased in Jelas Rd, Red Beach.

Initially in a rural area, the school was now surrounded by houses and the fast-growing Silverdale North subdivision, which borders our two campuses. Students, staff and the general community enjoy excellent positive relationships strengthened through their cooperation and support in all school activities organised in and out of school. The essential foundations on which the school thrives are the strength of academic excellence, a holistic view of education and the overarching commitment to the school's Christian special character.

KingsWay School's proprietors agreed in 1998 with the Crown to become a state-integrated school. Since integration, the school's student roll has grown steadily, and there is a full complement of classes from Years 1-13.

ShapeKingsWay School has a distinct population of European (53.2%), Asian (38.2%), Māori (3.2%), Pasifika (1.1%), MELAA (Middle Eastern, Latin American & African) 3.1%, Other (1.0%).

Foundational to the school's ethos is the 'home and school' partnership, embraced by the Board of Proprietors, KingsWay School Board, staff, and school families.

In February 2014, KingsWay Trust opened a new Junior School Campus in Silverdale, 5 minutes from the Senior Campus on Jelas Road. This purpose-built modern learning environment has two large studios, a hall, a cafe and an administration area. Each studio accommodates approximately 300 students. It now includes a purpose-built Junior Primary studio to accommodate 366 students. The studios have been designed to be flexible, variable workspaces. Further work is planned in 2025 to build an

arts block and to redevelop some of the existing spaces on the Jelas Road campus to better cater to the needs of our students.

The board charges the Executive Principal to consult with stakeholders each year to refresh the 2030 Growth and Development Plan for KingsWay School. This plan articulates the long-term strategic intents of all stakeholders for the next 10 years and allows the board to develop its three-year strategic plan and annual plan.

MISSION STATEMENT

"To be a Christian community of learning that nurtures young people towards their full potential as servant leaders in the kingdom of God."

KingsWay School is a non-denominational Christian composite school established in 1986 by The KingsWay Trust. The school was founded to work in partnership with Christian parents to fulfil their responsibility for the education of their children by providing a Christ-centred learning environment based on Biblical truth and practice as recognised by adherents of the evangelical Christian faith.

These Biblical truths and practices, which are summarised in the school's Statement of Faith, recognise:

- God's purposes as revealed in the Scriptures and in the risen Lord Jesus Christ.
- That all truth finds its meaning and centre in God; that God gives purpose and hope to individuals as well as to His creation by virtue of the redemptive work of Jesus Christ; a mission perspective involving a radical, personal commitment to seeing the Kingdom of God extended.



- Prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.

These Biblical beliefs encompass all aspects of the school and permeate the curriculum, including all of the New Zealand Curriculum statements which are presented within this Biblical world view. It is expected that all members of the school community will demonstrate commitment to these Biblical beliefs and be role models of these.

The purpose of the school, in partnership with parents, is to develop the abilities and character of young people who:

- Will develop a Christlike character as taught in the Bible.

- Recognise that God calls His people to claim the whole of human life for Jesus Christ as they spread the Good News of His saving Grace.
- Have a Christian vision and are equipped to become Godly leaders in the fields of their giftings and abilities.
- Will live virtuous lives and exemplify Biblical values in every area of life, personal, family and in the pursuit of social peace, just government, responsible citizenship, compassionate neighbourliness, and wise parenting.
- Will develop their academic abilities in balance with their other abilities and character.

› OUR MISSION STATEMENT AND MOTTO

KingsWay School promotes this by:

- Recognising that parents in partnership with the school need to be involved and are responsible for their child's education.
- Employing only qualified staff who have a genuine commitment to Jesus Christ and who model a Christian lifestyle.
- Providing equal learning opportunities for students from all socio-economic backgrounds.
- Creating an environment where a sincere desire to know God is fostered.

- Enabling children to personally adopt a Biblical Christian Worldview in knowledge, understanding and life applications.
- Fostering character, wisdom and knowledge by means of the curriculum and school culture.
- Using teaching and learning strategies that challenge students to achieve to individual potential.
- Actively pursuing opportunities for young people to serve, bless others and share their faith in the wider community.
- Encouraging students to view their education as an aspect of preparation for fulfilling God's purpose in their lives.





VISION FOR A KINGSWAY SCHOOL GRADUATE

The vision for KingsWay School graduates is that they may be confident, connected, actively involved, lifelong learners who are growing in faith, hope and love in Jesus.

CONFIDENT – BE ABLE TO:

- Demonstrate an ability to articulate and defend their faith and convictions.
- Appreciate and accept their giftings and abilities and others as unique creations made in God’s image.
- Make decisions based on Biblical principles and the leading of the Holy Spirit.
- Manage themselves and their learning.
- Respond to a changing world.

CONNECTED – BE ABLE TO:

- Develop a personal relationship with God.
- Relate to others and communicate effectively.
- Connect to the wider church and community.
- Seek to impact and serve the wider community, locally, nationally and internationally.
- Practise wise stewardship of their resources and environment.

ACTIVELY INVOLVED – BE ABLE TO:

- Engage critically and strategically with culture.
- Contribute to society through responsible citizenship,

cultural, economic and environmental leadership.

LIFELONG LEARNERS – BE ABLE TO:

- Be literate and numerate.
- Be creative and critical thinkers.
- Be able to apply learning to real life contexts.
- Reflect on their thinking.
- Love learning and be committed to ongoing growth.
- Demonstrate resilience.

FOUNDATIONAL PRINCIPLES

The principles set out below embody beliefs about what is important and desirable at KingsWay School. They underpin all school decision making. Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised at KingsWay School. You don’t teach principles but they are relevant to the processes of planning, prioritising and review. All the principles must be considered in light of the seven core practices and theological framework.

ALL OF THE CURRICULUM IS CONSISTENT WITH THESE TEN PRINCIPLES:

1. BIBLICALLY INFORMED CHRIST-CENTRED WORLDVIEW

We encourage and model to our students how to critique



their learning and other worldviews through a biblically informed and Christ-centred worldview.

2. HIGH EXPECTATIONS

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

3. CULTURAL DIVERSITY

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all people.

4. STUDENT WELLBEING

Students cannot learn with poor wellbeing or when they do not feel safe at school. KingsWay includes opportunities for students to develop strategies of resilience and wellness, but also supports students who are struggling with their well being.

5. PROGRESS AND ACHIEVEMENT

Our curriculum measures progress and achievement acknowledging that all students are unique, and success will look different for students.

6. COMMUNITY ENGAGEMENT

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, churches, whānau, and communities.

7. LEARNING TO LEARN

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

8. FUTURE FOCUS

The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation. The inclusion of key competencies in all areas of the curriculum

equip the students to flourish in their lives now and in the future.

9. COHERENCE

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. The curriculum includes opportunities to succeed and learn through conventional subject choices as well as through our extensive extra-curricular programme that includes opportunities in service, leadership, the arts, missions, and sport.

10. INCLUSION

The curriculum is non-sexist, non-denominational, non-racist, and non-discriminatory; it ensures that students' languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

VALUES

Inspired by Love | Aroha, Faith | Whakapono and Hope | Tūmanako we outwork our values. Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Every decision relating to curriculum and every interaction that takes place in the school reflects the values of the individuals involved and the collective values of the institution. These values will be encouraged, modelled and explored.

WHAT WE VALUE

ALL PEOPLE WHICH INCLUDES:

- Respect for diverse cultures, languages and heritages
- Integrity



- Honesty
- Acting ethically
- Valuing and respecting others
- Equity
- Participation and service for the common good
- The importance of living in community

TRUTH WHICH INCLUDES:

- Thinking critically, creatively and reflectively.
- A Christ-centred Biblically informed worldview.
- Sharing the gospel.

GOD'S CREATION WHICH INCLUDES:

- Care for the environment.
- Ecological sustainability.
- Wise stewardship of resources.

PERSONAL FAITH AND CHRIST-LIKE CHARACTER WHICH INCLUDES:

- A personal relationship with Jesus.
- Respect for themselves.
- Responsibility and accountability.
- Working towards achieving their full potential and demonstrating perseverance.
- Discipleship

HOW WE VALUE

Values are only significant if they are outworked practically. The KingsWay community is encouraged to practise these values:

- **IN RELATIONSHIP WITH OTHERS**
The love of Christ compels us to love God and people.
- **WITH CREATIVITY**

Our values are expressed in the way we reflect God's creative nature.

• THROUGH SERVICE

In putting the needs of others before their own, the students are living in obedience to God. (1 Peter 2:13-21 NIV)

THROUGH THEIR LEARNING EXPERIENCES, STUDENTS WILL LEARN ABOUT:

- Their own values and those of others.
- Different kinds of values, such as moral, social, cultural, aesthetic and economic values.
- The values on which New Zealand's cultural and institutional traditions are based.
- The values of other groups and cultures.

THROUGH THEIR LEARNING EXPERIENCES, STUDENTS WILL DEVELOP THEIR ABILITY TO:

- Express their own values.
- Explore, with empathy, the values of others.
- Critically analyse values and actions based on them.
- Discuss disagreements that arise from differences in values and negotiate solutions.
- Make ethical decisions and act on them.

WHY WE VALUE

WE VALUE BECAUSE:

- We honour God as we "seek first His Kingdom and His righteousness..." (Matthew 6:33 NIV)
- We love God, others and ourselves in obedience to the greatest of all commandments: "Love the Lord your God with all your heart, with all your soul, and with all your mind." (Matthew 22:37 NIV)
- We embrace these Christ-centred biblical values which underpin all knowledge, understanding and learning.

CULTURAL DIVERSITY AND MAORI DIMENSION

HOW WILL THE SCHOOL REFLECT NEW ZEALAND'S CULTURAL DIVERSITY?

- By ensuring that all cultures are respected and maintained by all who attend and are linked to this school
- By acknowledging that the values and customary rights of the significant groups in New Zealand society (Pakeha and Maori) are mutually respected and given cultural mileage and impetus at school
- By having programmed activities and cultural events which reflect the cultural identities of students, staff and the community
- By liaising with leaders in the community to support and advise the school on cultural matters
- By appointing staff and student kaiārahi to promote the principles of te tiriti o Waitangi

HOW WILL THE SCHOOL REFLECT THE UNIQUE POSITION OF THE MAORI CULTURE?

- By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Maori
- By consulting Maori advisors to assist in the development of Maori incentives and programmes
- By encouraging students to attend Maori cultural activities that are promoted through the school
- By liaising with the local kaumatua and outside agencies such as Waikato University (He Kakano Project), Team Solutions, and MOE about the improvement and innovation of Maori programmes at school

WHAT WILL THE SCHOOL DO TO PROVIDE INSTRUCTION IN TE REO FOR FULL TIME STUDENTS WHOSE PARENTS ASK FOR IT?

KingsWay campuses receive elementary instruction in Te Reo. Provision is made for students who may wish to study Te Reo through dual enrolment with the Correspondence School – Te Aho o te kura pounamu.

WHAT STEPS WILL BE TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF THE SCHOOL'S MAORI COMMUNITY?

Annual contact is made with parents of Maori students to establish goals and discuss any concerns. There will be consultation with local iwi. At KingsWay we enjoy a strong relationship with our local marae Te Herenga Waka o Orewa and the Kaumātua Kereama Nathan.

TE TIRITI O WAITANGI

Te Tiriti o Waitangi | The Treaty of Waitangi Covenant Relationship

Christians were central to brokering Te Tiriti o Waitangi | The Treaty of Waitangi on 6 February 1840.

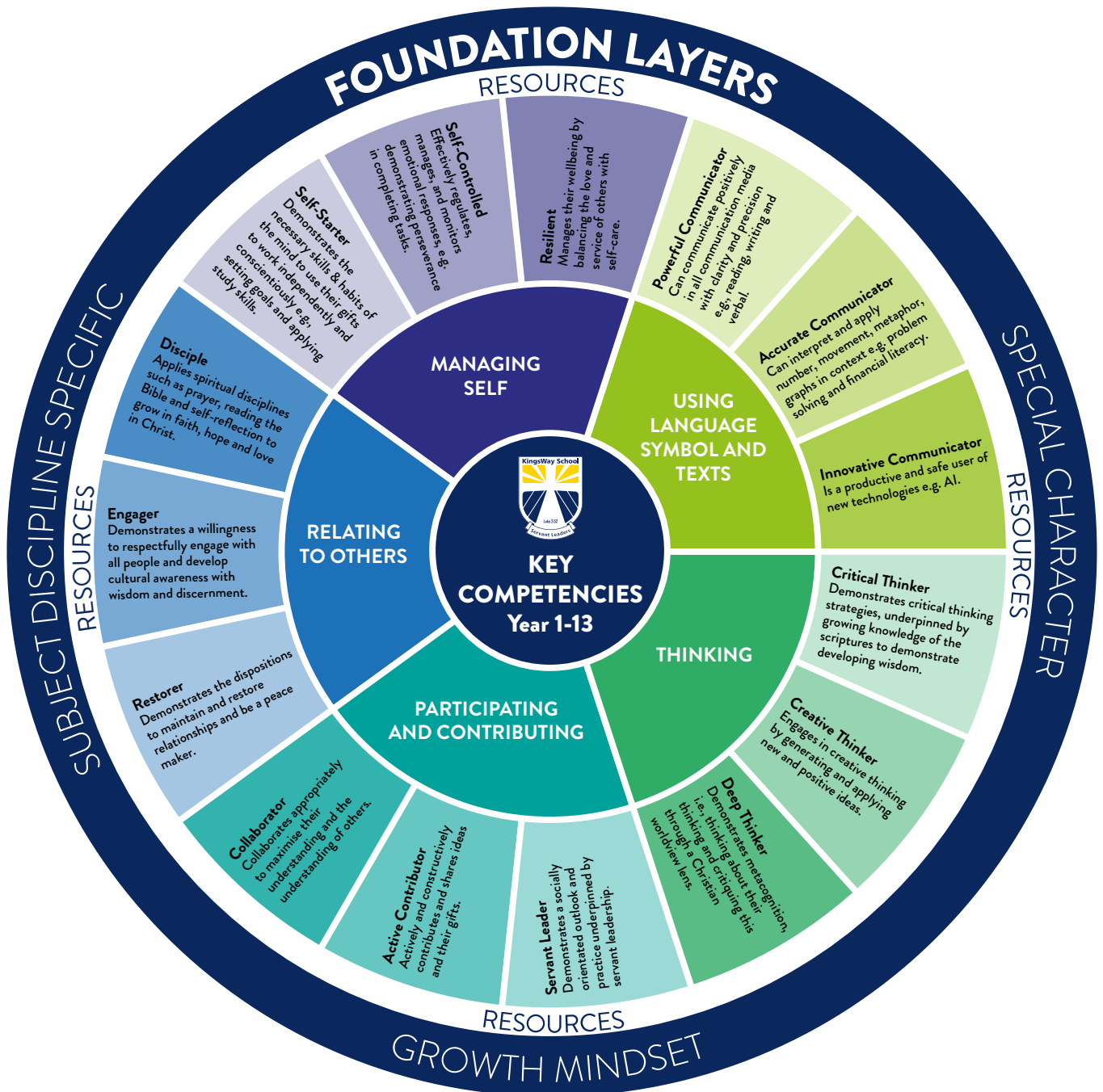
In the Bible, a covenant relationship is a sacred promise of relationship. A succession of esteemed leaders have variously described our Treaty as a covenant, a sacred oath, a treasure. “To look at the Treaty as a covenant, is to see it as not merely historical, but a relationship that continues through each generation, motivating us to honour our covenant responsibilities” (Common Grace, Aotearoa).

At KingsWay we seek to honour this covenant and its principles, particularly its provision for the active promotion of treasures, including te reo Māori, customary behaviours and practices, and traditions, values and practices.



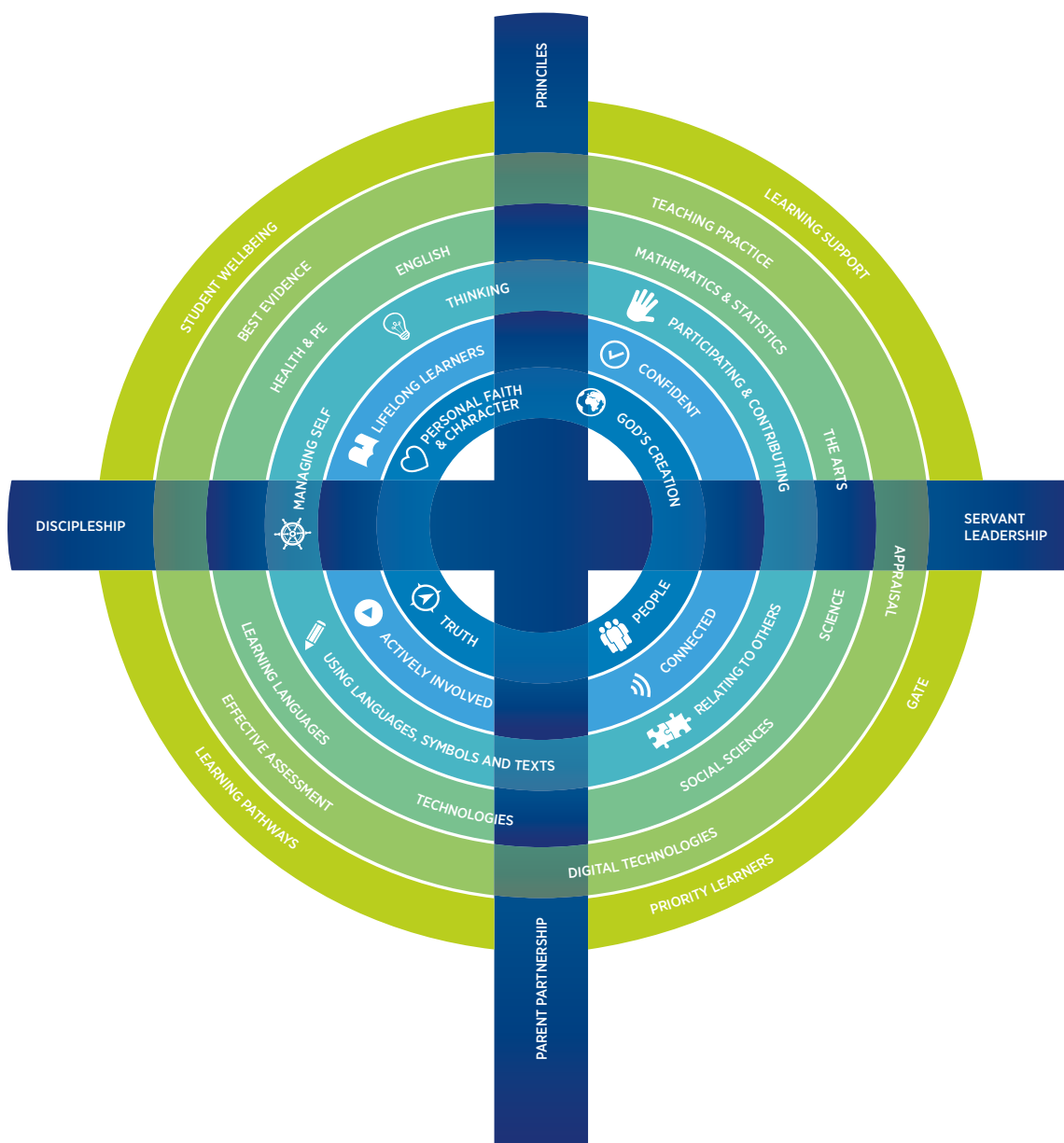
KEY COMPETENCIES

Students will be equipped with the knowledge, skills, values and attitudes in the following key competencies:



CURRICULUM OVERVIEW

In 2024, a full review of the front end of the KingsWay School Curriculum was undertaken as part of a regular review cycle.



- Special Character:** The reason why we exist as an integrated school
- Values:** Underpinning all learning these are to be modelled, explored and encouraged
- Vision:** What we desire for our students
- Key Competencies:** Essential to learning and growth for all students
- Learning Areas:** Eight distinct yet connected areas of learning
- Pedagogy:** Connecting the areas of best practice to inform our teaching and learning
- Equity and Excellence:** ensuring opportunities to learn for parity in student outcomes



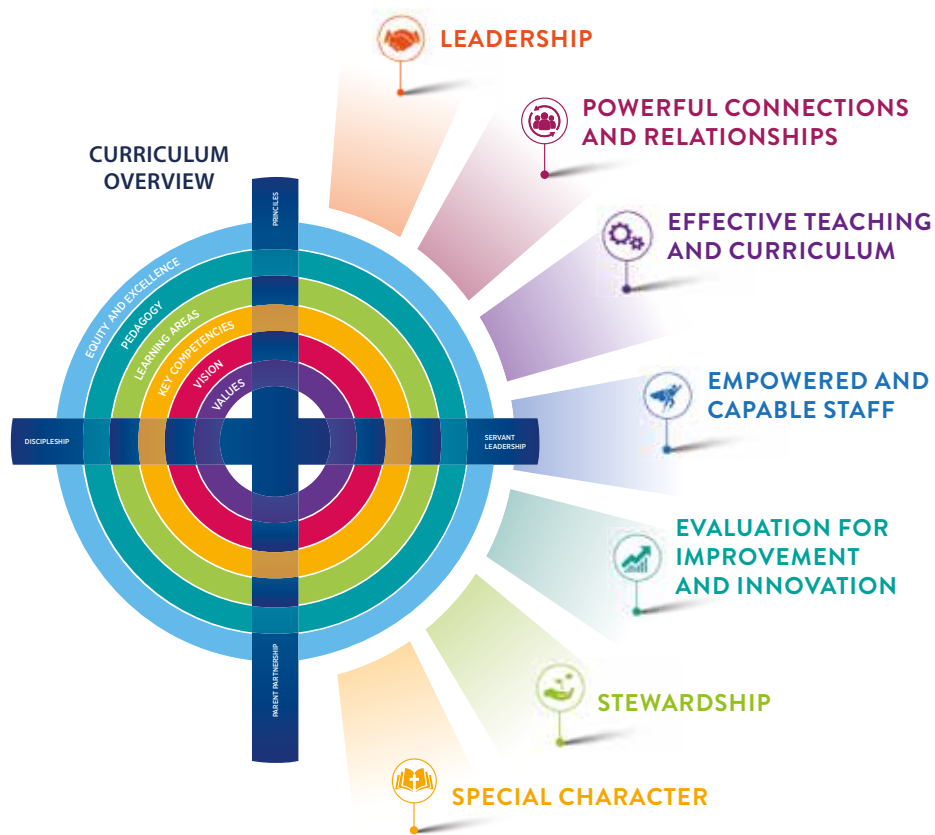


STRATEGIC DIRECTION

2025



ANNUAL PLAN FOR TOWARDS A FLOURISHING CHRISTIAN



FLOURISHING LEARNING	Best E Our te
LEADERSHIP Our school leaders effectively lead for student transformation.	
POWERFUL CONNECTIONS AND RELATIONSHIPS Intentional connections and relationships enhance student outcomes and opportunities.	
EFFECTIVE TEACHING AND CURRICULUM Our responsive curriculum is delivered through effective teaching practices and embodies our Christian special character.	
EMPOWERED AND CAPABLE STAFF Staff actively engage in professional learning opportunities to grow their capability to produce greater outcomes for all students.	

OPERATIONAL

SUPPORTING & SERVING LEADERS OF LEARNING TO COACH TEACHERS TO IMPLEMENT THE FOLLOWING PRACTICES TO HELP OUR STUDENTS FLOURISH



Ki Atua hei te Kororia
To God be the Glory

Flourishing as Learners

- Structured Literacy (Years 1-6)
- Structured Maths (Years 1-8)
- Evidence Based High Impact Instructional Practices e.g. differentiation
- English Language Learners
- Learners at Risk

Flourishing in Faith

- Authentic Special Character practices for Spiritual Transformation

Flourishing in Life

- Student Wellbeing
- Cultural Capability
- Strength Finders



KINGSWAY'S CO-CURRICULUM PROGRAMME

Kia ratonga - Service

Increased Student Participation in Service *Implement*

Tū rangatira - Leadership

Increased Student Participation in Leadership *Implement*

Mahi Toi - Arts

Increased Student Participation in the Arts *Implement*

Ngā Mihana - KingsWay Missions

Increased Mission Opportunities *Implement*

Hākinakina - Sport

Increased Student Participation in Sport *Implement*

2030 GROWTH AND DEVELOPMENT PLAN



THREE-YEAR STRATEGIC PLAN 2025



"To be a Christian community of learning that nurtures young people towards..."



BREAKTHROUGH STRATEGIC INITIATIVE

Evidence High Impact Instructional Practices

Teachers effectively use high impact instructional practices to deliver engaging learning to boost learners progress and achievement.

STRATEGIC OPERATIONAL PRIORITIES

- Data-Driven Decision Making *Implement*
- Leadership Visibility *Embed*
- Leadership Development & Acknowledgement Programme *Investigate*

COMMUNITY RELATIONSHIPS

- Māori Whānau Advisory Group *Embed*

CURRICULUM

- KingsWay Curriculum Refresh (Yrs 1-13) *Investigate*
- Te Reo Māori *Investigate*

STAFF

- Teacher Apprenticeship Programme *Investigate*
- Auckland Schools' Teacher Training Programme *Implement*



EVALUATION FOR IMPROVEMENT AND INNOVATION

Evaluation data informs improvement and innovation that promotes progress in student outcomes.

- Artificial Intelligence *Investigate*
- Year 11 Preparatory Qualification *Embed*



STEWARDSHIP

Board members have the capability to effectively govern to ensure students reach their full potential.

- Hautū *Investigate*
- Stewardship Training Curriculum *Implement*
- School Policies *Implement*



SPECIAL CHARACTER

Our Christian special character imbibes all aspects of the curriculum and leads to students flourishing in faith.

- Special Character Professional Development Certification Plan *Embed*
- Special Character Planning *Implement*

OPERATIONAL PRIORITIES

MINISTRY OF EDUCATION TARGETS & INITIATIVES

Structured Literacy and Maths Years 1 - 8

Our learners are taught using a structured, evidence based approach to ensure no child is left behind.

Increasing Student Attendance

75% of our students attend more than 90% of the time.



MAJOR RESOURCING 2025

Primary COLA



Senior Campus Arts Block



Learning Support Hub



ANNUAL PLAN 2025



2025 WORK PLAN







EXECUTIVE LEADERSHIP TEAM PROGRESS SUMMARY REPORT



BREAKTHROUGH STRATEGIC INITIATIVE FLOURISHING LEARNING

EMPOWERED AND CAPABLE STAFF

Best Evidence High Impact Instructional Practices – *Implement*

Aim: Our teachers effectively use high impact instructional practices to deliver engaging learning to boost learners progress and achievement.

Person responsible: Graeme Budler / Colette Budler

Objectives	Our staff are growing in their capability to use high impact instructional practices and modelling to others when they have mastered these.			
Government Priorities	Improved teacher training: Developing the workforce of the future, including leadership development pathways.			
Baseline Data	Teachers use some High Impact Instructional Practices such as differentiation, but others are not used or not fully understood.			
Target / Outcome	60% of our teachers report an increase in their capability to incorporate one or more high impact instructional practice.			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> Allocate Kahui Ako teachers and volunteers as a superpower. Create master observation sheet which allows all teachers and leaders visibility of when superpower teachers are demonstrating a high impact instructional practice. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Commence "I do, we do, you do" programme of HITS mentoring with teachers who opt in and volunteers and paid Kahui Ako teachers. ELT and SLT observe as part of the visibility programme. Teachers share what worked and not. 			1 2 3 4
Evaluation	<ul style="list-style-type: none"> Evaluate with staff their perception of the impact of this initiative. 			1 2 3 4

Summary Report

The introduction of the 'Super-Power' programme was a success and achieved its objectives. Staff report that they have benefitted from the professional development support and value the targeted nature of this assistance.

Next Steps

The 'Super-Power' programme was beneficial and KingsWay will continue to implement the programme despite the end of funding received through Kahui Ako.

SPECIAL CHARACTER

Special Character Professional Development Certification Plan – Embed

Aim: Our staff grow in their proficiency and capacity to authentically include KingsWay’s Christian special character into teaching and learning programmes.

Person responsible: Colette Budler

Objectives	To embed the special character certification programme within the PGC attestation process and encourage staff to all participate.			
Government Priorities	Teacher development.			
Baseline Data	We currently have: 5 staff at Level 3; 25 staff at Level 2; 35 staff at Level 1; 25 teachers at Induction Level.			
Target / Outcome	Increase to: 8 staff at Level 3; 35 staff at Level 2; 15 staff at Level 1 All staff complete the Induction Level			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> • Include the certification evaluation in the PGC documentation. • Refine the certification requirements for 2025. • Provide time for all staff to plot their growth in the certification process. 			1 2 3 4
Implement	<ul style="list-style-type: none"> • Provide PD options within the school programme which allow staff to progress through the various levels of certification. • Allow staff time for professional reading etc to work towards the certificates. • Work towards reintroducing the Carey Course. 			1 2 3 4
Evaluation	Term 4- Evaluate the special character requirements and the inclusion in the PGC.			1 2 3 4

Summary Report

There has been notable progression among staff within the special character certification process, which has both highlighted areas of expertise and supported staff in identifying opportunities for growth in special character professional development. In 2025, professional development was affected by workload arising from competing priorities from significant Ministry of Education (MOE) initiatives. As a result of this, and the significant positive input through the NZACS conference held at KingsWay, there was less emphasis on strategic and compulsory PD, and a greater focus on optional Wednesday morning sessions. The retirement of several highly qualified teachers in Christian education in 2024 created a gap in Stage 4 certified staff. However, certification levels at Stages 2 and 3 have increased. While only 90 teachers were certified in 2024, this number has risen to 100 in 2025. 2 staff at level 5; 11 staff at Level 3; 29 staff at Level 2; 13 staff at Level 1; 45 teachers at Induction Level.

Next Steps

1. Continue embedding the Special Character Certification process.
2. Evaluate the effectiveness of including the certification in the PGC process.
3. Continue to refine the requirements.
4. Set up a Special Character core team to assist with delivery of professional development and evaluation of the certification for teachers.

SPECIAL CHARACTER

Special Character Planning – Implement

Aim: Our staff intentionally and authentically plan and evaluate the integration of special character into their units of work to reflect the schools seven core practices.

Person responsible: Colette Budler

Objectives	All units of work are planned with Christian special character integrated as per the new planner based on the Crafting Formational Learning outline.			
Government Priorities	Clearer curriculum.			
Baseline Data	Work has started on ensuring our Christian special character is reflected in units of work.			
Target / Outcome	Teachers confidently reflect that they have evaluated and updated the front end of all teaching programmes to ensure that these capture our Christian special character.			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> • Templates are refined if and when required. • Access and storage of planning templates are centralised • Professional Development is delivered to recap Transformation by Design principles with leaders of learning and Crafting Formational Learning concepts covered in 2024. 			1 2 3 4
Implement	<ul style="list-style-type: none"> • Wednesday morning PD time is set aside for staff to implement learnings from last year. • Induction programme (sessions and mentoring) upskills staff new to KingsWay in planning curriculum on the new templates. • PD is delivered to recap Transformation by Design principles with leaders of learning • Time is allocated to recap Crafting Formational Learning concepts covered in 2024. 			1 2 3 4
Evaluation	<ul style="list-style-type: none"> • Senior Leadership Team (SLT) to meet with Year levels and with Senior school faculties to evaluate planners. • Qualitative evaluation of the new planning template and special character curriculum by SLT. • Term 4 Special character PD is used for planning improvement actions for 2026. 			1 2 3 4

Summary Report

All planners are now being completed on the Crafting Formational Learning template and Term 4 has been used for 2026 planning. Some changes in the planner have occurred due to MOE changes to curriculum this year. Significant shifts in curriculum and accompanying pedagogies means that the process of evaluating the planner thoroughly has been slightly delayed as we anticipate further changes.

Next Steps

The SLT strategic team lead will evaluate the planner considering the new curriculum and implement edits if, and where they may be needed. Work will continue to ensure that Christ-centred curriculum is authentically planned and taught at KingsWay School.

LEADERSHIP

Leadership Visibility - Embed

Aim: Leaders need to be seen. Leader visibility is a key responsibility with a statistically significant correlation to student achievement. Being visible helps staff feel that leaders have a greater awareness of the school setting, instructional practices, curriculum, and the ways that students and teachers are doing well or struggling. Visibility assists our leaders in gaining knowledge that helps inform staff professional development, build rapport with students, and support their needs.

Person responsible: Graeme Budler

Objectives	<ul style="list-style-type: none"> • Our leaders are visible and focus on feedback to promote learning. • Our leaders regularly and effectively gather, analyse and share data from multiple sources. • We invest in a systematic and bespoke leadership development programme. 	
Government Priorities	Improved teacher training: Developing the workforce of the future, including leadership development pathways.	
Baseline Data	Our leaders gather data but we currently do not synthesise this to promote greater student outcomes.	
Target / Outcome	Data is gathered termly, synthesised and used to evaluate programmes to promote greater student outcomes and quality control.	
Cost	\$15K	
	Tasks	
	Progress	
Planning	<ul style="list-style-type: none"> • Revisit the value of data collected by SLT. • Establish the visibility calendar and foci. • Explore how we can include HOF and HOLA middle managers into the programme, especially when observing classes. • Create a master visibility calendar showing when teachers are demonstrating their teaching superpower. 	1 2 3 4
Implement	<ul style="list-style-type: none"> • Commence the leadership visibility agenda for 2025. 	1 2 3 4
Evaluation	<ul style="list-style-type: none"> • Check what areas require greater visibility. • How do we embed visibility into the culture of the school. 	1 2 3 4

Summary Report

The leadership visibility programme is embedded into the culture of the senior leadership practice.

Next Steps

It would be effective to introduce a visibility tracker to identify common threads, e.g. threats and opportunities, and share these trends with other SLT members.

LEADERSHIP

Data-Driven Decision Making - *Implement*

Aim: Our leaders regularly and effectively gather, analyse and share data from multiple sources. We use this data to guide decision-making, set and prioritise goals, and monitor progress. The goal is to promote a culture of continuous school improvement to ensure that places of learning are safe and inclusive so all students can progress and achieve excellent and equitable outcomes.

Person responsible: Colette Budler

Objectives	Our leaders regularly and effectively gather, analyse and share data from multiple sources.			
Link to Government Priorities	Greater use of data: Using data and evidence to drive consistent improvement in achievement.			
Baseline Data	Data is collected for different areas of the school.			
Target / Outcome	High level data is regularly referred to and used to improve student outcomes.			
	Tasks			Progress 1 commenced - 4 achieved
Planning	<ul style="list-style-type: none"> Set up templates for high level data to be collected. Communicate required data collection with key stakeholders. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Quarterly data collection Quarterly review of high level data by Senior Leadership Team (SLT) (during ELT-SMT meetings) 			1 2 3 4
Evaluation	Review effectiveness of using high level data with key stakeholders.			1 2 3 4

Summary Report

High level data is reviewed by ELT each term. This is effective to identify general trends. In Term 3 this term the significant triennial stakeholder satisfaction survey was evaluated and used for strategic planning.

Next Steps

Continue evaluating high level data on a termly basis. Maintain the visibility systems to ensure accountability.

LEADERSHIP

Leadership Development and Acknowledgement Programme - Investigate

Aim: We invest in a systematic and bespoke leadership development programme that promotes increasing our current and aspirational leaders' capacity, capability and retention. The programme includes leadership shadowing, refreshment sabbaticals, travel grants to visit national and international schools of excellence, and increasing connection with our sister schools.

Person responsible: Graeme Budler

Objectives	We invest in a systematic and bespoke leadership development programme.			
Link to Government Priorities	Improved teacher training: Developing the workforce of the future, including leadership development pathways.			
Baseline Data	We have aspiring leaders who show great potential, but leadership development is left to chance.			
Target / Outcome	We target and develop teacher leaders to ensure they are equipped and ready to lead in their areas or equipped to lead in the future.			
Costs	Cost of feeding the participants and course materials such as books.			
	Tasks			Progress 1 commenced - 4 achieved
Planning	<ul style="list-style-type: none"> Advertise and recruit aspiring senior leaders for the programme. Signal leadership travel grant awards to staff. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Run the aspiring senior leader programme. Have leaders and staff teams apply for travel grants and convene an appointment panel to decide. 			1 2 3 4
Evaluation	<ul style="list-style-type: none"> Evaluate the aspiring senior leader programme. 			1 2 3 4

Summary Report

Participants found the programme highly beneficial and the evaluation showed that no sessions were scored below a 4/5.

Next Steps

KingsWay School aims to continue to offer this programme for the foreseeable future.

POWERFUL CONNECTIONS AND RELATIONSHIPS

Māori Whānau Advisory Group - Embed

Aim: A strong relationship exists with our Māori Whānau Advisory Group that ensures as a school we consult, collaborate and meet the needs of Tangata Whenua.

Person responsible: Chris Martin

Objectives	KingsWay consults with our Māori Whanau Advisory Group to meet the needs of Tangata Whenua and ensure we honour te Tiriti o Waitangi.			
Link to Government Priorities	Māori Education Action Plan that includes: <ul style="list-style-type: none"> • Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning. • Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics. • Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement 			
Baseline Data	Our Māori advisory group meets termly and provides feedback on different matters on request.			
Target / Outcome	Our Māori advisory group meets regularly and feel greater ownership on promoting to ao Māori within KingsWay.			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> • Schedule Māori Whanau meeting for the year 			1 2 3 4
Implement	<ul style="list-style-type: none"> • Meet with the group and discuss both matters of importance to the school as well as matters of importance to whanau. • Consider suggestions from the advisory group and compare with strategic plan. • Actions suggestions/initiatives that are consistent with overall plan and funding. 			1 2 3 4
Evaluation	<ul style="list-style-type: none"> • Review three-year strategic plan future inclusion of suggestions/initiatives. 			1 2 3 4

Summary Report

Term 2 - 3

- Quarterly meeting held.
- Action points agreed and ongoing
- Increased engagement from whānau in community events including greater engagement by Māori students at Māori at school.
- Quarterly meeting postponed because of insufficient numbers of participants.

Term 4

- Quarterly hui scheduled.

Next Steps

Continue to embed.

EFFECTIVE TEACHING AND CURRICULUM

Curriculum Refresh Years 1-13 - Investigate & Implement

Aim: The fourth edition of the KingsWay curriculum includes up-to-date practices and information to inform teaching and learning. This document aligns with the New Zealand curriculum refresh. Te ao Māori, the key competencies, mātauranga Māori (Māori knowledge) are valued and woven into the changes for the national curriculum in alignment with our school's Christian special character.

Person responsible: Lisa Lambert

Objectives	<ul style="list-style-type: none"> To finalise the fourth edition of the KingsWay Curriculum, ensuring it aligns with Te ao Māori & our school's Christian special character. Update the KingsWay Curriculum with new Ministry of Education changes as they are provided. Prepare teachers for the implementation of revised Learning Areas and assessments both prior to implementation and then during implementation (Across Yr1-13) 					
Link to Government Priorities	<ul style="list-style-type: none"> Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning. Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement. 					
Baseline Data	Most teachers are familiar with the third edition of the KingsWay Curriculum, however, this has lost emphasis in recent years.					
Target / Outcome	All Year 1-8 teachers can confidently describe curriculum changes and how these impact their planning, assessment and teaching.					
	Tasks	Progress 1 commenced - 4 achieved				
Planning	<p>Term 1:</p> <ul style="list-style-type: none"> Draft KingsWay Curriculum finalised. KWS Curriculum distributed with PD for all teaching staff to use (using in planning templates etc). KWS Curriculum added to website for parents. Implement English for Year 1-6 and Mathematics for Y1-8 with Professional Development (PD) provided. Engage with the draft English curriculum for Y7-13 and draft Mathematics curriculum for Y9-13 at the start of 2025. 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
Implement	<p>Term 2,3 & 4:</p> <ul style="list-style-type: none"> Continue to implement English for Y1-6 and Mathematics for Y1-8 with external PD provided. Prepare for 2026 implementation of English Y7-13 and Mathematics Y9-13 for 2026. Engage with the draft Science, Technology, Health & PE, Learning Languages, Arts and Social Sciences curriculums as they are finalised for feedback. Add finalised Learning Areas to the KWS Curriculum for beginning of 2026 (English and Mathematics) 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			

Curriculum Refresh Years 1-13 - Investigate & Implement

<p>Evaluation</p>	<ul style="list-style-type: none"> • Teacher familiarisation and use of the fourth edition of the KingsWay Curriculum. • Mathematics and English curriculum changes are implemented for specified year levels in 2025. • Readiness for next phase of curriculum implementation for Mathematics and English in 2026. 	1	2	3	4
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Summary Report

Mathematics (Y1-8) and English (Y1-6) have been implemented well this this year with planning in place to extend this up to Year 10 in 2026. Leaders and teachers have worked very hard to ensure that excellent progress is made and that our learners receive high –quality structured English & Mathematics. Our external PD Mathematics provider has assisted this impressive rate of progress and expressed how impressed she is with our school’s achievements with Curriculum Refresh. Ministry of Education regular changes to the curriculum have hampered our ability to finalise the KWS Curriculum within our desired timeframes, however, this will be completed in Term 4 or Term 1 of next year.

Next Steps

- Teaching staff to become familiar with the new KWS Curriculum in Term 1, 2026.
- Arrange the external and internal professional development plan for 2026.
- Follow the timeline which has been created for the preparation and implementation of remaining Learning Areas as per Ministry of Education timeframes over 2026-2028.

EFFECTIVE TEACHING AND CURRICULUM

Te Reo Māori - Investigate

Aim: Te Reo Māori is taught from Years 1-13 with students able to competently communicate in all aspects of the language. NCEA changes are implemented in accordance with the MOE timeline and expectations.

Person responsible: Chris Martin

Objectives	Our students can competently communicate in all aspects of te reo Māori.				
Link to Government Priorities	The Māori Language in Education Strategy.				
Baseline Data	Nil				
Target / Outcome	35% of our staff feel confident including te reo Māori as a natural part of their lessons.				
Cost	Associated PD costs				
	Tasks	Progress 1 commenced - 4 achieved			
Planning	Baseline staff te reo Māori proficiency and confidence using self-assessment against the competency framework.	1	2	3	4
Implement	<ul style="list-style-type: none"> Review teacher observation data to triangulate proficiency and confidence when teaching te reo Māori. Provide opportunities for teachers/Kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori. 	1	2	3	4
Evaluation	Re-administer baseline testing of staff te reo Māori proficiency and confidence.	1	2	3	4

Summary Report

Curriculum refresh is the priority for teachers in Year 1-10. This initiative has been paused with the exception of gathering baseline data about proficiency.

Next Steps

Include as part of external review of languages.

EMPOWERED AND CAPABLE STAFF

Teacher Apprenticeship Programme – *Investigate*

Aim: We offer a three-year apprenticeship programme where undergraduate students learn on the job while completing their teacher training through correspondence.

Person responsible: Lisa Lambert

Objectives	Form a proposal for ELT and then BOT consideration for a pilot commencement of the Teaching Apprenticeship programme in 2027			
Government Priorities	Improved teacher training: Developing the workforce of the future, including leadership development pathways.			
Baseline Data	KingsWay is a growing school. There is a shortage of teachers in Auckland, especially in hard to staff subjects.			
Target / Outcome	KingsWay has an in-service apprenticeship programme that caters for on the job training while connected to a certified university provider.			
	Tasks			Progress
Planning	Term 1 <ul style="list-style-type: none"> Investigate the teacher apprenticeship programme already provided at other Christian schools in Australia. Visit St Philips and Pacific Hills to investigate their Teacher Apprenticeship Programme. Gain insights from Kaya Lombaard. Investigate the composition of NZ teacher training programmes currently provided, e.g. Laidlaw, AUT, Massey and Auckland University. Investigate possible partnerships with NZ teacher training providers including the aforementioned. 			1 2 3 4
Implement	Term 2 <ul style="list-style-type: none"> Draft up an overview of a KWS Teacher Apprenticeship Programme for feedback from ELT. Establish partnerships with teacher training providers. Term 2 <ul style="list-style-type: none"> Draft the roles and responsibilities within KWS for training teacher apprentices. Form a proposal for ELT and then BOT consideration for commencement in 2027. 			1 2 3 4
Evaluation	Term 4 <ul style="list-style-type: none"> Established whether there is a basis for a programme and partnership with a university provider in 2026/2027. 			1 2 3 4

Summary Report

Both BTI and Laidlaw are keen to engage in partnership with KWS with their students being able to apply as teacher trainees. We have now established the KingsWay Teacher Training Academy which includes where students can be awarded with a KingsWay Teacher trainee Christian Education Certificate (non-accredited).

MOU's with each tertiary provider are in the final stages, with teacher trainees having been chosen and master teachers appointed. Special Character and teacher training courses are planned. This first stage in 2026 is one day each week while BTI finalises their integrated workplace courses in line with new Teaching Council requirements. It is pleasing to get this initiative to the starting phase for 2026 as we had hoped.

Next Steps

- To finalise the Job Descriptions and IEA's related to the Laidlaw MOU
- Put all processes in place for 2026

EMPOWERED AND CAPABLE STAFF

Auckland Schools' Teacher Training Programme (ASTTP) – *Implement*

Aim: This 'on the job' training programme allows aspiring teachers with a degree to spend a year working at a school with minimal time spent on campus, like an apprenticeship. The programme helps secure staff for hard-to-staff areas at KingsWay and other Christian schools.

Person responsible: Colette Budler

Objectives	To provide excellent mentorship and training in Christian education to two teacher trainees in Association with the ASTTP and University of Waikato.			
Government Priorities	Improved teacher training: Developing the workforce of the future, including leadership development pathways.			
Baseline Data	KingsWay is a growing school. There is a shortage of Secondary teachers in Auckland, especially in hard to staff subjects.			
Target / Outcome	We have a targeted programme of mentorship and development that prepares and attracts qualified trainees to apply for roles at KingsWay and other Christian schools in 2026 and beyond.			
	Tasks			Progress
Planning	Term 1 <ul style="list-style-type: none"> Set up the year programme in conjunction with ASTTP. Ensure that the lead co-ordinator, SCT and mentor teachers are trained and equipped to deliver the programme. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Ensure that teacher trainees are well set up with mentor teachers and workload in compliance with the ASTTP guidelines. Teacher trainees to attend Induction programme for staff new to KingsWay School. Procedures and communication for KingsWay as part of the ASTTP are set up well and all documentation is implemented in a way that allows for ease of continuity in future years. Advertising for candidates in 2026 begins in Terms 2-3. 			1 2 3 4
Evaluation	All stakeholders to evaluate the effectiveness of the programme and the systems are evaluated to allow for improvements in the following years.			1 2 3 4

Summary Report

This initiative has been very successful in securing two high quality teachers for KingsWay. The involvement of the Specialist Classroom teacher alongside our mentors was useful. We have had some learnings along the way. A key learning was that we need to budget for time and remuneration for mentors to the teacher trainees, and this has been done for 2026. Key elements for success are the selection of the trainees and the mentor teachers. A thorough evaluation is being completed by all stakeholders.

Unfortunately, the MOE changed process through out the year and initially we were defunded. However, after meeting with the MOE to discuss this, we have successfully been funded for two teachers in 2026.

Next Steps

1. Refine all documentation to reflect the changes made by MOE in recent months.
2. Provide a more structured programme for mentor teachers in 2026.
3. Refine systems implemented in 2025 based on the evaluation from stakeholders in this process.

EVALUATION FOR IMPROVEMENT & INNOVATION

Artificial Intelligence – Investigate

Aim: KingsWay school is committed to the responsible, ethical, and purposeful use of generative AI tools in ways that reflect the Kingdom of God and that benefit students, staff, the school community, and wider society. We recognise the current application and inherent potential of generative AI to influence teaching and learning, socio/emotional wellbeing, equity and inclusion, and privacy and security.

Person responsible: Chris Martin

Objectives	<ul style="list-style-type: none"> To have clearly articulated rationale and procedures that govern the use of generative AI at Kingway School Staff and students use generative AI in accordance with the rationale and procedure. 			
Link to Government Priorities	Improved teacher training: Developing the workforce of the future, including leadership development pathways.			
Baseline Data	<ul style="list-style-type: none"> There is a draft rationale and skeleton procedures for the use of AI at KingsWay School. There is ambiguity about the use of generative AI at KingsWay School in all areas of school life. 			
Target / Outcome	There are clear, concise and coherent procedures that govern student and staff use of AI at KingsWay School			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> Approve the school AI rationale. Use the rationale parameters to develop procedures that govern the use of generative AI. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Consult with respective school syndicates to develop procedures. Draft procedures are tabled for review by syndicate senior leadership. Procedures are sense checked with a group of staff. 			1 2 3 4
Evaluation	<ul style="list-style-type: none"> Draft procedures are peer reviewed by another Christian School. Readied for implementation in 2026. 			1 2 3 4

Summary Report

Horizon School reviewed the first two procedures. Procedures for reporting and data analysis finalised. Teaching and learning procedures developed.

Next Steps

Implement procedures and training in 2026.

EVALUATION FOR IMPROVEMENT & INNOVATION

Year 11 Preparatory Qualification – Embed

Aim: Our Year 11 Preparatory Qualification prepares students for success in their senior years at school and beyond.

Person responsible: Chris Martin

Objectives	<p>The Year 11 Preparatory Qualification will:</p> <ul style="list-style-type: none"> • Provide a seamless pathway between KWS Qualification and NCEA Level 2. • Provide seamless assessment model between KWS Qualification and NCEA Level 2. • Ensure clarity for students and staff about Year 12 and 13 qualifications. 			
Link to Government Priorities	Clearer Curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.			
Baseline Data	2024 levels of attainment in the preparatory qualification by students.			
	Level of Attainment (Endorsement)	Nationally – Level 1	EQI – Level 1	KWS Year 11 Qual.
	Excellence	11%	21%	16%
	Merit	29%	41%	44%
	Achieved	45%	30%	35%
Not Achieved	25%	8%	5%	
Target / Outcome	To make incremental comparative improvements between level 1 NCEA / KWS Qual and L2/L2 rates of endorsement against the EQI mean.			
	Tasks			Progress
Planning	Review 2024 attainment data for the 2026 graduating class.			1 2 3 4
Implement	Monitor student engagement and attainment throughout the year.			1 2 3 4
Evaluation	Review internal and external assessment data and compare with 2024 rates of attainment triangulated against external measures.			1 2 3 4

Summary Report

Internal assessment finalised end of T3 and ready for analysis in term 4. Monitoring the new NCEA initiatives for Year 11 students such as compulsory disciplines (English and Mathematics) and the foundational skills award. Review internal assessment data and compare with 2024 data.

Next Steps

Analysis of NCEA results to see progress of level 2 learners.

KAHUI AKO

Supporting leaders of learning to coach teachers to implement best evidence practices helping our students flourish.

Person responsible: Graeme Budler

Objectives	<ul style="list-style-type: none"> Teachers with a particular pedagogical superpower support their colleagues to adopt mandatory Ministry of Education initiatives and pedagogical areas of need. Our teachers are involved in differentiated, targeted, real time, best evidence professional development of their choice to help their students flourish. . 	
Link to Government Priorities	Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.	
Baseline Data	<ul style="list-style-type: none"> Teachers perceive Kahui Ako pedagogical practices as useful and an add on. Teachers are overwhelmed by Ministry of Education initiatives and have limited capacity. 	
Target / Outcome	<ul style="list-style-type: none"> Participating teachers perceive Kahui Ako as supportive of their professional development journey to help students flourish as learners, in faith and life. Participating teachers perceive Kahui Ako as supportive of their journey to come to grips with mandatory Ministry of Education initiatives. 	
Costs	Kahui Ako Funded	
	Tasks	
	Progress	
Planning	<ul style="list-style-type: none"> Create a new strategic plan for Kahui Ako and communicate this with teachers. Appoint Kahui Ako Within School Leaders and teacher pedagogical superpower volunteers to lead the programme for 2025. Adjust the teacher professional development expectations for 2025 to align with the Kahui Ako strategic plan and expectations. Advertise different Kahui Ako professional development streams for 2025 and enrol teacher participants in different streams of their choice. Create small, differentiated professional development groups for 2025, led by a teacher with a teacher with a pedagogical superpower. 	1 2 3 4
Implement	<ul style="list-style-type: none"> Adopt the cycle of “I do, we do, you do” professional development cycle. Senior leaders and Kahui Ako Across School leaders monitor and observe the success of the project. 	1 2 3 4
Evaluation	<ul style="list-style-type: none"> Survey participating teachers to gain their views on the value of the new Kahi Ako professional development programme in 2025. 	1 2 3 4

Summary Report

The Superpower Kahui Ako initiative was well supported across the three syndicates at KingsWay. Positive feedback was gathered through exit tickets, which were translated into snapshots of quick wins in the future. The three Kahui Ako school principals and Across School Leaders met to discuss how the Kahui Ako relationship can continue once the Kahui Ako funding ceases at the end of 2025.

Next Steps

KingsWay aims to continue offering the Superpower professional development using operational funding in 2026 and beyond.

SLAMS Focus Area: SLAMS Initiatives

SERVICE

INCREASED STUDENT PARTICIPATION IN SERVICE – Embed

Aim: KingsWay students are actively encouraged to serve as an outworking of their faith. The SVA programme aims to see our students have the opportunity to achieve several service awards during their time at school. The SVA programme aims to see our students achieve a minimum of 32 hours of service in order to meet the Year 11 Qualification requirement.

Person responsible: Colette Budler

Objectives	To grow students' participation in service and outwork our motto of 'servant leaders'.			
Government Priorities	Link to special character. Service is also linked to better mental health outcomes.			
Baseline Data	100% of our Year 11s of our students are involved in service through SVA, but only 28% in the other year levels from 7-13 are involved in SVA.			
Target / Outcome	To increase the participation of Year 12s involved in service to at least 40%.			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> Change of Environmental Council to Service Council in Years 9 and 13 to increase student promotion of service. Continue to seek opportunities for students to serve. Continue to remind students of the motivation for service as a Christian through assemblies and Lifelab. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Promote the SVA programme with Year 12 students. Use the Principal's Couch to promote students who achieve. Use students to share their service at assemblies. 			1 2 3 4
Evaluation	<ul style="list-style-type: none"> Evaluate in Term 4 to establish if there is a greater uptake of students. 			1 2 3 4

Summary Report

Service is taking place within the school, and especially within the Year 12 cohort, as evidenced by their willingness to volunteer at the NZACS conference and in other examples of service within school and in the local community. Unfortunately, the promotion of logging the service involvement through SVA was hampered by personnel challenges with those involved in SVA and the whole school service oversight. Year 11 still flourished as Year 11 service is embedded in the qualification, and we managed to successfully maintain the numbers in Year 12 SVA. However, it has become evident that SVA needs strong teacher and student promotion. This will be addressed in 2026.

Next Steps

1. Raise participation and registration in SVA in 2026 through increased visibility and promotion of SVA. Two Year 13 SVA Ambassadors have been appointed to help to raise the profile of SVA in assemblies. TICs at Years 9,10 and Y11-13 will be appointed through the extra-curricular sign up for teachers. We have increased the number of student ambassadors for SVA in 2026. The focus needs to be on encouraging students to register with SVA and to log their hours.
2. New service opportunities with local community groups and churches will be sought. The Community Coordinator-Service has been allocated some time in 2026 to further explore opportunities.

SLAMS Focus Area: SLAMS Initiatives

LEADERSHIP

INCREASED STUDENT PARTICIPATION IN LEADERSHIP – *Implement*

Aim: The KingsWay Leadership programme and associated opportunities cater for Years 1-13 enabling all students the opportunity to grow in leadership.

Person responsible: Colette Budler

Objectives	To provide opportunities for students to grow in favour and stature with God and man through participating in leadership opportunities.			
Government Priorities	Link to Special Character.			
Baseline Data	100% of our Year 13 students were involved in some form of school leadership. Opportunities exist in Year 9 and 6 with approximately 63% of Year 9s in leadership, but there are limited opportunities in other year levels.			
Target / Outcome	Increase the opportunities for leadership in Year 10 - 12 so that at least 20% of students are involved in some form of school leadership.			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> Adapting leadership opportunities as the cohorts grow in numbers eg Peer Support. Targeted investigation to provide leadership opportunities within Year 10. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Look for increased opportunities for leadership in each Y11 and 12 (eg. investigate re-introducing a student council). Equip teachers to provide opportunities for growing student leaders. 			1 2 3 4
Evaluation	Ongoing evaluation of student leadership structures and data showing leadership involvement.			1 2 3 4

Summary Report

Student engagement in leadership opportunities in structured council teams has been high again in 2025, with increased opportunity for Year 12 students to lead in Peer Support as we explore this option moving forward for increased year level interaction. This saw an increase in Term 3 and 4 in this area. The continued building of leadership opportunities in the Year 10 Junior Secondary has seen some increase in leadership and this continues to be a focus moving forward. Resourcing for teachers in charge to enhance mentoring of student leaders has been developed in 2025. We are seeing students outside of organised council leadership involved in leading and assisting with events, which linked in with service has provided spaces for students to step into leading small teams and younger students through these.

Next Steps

Looking to 2026, our key foci will be:

- Further investigation and evaluation of leadership structure and opportunities within the Junior Secondary
- Evaluation of Student Leadership across whole school with formal evaluation early 2026
- Implement “Spiritual Leadership” Training material in Senior School Councils including training for TIC’s
- Explore further resourcing for Yr5/6, as well as Yr9 councils
- Continued investigation and trial of Year 12 Peer Support programme
- Continue to explore and promote opportunities for students to lead that do not sit within a formal student council environment.

SLAMS Focus Area: **SLAMS Initiatives**

ARTS

INCREASED STUDENT PARTICIPATION IN ARTS – *Investigate*

Aim: 35% of our students participate in a school based extra-curricular activity.

Person responsible: Colette Budler

Objectives	To grow young people through the Arts, by using the Arts as an extension of worship to God. We do this by creating opportunities for students to grow, understand and develop their God given talents.			
Link to Government Priorities	No link but research shows that the benefits of participating in extracurricular activities included having higher educational attainment, attending school more regularly, and having higher a higher self-concept.			
Baseline Data	28% of our students (Year 5-13) are involved in school-based arts’ programmes. There are high levels of participation in Year 13. In almost every age group, the participation of girls is higher than that of boys.			
Target / Outcome	35% of our students are involved in school-based arts’ programmes with a focus on increasing the involvement of boys in school-based arts’ programmes.			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> Increased extracurricular opportunities are sought, particularly in the Middle Years. The Primary Arts programme expands the use of external providers to bring further expertise in the teaching of the Arts. Systems are established in working well with contractors to ensure that the special character provision is in line with school expectations. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Investigate options to increase the participation of boys in Middle School arts’ extra-curricular programmes. Profile male staff in Arts extra-curricular opportunities. Strategically use the Director of Arts’ time to grow participation. 			1 2 3 4
Evaluation	<ul style="list-style-type: none"> Compare 2025 participation with baseline data of participation and activities offered. Evaluate the effectiveness of the strategies and look for improvement goals. 			1 2 3 4

Summary Report

Student engagement in the Arts reached 32% in 2025, up from 28% in 2024, driven by new initiatives such as the introduction of three Middle Years dance troupes, a Middle Years Visual Arts club, and the continuation of the MOE itinerant music programme serving 120 students. Standout growth occurred primarily in Years 5–7, supported by the expansion of the musical theatre lunchtime programme at the Primary school and the additional Middle Years programmes as outlined above. Boys’ participation improved notably in Years 10 and 11 through worship and contemporary band programmes, while girls continue to represent the majority of participants across all year levels.

Next Steps

Looking ahead to 2026, we will focus on strengthening engagement in Years 7–8 by building traction in existing dance and visual art groups and exploring new opportunities in music and kapa haka, particularly as these year levels will not have a Wider Learning programme or an Arts Week Showcase. Our strategy includes creating more lunchtime activities and assembly performances to showcase student work. In addition, we will implement a robust and streamlined itinerant music programme that combines both private and MOE lessons for greater efficiency, consistency and one in which fully aligns with the school’s Christian Special Character. HR are refining a code of conduct with contractors as part of this system.

SLAMS Focus Area: SLAMS Initiatives

MISSIONS

INCREASED STUDENT PARTICIPATION IN MISSIONS – *Investigate*

Aim: There are increased mission opportunities for both local and overseas missions at KingsWay School.

Person responsible: Colette Budler

Objectives	Our vision is that every student at KingsWay is engaged in sharing Jesus with the world.			
Government Priorities	Link to Special Character.			
Baseline Data	<ul style="list-style-type: none"> 100% of our students are involved in mission activities in Y5-9. (Year 5 and 6 complete mission minded Kids Programme and all Y7-9 students are involved in mission focused market days.) Approximately 60 % of year 10s are involved in mission market days. Very high numbers of students in Year 11-13 participate in World Vision. All year 12s are involved in a social action/mission project through Lifelab. Approximately 20% of Year 13 students are involved in mission. Year 11s currently have the lowest levels of involvement in missions (apart from 'give a blanket'), possibly due to lack of opportunity. 			
Target / Outcome	Increase opportunities for Year 11s to be involved in missions.			
	Tasks			Progress
Planning	<ul style="list-style-type: none"> Set up local, domestic and overseas missions already in place. Explore additional opportunities for Year 11 and 12 to be involved in mission, eg. World Vision and other local missions, through the SVA programme. 			1 2 3 4
Implement	<ul style="list-style-type: none"> Target year 11 for Otara and local mission trips. Grow Year 11s as leaders of World Vision. Look for opportunities within Lifelab for Mission to be included. 			1 2 3 4
Evaluation	<ul style="list-style-type: none"> Compare baseline data of involvement to that of 2024. Evaluate 2025 strategies and implement any improvement actions. 			1 2 3 4

Summary Report

We have seen a greater uptake of mission activities in different areas of the school through local missions. We have been able to engage more students in the Year 10 and 11 cohorts through our local mission trip to South Auckland. The Mission councils and World Vision also successfully extended their reach, inspiring greater involvement among students, particularly in the Year 10 and 11 cohorts.

Next Steps

Investigate how to increase local and overseas mission opportunities.

This will be done through investigating:

- further opportunities with our current mission organisation partners- Asian Outreach and Motivate
- developing a strategic plan for partnership with MDIS in India. Feedback from the exploratory mission trip this year will inform this proposal.
- new partnerships and opportunities with mission organisations and churches. The Community Coordinator- Mission has been allocated some time in 2026 to further explore opportunities.

SLAMS Focus Area: SLAMS Initiatives

SPORT

INCREASED STUDENT PARTICIPATION IN SPORT – *Investigate*

Aim: 60% of our students participate in an extra-curricular activity, either as part of a school team or club.

Person responsible: Chris Martin

Objectives	<p>Our students:</p> <ul style="list-style-type: none"> • Improve physical fitness, cognitive development, personal wellbeing, and social integration as a by-product of being involved in sport. • Develop critical thinking skills, decision making aptitude and moral reasoning as they participate in sport. • Fulfil personal potential and to grow as leaders and contributors in the service of God and others through sport participation. • Participate in one or more chosen sports. 	
Link to Government Priorities	Nil	
Baseline Data	In 2024, 39% of students participate in winter sports and 13% of students participate in summer sports.	
Target / Outcome	Increase participation of students in both summer and winter codes by 5% by 2027.	
Costs	Increase staffing in Sports department and allocate operational grant to support growth.	
	Tasks	Progress 1 commenced - 4 achieved
Planning	Develop guidelines that govern management and growth of sport in the school.	1 2 3 4
Implement	<ul style="list-style-type: none"> • Share guidelines that govern management and growth of sport in the school with stakeholders for feedback. • Publish guidelines that govern management and growth of sport in the school. • Promote sport participation in keeping with guidelines. 	1 2 3 4
Evaluation	<ul style="list-style-type: none"> • Monitor guidelines that govern management and growth of sport in the school. • Measure and report on rates of student participation in sport. 	1 2 3 4

Summary Report

Procedures governing participation in events developed and published. External review complete and recommendations under consideration. This has effectively superseded the plans to develop guidelines.

Next Steps

Implementation of new sport initiatives in 2026 including CDC's and Code Committees. Strategic plan published for consultation.



Focus Area: Ministry of Education - MOE

STRUCTURED LITERACY AND MATHS YEAR 1-8

Aim: Our learners are taught using a structured, evidence-based approach to ensure no child is left behind.

Person responsible: Lisa Lambert

Objectives	<ul style="list-style-type: none"> Provide excellent professional development and systems to equip teachers for the implementation of the revised structured Mathematics (Y1-8) and English (Y1-6) curriculums. Implement the revised associated assessments and reporting expectations. Track the achievement and progress of all learners against new curricula. 	
Link to Government Priorities	<ul style="list-style-type: none"> Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning. Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics. 	
Baseline Data	Our Year 1-3 teachers are familiar with structured literacy approaches but no teachers are familiar with teaching the new Mathematic's curriculum and using Numicon as our supporting resource.	
Target / Outcomes	<ul style="list-style-type: none"> Our Year 1-6 teachers are implementing the structured literacy approach. All Year 1-8 teachers are implementing the structured numeracy approach using Numicon. 	
	Tasks	Progress 1 commenced - 4 achieved
Planning	<p>Term 1</p> <ul style="list-style-type: none"> Commence use of the new English and Mathematics curriculums at required levels. Y1-8 Professional Development Plan for Mathematics (Curriculum and Numicon focus). Commence PD for the The Code for Primary as required. Update assessment cycles in Y1-8 using new assessments. Establish changes in OTJs and reporting design. Clarity all new tracking and systems for teacher use in 2025. 	1 2 3 4
Implement	<p>Term 2, 3 and 4</p> <ul style="list-style-type: none"> Continue with Professional Development Plan for Mathematics (Y1-8). Continue PD for the The Code for Primary as required. Use new assessment and reporting processes. Communicate with parents as needed. Use tracking systems, regularly evaluating student achievement and goals. Identifying gaps and challenges of new expectations. 	1 2 3 4
Evaluation	<p>Term 4</p> <ul style="list-style-type: none"> Evaluate the use of the new English and Mathematics curriculums, progress and next steps for 2026. Cross check the above across Primary and Middle School 	1 2 3 4



SPECIAL CHARACTER



OUR TEACHING CHRISTIANLY PROFESSIONAL DEVELOPMENT STORY

GLOBAL TRENDS

- Limited Theological expertise of teachers
- Most teachers were trained by secular training providers
- A significant global decline in biblical literacy

HOW WE WILL MEASURE SUCCESS

- The Proprietors' positively affirm the school's capacity to deliver the teaching Christianity programme
- Students continue in their faith once they leave KingsWay School
- Teachers demonstrate and report a growing confidence in their ability to teach for transformation and from a biblical worldview in their different subject area.
- Students are positively engaged in all aspects of the teaching Christianity programme
- Students love engaging with and authentically applying the Bible to their lives.
- Students authentically and lovingly apply their faith to all aspects of life both inside and outside of the school gates.
- Parents and the community positively affirm the impact of students in the community

STRATEGIC INTENTS

- In leadership programme and Excellence facility visits to equip future teacher leaders for KingsWay and the wider Christian teaching network KingsWay connects locally, nationally and internationally to enhance the special character learning experience of students and teachers.
- Student character outcomes last beyond school Teachers teach for special character outcomes rather than purely for academic results.
- Staff are developed in their capability and capacity to support others in the understanding of teaching Christianity.
- Staff feel confident to deliver and embed the special character of KingsWay.
- Staff are improving their reflective practice using a coaching approach to teaching Christianity practice.
- We measure, report and evaluate what we value and not just academic success.

HOW WE WILL GET THERE

RESPONSIVE CURRICULUM, EFFECTIVE TEACHING AND OPPORTUNITY TO LEARN

EDUCATIONALLY POWERFUL CONNECTIONS @ RELATIONSHIPS.

PROFESSIONAL CAPABILITY AND COLLECTIVE CAPACITY

EVALUATION FOR IMPROVEMENT AND INNOVATION

STEWARDSHIP LEADERSHIP

- The Board will significantly resource the teaching Christianity Programme with time and money using special character donations.
- Leaders provide the time and space for teachers to grow in their understanding and ability to teach Christianity from a biblical worldview
- The ability of staff to teach Christianity for transformation is regularly evaluated by leaders to gauge the impact on students.
- Teachers are equipped and upskilled with the necessary skills and knowledge at their level of competency to teach Christianity and from a biblical worldview.
- KingsWay engages with various networks and like-minded agencies to enhance the programme.
- The curriculum supports and encourages teachers to teach Christianly.



SPECIAL CHARACTER REPORT

In 2025, KingsWay School continued to strengthen and embed its Christian Special Character across all year levels. Despite significant growth, the school has remained intentional in ensuring that faith formation, biblical worldview integration, and Christ-centred culture remain at the heart of its identity. Common themes across the whole school include increased consistency, stronger theological foundations, expanded student leadership, and deeper community engagement. (Monthly updates for 2025 can be found in the EP reports)

1. DELIVERING A CHRIST-CENTRED CURRICULUM

Across the school, curriculum development remained anchored in a biblical worldview:

- **Primary School** focused on implementing strengthened unit-planning using the common template placing Deep Hope, Biblical Worldview, and the seven core practices at the centre of learning. Staff PLD supported consistent implementation.
- **Middle Years** grounded curriculum in biblical worldview questions, expanded opportunities for theological reflection, and continued effective Biblical Studies, Youth Alpha, LifeLab, and worship programmes.
- **Senior School** consolidated the LifeLab programme (now at the start of each day), prioritising discipleship, Scripture engagement, community, and life skills. Staff used collaborative planning to ensure ongoing integration of faith within learning.

Across all levels, teachers reported increased clarity, confidence, and intentionality in connecting faith, formation, and learning.

2. PRAYER, WORSHIP, AND SPIRITUAL PRACTICES

A culture of regular prayer and worship remains foundational:

- **Primary School** strengthened its devotions programme around four school-wide themes and continued its much-loved Prayer Room and Praise & Worship Assemblies.
- **Middle Years** saw increasing student leadership in prayer and worship, including student-led worship sets, prayer groups, and classroom devotions.
- **Senior School** experienced strong student-initiated spiritual engagement, such as Worship Wednesdays,



Gateway Prayer, and increased student leadership in assemblies, devotions, and peer support.

These practices continue to normalise prayer and worship, build authenticity, and shape a shared spiritual life across the school.

3. SERVICE, MISSION, AND OUTWARD FOCUS

Service and mission remain central expressions of KingsWay's faith commitments:

- **Primary School** nurtured age-appropriate service through missions initiatives, Year 5 service roles, and Year 6 leadership councils.
- **Middle Years** expanded local mission partnerships and Year 10 Service Projects, strengthening empathy and discipleship.
- **Senior School** saw record engagement in mission, with the 2025 Tonga trip generating impactful ministry. Preparations are underway for Cambodia and the Philippines. Local initiatives (e.g., SALT food bank) continue to grow. Opportunities to expand overseas mission trips are under investigation.

Across the school, students demonstrate increasing maturity, compassion, and a desire to serve in God's mission.

4. FORMATION, CULTURE, AND CHRISTIAN CHARACTER DEVELOPMENT

Staff continue to demonstrate a deep desire to see young people grow and develop in their relationship with God. Their heart is to see students grow an authentic faith and become followers of Christ who influence the world around them for good. This heart is consistently reflected in daily interactions, classroom culture, and the prioritisation of faith formation across all areas of school life. KingsWay remains intentional about nurturing a Christ-centred community where faith, learning, and life are deeply integrated.

- **Primary School** focused on intentionally supporting culture through a season of growth through its termly Devotions themes:
 - Term 1: Culture Keepers* – building a shared understanding of what makes us uniquely KingsWay School and creating a sense of belonging
 - Term 2: Peacemakers* – equipping students to deal with conflict in restorative and biblical ways
 - Term 3: Flourishing Fruits* – staying connected to Jesus and reflecting His character
 - Term 4: God's Big Story* – understanding the biblical narrative and our place in it
- **Middle Years** nurtured Christ-like character through curriculum, leadership opportunities, restorative relationships, and mentoring groups facilitated by Deans.
- **Senior School** reported strong indicators of faith commitment:
 - 88% of students identify as having a personal faith in Jesus

– 84% attend church at least occasionally
 Student-led initiatives, camps, leadership, overseas mission trips and local mission opportunities further reinforced community, maturity, and faith expression.

5. STAFF PROFESSIONAL DEVELOPMENT

Formation of staff remains a strategic priority:

- Whole-school Wednesday Special Character sessions strengthened biblical knowledge, theology, and curriculum integration.
- Use of Transformation by Design: Crafting Formational Learning continued to guide formational curriculum development.
- Targeted PD in refreshed curriculum areas (e.g., Maths, Science of Learning) was complemented by theological reflection, reinforcing KingsWay’s commitment to faith-informed pedagogy.
- Staff appreciated opportunities through the NZACS Conference to deepen their Christian educational practice. Shape

CONCLUSION

KingsWay School enters 2026 with strong momentum in Special Character. Across all levels, there is clear evidence of:

- Consistent and intentional faith formation
- Deepening biblical integration
- High levels of student ownership in worship, service, and leadership
- Strong staff commitment to spiritual growth and

- pedagogical excellence
- A thriving culture shaped by prayer, Scripture, and Christian community

The school remains steadfast in its commitment to nurture young people who know, love, and serve Christ—and to ensure that our Christian Special Character is both protected and enriched as the school continues to grow.

STRATEGIC

Key Next Steps

- **Continue to support staff formation and theological development** as a long-term strategic focus.
- **Strengthen the delivery of authentic Christ-centred curriculum** in 2026 as new curriculum areas are implemented.
- **Expand mission opportunities** so that all students who desire to serve can participate.
- **Refresh the Biblical Studies framework** to ensure coherent and age-appropriate coverage of Scripture across Years 1–13.
- **Strengthen leadership capacity** to ensure deep, sustainable understanding and delivery of Special Character professional development and induction across the school.
- **Continue to share KingsWay’s effective practice in Special Character** and spiritual formation, as recommended in the external Special Character review, contributing to wider sector learning and collaboration.

Colette Büdler
Associate Principal





REFLECTIONS FROM TONGA: A JOURNEY BEYOND WORDS

A STUDENTS' REFLECTION FROM THE TONGA MISSION TRIP IN THE 2026 JULY SCHOOL HOLIDAYS:

During the July holidays, 14 students, Mrs van Rooyen, Mrs Neville and Mr Robertson accompanied our mission partner, Andrew Marriott to Tongatapu. We were welcomed into schools, discipleship groups and churches across the main island. Our days were filled with opportunities to minister, the group sang songs, performed skits, and shared their testimonies and prayed for the sick in the local hospital. A special part of our trip was working closely with Tonga Christian

Radio and Willy Florian, the station manager. The radio station became a second home for us. From painting the building to sorting donated T-shirts to bless the local schools, to sharing our testimonies on air, it was an honour to contribute to a ministry with such a far-reaching impact. We went to serve but left feeling deeply challenged and changed. And while words may never do it justice, we thank God for every moment.
Zak Theron, Year 12, 2025





CAMBODIA MISSION TRIP

In December 2025, our Senior School mission team had the incredible opportunity to travel to Cambodia and partner with Asian Outreach in their ministries in Stung Treng. Our trip began in Phnom Penh, where students learned about Cambodia’s challenging history and how it continues to shape the nation today. We then travelled north to the Hope Centre, where students supported Asian Outreach’s work by donating school packs—fundraised by our school—which provided tuition for local students. This was a deeply meaningful experience for everyone involved.

During our time in Stung Treng, we visited local villages and helped run Happy Clubs, where students built special connections with young children through games, activities, and encouragement. Another highlight was hosting an English Day, giving our students the chance to engage with local high schoolers and enjoy a rich cultural exchange.

Students also shared their testimonies and had the privilege of preaching to Asian Outreach staff and at a local church. It was powerful to see their faith expressed with confidence and humility. The team

planted trees at the Hope Centre as well—investing in something future mission teams will one day see and enjoy. We are incredibly proud of this team, their unity, their commitment to prayer, and their genuine love for the Cambodian people and for Jesus.

Here are some reflections from students about the impact of the trip:

“What impacted me most today was meeting an elderly lady who couldn’t speak English but clearly showed she struggled to walk. We prayed for her knee and later learned she also had blurred vision. After praying, she said she felt the best she had in a long time and told Pisey, one of the AOC staff, that she would follow Jesus if her knee was healed in the future. I could clearly see God at work in the team.”

“The kids here have so little, yet they’re always smiling and full of energy. We’ve played games, kicked a ball around, run small lessons—so many good memories already. It’s amazing seeing how happy they are with so little. I’m really enjoying it here.”

“Going to Cambodia was truly transformative for me and helped me see life, and my faith, from a new perspective.”

We extend heartfelt thanks to Glenn Carter from Asian Outreach, and to James Forrest, Nikki Clark, and Julie Moynihan for accompanying the team.

Thank you also to our wider community for your encouragement, prayer, and financial support. Praise God for His protection, provision, and the impact of this mission.





EFFECTIVE SCHOOL EVALUATION

EXTERNAL REVIEW OF SPORT

In Term 2 of 2025, the Executive Leadership engaged EdSolNZ, to conduct an external review of the school sport programme. Originally scheduled for 2026, the external review was brought forward because of circumstances that the school believed would help address emergent concerns and improve planning and provisioning for sport into the future.

The focus of the review was to analyse the effectiveness of the school's sports programme and use of resources in this area. The external review team were expected to make recommendations to KingsWay Leadership about how effectiveness for the sport programme might be improved.

The review team made a series of recommendations for school leadership to consider. Preliminary discussions about these recommendations have commenced and will generate actionable outcomes to ensure that sport at KingsWay remains strong.

METHODOLOGY

The review adopted the following methods to investigate the school sport programme:

- a. Analysis of documentation including policies and procedures, the strategic plan, employee position descriptions, exemplar communications, coaches and managers guide, and public facing sport information.

- b. A stakeholder survey distributed to students, staff, and the wider KingsWay community
- c. In-depth stakeholder interviews with students, coaches, parents, TIC, the sports department, and school leadership.
- d. Comparative analysis with other school sport programmes.

The review of documentation commenced prior to the end of Term 2, and a two-day onsite evaluation occurred that included a tour of the facilities and in-depth stakeholder interviews. Subsequent time was spent analysing the information collected. EdSolNZ produced a report was produced for school leadership to consider.

FINDINGS

1. Sport at KingsWay School is an important contributor to the school's positive and inclusive culture, is deeply woven into the fabric of KingsWay's character development initiatives and is closely aligned with its Christian ethos.



2. A variety of sports are offered that encourages a high levels of student involvement.
3. There is a strong commitment to Christian values in the delivery of all sport programmes
4. The programme is supported by a dedicated Sport Department team, enthusiastic teaching and administration staff, and the parent community.
5. The Sport Department is under-resourced in terms of personnel leading to capacity and execution issues.
6. The sports strategic plan has a strong foundation but requires further development specifically detailed action steps and measurable goals.
7. There is potential to leverage off code specific committees to further develop participation, competition, and premier pathways and to address specific peculiarities.
8. Limited playing space is a major concern for several sports and it complicates practice scheduling and facility allocation.

RECOMMENDATIONS

Sport Specific Strategic Plan and Procedures

- The school's sport strategic plan could be further developed to provide action plans for each goal and consider setting additional goals.
- Review current procedures (trials and selection, registration, code of conduct, competition entries etc.) and share accordingly.

Sport Department Staffing

- Review the staffing structure in the sports department to increase capacity comparatively

with schools that have a similar sized sporting programme.

Code Specific Committees

- Develop code specific committees involving staff and/or parents to oversee the management and strategic direction of the larger participation sports codes.

Funding Increases

- Increase the operational budget for sport at KingsWay aside from the review of the staffing structure.
- Suggested minimum figure of \$20,000.00 but could be as much as \$45,000.00

Fundraising and Sponsorship

- The school make a definitive statement on fundraising and sponsorship opportunities for sports teams/codes representing the school.
- Aim is to offset the increasing cost of participation in sport

Review and refresh the sports department and TIC sports codes job descriptions

- To be done in consultation with staff and consistent with the review of staffing structure.

Sports Academy

- Establish 'sports academy' type classes in the middle years.
- The purpose of these classes is to recognise those students who have high levels of sporting talent and to provide them with explicit programmes to enhance their sporting ambitions

Student Leadership

- Review student leadership training for captains, coaches, and officials.







SCHOOL REPORTS

PRIMARY SCHOOL



As we reflect on the past year, we give thanks for God's faithfulness across Primary. This has been a year of significant growth, with 152 new students and 11 new classroom teachers, along with additional learning assistants and administrative staff, joining our community. Many of these new additions - staff, students, and whānau - have brought fresh strengths that have enriched our programmes and culture, while also strengthening our ability to authentically live out our Christian Special Character.

Our staff have responded to this season of expansion with resilience and adaptability, meeting challenges with professionalism and tireless effort. The pressures of rapid roll growth, alongside the significant shifts of the refreshed English and Mathematics curriculums, have been considerable. Yet, supported by the Senior Leadership Team, staff have continued to nurture a culture where every child is known, encouraged, and equipped to flourish. They have also ensured high expectations remain in place and that a strong, cohesive culture has been sustained in a year of rapid change.

This commitment has been especially evident in Year 6, where 41 new students joined at the beginning of the year, an uncommon transition point for this age group. The Year 6 team worked with care and intentionality to ensure these learners found belonging, built friendships, and established themselves as part of the KingsWay community. Their

efforts, underpinned by God's grace, exemplify the wider spirit of our staff. Significantly, this group will become the first cohort to enter Year 7 without the usual intake of students from other schools, marking an important milestone in the development of KingsWay Primary and Middle Years.

At the same time, our Special Character has continued to anchor and shape school life, providing stability and clarity in a season of change. The outworking of our seven core practices, whole-school devotions programme, and student service opportunities have helped new students and families quickly become part of our culture. Community events, leadership opportunities, and parent partnerships have further strengthened belonging, celebrating both learning and diversity across Primary.

Building on this foundation, staff development has centred on the demands of the refreshed English and Mathematics curriculums, which place greater emphasis on the Science of Learning and evidence-based teaching strategies. Teachers have worked to embed structured literacy, strengthen explicit instruction, and adopt approaches such as retrieval practice and the concrete-pictorial-abstract model in maths. These shifts are helping to ensure greater consistency across year levels and alignment with the raised expectations of the new curriculum. The Kahui Ako Superpowers mentoring team has been instrumental in

this work, coaching staff in high-impact strategies and supporting a culture where effective practice is shared and sustained.

Student achievement shows strong and positive progress across literacy and numeracy. Reading continues to be a strength, with 96% of Year 6 students achieving within or above expectation at the end of 2024. Writing has also improved markedly, with gains of up to 13 percentage points in the middle and senior years, an important shift given this area was previously identified as needing development. Numeracy has shown steady progress, reflecting the commitment of teachers ahead of structured pedagogies now being embedded across the school.

One exception is the current Year 6 cohort, the first to grow to six classes with new additions each year since 2023. Results for this group dipped slightly across all areas, reflecting the challenge of integrating 28–40 new students annually as the year level expanded from three to six classes. This rapid growth has created additional complexity, with teachers balancing the demands of curriculum delivery alongside intentionally building culture, belonging, and consistency across a much larger cohort (see image below: *Primary End 2023 and 2024 Data Comparison*).

These shifts highlight the impact of explicit teaching, targeted planning, and consistent teacher commitment. They also affirm the way staff have responded to data with deliberate interventions to address identified needs. This work has been further supported by the leadership initiative of assigning one Learning Assistant to each year group, a model that has strengthened consistency, built stronger relationships, and enabled more effective support for students. A key next step will be measuring achievement against the refreshed English and Mathematics curriculums, where expectations have been raised. We are committed

to aligning assessment and reporting with these higher standards so that progress is accurately captured and celebrated, while also identifying areas where further support is needed.

Looking ahead, continued roll growth presents both opportunities and significant site pressures. Addressing space constraints is critical for safe, effective teaching and student wellbeing. We have recently submitted two capital works proposals to the KingsWay Trust: **(1) converting the Year 3–6 studios** into flexible single-cell classrooms to improve learning conditions and withdrawal capacity, and **(2) Part B of the Junior Block** - two hall spaces, one classroom, reception/sick bay, and additional toilets, sited behind the current Junior Studio - to meet our current and projected roll growth on the Junior Campus and maintain programme delivery. These projects are essential to sustain quality learning environments, keep pace with enrolments, and protect core curricular and pastoral priorities.

Maintaining curriculum quality and alignment with raised expectations remains central, alongside equipping staff to meet the needs of an increasingly diverse student body, growing cultural competency across our teams, and sustaining staff wellbeing in a season of continued growth and change. Through all of this, our Christian Special Character remains the foundation that sustains culture, anchors learning, and enables students, staff, and families to flourish together.

CURRENT STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS THAT MAY INFORM FUTURE STRATEGIC PLANNING

STRENGTHS

- Committed and competent Christian staff who consistently invest in student wellbeing and learning,

2023-2024 END YEAR OTJ DATA COMPARISON

2024 END YEAR RESULTS

	Number of Students	Mathematics				Change from 2023 to 2024	Reading				Change from 2023 to 2024	Writing				Change from 2023 to 2024
		Below Expectation	Within Expectation	Above Expectation	Total Within or Above		Below Expectation	Within Expectation	Above Expectation	Total Within or Above		Below Expectation	Within Expectation	Above Expectation	Total Within or Above	
Year 1	83	4%	90%	6%	96%	-2%	2%	93%	5%	98%	1%	2%	96%	1%	97%	2%
Year 2	90	8%	70%	22%	92%	4%	7%	74%	19%	93%	11%	12%	83%	4%	87%	0%
Year 3	108	23%	55%	22%	77%	0%	15%	69%	16%	85%	13%	23%	68%	9%	77%	13%
Year 4	108	11%	66%	23%	89%	3%	7%	80%	13%	93%	5%	18%	72%	10%	82%	12%
Year 5	133	17%	69%	14%	83%	-4%	22%	67%	11%	78%	-6%	29%	64%	8%	72%	-4%
Year 6	111	18%	71%	11%	82%	5%	5%	84%	12%	96%	15%	29%	66%	5%	71%	6%

2023 END YEAR RESULTS

	Number of Students	Mathematics				Reading				Writing			
		Below Expectation	Within Expectation	Above Expectation	Total Within or Above	Below Expectation	Within Expectation	Above Expectation	Total Within or Above	Below Expectation	Within Expectation	Above Expectation	Total Within or Above
Year 1	72	2%	91%	7%	98%	3%	91%	6%	97%	5%	94%	1%	95%
Year 2	82	12%	77%	11%	88%	18%	60%	22%	82%	13%	82%	5%	87%
Year 3	81	24%	47%	30%	77%	28%	52%	20%	72%	36%	57%	7%	64%
Year 4	108	14%	70%	16%	86%	12%	73%	15%	88%	30%	63%	7%	70%
Year 5	104	14%	82%	5%	87%	16%	69%	15%	84%	25%	70%	6%	76%
Year 6	105	23%	62%	15%	77%	19%	60%	21%	81%	35%	57%	8%	65%

helping to cultivate a collaborative and Christ-centred culture across the school.

- Strong staff culture characterised by teamwork, encouragement, and honouring one another
- Special Character is deliberately embedded across teaching, learning, and culture—shaping our curriculum, restorative practices, staff development, and induction programmes.
- Purposefully planned community events (e.g. Parent Rep Evening, Family Night, GenX, PTA Movie Night, KWS Got Talent, Arts Showcase, Show Share Shine afternoons, student-led initiatives, and weekly assemblies) that build belonging and celebrate learning.
- High-quality professional learning and development (e.g. Maths with Dr Jo Knox, Structured Literacy with Fem Castles, Special Character PLD).
- Learning support systems are being continually strengthened with the support of Primary Associate SENCO, Primary SMT and Director of Learning Support.
- Assigning one Learning Assistant per year group has increased consistency, strengthened collaboration with teachers, and delivered more effective support for students.
- Redeveloped ESOL programme providing structured, high-quality support for English language learners and improving outcomes across year levels.
- Site and facility improvements, including upgraded field drainage, the new COLA providing all-weather play space, and enhanced traffic flow through a new drop-off zone. The Miller Rise opening will further support this.
- IT upgrades enhancing student safety, security, and teaching and learning
- Relocation of after-school care to Junior Studio, freeing hall space for sports before and after school.
- Kahui Ako coaching strengthening best practice and building teacher capability.
- Strategic development of common language and consistent systems across Primary.

WEAKNESSES

- Significant space constraints caused by rapid roll growth, including insufficient classroom, withdrawal, and hall spaces. Without progressing the Part B of the Junior Block and conversion of the Year 3–6 studios, programme delivery, pastoral care, and student wellbeing will be compromised.
- Studio design challenges limit flexibility. With increasing class numbers in each space, the open layout makes it difficult to manage noise, provide withdrawal spaces, and deliver effective teaching and learning.
- Playground facilities are insufficient for the growing roll, limiting safe and engaging play opportunities.
- Drainage issues around the Middle Studio reduce usable



play areas and safe spaces.

- The current SMS is secondary-focused, creating extra workload and offering limited flexibility for Primary tracking, reporting, and parent communication.
- Limited withdrawal spaces for students and work areas for staff, increasingly constrained by roll growth and additional classes.

OPPORTUNITIES

- Further developing staff cultural competency (te reo Māori, tikanga, mātauranga Māori).
- Exploring learning opportunities in underused facilities (e.g. kitchen, garden boxes).
- Growing Science provision for Years 5–6 in line with the 2027 curriculum refresh.
- Strengthen the GATE programme by investing in teacher capability and resourcing programmes that enrich and extend our GATE students.

THREATS

- With ongoing growth, welcoming new students into established year groups while sustaining a strong and cohesive culture demands ongoing intentionality.
- Distance of the Junior Studio from core facilities creates practical challenges for younger students accessing health and administrative support.
- Limited withdrawal spaces and specialist areas constraining effective teaching and staff workspaces.
- Pace of curriculum change and new systems risking staff overwhelm.
- Inadequate whole-school communication systems (bells, intercom) affecting coordination and safety.
- Increasing difficulty covering duties across a larger roll and site footprint.

- Emerging challenges of artificial intelligence use among Year 5–6 students.
- Potential strain on staff wellbeing and culture if resourcing doesn't keep pace with growth.

SPECIAL CHARACTER

As our Primary community continues to expand, we have been intentional about strengthening the initiatives and programmes that ensure our Christian Special Character is both maintained and enriched. The outworking of our seven core practices has given staff clear focus in embedding Christ-centred formation into both curriculum and culture. This has been especially important for new students, families, and staff, who are being supported to understand and live out our values through consistent and intentional practices across Primary.

Delivering a Christ-centred Curriculum

Our planning has always been shaped by a Biblical Worldview, but at the end of last year we intentionally revisited our unit plan templates to strengthen consistency across the school. The revised template reflects our commitment to crafting formational learning by placing our Deep Hope, Biblical Worldview, and the seven core practices of our Special Character Guidelines at the centre of each unit.

Special Character PD in Term 4, 2024, provided staff with time and support to engage with this new template. This has been particularly valuable in a year of growth, equipping staff with a clear framework for planning, which has helped them approach their work with greater clarity and intentionality. For students, this is resulting in a more consistent learning experience where Christ-centred formation is deliberately nurtured across year levels.

Devotions Programme: Christ-like Character Formation

This year we undertook a whole-school focus for Devotions each term as a way of intentionally supporting culture through a season of growth.

- *Term 1: Culture Keepers* – building a shared understanding of what makes us uniquely KWS and creating a sense of belonging
- *Term 2: Peacemakers* – equipping students to deal with conflict in restorative and biblical ways
- *Term 3: Flourishing Fruits* – staying connected to Jesus and reflecting His character
- *Term 4: God's Big Story* – understanding the biblical narrative and our place in it

Each theme was consistently reinforced across Primary—through class Devotions, assemblies, Principal's Couch interviews, memory verses, and weekly newsletters with parent discussion prompts. This approach has provided clarity and consistency for staff, supported families to engage with

our culture alongside their children, and helped ensure that our Special Character continues to be nurtured and enriched as our community grows.

Prayer and Other Spiritual Practices

Whilst prayer is a regular and valued part of daily life at Primary, our annual interactive Prayer Room continues to be a highlight, offering students and staff a creative space to explore prayer in meaningful ways. It is designed to build a love of prayer, helping students experience different ways to pray and consider the people and situations they can bring before God. Praise and Worship Assemblies also remain central to Primary life, providing authentic opportunities for students and staff to worship together, share testimonies of God's goodness and faithfulness in age-appropriate ways, and recognise His presence in daily life.

Mission, Vocation, and Service

Primary students are given intentional opportunities to serve others and develop an outward focus. This year, our Missions Council organised initiatives such as the World Vision fundraiser and the Asian Outreach Winter Kits appeal, helping students engage with global needs in practical ways. Across Years 1–6, we are intentional about helping students see that living faithfully before God is expressed as much in what they do as in what they say. Younger students practise this through simple acts of kindness and service in the classroom and playground. In Year 5, students take on designated service roles within Primary, while Year 6 students' step into servant-leadership responsibilities through participation in two leadership councils each year. Together, these experiences cultivate habits of service and leadership that align with our Special Character and prepare students to see their whole lives as part of God's mission.

Looking Ahead, our next steps include:

- Developing a Biblical Studies framework that ensures balanced coverage of Scripture and key theological understandings across Years 1–6, avoiding unnecessary repetition and building on concepts and stories in age-appropriate ways.
- Continuing to strengthen the Memory Verse programme, with a stronger focus on transformation and heart change rather than rote recall.
- Further embedding Special Character and Biblical Worldview into daily programmes so that they are consistently and authentically woven through teaching and learning.

NELP CONSIDERATIONS

OBJECTIVE 1 | LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.

We are committed to upholding safe and inclusive environments free from racism, discrimination, and bullying. This is supported through strengthened pastoral care processes, restorative practices, clear communication with whānau, and shared responsibility for each child's academic, behavioural, emotional, social, and spiritual wellbeing.

At KingsWay Primary, pastoral care begins with the classroom teacher, who holds the key relationship with each learner and their whānau. We prioritise this partnership, recognising that strong teacher - family connections are the foundation of student wellbeing.

This year we introduced a Discipleship framework (Teach, Remind, Redirect, Reflect) to support the outworking of our school mission and values. This framework stems from our whole school practices and provides a consistent approach to behaviour expectations and student wellbeing. It also links to our wider school Restorative Practice model which supports the repair of relationships while reinforcing respect, inclusion, and our school values. In response to significant growth, our Assistant Heads of School have been allocated additional non-contact time to strengthen these systems by working more closely with our learners, staff, whānau, learning support team, counsellors, and external agencies to coordinate pastoral support.

Student voice has been prioritised through the Wellbeing Survey (Years 1–6), which identified both strengths in how safe, connected, and supported learners feel, and areas requiring further attention. Teachers also use a Student Decision Tracker to record behaviour-related choices. When decisions impact personal wellbeing, others, or the community, incidents are addressed, monitored, and recorded. Restorative responses are applied consistently and fairly through the use of shared language, clear expectations, and documented follow-up, ensuring every student experiences the same process. Data from the system highlights patterns over time and informs targeted pastoral planning and support.

We continue to focus on positive reinforcement as part of our discipleship approach. This year we introduced year-level value tokens to recognise students making good choices in line with KingsWay values, helping them build positive habits and contribute to our inclusive, Christ-centred culture.

Student leadership is also an important part of our pastoral systems. The Peacemaker Council and Peer Support Council provide students with meaningful opportunities to

promote positive culture, inclusion, and restorative practices across Primary.

Finally, access to school counselling support continues to strengthen our capacity to respond to complex emotional, social, or behavioural challenges, complementing the wider pastoral structures in place.

Looking ahead, our next steps include:

- Strengthening our onboarding processes to intentionally integrate new students and their whānau into our school culture, fostering belonging from the outset, with particular attention to those who join at different points throughout the year.
- Continue to review and refine our pastoral care systems to strengthen consistency and early intervention for students requiring additional support.
- Developing consistent visual resources that support shared understanding of values and expectations across Primary.
- Reviewing the impact of positive reinforcement systems (e.g., value tokens) to ensure they build intrinsic motivation and remain aligned with our Special Character.
- Strengthening induction and PLD for staff so that restorative practices and the Teach–Remind–Redirect–Reflect framework are applied consistently across all classrooms and with our CRT teachers.

Have high aspirations for every learner/ākonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

At Primary we do this through:

Parent Partnership

Strong, open connections between classroom teachers and whānau remain the foundation of partnership at Primary. Teachers maintain an open-door approach, ensuring regular dialogue with parents throughout the year. Parent-Teacher Conferences and individual meetings, particularly for students requiring additional support, provide further opportunities to share progress and next steps. This year, parents with expertise in the arts and sports have contributed to our Arts and Sports rotations, enriching programmes and strengthening community connection. Key cultural events represented within our school community—such as Chinese New Year, Matariki, and Māori Language Week—have been celebrated with whānau involvement, affirming the identities, languages, and cultures of our learners. These partnerships not only support individual

learning needs but also help to shape a school culture where every child's identity is sustained and valued.

Key Competencies

We continue to emphasise the development of the Key Competencies as part of everyday learning. These capabilities equip our students to engage confidently with both current and future learning. Each year level provides age-appropriate opportunities to practise and strengthen these skills, with increasing responsibility and accountability placed on students as they progress through Primary.

Curriculum and High Expectations

The refreshed English and Maths curriculums have provided a stronger framework for supporting learners who require additional help, particularly through structured literacy and maths pedagogies. These approaches have strengthened consistency of practice across year levels and supported progress for our lower-achieving students. We remain committed to holding high expectations for all learners. We recognise the importance of extending students working at or above expectation and continue to develop programmes for gifted and talented learners further.

Cross-School Collaboration to support curriculum alignment

This year, we have strengthened collaboration between Primary and Middle Years as we implement the refreshed Mathematics curriculum. Joint professional development sessions and shared inquiry into pedagogy have supported more consistent approaches to teaching and learning across the different phases. Leadership teams meet regularly to discuss curriculum alignment and ensure smooth transitions for students moving into Middle Years. These opportunities for collaboration are helping us establish continuity of practice, reduce barriers for learners at transition points, and maintain high expectations across the whole school.

Responding to Data

Regular collection and analysis of achievement data informs our strategic planning, guides resourcing decisions, and drives improvement across the school. Careful use of assessment information helps us identify learning needs, address gaps, and plan programmes that respond to students at every level. We are committed to assessment for learning practices, where teachers continually adapt their approaches in light of student progress.

Looking ahead, our next steps include:

- Refine Year Level assessment trackers to provide clearer, more actionable data.
- Develop assessment and moderation practices that align with the refreshed curriculum to ensure accurate and



consistent reporting.

- Support staff to deepen their understanding of the new curriculum so that teaching, assessment, and reporting remain responsive and future focused.
- Consolidate and strengthen the significant shifts undertaken this year, ensuring staff have the time and support to embed curriculum refresh, structured literacy, and maths inquiry practices with consistency and quality.
- Intentionally monitor the effectiveness of new initiatives through data analysis, classroom observation, and teacher reflection to ensure they are making a positive difference for students' learning and wellbeing.
- Continue and extend collaboration with Middle Years, building on joint professional development and curriculum work in Mathematics to include other learning areas and deepen shared approaches to support transition between Phase 2 and 3.
- Recognise the high levels of growth and change staff have carried this year, and continue to provide space, encouragement, and practical support so teachers can sustain these changes effectively.

OBJECTIVE 2 | BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach of every learner

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning needs

We are committed to ensuring that every learner, has equitable access to high-quality education and that Māori



and Pacific learners/ākonga culture is valued and visible in school life and the curriculum.

Māori and Pacific learners/ākonga

We are committed to tracking and supporting the academic progress, goals, and strategies of Māori and Pasifika learners throughout their Primary years. Our teachers are continually developing their understanding of te ao Māori, tikanga, and te reo Māori. By incorporating authentic practices and meaningful use of language that reflect respect and value, we aim to reduce barriers, ensuring Māori learners see themselves and their communities genuinely represented in the curriculum and experience equitable opportunities for success.

Inviting our Senior Kapa Haka students to share, educate, and upskill both students and whānau at assembly helped promote cultural values, norms, and practices. This is further supported through the use of karakia at large and small gatherings and in daily classroom routines, sharing whakataukī, focusing on Matariki, Kapa Haka performances at assemblies, and mihi whakatau. We also celebrate our diverse community by translating our weekly Memory Verses into the most commonly spoken languages at Primary: English, te reo Māori, Afrikaans, Korean, and Mandarin. These initiatives are ways we continue to value, appreciate, and celebrate the diversity of our Primary community.

Learning Support

We acknowledge that all people are made in His image and are motivated by recognising the unique gifts and talents of our learners, their teachers and Learning Assistants; and stewarding resources to ensure that barriers to teaching and learning are reduced. We aim for all learners to thrive.

Records of intervention

In 2024 we introduced the use of Learner Profiles for

teachers to record information pertaining to specific student needs. These are updated by the SENCO at intervals. Together with the Learning Support tracker, the profiles are updated with information that is relevant to the student's support and ensures a consistently maintained record of strategies, interventions and liaison between parents, teachers and external professionals. Learner Profiles are developed for students with a diagnosed learning need or with the need for significant ongoing curriculum modification. These students may be learning at a level more than 2 years below expectation.

Learning Assistants

Learning Assistants have received professional development to begin adopting an approach informed by applying the 'Science of Learning'. They focus on reducing students' cognitive load by providing clear models and allowing for spaced practice and retrieval opportunities. This ensures that learning is both accessible and retained over time. Targeted interventions that build on explicit, structured, and evidence-based approaches support the pedagogy of the classroom teacher and provide multiple opportunities for practice. A model of one Learning Assistant assigned to a year group, across a week allows for the development of beneficial working relationships between Learning Assistants, teachers and students. Feedback indicates that they feel a sense of accomplishment and success in their roles due to clear direction and collaboration with teachers. Familiarity with students, routines and learning needs results in increased face to face time with students. This was a strategic goal that has made a significant impact for teams.

Transition Support

With roll growth, there has been an increased number of students with specific learning needs who require transition support. This support includes liaising with parents, equipping teachers, and contacting specialists to ensure that interventions are maintained, and the students' needs are communicated effectively. Identifying and responding to behaviour and learning needs not disclosed at enrolment has challenged us whilst we ensure that we continue to sustain the delivery of existing interventions and support. This has prompted a new enrolment step of gaining information from prior early childhood educators as part of the enrolment process.

Externally Funded Support for High and Complex Needs
We have seen an increase in new entrant students with complex needs this year. In Class Support', (ICS) funding from the MOE provides a contribution towards a Learning Assistant for students with ongoing complex learning needs who are not funded through the Ongoing Resourcing

Scheme (ORS). In 2025, we again secured limited funding for three students who are likely to be working within Level 1 of the Curriculum for an extended period. Regular, intentional support for their specific needs has been provided by a Specialist Learning Assistant who has applied her knowledge of Assistive Technology to support written communication.

In Term 2, a student who has an Autism diagnosis and high ORS funding joined the year one class. This required a significant and prolonged transition process to school. Planning encompassed both learning and communication modifications to support engagement; as well as safety considerations. A second Ministry funded student with complex behaviour needs joined at a similar time.

Specialist equipment (including toilet modifications, a hoist and outdoor play table) were essential additions to the junior studio to ensure the health, safety and well-being of Learning Assistants and our student who has significant physical needs.

ESOL

The ESOL programme has been strengthened with the onboarding of our new ESOL coordinator. Her experience and leadership have enabled the team to flourish and grow. Learning Assistants each work consistently with a year level which is helpful. ESOL staff teach and support learners with passion and skill. Professional development has led to streamlined assessments and improved quality of practice.

ESOL Curriculum

The introduction of a purposefully designed curriculum ensures our most vulnerable English speakers develop essential skills, such as explaining their emotions, asking for help from emergency services, and managing other practical communication needs.

In 2025, we prioritised teacher-facing small group lessons throughout the day. While withdrawal groups remain a priority for foundation students, the ESOL team is exploring ways to provide more in-class support, ensuring all learners receive direct assistance alongside their peers. The team has also been actively involved in professional development on The Code, learning to integrate students' understanding of spelling patterns, rules, and morphology effectively.

ESOL Literacy Classes

In Term 3, we introduced an additional literacy support programme for selected students in Years 3–4 and Years 5–6, which has received very positive teacher feedback. Students are enjoying the chosen books and activities while



developing skills in inferencing, character traits, sentence structure, and extended vocabulary to support their learning in mainstream classes.

Total of ESOL students 383:

- Year 1 - 50 students 15 assisted in small groups
- Year 2 - 51 students 6 assisted in small groups
- Year 3 - 71 students 53 students assisted in small and large groups
- Year 4 - 72 students 55 students assisted in small and large groups
- Year 5 - 68 students 34 students assisted in small and large groups
- Year 6 - 71 students 28 students assisted in small and large groups
- NB: 20 international students

Gifted and Talented (GATE)

This year in GATE, we continue to explore new ways to engage students through the EPro8 Challenge. A change in coordinators has brought a fresh perspective to the Gifted and Talented space at Primary, and we are excited to see what new opportunities will be available for our learners in 2026.

EPro8 Engineering Challenge

This year, our Year 6 Gifted and Talented Education (GATE) students enjoyed getting to grips with the EPro8 equipment to strengthen their engineering and problem-solving skills. It provided them with space to spark curiosity and creativity. Through a series of hands-on challenges, students worked in teams to build complex structures, solve real-world problems, and experiment with gears, pulleys, and motors. Over the course of the programme, students showed remarkable growth, not just in their technical skills, but in their ability to think critically, collaborate effectively, communicate, and persevere through trial and

error. The EPro8 experience has empowered our students to see themselves as young engineers. We have used a peer mentoring system where a couple of our previous Year 6 GATE students shared their knowledge, tips and skills with the new Year 5 recruits.

Looking ahead, our next steps include:

- At the final assembly, Year 6 students will receive a lollie lei (ula lole) from Year 5s, celebrating milestones and the multicultural country we live in, with each Year 5 taking a moment to pray over their recipient.
- Adding in cultural events e.g. 'Samoan Language Week'.
- Year 6 will begin 2026 with the topic Building God's Community. Students will look at both our immediate school community and the wider community of Aotearoa, exploring how God has called people to Himself - preparing the hearts of Māori and bringing people here through migration and immigration. They will reflect on how these journeys have shaped our communities and how, as followers of Christ, we are called to build God's community today with love, service, and respect.
- Continue to provide PD for Learning Assistants to enhance delivery that aligns with direct explicit instruction.
- Use 2025 data to inform support for students at the beginning of the year and assign LA support timeously.
- ESOL gardens to be established to support curriculum.
- Upskill teachers to identify GATE learners, explore resources, and implement differentiated strategies within regular lessons.

Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy

We have made excellent progress in implementing the required refreshed New Zealand Curriculum in both Mathematics and English. At the core of our teaching



practices is a commitment to ensuring every learner builds a solid foundation in essential skills. These fundamental skills are vital for academic success and lifelong learning. Our approach is guided by our special character, pedagogy, and strategies such as effective parent engagement and differentiated instruction, ensuring personalised support and resources for all learners.

Empowering Parents as Partners

We acknowledge that collaboration with parents and caregivers is vital, as actively involved families significantly enrich their children's learning both at home and at school. This year, several year levels have begun incorporating opportunities to share learning with whānau - such as Show, Share, Shine and the Year 5 Endangered Animals Exhibition. These initiatives have strengthened the school-home partnership, and we would like to encourage more of these practices across all year levels. As part of our initiative to empower students to showcase their learning, our weekly Sharing of Learning assembly has welcomed well over 100 parents and highlighted a beautiful array of learning experiences.

Differentiated Practice and Learning Experience

This year, our teaching has continued to prioritise meeting learners at their point of need, while deepening the use of evidence-based strategies. Across literacy and numeracy, lessons follow an I do, We do, You do model to support the gradual release of responsibility and explicit teaching model. Clear learning intentions and success criteria are shared, with teachers modelling new concepts, guiding students through shared practice, and then releasing responsibility for independent application.

In Mathematics, this approach is complemented by the Concrete-Pictorial-Abstract (CPA) framework, ensuring that learners build secure conceptual understanding through hands-on materials, visual representations, and symbolic notation. The use of Numicon and other structured resources has further strengthened this progression.

Small-group guided sessions continue to play a central role, allowing teachers to target specific needs and provide additional scaffolding or extension. Lessons are intentionally reviewed and refined, ensuring strategies remain responsive to learner needs.

Through this approach, students are equipped to access the curriculum at their level while being challenged to extend their understanding, building both confidence and independence in their learning journey.

Embedding and Extending Structured Literacy Practices

The Little Learners Love Literacy (LLLL) programme provides a consistent foundation in phonemic awareness, phonics, and spelling across the early years, ensuring students secure the essential code-breaking skills needed for fluent reading and writing.

This year we have extended these practices by introducing decodable texts through Years 3-6. These texts provide structured opportunities for older students who are still developing fluency and decoding strategies to consolidate skills while also engaging in age-appropriate reading material.

Teachers have been supported to align their instruction with systematic approaches to reading and spelling, with ongoing formative assessment ensuring that gaps are quickly identified and addressed.

Looking ahead, our next steps include:

- Reviewing the impact that Explicit Teaching and the science of learning is having on students building key foundational skills across subjects.
- Explore how to measure the impacts of the refreshed curriculum.
- Deepen staff expertise through further professional learning including the government-funded Liz Kane PLD in 2026 to help sustain and strengthen our structured literacy approach.

OBJECTIVE 3 | QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

At the Junior Campus, we remain committed to deepening our understanding and practice of biculturalism. Building on the foundations laid in 2024, we continue to strengthen the meaningful integration of te reo Māori and tikanga Māori into the everyday life of our school, alongside the initiatives already outlined in this report.

This year we have continued to use Kapa Haka Online, a library of Māori language resources that is child-friendly, engaging, and authentic. The programme supports teachers who are still developing confidence by allowing them to learn alongside the online facilitator, while weaving Te Reo Māori Achievement Objectives through haka, waiata, action songs, and games. In several teams, it has become part of classroom routines and cohort gatherings, supported by

staff with strengths in bicultural practice who encourage wider use. This resource is helping both staff and students grow in confidence as we embed te reo Māori and tikanga Māori more meaningfully across the school.

Professional development has also remained a strong focus, with our Kaiārahi continuing to host workshops for teachers on Māori perspectives and Christian teaching, ensuring staff have regular opportunities to be upskilled. Alongside this, the Aotearoa New Zealand Histories Curriculum (ANZHC) continues to be embedded into our planning. Learning leads are increasingly mindful of cultural perspectives when designing units, ensuring that the Histories curriculum is integrated meaningfully. This year, a focus on Economic Activity provided opportunities for teams to explore early Māori trading practices and occupations, giving students both historical knowledge and cultural insights within an integrated curriculum.

Staff have benefited from opportunities to learn the KingsWay haka and waiata E te Ariki with support from our Kaiārahi and more confident colleagues. These shared experiences have helped to build confidence for some staff and provided cultural practices that can be taken back into classrooms and assemblies.

Looking ahead, our next steps include:

- Continuing to strengthen a team of teachers who will lead, model, and demonstrate the effective use of Kapa Haka Online. This group will meet regularly to provide feedback, share practice, and ensure resources are used authentically across classrooms. They will also explore ways to measure our teaching of te reo Māori against the curriculum to ensure alignment and progress.
- Providing ongoing professional development opportunities and accessible resources to build teacher confidence and capability in bicultural practice, ensuring cultural competencies are embedded into everyday teaching and professional growth.

Explore meaningful ways to partner with Māori whānau so that their voices help shape and strengthen our bicultural journey.

Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce

At KingsWay Primary, we are committed to equipping staff with the knowledge, skills, and support needed to meet the diverse and evolving needs of our students. Our professional development programme has remained responsive to both national curriculum changes and the specific priorities of



our school, while keeping our Special Character at the centre of staff formation.

Curriculum and Pedagogical Development

This year, staff have begun implementing the new English and Maths curriculum, with professional learning grounded in the Science of Learning. A year-long maths inquiry has strengthened teachers' use of explicit teaching, retrieval practice, and structured routines, while also exploring Numicon as a government-provided resource. Although not adopted in full, the concrete materials have been highly valuable in supporting conceptual understanding and enriching our maths programme. Structured literacy has continued to be embedded across the school, with staff consolidating their expertise in The Code and Little Learners Love Literacy. From 2026 this work will extend into Years 4–6, supported by further PLD to ensure consistency and high-quality practice across all year levels. Collectively, these initiatives have deepened teacher capability, strengthened curriculum leadership, and enhanced the support we provide to learners.

Kahui Ako Superpowers Team

Building on this curriculum development, our Kahui Ako Superpowers team (Susan Han, De Gibson, Ben Coenradi, Jennifer Peters, and Pamela Birley) has mentored and coached staff in High Impact Teaching Strategies (HITS), including differentiation, explicit teaching, structured literacy, maths, and the Science of Learning. By refining these skills, teachers are creating more responsive and inclusive classrooms where every student can flourish. The Superpowers initiative has also strengthened our culture of collaboration, with staff encouraged to “book an observation” and learn directly from colleagues modelling these approaches.

Culture of Shared Practice

Teachers continue to engage in de-privatised practice, opening classrooms for observation, feedback, and shared learning. This culture has been especially valuable as new staff have joined, bringing fresh strengths that enrich our

collective learning. While our modern learning environments (MLEs) can at times present challenges for effective teaching and learning at times, they also provide natural opportunities for visibility and collaboration. This culture of trust and professional growth remains closely tied to the Professional Growth Cycle, where teachers refine their craft in line with shared goals and priorities.

Special Character Professional Development

Staff have engaged in a range of Special Character professional development options to strengthen their understanding of Christian education and how to nurture Christ-like formation in students. A highlight was hosting the 2025 NZACS Conference, which provided rich opportunities for staff to sit under excellent teaching and connect with other Christian educators.

Cultural Competency Development

Cultural competency remains an area of growth for us. While we have staff with strengths in this area, we have not yet engaged as fully as we would like in developing staff capability. This is an important next step, as we recognise the need for greater confidence in integrating te reo Māori, tikanga Māori, and mātauranga Māori into everyday practice. Growing in this area will ensure that our teaching more consistently reflects the identities, languages, and cultures of our learners.

Looking ahead, our next steps include:

- Develop a strategic professional development plan for 2026 that aligns with student achievement data and emerging curriculum priorities.
- Provide targeted professional development and leadership support from our Kaiārahi and Te Komiti to build staff confidence in integrating te reo Māori, tikanga Māori, and mātauranga Māori into everyday practice.
- Continue to grow middle leadership (HOLAs, Kaiārahi, Assistant Heads) in leading change, coaching colleagues, and supporting teams to maintain focus on shared priorities.

Build on connections with NZACS, and other Christian schools to ensure staff remain resourced, encouraged, and connected as they embed change.

APPENDIX:

[All PAT Year Group Progress Report - Comaprtive 2024-2025](#)

MIDDLE YEARS



As we look back on the past year, we are proud of all that our Middle Years community has accomplished together. Our passionate staff, enthusiastic students, and supportive families have shown a deep commitment to one another and to living out our Christian faith. Our educators continue to pursue excellence, nurturing not only academic success but also the spiritual development of our students in their faith in Jesus. This year, we welcomed nine new staff members. Their addition has significantly strengthened both teaching and learning, as well as our extra- and co-curricular programmes. It has been a year marked by growth, collaboration, and a strong commitment to our shared values.

In 2025, Middle Years students demonstrated strong engagement across a wide range of co-curricular and extra-curricular activities, both within the school and in inter-school competitions. Their active participation has enriched our school community and contributed meaningfully to the ongoing development of a positive and vibrant school culture. Notable achievements include the Year 10 Gallipoli Exhibition and STEAM Day, the Year 9 Science and Technology Showcase, the Middle Years Production, the Year 10 Sports Camp, and the Year 8 Sports Camp team winning the overall competition for the third consecutive year, a testament to the rigorous preparation and support provided by our dedicated staff and parents. These diverse opportunities have enabled students

to explore their passions and develop meaningful learning experiences across a variety of disciplines. Leadership opportunities have continued to inspire our students to step up, take responsibility, and show care for others. They've learned to speak up with confidence, listen with empathy, and make thoughtful choices that reflect their values. Our goal remains to mentor students in understanding and embodying the principles of servant leadership within God's Kingdom.

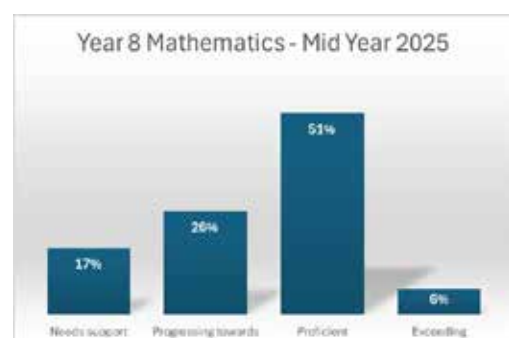
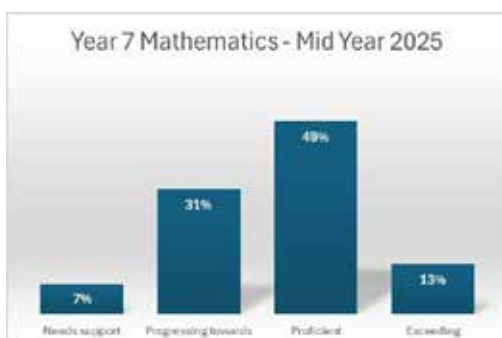
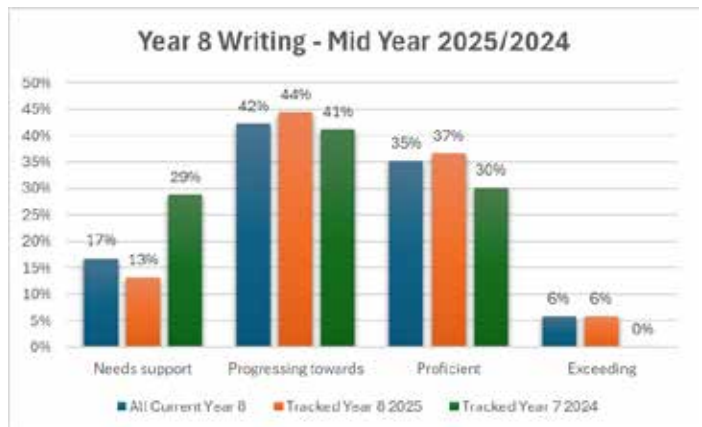
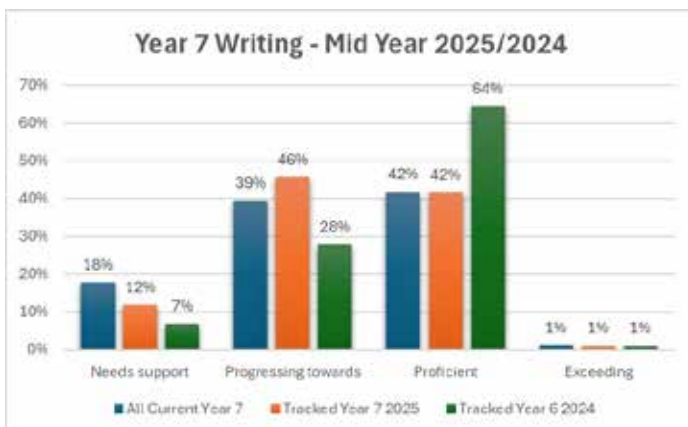
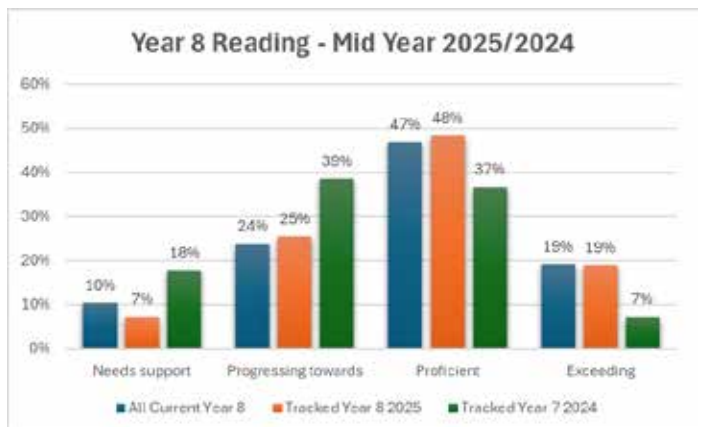
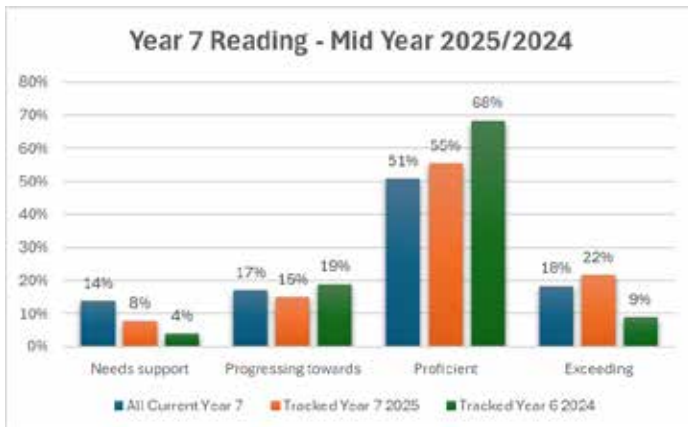
Staff development has been focused on implementing the refreshed Mathematics curriculum (Year 7 & 8) and preparation for the implementation of Mathematics (Yr 9 – 10) and English (7-10) in 2026. A highlight of 2025 has been the rich opportunities to plan, collaborate, and work more closely across Years 1–10. With the support of Senior Leadership, this collaborative approach has fostered stronger professional relationships, greater consistency in planning, and a more seamless alignment of teaching practices. As a result, we are seeing reduced variance in pedagogy and a more cohesive learning experience for students across the year levels. A particular highlight for Year 10 has been the introduction of Numeracy and Literacy option lines, designed to support students in preparing for the Corequisite examinations. This initiative has yielded positive results, particularly for students needing an extra boost in these areas. It has also ensured that those who were unsuccessful in the first round received targeted

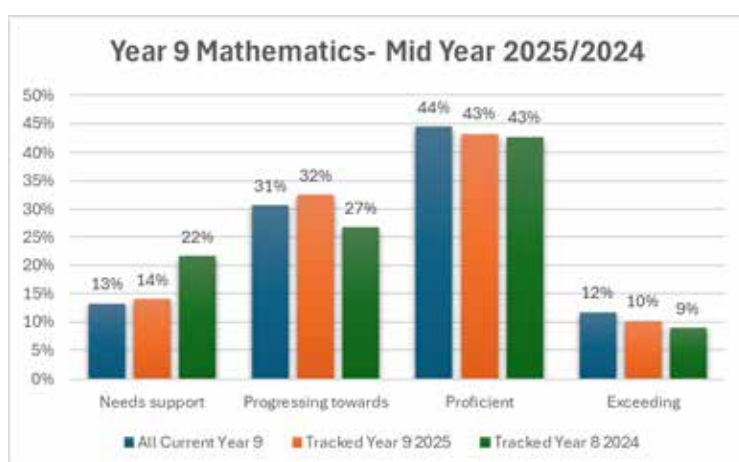
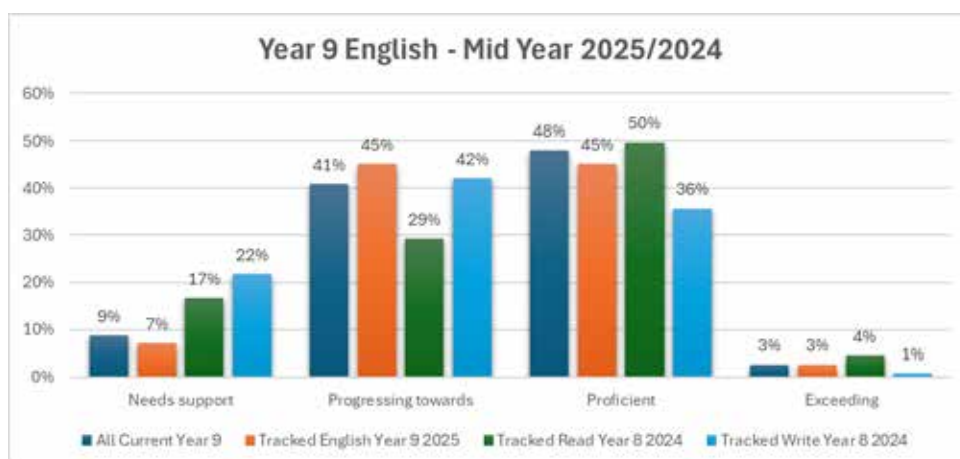
and focused support in preparation for the second round of assessments. Furthermore, our Special Character professional development of the text Crafting Formational Learning has reinforced our commitment to nurturing students as Christian educators, fostering their growth in faith, hope, and love for Jesus.

Data Trends

Student achievement across the Middle Years continues to show positive growth (see graphs below). In Year 10, our students have consistently achieved above the National average for the Corequisites (Year 10 JS Literacy Reading: 80.51% . Nat Average: 61.20%. Year 10 JS Literacy Writing: 71.28%. Nat Average: 55.30%. Year 10 JS Numeracy: 76.41%. Nat Average: 57.0%. Although there was a dip in Reading and Writing achievement this year, Numeracy achievement has increased. The Numeracy

option line was effective in supporting the students that were at risk of not passing. The dip in the literacy CAA's are reflected in the Mid-Year data comparisons for last year's cohort and this year's. In Years 7-9, there are notable gains in Mathematics and English, reflecting strong teaching practices and proactive curriculum planning. While a dip in Year 7 and 8 Mathematics was expected due to the new curriculum and reporting changes, results have exceeded expectations. This reflects the success of targeted instruction and differentiated learning. Strengthening consistency and collaboration in English across year levels remains a key area of focus, supporting our commitment to a cohesive and supportive learning experience for all students. A light dip in Year 7 English has been identified and is being addressed as part of strengthening the Year 6 to 7 transition.





Junior Secondary - 2025 MID-YEAR RESULTS

	Number of students	Assessment	Developing	Achieving	Mastering	Excelling	No. Assessed
English	189	Language Conventions - Typed	46	54	36	53	189
		Creative Writing	33	76	43	37	189
		Visual Texts	16	44	71	58	189
		Studied Text Reading Skills	26	41	90	31	188
		Assessments Average		16%	28%	32%	24%
Mathematics	184	Number	22	109	41	12	184
		Statistical Literacy	57	74	29	23	183
		Probability Project	4	47	87	46	184
		Assessments Average		15%	42%	28%	15%
Science	186	Genetics and Reproduction	26	105	55	0	186
		Experimental Skills	7	84	73	22	186
		Assessments Average		9%	51%	34%	6%
Social Studies	189	Capital and Crown	32	64	58	35	189
		Kaitiakitanga	16	74	63	35	188
		Assessments Average		13%	37%	32%	19%
Biblical Studies	186	Big Story	27	74	59	24	184
		The Gospel of Mark	41	66	54	25	186
		Assessments Average		18%	38%	31%	13%

Current And Future Needs

We will need to continue to replace classroom furniture throughout Middle School, but this will happen over time. With increasing numbers of students who need specialised support, teachers will need to be further equipped with the necessary knowledge and application for neuro-diverse students.

CURRENT STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS THAT MAY INFORM FUTURE STRATEGIC PLANNING

STRENGTHS

- A committed and skilled team that consistently exceeds expectations to support student needs, nurturing a vibrant, collaborative Christian culture throughout the school community.
- The unique Special Character of KingsWay School is thoughtfully integrated into every facet of our Middle Years curriculum, encompassing wellbeing initiatives, professional development, and the induction of new staff.
- Increased cross-year curriculum planning between Year 6–10.
- Increased cross-school (Year 1–8) pedagogical development, particularly with the Science of Learning, to reduce variance in teaching and learning.
- High quality professional learning and development in Mathematics for Year 7–10 with Dr Jo Knox.
- Junior Secondary has implemented recommendations from the 2024 review, and this has continued to strengthen the vision.
- Engaging and varied learning programmes designed for Middle Years students.
- Strong wellbeing systems and structures maintained and embedded by the Wellbeing team.
- Implementation of mentor programme facilitated by the Deans.

- Learning support systems are being continually strengthened with the support of MY SMT.
- Worship across year levels.
- Students have opportunities to showcase strengths in a range of learning areas within and outside of school. Examples include Science and Technology, Otago and Canterbury exams, representation in a range of sports, Production, SVA awards, service to local missions (Year 10 girls mentorship programme), Worship bands, Tech teams, and GRIT days.
- Leadership and councils involved in planned events.
- Leadership development programme with Year 9 council and MS class leaders.
- Careers education linked to term themes and applied holistically to encourage vocational pathways and servant leadership.
- Academic tutoring in Year 10 – equipping students to self-manage, set goals, and plan.
- Kāhui Ako superpowers have strengthened key focus areas in teaching, such as differentiation, Te Reo Māori and Tikanga Māori, and student agency, providing targeted support and development for key staff.
- New Literacy and Numeracy Year 10 option lines.
- Wider learning service elective has been particularly successful.

WEAKNESSES

- Physical environment in lower Sanford impacts quality of learning; lack of natural light.
- The curtains in lower Sanford classroom are old and give an unprofessional look to our classrooms.
- Year 9 ATT timetabling which means that it doesn't take place at the same time for all classes.
- With the increased focus on Maths and English, it has at times, impacted on professional development opportunities for our Year 7-9 Subject Teachers.
- Large class sizes and international students adding to admin workload.
- Inconsistent staffing in Year 10 Social Studies.

OPPORTUNITIES

- Continued development of cross-year curriculum planning and moderation.
- Continued development of effective pedagogies to enable staff collaboration, student agency, student ownership and self-assessment.
- To continue to build on our understanding and practice of biculturalism.
- Continue to strengthen the GATE programme will support our gifted and talented students.
- Continue to strengthen study skills programme in Year 10
- The Junior Secondary Maker Space has potential to expand its use and application.



- Continued intentionality with use of Academic Tutoring time in Year 9.
- Further developing staff cultural competency, especially new overseas teachers (te reo Māori, tikanga, mātauranga Māori).
- Robust guidelines to help students effectively leverage AI tools for enhancing their learning experience while promoting critical thinking and ethical use.
- Moderation between Year 6 and 7.

THREATS

- Limited indoor and outdoor spaces.
- Limited meeting spaces for year level worship and assemblies due to high demand and limited spaces
- Pace of curriculum change along with new systems for Year 7 and 8 Homeroom teachers risking staff overwhelm.
- The increasing demand for parent meetings before school to conduct student wellbeing related issues.
- Use of devices and AI hindering students' ability and confidence when without them.
- Increased Foundational English Language Learners in classrooms draw significant time away from other students in the classroom, including SEN students who are also increasing in numbers.
- Frequent meetings impacting staff ability to complete admin tasks during times of curriculum change.
- A concern about the growing effect that the social media use of MS students is having on student well-being, resulting in many Deaning conversations.
- Year 8 and 9 Relationship morning, as well as the planned sessions on Pornography for Year 9 students within the Life Lab programme, have been placed on hold for this year. It is important to consider whether the postponement of these components may disadvantage students by delaying critical learning related to healthy relationships and digital literacy.

CHRISTIAN SPECIAL

Staff continue to demonstrate a deep desire to see young people grow and develop in their relationship with God. Their heart is to see students grow an authentic faith and become followers of Christ who influence the world around them for good. This heart is consistently reflected in daily interactions, classroom culture, and the prioritisation of faith formation across all areas of school life. KingsWay remains intentional about nurturing a Christ-centred community where faith, learning, and life are deeply integrated.

Prayer and Worship

Prayer is a fundamental aspect of daily life and culture in the Middle Years. This encompasses prayer meetings,



classroom devotions led by students, and the study of prayer within the Bible. Staff prayer gatherings continue to be a vital expression of unity, with intentional times of intercession for students, whānau, and wider community needs. Student ownership of prayer and worship has grown, with learners leading worship sets, reflections, and small-group prayer moments during class and assemblies. These opportunities have helped to build confidence, deepen authenticity, and normalise prayer as a natural part of school life.

Curriculum (*Delivering a Christ-Centred Curriculum, Engaging with Scriptures, Thinking Theologically*)

Curriculum planning is grounded in biblical worldview questions that connect faith to real-life contexts. This ensures that teachers are intentional about how they deliver a Christ-centred curriculum informed by scripture and enable students to see how Christ is connected to their learning.

Biblical Studies continues to provide meaningful opportunities for students to engage with scripture in a supportive environment. Lessons encourage open discussion, reflection, and application of biblical principles to everyday life. Year-level worship remains intentional about building a culture of individual and corporate worship. Programmes such as Youth Alpha have supported students in exploring faith more deeply. The Missions topic, linked to the Outward Focus term theme, enabled students to learn from evangelistic people within the community and to understand the call to share the Gospel. The LifeLab course continues to strengthen discipleship through its focus on engaging with scripture, mission, and life skills. Across all learning areas, teachers have designed experiences that encourage theological reflection and connection between faith and contemporary issues. Students are increasingly able to articulate how God's truth

informs their understanding of justice, stewardship, and service within the wider world.

Student Opportunities (*Mission, Vocation, Service, Christ-like Character Formation, Valuing and Respecting Others*)

Students are provided with many opportunities to make a positive impact through service and mentoring, both within the school and through local missions. These include partnerships with charities and community initiatives across the Hibiscus Coast and Auckland region. Student leadership continues to play a crucial role in planning and leading these initiatives, with an emphasis on developing servant leadership and Christ-like character.

Beyond local outreach, students have engaged in global mission awareness through fundraising, cultural exchange, and prayer for international partners. The Year 10 Service Projects continue to strengthen empathy, teamwork, and a sense of calling. Community feedback has affirmed that KingsWay students demonstrate maturity, kindness, and a genuine heart to serve others.

Professional Development (PD)

Wednesday morning Special Character professional development has continued to provide valuable formation for staff. These high-quality and personalised sessions have offered rich opportunities to grow in biblical knowledge, theological understanding, and practical application. Teachers have deepened their awareness of Christianity in Aotearoa New Zealand- viewed through a bicultural lens and the theological foundations of KingsWay School.

Engaging with Transformation by Design: Crafting Formational Learning has been instrumental in shaping our curriculum design and ensuring that faith formation remains central to our pedagogical approach. Ongoing reflection and collaborative sharing have strengthened staff confidence in articulating a biblical worldview within their teaching practice.

Targeted professional development centred on the refreshed Mathematics Curriculum and the Science of Learning has also driven meaningful shifts in teacher practice and student achievement, particularly through a focus on explicit teaching, regular review, and differentiation. Staff have shared testimonies of how theological reflection and professional growth have combined to inspire renewed purpose in their teaching.

Wellbeing

Wellbeing processes and systems have been established in Middle School and Junior Secondary. We continue to investigate ways to respond to the wellbeing needs of our



students. The Wellbeing team works to positively support our young people. The team work alongside students who need support with decision making as well as being involved in discipling and mentoring. The MS Deans have facilitated mentoring groups for targeted students. Their aim is to see personal growth and heart change and to see improvement in relationships (student - God, student - student, student - teacher, student - community).

NELP CONSIDERATIONS

OBJECTIVE 1 | LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.

To ensure that our educational environments remain safe, inclusive and free from racism, discrimination, and bullying, we continue to implement strong pastoral care processes. Consistency, coherence and communication are crucial with leaders, teachers, support staff, students and parents to ensure we create opportunities for students to thrive.

Equipping And Educating our Young People Through Curriculum and Culture

Our Year 7-10 Health programmes focus on developing life skills through contexts such as identity, navigating healthy friendships, developing resilience, valuing all people and emotional intelligence. Middle School and Junior Secondary affirm and value character choices through awarding certificates at assemblies. The Relationship Mornings and assemblies provide opportunities for students to hear from speakers who inform, educate and share authentic stories of overcoming and navigating challenges. In 2025 the Nest Programme-Positive Puberty-was implemented for Year



7. This occurred during the school day to enable all Year 7 students to attend. Similarly, there were planned Y8 and 9 relationship presentations in the morning. This has been put on hold for 2025. In Year 10, the New Zealand Police delivered a presentation on consent, legal implications, and safe device use. Additionally, the Real Talk programme will facilitate sessions focused on relationships, consent, and respect.

Homeroom Teacher

The homeroom teacher model in Years 7–10 ensures that each student has a teacher who spends at least 45% of their time with them. This allows teachers to build strong relationships, deeply understand their learners, and be the first point of contact for any wellbeing concerns. Homeroom teachers also maintain communication with parents and deans as needed.

Wellbeing Team

The Middle Years have six deans allocated to overseeing the wellbeing of young people (four deans for MS, two deans for JS). This team work diligently with teachers, parents, whānau, school counsellors and outside agencies (such as Oranga Tamariki) to ensure that there is a collaborative approach to supporting students.

Restorative Practice

At KingsWay School relationships are at the heart of everything we do, therefore we have a Restorative Practice Discipline system. The Biblical foundation for this is that God restores and redeems.

Student Decision Tracking

Our teachers maintain a Student Decision tracker to record different levels of decision making in relation to behaviour. Where student decision making negatively impacts personal wellbeing, the wellbeing of others or the

wellbeing of the community the observing teacher will address, monitor and record the incident. The ‘Head, Heart and Hands’ framework is used to support students in making good decisions.

Parent Partnership

It is our intention to develop genuine, responsive and reciprocal relationships in which power is shared with our parents. We collaborate in making curriculum decisions about children’s learning and we communicate and celebrate the different strengths, expertise and culture of individuals.

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

In the Middle Years we do this through:

Parent Partnership

We actively involve parents and whānau as valued and respected partners in their child’s educational journey. Regular communication including weekly updates, Parent-Teacher Conferences, and in-person meetings when needed supports a strong home-school connection and enhances learning. While formal reporting is part of our process, we prioritise ongoing, open dialogue about each child’s academic progress and wellbeing. Parents are encouraged to take part in school trips, camps, and events that highlight and celebrate student learning.

High Aspirations

We continue to set high expectations for our students and nurture our young people towards their full potential as servant leaders in the Kingdom of God. We are intentional about providing opportunities and systems for students to develop a growth mindset and develop resilience. Our Middle School Health programmes and Junior Secondary termly themes explicitly include learning and experiences that help our students to successfully adapt to difficult or challenging experiences and adjust to internal and external demands.

Key Competencies

Developing the Key Competencies is essential for equipping and empowering students with the skills they need to thrive in both their current learning and future lives. Across all year levels, there is a strong focus on managing self, participating and contributing, relating to others, thinking, and using language, symbols, and texts. These competencies are intentionally developed with increasing



responsibility and accountability placed on students as they progress. In Years 9 and 10, students are supported with a term assessment map, enabling them to set goals, manage deadlines, and plan effectively for success.

Cultural Responsiveness

We intentionally integrate opportunities to celebrate students' whakapapa and cultural background. Leading the way in this is our staff who have made significant gains in confidence and competence in articulating their story and integrating te Reo into everyday learning including the school Karakia.

Career Competencies

Throughout the Middle Years, we are intentional about developing career competencies within our programmes. Career education supports students in connecting concepts such as preparation, exploration, self-awareness, and decision-making to real-life contexts. As students grow in their ability to self-manage their learning and life, they require both opportunities and guidance to support a successful transition from school to further education or employment. Targeted support is provided to Year 10 students ahead of course selection by the Careers team and LifeLab teachers. Both Year 9 and 10 students are offered work experience opportunities, and Year 10 students participate in a World of Work Conference at the end of Term 4.

Curriculum Delivery

Curriculum delivery that involves data gathering to make well-informed decisions about learning.

Best Practices include:

High Impact Teaching Strategies (HITS)

- Structuring Lessons: Lessons now include regular review and retrieval practice, supporting memory and deeper learning. This approach, grounded in the science of learning, helps students recall and connect prior

knowledge.

- Explicit Teaching: We ensure all students have equitable access to learning by prioritizing clear instruction before questioning. This fosters a safe, inclusive environment where every learner feels supported.
- Collaborative Learning: Following explicit instruction, students engage in targeted small-group learning, either through further guidance or problem-solving, allowing for differentiated support and peer connection.
- Multiple Exposures: Concepts are revisited throughout the year using a spiral learning model, reinforcing understanding and enabling learners to build on prior knowledge at multiple points.

Looking ahead, our next steps are:

- Develop our GATE (Gifted and Talented Education) programme.

OBJECTIVE 2 | BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach of every learner

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning needs.

Catering For Diversity Through Learning Support

Teachers use the Learning Support Register to record and communicate student specific needs. Students whose needs are diagnosed throughout the year by external professionals are added to the tracker and the school-wide learning support register.

Three ORS (Ongoing Resource Funding) students are supported by Specialist Learning Assistants in the Middle Years. Additionally, two students have qualified for 'In Class Support' funding which allows them to be supported for around five hours per week. Five students have received RTLB intervention and targeted support. A Specialist Teacher has worked effectively with one of these students to support the teachers and Learning Assistant in modifying the learning environment and programmes.

Learning Assistants receive Professional Learning to enhance the support of differentiated learning programmes provided by teachers and to provide intentional support based on data from PATs. Multiple opportunities to practice and revise skills are provided when Learning Assistants work with students in small groups.

Preliminary testing for students who have been identified by teachers on the Learning Support Register begins at

the end of Year 9 and continues in Year 10 to support SAC applications for NCEA exams.

Catering For Diversity Through ESOL

This year, the Middle Years ESOL programme has supported up to 84 students in withdrawal classes, with 94% English Language Learners (ELLs) and 6% native English 'guest' students, who also benefit from small-group literacy support. Four additional students are "monitored in class" (MIC), remaining in regular classes while their progress is tracked collaboratively by ESOL and classroom teachers. Withdrawal groups in Years 7–9 are organised by ability, allowing students to learn alongside peers at a similar stage of English development. ESOL teachers and Specialist Learning Assistants deliver a progressive programme that supports language acquisition, linking where appropriate to mainstream subjects and academic vocabulary. Teachers across ESOL, International, Learning Support, and Middle Years departments work together to nurture students' potential. Through these shared efforts, students are supported to grow in English, confidence, and a sense of belonging at KingsWay School.

OBJECTIVE 3 | QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau.

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Integration of Te Reo Māori and Tikanga Māori Te Reo Māori within Classes

There is a growing use of te reo Māori as part of the regular curriculum, enabling all students to learn and use the language in authentic contexts. Staff have engaged in professional development sessions focused on pronunciation, classroom commands, and practical integration, led by our Kāiarahi, Claire Trebilco. Year 7-8 students continue to learn and share their Pepeha during Culture Rotations, and they explore te reo Māori language and games that encourage communication and cultural understanding. During assemblies, our kapa haka group led the practice of the school haka, fostering pride and unity across year levels.

Bilingual Signage and Communication

Te reo Māori continues to be visible across classrooms, signage, and learning displays. Bilingual greetings and phrases are integrated into newsletters, assemblies, and daily communications to familiarise students and whānau with the language, normalising its use in

everyday interactions.

Karakia and Whakataukī

Many Middle Years teachers begin the school day with our school karakia and regularly incorporate whakataukī into class discussions, using them as springboards for reflection and character development. These are used discerningly and respectfully, in keeping with our Christian special character, to highlight shared values such as wisdom, humility, and perseverance.

Kapa Haka and Cultural Celebrations

Participation in kapa haka continues to strengthen identity, belonging, and cultural pride. Students have performed at school events and local celebrations, with practices fostering teamwork and confidence. Matariki and Waitangi Day are celebrated across the Middle Years with meaningful activities, reflections, and class-based learning that acknowledge both our bicultural heritage and Christian story of unity and hope.

Curriculum Connections

Teachers continue to weave Māori perspectives and local context into existing curriculum areas such as English, Social Studies, and the Arts. This includes exploring local stories, learning place-based kupu, and acknowledging mana whenua connections. These approaches help students appreciate the richness of Māori culture and the importance of kaitiakitanga (stewardship) within God's creation.

By weaving te reo Māori and tikanga Māori into the fabric of daily Middle Years life, we continue to move toward a culturally rich, inclusive environment that honours the uniqueness of Māori as tangata whenua and upholds our Christian calling to love, serve, and understand one another.





Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

At KingsWay School, we have a responsive professional development programme. We work in collaboration with government driven initiatives, current evidence-based research that enriches teaching and learning, cultural capabilities that acknowledge our bi-cultural heritage and our Kahui Ako strategic plan. Our Middle Years teachers continually inquire and enact professional learning for our ākonga. Professional development opportunities include:

Curriculum Professional Development

Curriculum professional development is provided that supports and equips staff to develop best practice. This year, our focus has been on the refreshed Mathematics curriculum, guided by the “Know How and Do” structure. This framework has shaped our PD design, placing high-impact teaching strategies at the forefront while keeping our Special Character at the centre of staff formation.

Curriculum professional development has included:

- Curriculum Refresh Mathematics – all year 7 & 8 staff have engaged and implemented the refreshed mathematics curriculum, while year 9 and 10 have been getting ready for implementation in 2026.
- Curriculum Refresh English- a taskforce with Year 7-10 key staff have been preparing for implementation in 2026.
- Given that the Science of Learning is a key driver of the refreshed curriculum, staff have been actively engaged with its core principles, including retrieval practice, spaced repetition, and interleaving, to enhance long-term memory and learning outcomes.
- Co-Requisites (Year 9 and 10 staff).
- Staff have been empowered to use their professional “super powers” to support colleagues in areas of

development, fostering a collaborative and growth-oriented culture.

- Cultural Capabilities professional development.
- Leaders have developed their understanding of their strengths with teams Clifton StrengthsFinder (GALLUP) coaching.

Special Character Professional Development

Compulsory and optional Special Character professional development is provided to our staff to develop and deepen their understanding of Christian Education. This equips our teachers to be effective in equipping our young people to become responsive disciples of Christ and influencers for His Kingdom.

Staff have opted into and been invited to other professional development throughout the year. This has included:

Tikanga Māori and Integrating Te Reo into the Classroom

Facilitated by our Kaiarahi, Claire Trebilco.

The Aspiring Leaders (Middle Management) Course

This course focuses on leadership development and facilitated by ELT.

Our teachers engage in **de-privatised practice** where they observe and are observed by their colleagues with a purposeful focus. This has provided meaningful collaboration, particularly strengthening the pathway from Year 7-10. De-privatised practice is also closely connected to teachers’ Professional Growth Cycle where they are developing their teaching practice in alignment with the Middle Year’s curriculum foci and maintaining teaching standards.

Looking ahead

- Develop a strategic professional plan for 2026 that aligns with student achievement data and emerging curriculum priorities.
- Continue to develop staff capabilities in integrating te reo Māori, tikanga Māori, and mātauranga Māori into everyday teacher practice.
- Continue to prioritise de-privatised teacher practice with classroom observations, feedback and shared learning.
- Continue to grow middle leadership (HOLA’s, Assistant Heads) in leading change, coaching colleagues, shaping a collaborative culture within teams and supporting teams to maintain focus on shared priorities.

APPENDIX:

[All PAT Year Group Progress Report - Comapartive 2024-2025](#)

SENIOR SCHOOL



2025 has been a great year for Senior School. We successfully navigated each term and achieved strong outcomes across all areas.

Staffing

The addition of new staff in various roles has brought fresh perspectives and added significant value. Their contributions, combined with the flexibility and positive culture demonstrated by our team, ensured that we maximised opportunities for student success. Staff morale has remained high, with excellent collaboration and mutual support during busy periods, despite challenges such as ongoing staff illness and extended absences of some teachers. These were effectively mitigated through proactive planning and sound support from the Executive Leadership team.

Academic Performance

Our academic results continue to be strong and well above national averages as reported to the Board in the [2024 Annual School Report](#). While we observed a decline in University Entrance (UE) attainment in 2024, swift action plans were implemented to address this. Staff adapted

learning programmes, identified at-risk students, and introduced new courses focused on UE literacy. Additional measures were incorporated into the 2026 subject selection process to ensure students were fully informed about pathways that could impact UE achievement. Although the decline was limited to a small number of students, the response from senior staff was comprehensive and future-proofed this area.

KingsWay Year 11 Qualification

Now in its second year, the KingsWay Year 11 qualification has shown promising growth in student engagement and learning. Students worked diligently through to the end of Term 4, with some subjects (e.g Mathematics) incorporating Level 2 NCEA standards to provide an early advantage in credit attainment. We anticipate that January 2026 results will confirm the benefits of this comprehensive programme, which includes service, co-curricular involvement, and attendance requirements.

Monitoring and Support Systems

Our tracking systems remain strong and effective. Teachers know their learners well, and achievement outcomes



SCHOOL REPORT: SENIOR SCHOOL

rarely come as a surprise. Regular monitoring and timely communication with whānau ensure that concerns are addressed promptly. For students requiring additional support - such as those relying heavily on external exam credits - our pastoral team and Pathways faculty provide targeted interventions, including supplementary courses later in the year to reduce risk by obtaining additional credits.

Timetable & Programme Adjustments

Following an extensive review in 2024, Lifelab was moved to the start of the day this year. This change has been well received, allowing for a focused biblical start and streamlined administration. Student feedback has been positive. Our timetable remains flexible, with adjustments made throughout the year to support Common Assessment Activities (CAAs), literacy and numeracy goals, and wider learning opportunities. While this has increased workload for timetabling staff, our commitment to achieving the best outcomes for every learner remains constant.

NZQA Moderation Audit

Mid-year, we underwent a National Moderation Audit by NZQA - the first in five years - and passed with flying colours. The audit included interviews with HOFs, students, and senior management, as well as a thorough review of documentation and processes. Only one minor recommendation was made: to document how we moderate derived grade assessments. This feedback was welcomed and easily actioned, reaffirming that our assessment practices are effective and consistent.

Holistic Education and Co-Curricular

We take pride not only in our academic success but also in the holistic development of our students. Sports, the arts, missions, and service opportunities remain central in our school calendar. Signature events such as Matariki celebrations, Arts Week, Tournament Weeks, and the School Ball reflect our commitment to a well-rounded Christian education. During our hosting of the NZACS Conference, our students represented KingsWay with excellence, earning high praise for their hospitality and servant-hearted attitude. Our Prefects and Senior Student Councils play a key role in fostering this culture, working diligently to organise a variety of events both during school hours and after school. These student leaders deserve commendation for the way they balance their own academic responsibilities while creating meaningful experiences for others. Across campus, there is a noticeable sense of calm, focus, and achievement, and our teachers are genuinely proud of the students' efforts.

Special Character

Our annual student survey on special character produced encouraging results. 88% of students indicated they have a personal faith in Jesus and seek to follow Him daily, though they acknowledged this can sometimes be inconsistent. Equally positive was that 84% reported attending church at least occasionally, a figure that has continued to grow in recent years. A majority also affirmed that Lifelab supported their faith journey throughout 2025, which was pleasing to see. While we recognise that survey data is not fully definitive, these trends provide a strong indication that students are embracing the heart of what KingsWay stands for.

Mission Focus

Interest in mission continues to grow among students. This year's trip to Tonga was highly successful, with strong ministry engagement and bold expressions of faith. Preparations are underway for upcoming trips to Cambodia and Cebu (Philippines) in 2025, alongside local initiatives such as the SALT food bank. KingsWay Missions are also exploring new opportunities in India. While demand for mission involvement exceeds capacity, we share our Executive Principal's conviction that every student who desires to participate should have the opportunity, and support working toward making this a reality.

CURRENT STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS THAT MAY INFORM FUTURE STRATEGIC PLANNING

STRENGTHS

- **Highly Skilled Staff:** Our teaching team consistently demonstrate expertise and flexibility, integrating the school's special character and biblical worldview into all learning experiences.
- **Growth Mindset:** Teachers have accepted NCEA reforms and changing qualification frameworks with a proactive and positive approach.
- **Year 11 KingsWay Qualification Success:** Now in its second year, our program continues to receive positive feedback from both staff and students, affirming its value and effectiveness.
- **Innovative and Responsive Practice:** Staff adapt quickly to unexpected learning challenges, ensuring positive student outcomes - particularly in areas such as University Entrance readiness.
- **Effective Leadership:** Executive and senior management teams provide strong support for senior school.
- **Student Passion for Mission:** Students demonstrate a growing hunger to serve and make an impact beyond the classroom, reflecting deep engagement with the school's mission, both local and internationally.
- **Improved Attendance:** Senior school attendance rates



show an upward trend, indicating student engagement and commitment, supported by effective monitoring and follow-up by staff.

WEAKNESSES

- **Educational Sector Uncertainty:** The senior school curriculum is currently unsettled due to external Ministry changes, creating uncertainty about future direction.
- **Increased Workload:** Ongoing adjustments to staff and student timetables - driven by CAA attainment requirements, UE literacy standards, Wider Learning initiatives, and Flexi learning structures - have significantly added to workload.
- **Staff Illness:** Several teachers have faced serious health challenges this year, resulting in extended absences. When limited relief staff available, senior classes are often in the library for study, which is not an ideal solution.

OPPORTUNITIES

- **Expanded Networking Opportunities:** Following KingsWay's successful hosting of the NZ Christian Schools Conference, we now have greater, natural potential to collaborate with other schools, particularly around curriculum change and leadership in Christian education.
- **New Learning Spaces:** Significant building projects and refurbishments should create modern, inspiring environments for students. Classroom upgrades continue and include the addition of new furniture to enhance learning experiences.
- **New Staff:** Newly appointed teachers are embedding themselves well into our school culture, bringing fresh perspectives that complement a stable and experienced teaching team.
- **Curriculum Redesign:** Pending Ministry-level changes provide scope for innovative curriculum development and new approaches to learning.

THREATS

- **Building Projects:** Ongoing construction and refurbishment projects are critical for future learning environments. Any delays could impact the availability of specialist spaces for subjects such as Dance, PE, and the Arts.
- **Student Capacity Challenges:** Senior school has reached its highest-ever student numbers, resulting in busy classrooms and limited seating and communal areas across campus.
- **Administrative Demands:** Assessment and moderation requirements continue to grow, particular for Principal's Nominee role, placing additional pressure on staff time and resources.
- **Knowledge Risks:** Key expertise in areas such as bicultural practices, haka, and timetabling is currently held by a small number of staff and students, highlighting the need to develop broader capability for long-term sustainability.
- **Staffing:** Teaching is not consistently viewed as a highly attractive career pathway, which poses an ongoing risk to recruiting and retaining qualified Christian educators. Staff transitions or health-related absences may therefore create significant gaps, impacting continuity and the strength of KingsWay's mission.

SPECIAL CHARACTER

Our special character is the foundation of everything we do in Senior School - it sets us apart.

LifeLab

As mentioned previously, in 2025, LifeLab sessions were moved to the start of each day. The LifeLab curriculum is now well established, and ongoing review and evaluation ensure it remains relevant and responsive to student needs. Dedicated LifeLab staff meetings are held fortnightly, supporting consistency and effective planning. LifeLab includes activities such as prayer, corporate worship, focused study of books of the Bible, and outreach opportunities through local mission initiatives. The programme is designed to be life-giving and is built around four key strands:

- Discipleship – Growing in personal faith
- Scripture – Deepening understanding of God's Word
- Community – Loving God and loving others
- Life Skills – Engaging authentically with the world

Professional Development

Teachers are supported in their spiritual growth through a wide range of opportunities both within and beyond school. These include targeted PD and Wednesday morning special character sessions. These PD sessions have been used for development in biblical literacy, theological understanding

and Christian education delivery as well as updating special character integration in teaching units. Feedback from NZACS highlighted the conference as an incredible opportunity to connect, share, and learn from other Christian educators, with keynote speakers of exceptional calibre.

Students

We continue to provide opportunities for students to lead and serve alongside staff in worship, prayer, and devotions. Senior students have led assemblies and shared devotions to staff and peers. Head Prefects initiated a termly theme of Faith, Hope, Love + Flourishing and kept this at the forefront of any of their plans or activities. The 2025 Tonga Mission trip was a tremendous success, with students reporting growth in faith and courage as they stepped into their giftings. We eagerly anticipate hearing from the Cambodia team after their upcoming adventure.

Our Year 13 Camp at Marsden Point was another highlight, featuring worship, leadership discussion, and deep student engagement. Many stayed after sessions to pray for one another, strengthening peer connections and relationships with staff. Feedback was overwhelmingly positive, and the ability to tent at the venue ensures this successful camp model can continue.

The Peer Support programme between Year 13 leaders and Year 9 students fosters leadership and mentoring, creating authentic opportunities to share faith. This year, the programme was refined to be more intentional about discipleship and was well received by juniors. In 2025, we trialled a Year 12-led peer support model for Year 8 students, which we aim to refine and further explore in 2026.

Year 13 Graduation remains a marquee event where our special character is central and evident. Feedback consistently affirms it as an honouring and God-glorifying occasion. Student-led Worship Wednesdays were well attended and continued beyond their planned end date due to demand. In 2025, we also launched Gateway Prayer and received student requests for additional spaces for prayer and worship on Monday mornings. These student-led initiatives reflect a genuine desire to be God's hands and feet in our community, and senior leadership worked hard to ensure these opportunities were supported.

Education Outside the Classroom (EOTC)

Teachers place God at the centre of all trips, activities, and camps, delivering devotions and reflections that deepen faith beyond the classroom. These experiences provide educational opportunities while fostering wonder at God's creation and reinforcing our biblical framework. A shift to using KAMAR for EOTC processes has streamlined oper-



ations, which is essential given the 40+ trips Senior School undertakes each year.

NELP CONSIDERATIONS

OBJECTIVE 1 | LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.

We are committed to maintaining a school environment that is safe, inclusive, and free from racism, discrimination, and bullying.

Pastoral Care Team

In 2025, we strengthened the Senior School Pastoral Care team by adding two new staff members, enabling us to have both a male and female Pastoral Lead (formerly Dean) at each year level. Due to staffing constraints, two Pastoral Leads were placed in LifeLab classes, which was not ideal; this will be addressed in 2026. The additional Leads have provided greater support for students and contributed to a shift from managing disciplinary issues toward offering more academic support. Pastoral Leads work closely with classroom teachers, LifeLab teachers, whānau, school counsellors, external providers, and the Executive Leadership Team to ensure collaborative and responsive approaches to student wellbeing. Our pastoral care practices are guided by principles of restorative practice and natural justice, aiming to restore relationships in a way that reflects a biblical worldview. This ensures that we respond to the individual needs of every student, fostering a genuine sense of belonging within our community.

Flexi Study

We have continued to refine the structure and management of Flexi Study on Monday afternoons. In 2025, we introduced a centralised Study Hub in the library, staffed by teachers from various faculties to assist students with questions. Year 11 students are required to remain on-site during this time and have engaged well with the concept. Additionally, any student who received a Not Achieved grade for an assessment was required to attend the Study Hub. Teachers provided targeted support and additional work, enabling us to track progress and assist any students who needed extra help.

Student Leadership

Our Year 13 Prefects and Council teams have continued to lead initiatives that connect different year levels and strengthen community. They organised events such as a Year 8 Boys' Activity Day, primary school lunchtime activities, and the Senior Campus Girls' Barn Dance. Through active involvement in service, missions, sport, leadership, and the arts, students are encouraged to engage in a wide range of activities that foster positive relationships and build a strong sense of community across the school.

Wider Learning

Every fortnight on Monday afternoons, students take part in Wider Learning electives, selecting activities that reflect their interests. These electives are designed and led by teachers, drawing on their own passions and strengths, and must align with our SLAMS framework – Sports, Arts, Mission, and Service. Although some students were unable to secure their first-choice elective due to class size limits, we are pleased to have delivered a safe, diverse programme that catered to a wide range of student interests.

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

In the Senior School, we do this through:

Parent Partnership

We participate with and involve whānau as much as possible throughout the year. We regularly communicate and connect with parents to enhance learning through weekly communications, Parent-Teacher Conferences and where necessary, in person parent meetings. Formal reporting provides an opportunity for academic and pastoral feedback, however ongoing dialogue and connection around student progress and wellbeing is paramount. Parents are informed of any Not Achieved (NA) grades from subject teachers



so that they are aware of any concerns sooner rather than later. This was also done by sharing a Term 3 progress report for the Year 11 Qualification such as service and extra-curricular hours, and more regular follow-up on attendance rates through the whole school system.

High Aspirations

We set high expectations for our learners across all aspects of their learning. Subject teachers, curriculum leaders, and pastoral care team provide support and guidance to each student and engage with whānau through parent conferences and, for some students, individualised meetings to set goals and directions. We communicated to students that they needed to choose a UE pathway and had a focus on UE literacy rates for Level 2 and 3. Year 11 students continued with curriculum content after their end of year exams so set them up well for their learning pathways for 2026.

Cultural Responsiveness

Our staff continue to journey towards competence in the use of te reo Māori and understanding of tikanga Māori. We are intentional in growing our cultural competency and there has been progress in the implementation of karakia, pepeha, and subject specific te reo Māori in the classroom, assemblies, and staff meetings. We had a Māori language week assembly which was new for 2025. We have also implemented and embedded, through much consultation with our local Marae, our school Haka which has become part of our Kaupapa, with increased student participation at the Senior years. The student leadership role of Kaiāwhina has grown in stature and importance each year.

Career Competencies

The Pathways team plays a vital role in developing career competencies by creating opportunities across trades, tertiary study, and the integration of faith, mission, and

vocation. Throughout 2025, we have seen increased visibility and engagement through lunchtime presentations, including visits from a range of universities. The Gateway Breakfast in September was a highlight, bringing together community members to celebrate the diverse workplaces our students experience. These initiatives equip students not only with the practical skills needed for success but also inspire them to live out their faith and positively impact others, regardless of their chosen career path.

Differentiation & Student Agency - Aligned with the Senior School strategic plan and ERO goals, our 2025 focus has been on differentiation & student agency.

- Differentiation: Teachers have implemented responsive programmes based on evidence of learner readiness, progress, and individual needs. This approach ensures every student experiences challenge, success, and measurable improvement through differentiated practice.
- Student Agency: We have worked to empower students to take greater ownership of their learning - setting broader goals, developing self-regulation skills, and achieving deeper success. Professional development on the Science of Learning has supported staff in embedding these strategies effectively

These competencies have remained a central theme in our Kāhui Ako professional development throughout the year.

OBJECTIVE 2 | BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach of every learner

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning needs.

A key priority this year has been ensuring equitable access to learning and strengthening the systems we use to track student progress in the Senior School. Particular attention was given to Level 3 NCEA outcomes, with enhanced data tracking, targeted interventions, and increased collaboration between Heads of Faculty and SMT. These efforts aimed to reduce barriers for priority learners by closely monitoring both academic achievement and wellbeing, ensuring students were well supported in their final year.

Catering for Diversity through Tracking and Processes
The Academic tracking system, now in its second year of use, has continued to provide valuable insights into student progress across Years 11 to 13. A review of the tracker in 2025 led to minor formatting enhancements, while the

core structure and functionality remained consistent. In response to identified learning needs, a compulsory Flexi Study session was introduced for students who had Not Achieved in specific subjects, offering targeted academic support through additional tutorials.

Teaching staff have access to data collected throughout the year, enabling them to gain a comprehensive understanding of each student's overall academic progress across all subjects, rather than solely within their own classes. This provides valuable insight into knowing our learners. By the end of Term 1, available data is limited, and we rely on teachers and Heads of Faculty to inform pastoral leads if a student appears at risk of not achieving, as formal grades are not yet entered. In Terms 2 and 3, more substantial data becomes available, allowing pastoral leads to monitor and support students more effectively. This process will continue to be refined as we move into 2026 to ensure timely and accurate tracking of student progress.

The Priority Learners Tracker identifies students in the following categories: SENCO, Māori, Pasifika, and those from low socio-economic backgrounds. This allows us to review and analyse their progress from a holistic perspective, ensuring that opportunities for growth extend beyond purely academic measures. The students on this tracker are not necessarily at risk academically.

Catering for Diversity through Learning Support

Senior School continues to collaborate closely with the Director of Learning Support and the Learning Support team to ensure an effective and responsive system for students with Individual Education Plans (IEPs). Teachers are encouraged to engage with students and Learning Assistants, working together to create a well-rounded and inclusive learning experience for all students on the register. We currently have several students dual-enrolled with Northern Health, and this year some of these students are being supported by pastoral leads in addition to oversight from the Senior Management Team (SMT). Strong relationships and clear communication between students, whānau, and staff have been maintained, ensuring that individualised learning plans and timetables are implemented effectively. We have already commenced collaboration with the Learning Support team to plan 2026 timetables, subject selections, and optimal pathways for students on the Learning Support register. Our focus remains on ensuring the best possible outcomes for student success in the coming year. This proactive approach also provides reassurance to parents and whānau that we are planning and committed to supporting these students to achieve success at KingsWay.



The Pathways faculty continues to play a pivotal role in supporting students through meaningful learning opportunities beyond the classroom. This includes access to STAR courses that align with individual interests and aspirations, providing practical experiences that complement academic learning. In addition to these external opportunities, Pathways works closely with SMT and classroom teachers to strengthen in-class support and ensure that every student is equipped for success. A strong partnership between Pathways, Learning Support, and SMT has created clear and effective connections across faculties, enabling a holistic approach to meeting student needs. This collaboration ensures that students not only receive academic guidance but also have access to resources that help them understand their strengths, explore their God-given purpose, and design a life aligned with His mission.

Catering for Diversity

In 2025, the Senior School has continued to strengthen and grow its commitment to bicultural and multicultural engagement. The development of our Senior Kapa Haka group and the ongoing presence of the school haka have remained central to fostering cultural understanding and confidence among students, particularly senior boys. Participation continues to be open to all students, regardless of ethnicity, encouraging those eager to learn to engage fully and move beyond cultural barriers. This inclusive approach provides authentic opportunities for students to experience and appreciate Māori culture firsthand.

Throughout the year, significant time and effort have been invested in promoting the importance and mana of partnering with our haka group. Our intention is to increase exposure to traditional tikanga for all students - not only those who choose to participate in extra-curricular activities. Looking ahead to 2026, we aspire to expand these initiatives further, embedding cultural practices more

deeply into the life of the Senior School.

In addition to our bicultural focus, we have worked closely with the International Department to ensure that students from all ethnic backgrounds feel valued and supported. Events such as International Day in Term 2 have provided unique opportunities for students to come together and celebrate the diverse cultures and countries represented within our community. These initiatives reflect our ongoing commitment to creating an environment where every student can explore their identity, share their heritage, and contribute to a vibrant, inclusive school culture.

OBJECTIVE 3 | QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau.

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

In 2025, Senior School continued to embed teaching practices that reflect a biblical worldview and support bicultural learning in line with Te Tiriti o Waitangi. The KingsWay Year 11 Qualification fostered collaboration between kaiako and ākonga and enabled meaningful integration of te reo Māori and tikanga Māori across subjects. Teachers are encouraged to apply these elements thoughtfully, guided by best-practice frameworks. This approach enriches learning for Māori students and deepens all students' understanding of Aotearoa's cultural heritage.

Karakia

The school karakia continues to be a visible and valued element across the Senior School. It serves as a meaningful resource for teachers to incorporate te reo Māori into classroom practice, while simultaneously honouring our Christian special character and keeping Christ at the centre. The karakia has also been used to open assemblies and other key events throughout the school year, reinforcing its cultural significance.

Māori cultural performances and celebrations

KingsWay staff have continued to strengthen and expand the teaching of the school haka, engaging prefects, student leaders, and all students who express interest in participating. The haka is performed at various events throughout the year and holds significant cultural value and mana for both ākonga and whānau. In 2025, this initiative was further extended to staff, with dedicated efforts to teach both a waiata and the haka. This has fostered deeper conversations and created meaningful moments

of connection between students and staff, enhancing the shared understanding of tikanga Māori and strengthening our bicultural journey.

Senior School continues to demonstrate that intentional, reflective teaching and strong leadership directly contribute to meaningful outcomes for learners and their whānau. Through culturally responsive practice, integration of special character, and a commitment to pedagogical excellence, we are equipping students with both academic and spiritual foundations to thrive beyond the classroom.

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

KingsWay Senior School continued to offer a comprehensive professional development (PD) programme that aligns closely with both the Senior School strategic plan and the wider school's strategic objectives. Staff were supported and encouraged to engage in PD opportunities that not only enhanced subject specific expertise but also responded to the evolving requirements of the strategic vision. Alongside compulsory PD, teachers accessed targeted sessions focused on bicultural competency, and special character integration. Staff attestation in Term 4 confirmed ongoing professional growth and alignment with career development goals. A strategic goal for 2025 was enhancing the level three NCEA results and accountability and professional development in this senior NCEA space. Faculties have been encouraged to discuss at length how the high impact teaching strategies can enhance learning outcomes for students.

Curriculum Professional Development

Professional development in 2025 has centred around an individualised programme led by the Kāhui Ako team, designed to align with both the Senior School strategic plan and the wider school's strategic objectives. Special character professional development has been embedded across all aspects of staff learning, with a particular focus on Wednesday mornings. Staff were given the opportunity to select areas of emphasis that best aligned with their personal growth and teaching context. Faculties have led robust professional development through collaborative discussions, drawing on best practice pedagogy provided by Heads of Faculty and, where relevant, subject associations.

Some of the other key areas for PD were:

- Continuing the development of the KingsWay Year 11 Qualification
- The new KingsWay Year 11 Qualification

- NZQA Common Assessment Activities (CAA)
- Enhancing student wellbeing, particularly focusing on senior school and school leavers, provided by Kahui Ako.
- Cultural capabilities

The Kahui Ako team played a pivotal role in professional development through the facilitation of the 'Super Power and Mentoring' programme. This optional PD elective provided Senior School staff with opportunities to engage in personalised learning and mentoring, either one-on-one or in small groups. The initiative supported reflective practice and professional growth, aligning with the school's strategic goals and fostering deeper collaboration among staff.

Compulsory and optional Special Character professional development

In 2025, a diverse range of professional development opportunities in Special Character and cultural competencies were offered to Senior School staff. Alongside compulsory sessions, staff engaged with optional workshops facilitated by members of the leadership team and other staff across the school. Four dedicated cultural competencies sessions were held throughout the year, providing practical and reflective learning experiences. Staff were able to select sessions that aligned with their interests and teaching context, while also meeting the minimum required hours for cultural competencies. Some Wednesday morning PD options also focused on cultural competencies and Special Character, further supporting staff in embedding these elements meaningfully into their practice.

OBJECTIVE 4 | FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout our lives.



Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

The Pathways faculty has continued to play a pivotal role in ensuring students, staff, and leadership remain informed about the evolving landscape of tertiary education, vocational training, trades, and career pathways. Their proactive approach includes individualised support for Year 12 students identified as at risk, as well as targeted guidance for Year 13 students and school leavers. One-on-one mentoring is complemented by group-based career education delivered through Lifelab, Flexi Study sessions, and Wider Learning electives. These initiatives reflect a holistic commitment to preparing students with the skills, discernment, and faith foundation needed to navigate their future pathways with confidence and purpose.

Gateway continues to be a valuable pathway option for Year 12 and 13 students, offering substantial opportunities for career exploration and development. Through this programme, students engage in industry-based work experience aligned with their interests, while also receiving targeted support in career planning and personal development. The course equips students with tools to assess their strengths, motivations, and personality profiles, helping them make informed decisions about future pathways. In addition to Gateway, students have access to a range of supplementary STAR courses, which include practical training in areas such as Health and Safety, Barista skills, Customer Service, and CV writing. These opportunities are extended to students beyond the Gateway cohort, ensuring broader access to career-building experiences across the Senior School.



INTERNATIONAL DEPARTMENT



We have experienced strong enrolment enquiries this year, with our international student numbers increasing from 78 at the start of 2025 to 85 by the end of the year. The international education market continues to show strong growth, and we are building valuable partnerships with agents across our target countries. Our international team is energetic and cohesive, dedicated to providing outstanding support and learning experiences for our students. Each member contributes their own perspectives and expertise, enriching our environment with creativity, innovation, and shared knowledge. Together, we are driven by a shared mission, to inspire and empower our students to reach their highest potential. Our commitment to excellence motivates us to evolve and refine our approaches so that we can respond effectively to the changing needs of our learners. Above all, we remain devoted to ensuring that every student's experience at KingsWay School leaves a positive and enduring impact on their lives.

MARKETING

China and Korea remain our strongest markets; however, we observed a decline in Chinese enrolments during the second half of 2025, consistent with a 30–40% drop across New Zealand. This year, we focused on strengthening relationships with key agents and expanding into new markets such as Japan and Viet Nam. In March, we visited Hong Kong, Korea, and Japan to attend agency fairs and

build connections. Further trips to Korea, Japan, and Viet Nam in September and October helped us identify the most effective fairs for each country, enabling a more targeted approach in 2026. Regular visits to Korea have established KingsWay School as a trusted option for families considering New Zealand. Viet Nam and Thailand show strong potential, but sustained engagement is essential to remain top-of-mind with leading agents. Budget constraints prevented a Thailand visit in 2025; however, we plan two trips there in 2026 to reconnect effectively. Our strategy is to maintain two to three well-informed agents in each city or country who understand KingsWay School's strengths and mission. In 2026, we will visit China, Korea, Japan, Taiwan, Thailand, and Viet Nam.

HOMESTAY ACCOMMODATION

Our priority is to maintain strong relationships with current homestay families while recruiting new families who share our school's values and can provide exceptional care. We remain committed to offering safe, high-quality, and supportive accommodation. This year presented some challenges, which helped us strengthen training for homestay families and clarify expectations to ensure student wellbeing. While we currently have sufficient options, continued growth means we must secure full provision for all students requiring accommodation.



International Students - Per School	
Primary	23
Middle Years	32
Senior School	30

International Students - Ethnicity	
Chinese	37
Hong Kong Chinese	2
Korean	37
Japanese	3
Singaporean	1
South African	1
Taiwanese	3
Thai	1

International Students – Gender	
Female	45
Male	40

International Students - Living Situations	
Living with family	54
Homestay	22
Designated caregiver (DCG)	9

Students	2025 Year	Level 2	Level 3	L1 Literacy	L1 Numeracy	UE Literacy	Future Pathways/comments
Person 1	13	✓	✓	✓	✓	✓	University/Tourism course
Person 2	13	✓	✓	✓	✓	✓	University of Sydney – Advanced Computing
Person 3	13	✓	✓	✓	✓	✓	University
Person 4	13	✓	✓	✓	✓	✓	University of Auckland (UoA) - Education
Person 5	13	✓	✓	✓	✓	✓	UoA
Person 6	13	✓	X	✓	✓	X	KINKI University Japan – East Asian Studies
Person 7	13	✓	✓	✓	✓	✓	UoA
Person 8	13	✓	✓	✓	✓	✓	University
Person 9	13	✓	✓	✓	✓	✓	UoA – Food Science
Person 10	12	X	N/A	X	✓	X	
Person 11	12	✓	N/A	✓	✓	✓	
Person 12	12	X	N/A	X	✓	✓	
Person 13	12	✓	N/A	✓	✓	X	
Person 14	12	X	N/A	X	✓	X	
Person 15	12	✓	N/A	✓	✓	✓	
Person 16	12	X	N/A	X	✓	X	
Person 17	12	✓	N/A	✓	✓	✓	
Person 18	12	✓	N/A	✓	✓	✓	
Person 19	12	X	N/A	X	✓	X	
Person 20	12	X	N/A	X	✓	X	
Person 21	12	✓	N/A	✓	✓	✓	
Person 22	12	✓	N/A	✓	✓	✓	
Person 23	12	✓	N/A	✓	✓	✓	



INTERNATIONAL AMBASSADORS

This year, our international students were led by five student ambassadors, Caitlyn Chong (head of council), Chloe Chang, Grace Hu, Angelica Zhang, and Pearl Zhang. Our five international student ambassadors demonstrated exceptional leadership throughout the year. They oversaw small mentoring groups, organized events during International Week, and led International Whānau meetings. This prestigious role is highly valued by other students. The ambassadors also guided tour groups on the school open day and served as mentors for younger students, including those in the primary school. We are proud of their contributions and the growth in their leadership skills.

2025 STUDENT DATA

2025 started with 78 full-time international students and will end with 85 full-time students.

Many of our international students are struggling to pass the Lit co-requisite. NCEA certificates will not be given until Literacy co-requisite or UE Literacy is achieved even though some have enough credits already for NCEA level 2. As UE Literacy is very difficult for our international students, many will not achieve this and have complete results until the end of year 13. We work very closely with Senior School leadership and the ESOL department and English department for Second Language English (SLE) to ensure that our students have every chance to succeed. At the end of 2025, 90% of our level 3 international students achieved U.E. This was because one year 13 student left

to return to Japan early and did not do the end-of-year NCEA exams.

CONCLUSION

We are excited about the growth of our international student numbers and are committed to reaching 100 students at our Senior Campus by 2026. This goal has been hindered slightly by a trend with numbers from China being reduced nationally by 30-40%. We have discussed this with other schools and Chinese agents, and it seems to be that political tensions have led to lower numbers across the country.

We are proud of the high-quality, 24/7 pastoral and practical support that the international team has provided for each student. This work is a wonderful reflection of the special character of our school and continues to be the focus of this team - that each international student will grow in their personal faith, achieve academic success, and fully integrate into our KingsWay community.

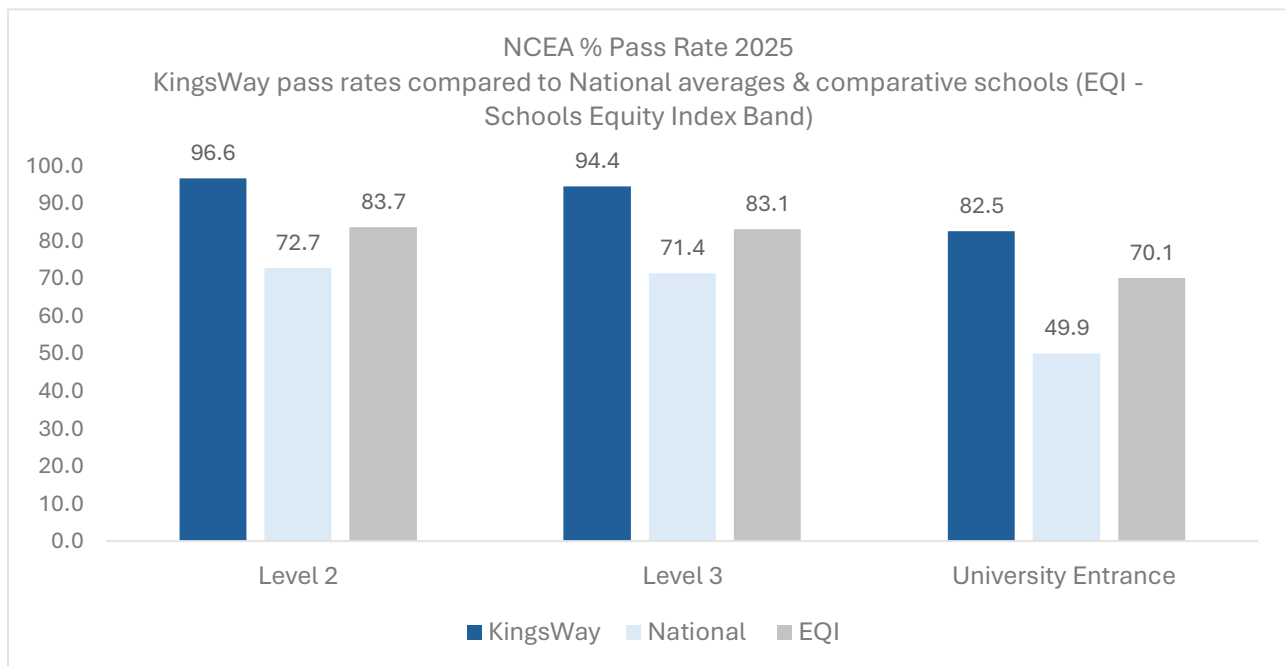


NCEA REPORT ON 2025 RESULTS

NCEA REPORT ON 2025 RESULTS

TAKEAWAY 1

KingsWay students continue to achieve significantly high pass rates in NCEA



We are pleased to acknowledge the strong academic achievements of KingsWay Senior School students in 2025, continuing a pattern of performance that significantly exceeds both national and comparable EQI school results. KingsWay students once again demonstrated exceptional commitment to their learning, supported by staff who provide expert teaching, guidance, and pastoral care to help students reach their goals.

The Equity Index (EQI) is a statistical model used to estimate the socioeconomic barriers that students may face in their educational pathways. The graph below compares KingsWay's NCEA outcomes with those of schools in a similar EQI band. In 2025, KingsWay

students achieved outstanding pass rates of **96.6%** at Level 2 and **94.4%** at Level 3, compared with 72.7% and 71.4% nationally, and 83.7% and 83.1% for comparable EQI schools.

University Entrance results also remained strong, with **82.5%** of KingsWay students attaining UE, significantly above both the national rate of 49.9% and the EQI-comparable rate of 70.1%. These outcomes reflect not only academic effort but also the significant steps taken in 2025 to identify, monitor and support students, ensuring that as many learners as possible obtained their literacy qualifications and University Entrance.

TAKEAWAY 2

High levels of Merit and Excellence achievement continue

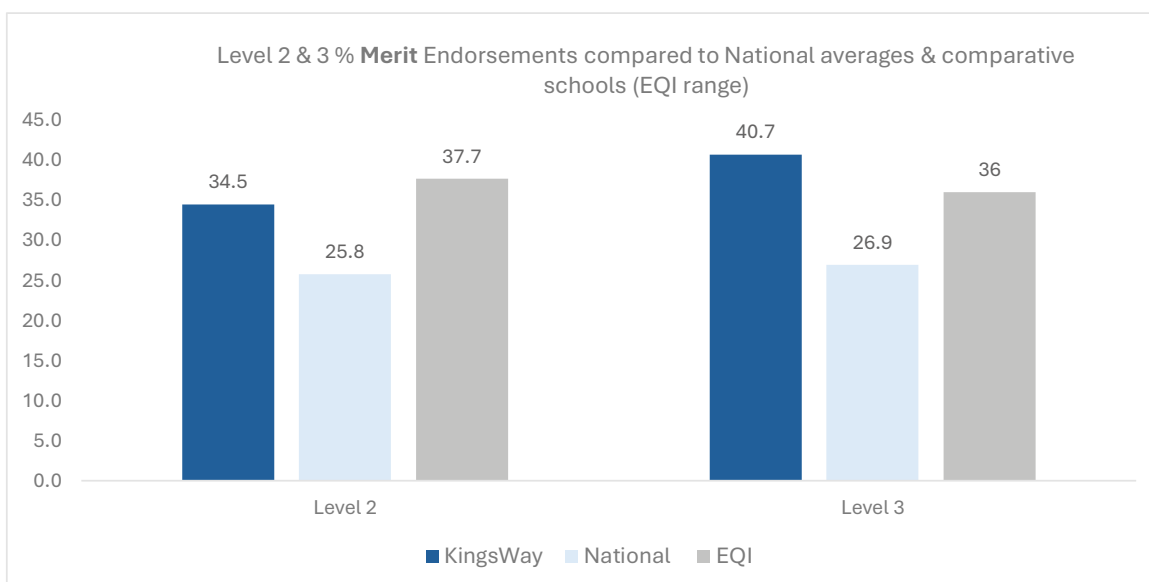
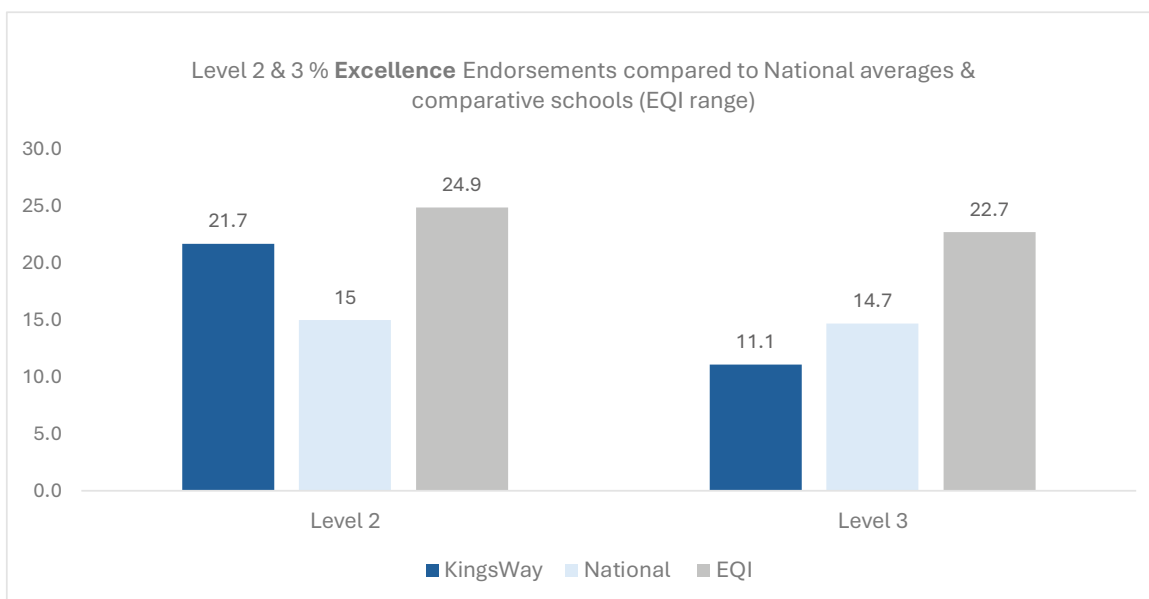
KingsWay's 2025 Excellence and Merit endorsement profile presents an encouraging picture of senior academic performance for Level 2 and 3 cohorts. Level 3 Excellence endorsements reached **11.1%**, slightly below both the national average of 14.7% and

the 22.7% rate for EQI comparable schools, though consistent with the long-term pattern previously observed for this cohort. At Level 2, Excellence endorsements were **21.7%**, sitting above the national benchmark of 15% but just under the 24.9% achieved

by similar EQI schools. Again, this was consistent with the long-term pattern previously observed for this cohort.

Merit endorsements were a notable strength across both levels. KingsWay achieved **34.5%** Merit at Level 2 and an impressive **40.7%** at Level 3 - results that are higher than national averages and comparable to, or

exceeding, EQI-aligned performance. These outcomes highlight a cohort demonstrating solid academic capability and sustained engagement, supported by high quality teaching and learning programmes delivered by KingsWay's dedicated staff. There remains an opportunity in 2026 for teachers to build on these strong Merit foundations to translate more of this achievement into Excellence level results.



TAKEAWAY 3:

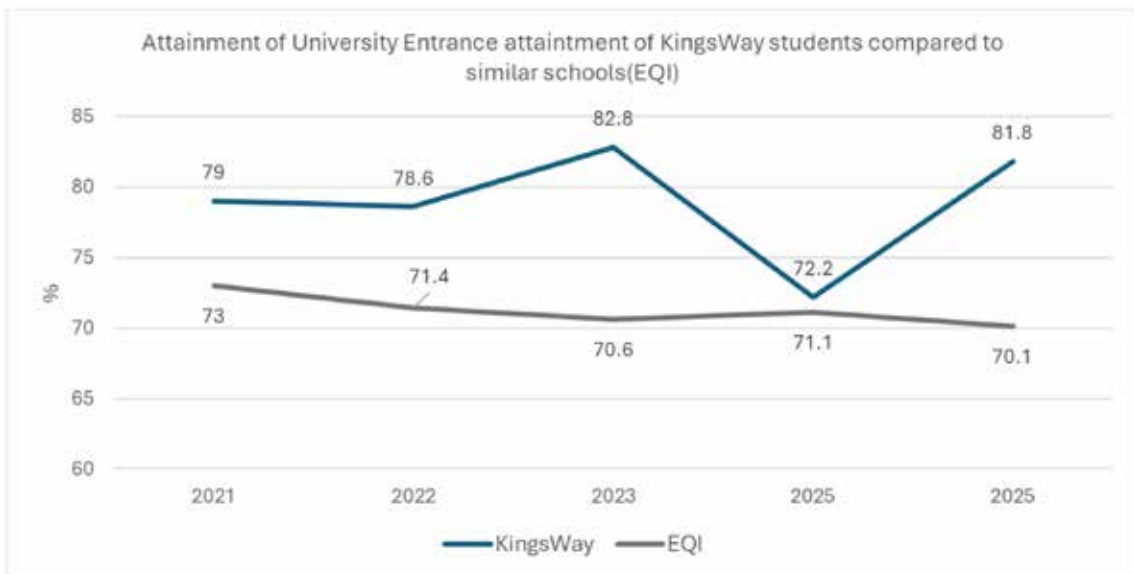
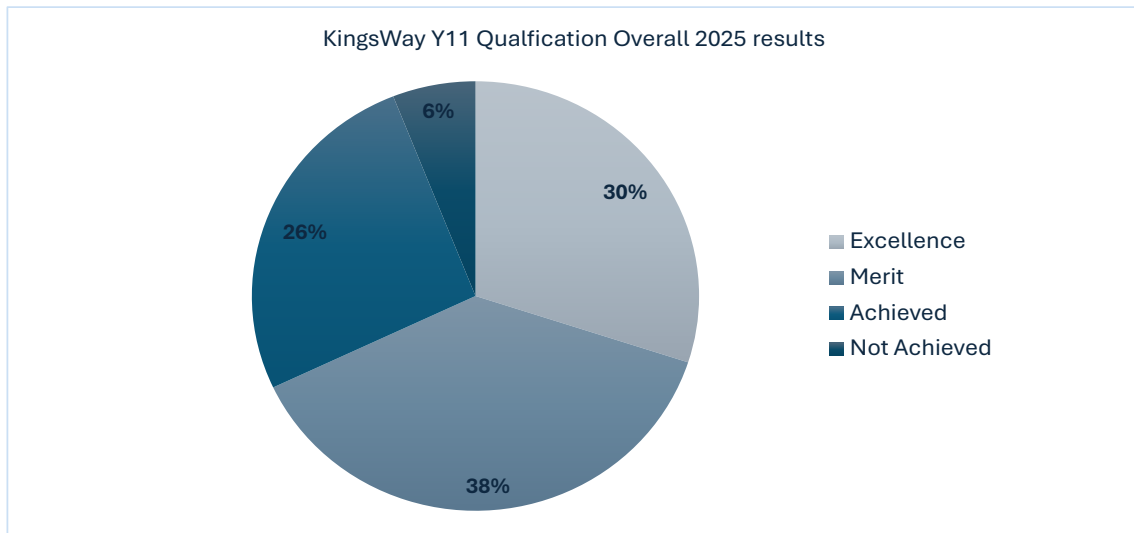
Strong Year 11 Qualification results continue to support student success.

2025 marks the second year of the KingsWay Year 11 Qualification, and the results continue to affirm the strength and purpose of the programme. Designed to provide a rigorous and holistic foundation for success at NCEA Level 2, the qualification required students

to engage not only with academic learning but also with service, extracurricular participation, and attendance expectations. These integrated elements aim to develop well-rounded, responsible learners prepared for the demands of senior schooling.

2025 results showed strong and encouraging progress. The Excellence endorsement rate rose sharply to **30%**, nearly doubling last year's 16% and indicating growing strength at the top end. Merit endorsements reached **38%**, representing a solid core of students achieving consistently. The Not Achieved rate

remained stable at **6%**, closely aligned with last year and reflecting the continued rigour and credibility of the qualification. Together, these results confirm that the programme is effectively preparing students for Level 2, fostering academic ambition, and supporting well-rounded learner development.



TAKEAWAY 4:

2025 interventions successfully lifted University Entrance (UE) rates.

Following a slight decline in University Entrance results in 2024 - when KingsWay's rate decreased to 72.2%, we committed significant time, energy, and resourcing to strengthening UE focused teaching and pathway support. These efforts included tighter academic monitoring, enhanced guidance, targeted literacy and assessment preparation, and more deliberate communication with students and families about UE requirements.

The impact of these actions is evident in the 2025 outcomes: KingsWay's UE rate rose sharply to **81.8%**, an increase of more than **11** percentage points from the previous year and well above the EQI benchmark of 70.1%. This substantial improvement highlights the effectiveness of the strategies implemented and reinforces the value of sustained, purposeful investment in supporting students to achieve University Entrance.

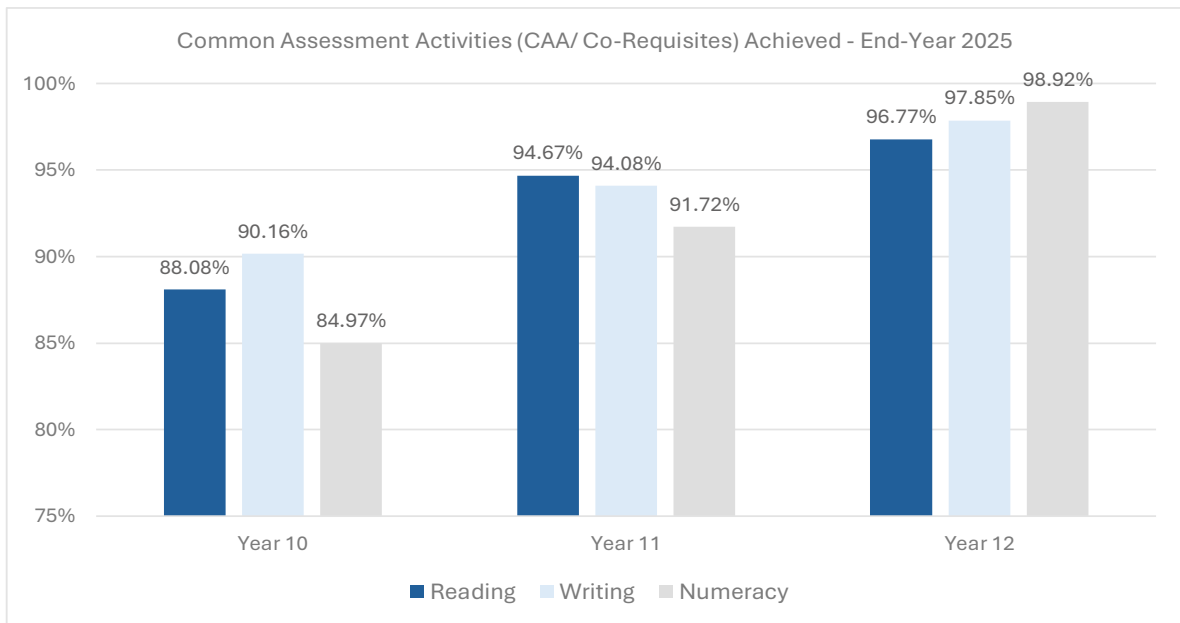
TAKEAWAY 5:

A significant majority of students successfully achieve the CAA

The Common Assessment Activities (CAA/Co-Requisites) are nationally administered digital assessments that measure the essential NCEA Literacy and Numeracy requirements across Reading, Writing, and Numeracy. All KingsWay Year 10 students sit these assessments, along with any senior students who have been identified as not yet meeting the required literacy or numeracy standards. As these co-requisites are compulsory for NCEA, KingsWay places strong emphasis on ensuring students are well prepared.

Our 2025 data shows that the vast majority of Year 10 students successfully achieve the CAA, with only

a small number still working towards these standards by Year 11 or 12. While Numeracy is typically the area of greatest challenge - often due to the vocabulary and explanation-based reasoning required - targeted support has strengthened outcomes. KingsWay provides various support in Year 10 including Numeracy and Literacy classes as well as additional senior support through Monday Flexi study sessions and Literacy or Numeracy specific option lines. These combined efforts demonstrate that our systems for identification, teaching, and support are effective, enabling the vast majority of students to succeed in these important assessments.





2025 Annual School Report



KingsWay School

To be a Christian community of learning that nurtures young people towards their full potential as servant leaders in the Kingdom of God.

KingsWay School – Statement of Compliance with Employment Policy

For the Year Ended 31 December 2025

The School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Graeme Büdler

Executive Principal, KingsWay School



KingsWay School

To be a Christian community of learning that nurtures young people towards their full potential as servant leaders in the Kingdom of God.

KingsWay School – Kiwisport Funding Report

For the Year Ended 31 December 2025

Kiwisport is a Government funding initiative to support students' participation in organised sports. The table below outlines the funding received, spent and the level of participation noted during the year:

Funding received during the year	\$ 41,380.84
Funding spent on: * Sport Coordinator Salary	\$ 41,380.84
Level of Participation	%