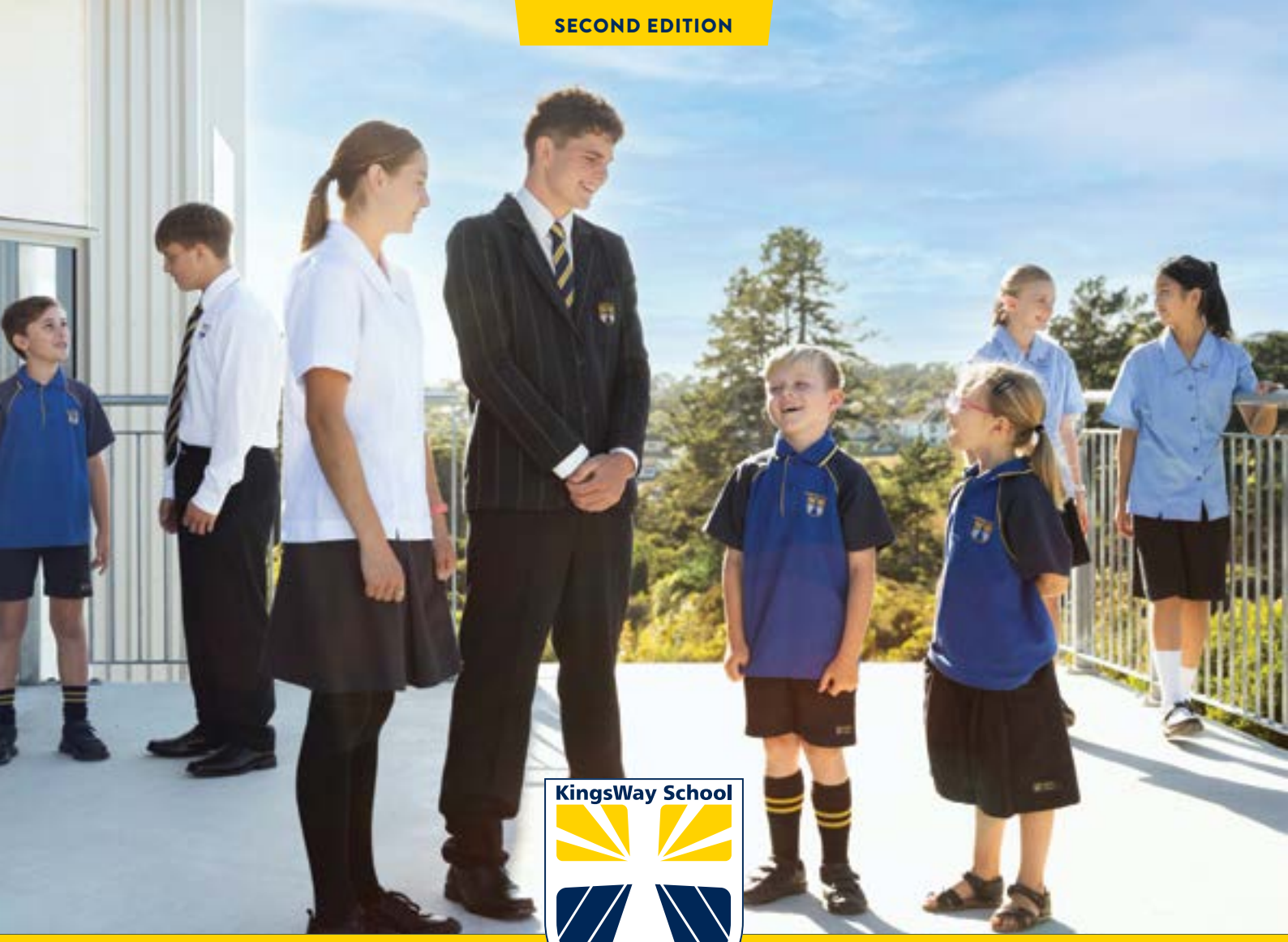
SECOND EDITION



KingsWay School

Luke 2:52

Servant Leaders

KINGSWAY SCHOOL

CURRICULUM
TE MĀTAIAHO

Our 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.

Our School Verse

"And Jesus grew in wisdom and stature, and in favour with God and man."
Luke 2:52

Our Motto

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

Our School Vision

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.

KINGSWAY SCHOOL

CURRICULUM | MĀTAIAHO

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MĀTAI - *to observe, examine and deliberately consider.*



FOREWORD

KINGSWAY SCHOOL is an integrated, non-denominational school of special Christian character that caters for students in Years 1-13. The school is structured into a Primary School (Years 1-6), Middle School (Years 7-9), Junior Secondary (Year 10) and Senior School (Years 11-13). Middle School and Junior Secondary are referred to as Middle Years. While the school operates functionally as four distinct entities, KingsWay is one school and provides a seamless education for students for the duration of their schooling journey.

KingsWay School's Mission Statement is: *'To be a Christian community of learning that nurtures young people towards their full potential as servant leaders in the kingdom of God.'*

Our School Verse: *"And Jesus grew in wisdom and stature, and in favour with God and men." Luke 2:52*

The Vision for a KingsWay graduate is: *that they may be confident, connected, actively involved, lifelong learners who are growing in **faith, hope and love in Jesus**.*

Schedule 6 of the Educational Training Act 2020 states that:

- *"A State Integrated school on integration continues to have the right to reflect, through its teaching and conduct the education with a special character provided by it."*
- *"Integration must not jeopodise the special character of a State Integrated school."*

Eleven components work in unison to support KingWay's vision for a KingsWay graduate.

It includes six curriculum components:

1. Vision for a KingsWay Graduate | MĀTAITIPU
2. The guiding Kaupapa/philosophy | MĀTAIRANGI
3. Weaving Learning Within & Across Learning Area | MĀTAINUKU
4. Supporting Excellence in Teaching and Learning Progress | MĀTAIOHO
5. Focus on Progress | MĀTAIREA
6. Community Connections and Relationships | MĀTAIAHIKĀ
7. Learning Areas and Subjects | MĀTAIAHO
8. Positive Climate for Learning | MANAAKITANGA
9. Extra Curricular Programme (SLAMS) | PĀHEKOHEKO
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11. Supports for Student Learning | NGĀRATONGA WHAKAHAERA
12. Evaluation for Improvement | TE ARO MĀTAI

Although learning areas are outlined separately to maintain their unique identity, in practice there will be an emphasis on seeking natural connections between learning areas, exploring future focussed issues and a commitment to teach Christianly.

This document replaces any previous versions of the school curriculum documents and allows teachers the scope to design future classroom practice and planning. The delivery of the curriculum will focus on teacher actions that promote learning for all students and, therefore, this document also outlines effective principles around teaching practice, assessment, resource selection and e-learning.

As curriculum design and review is an ongoing cyclic process, this edition will be continually evaluated and formally reviewed in its entirety on a four-year cycle. I trust that you will embrace the essence of this document and that you will join us as we seek to glorify God through Christian education.

Graeme Büdler
Executive Principal

KINGSWAY MĀTAIAHO / CURRICULUM



1 Vision for a KingsWay Graduate MĀTAITIPU

The students are central to why KingsWay exists. KingsWay School's different areas share a common aim: to promote and support the vision for a KingsWay graduate. We aim for students to thrive, developing a love for Jesus and lifelong learning.

*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



2 The Guiding Kaupapa/Philosophy MĀTAIRANGI

The overarching kaupapa, expressing what is central to KingsWay School, and its vision for education.

Our 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."

Our School Verse

"And Jesus grew in wisdom and stature, and in favour with God and men." Luke 2:52

Our Motto: Servant Leaders

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

Our School Vision

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

SPECIAL CHARACTER

STATEMENT OF FAITH

KingsWay School is non-denominational. Whilst teachers and school families represent many different Christian congregations, we hold to the following truths:

- We believe in one God, eternally existing in three persons: the Father, the Son, and the Holy Spirit. God is love, God is holy, and God is the source of all wisdom.
- In His sovereignty, God created the heavens and earth, and declared them good. God upholds and sustains all things.
- We believe in Jesus Christ, the only Son of the Father. Through Him and for Him all things were created. He is God incarnate, the true image of God, fully God and fully human.
- God created human beings in His own image. As image bearers we are designed for relationship with God and with one another, are blessed to be fruitful and productive in all areas of life, to the glory of God, and are entrusted with the stewardship and care of God's world.
- Our relationship with God, with others, and with creation was fractured when sin, evil, and death entered the world. All have sinned and are unable to restore their relationship with God by their own efforts.
- Therefore, God sent His only Son into the world. Jesus Christ was conceived by the Holy Spirit, born of a virgin, and lived a holy, loving, and sinless life. He was crucified, died, and was buried. On the third day he rose from the dead. He ascended into heaven and now reigns at the right hand of the Father.
- Through Jesus' life, death, and resurrection, God revealed himself to the world, defeated the powers of sin, evil, and death, provided for our salvation and reconciliation to Him, inaugurated the kingdom of God, and is working to renew all things. Jesus' resurrection marks the beginning of the new creation.
- We believe in the Holy Spirit, who is at work in the world bringing people to faith, drawing them to God, guiding them into truth, and working in them regeneration and transformation so that those in Christ will be conformed to His image. All the redeemed in Christ are united by the Holy Spirit and belong to one, holy, universal Church.
- We believe that the Holy Scriptures of the Old and New Testaments are inspired by God. As the supreme account of God's activity in the world, they attest to Christ and are trustworthy and authoritative. The Holy Scriptures are God's word to us through human authors.
- Creation is moving toward its God ordained goal, when Christ will return as king, the dead will be resurrected, God will bring about His final justice and reconciliation, and the heavens and earth will be made new.
- To be disciples of Christ is to respond to Christ's call and to participate in God's story as revealed in Scripture: to seek to know God's word and bear witness to His gospel; to

[i] We also hold to the Apostles Creed and the Nicene Creed, the first two historic creeds of the Christian faith.
Please refer to the KingsWay website for a detailed description of 'Our Faith' and Theological Framework.

seek to know and share in God's work and world; to form communities of faithfulness; and to be co-labourers with Christ in the renewal of all things. [i]

SPECIAL CHARACTER GUIDELINES

KingsWay School is a non-denominational Christian community of learning. It was founded to work in partnership with Christian parents to fulfil their responsibility for the education of their children. KingsWay provides a Christ-centred learning environment where all aspects of school life, learning, and relationships are informed by Scripture and shaped by the gospel of Jesus Christ. The core beliefs, commitments, and values outlined in the documents "Our Faith" and the "Theological Framework," are expressed through the seven core practices of the Special Character Guidelines. Each practice aligns with and is an outward expression of a core area of the Theological Framework.

THE SEVEN CORE PRACTICES
Their purpose and function

The seven core practices guide our school as we seek to provide an environment where students can grow in faith, hope, and love. They are designed to be the structural framework for schools to shape and evaluate their implementation of the Kingsway Trust's vision for Christian education. These practices will also provide the framework for triennial Special Character reviews. While all seven practices encourage growth in faith, hope, and love, each practice aligns more with one than with the others. We endeavour to be communities that are inspired by the love of God, heartened by faith in Jesus Christ, and motivated by gospel hope.

Theological Framework →	Seven Core Practices
Participation	Prayer and other spiritual practices
Holy Scripture	Engaging with the Scriptures
Human Formation	Christ-like character formation
Community/People	Valuing and respecting others
Knowing/Learning	Thinking theologically
Curriculum/Pedagogy	Delivering a Christ-centred Curriculum
Community Engagement & Work/Vocation	Mission/Vocation/Service

Inspired by Love/Aroha we...	1	foster a culture and habit of prayer/karakia and sensitivity to the leading of the Holy Spirit, desiring to connect with God and see his kingdom come in every situation;
	2	value and treat ourselves and others with respect and consideration, recognising that we are all created in God's image and are deeply loved by God;
	3	fix our eyes on Jesus and seek to grow in Christ-like character while extending grace towards others, recognising that we are each a work in progress.
Heartened by Faith/ Whakapono we...	4	provide students with opportunities to read, explore, and study the Scriptures so that they may encounter God, grow in faith and understanding, be renewed in their hearts and minds, and become skilled in interpreting the Scriptures wisely;
	5	endeavour to think theologically about all of life, searching out the truth together and listening to one another in humility;
	6	deliver a Christ-centred curriculum that is informed by Scripture, inspires curiosity, wonder, and respect for God's world, and enables students to see how Christ is connected to all their learning.
Motivated by Hope/ Tūmanako we...	7	cultivate an intentional outward focus expressed through mission, vocation, and service, participating in Christ's work of reconciliation, restoration, and renewal.

And the "faithfulness of Jesus Christ." The Greek term pistis Christou (Rom. 3:21-22; Gal. 2:16; and Phil. 3:9) can mean both. So when we say, "Heartened by faith..." we are thinking of both Christ's faith/faithfulness and our faith in Christ.
Please refer to the KingsWay School website for a detailed description of KingsWay Special Character guidelines.









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.

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 intentionally 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.



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.

KingsWay is committed to honouring and giving effect to Te Tiriti o Waitangi by embedding tikanga Māori, te reo Māori, and local mātauranga Māori into school policies, curriculum, and daily life. We consider ourselves to be covenantal partners with Māori and we strive to honour Te Tiriti as an outworking of Christian faith and practice. Our commitment includes:

TE REO MĀORI

KingsWay recognise that language learning and cultural understanding are fundamentally interconnected. Acquiring a new language exposes learners to the values, worldviews, and social norms embedded within that linguistic system, fostering deeper empathy and intercultural awareness. Consequently, KingsWay is committed to providing opportunities for te Reo Māori learning, recognising it as an essential vehicle through which mātauranga Māori is transmitted, negotiated, and internalised. Doing so actively honours Māori by encouraging learners to engage with a Māori worldview, promoting curiosity, respect, and meaningful dialogue.

MĀTAURANGA MĀORI

Mātauranga Māori holds an essential place in New Zealand schools. All learners, Māori and non-Māori alike, should have the opportunity to engage with a unique body of knowledge that seeks to make sense of the world around us. As a result, KingsWay incorporate local mātauranga Māori in curriculum, planning, and practice.

TIKANGA MĀORI

Embedding tikanga Māori in daily school practices further develops learners' appreciation and understanding of a Māori perspective. The incorporation of practices such as mihi whakatau, pepeha, times of whakawhanaungatanga, and the sharing of kai, as well as the celebration of Māori events, help to ensure that Māori ways of being are visible and valued within school life. Relationships with mana whenua, involvement of kaumatua and kuia, and ongoing staff development, ensure KingsWay embed tikanga Māori authentically and meaningfully.

PARENT PARTNERSHIP

Parent partnership is fundamental to how we operate at KingsWay School. We recognise parents and whānau as children's primary educators. Scripture clearly demonstrates a parent's responsibility to spiritually guide and equip their children for engagement with the world. We partner with our parents as active, respected, and valued partners in their child's learning and spiritual development.

We believe that transparent, timely, and honest communication with parents is essential for supporting their child's learning, managing pastoral care issues and well-being concerns, and creating a sense of place and belonging at school.

Partnering with parents and whānau involves building trusting and collaborative relationships that result in collective planning and decision making. We consult regularly with parents and whānau to ensure partnership and meaningful engagement in the school's direction and wider life.

Parent partnership occurs throughout a child's journey at KingsWay School. As we move toward most students enrolling in Year 0, this partnership can extend for many years and will look different as students progress through school.

EXCELLENT, INCLUSIVE, EQUITABLE LEARNING FOR ALL STUDENTS

At KingsWay we endeavour to ensure that all students, "reach their full potential as servant leaders in the kingdom of God." We seek to equip all students to excel in whatever vocation God calls them to undertake. We will outwork this principle by, amongst others:

- Setting high expectations for all students.
- Offering differentiated teaching practices and learning

opportunities that enable students to meet those expectations.

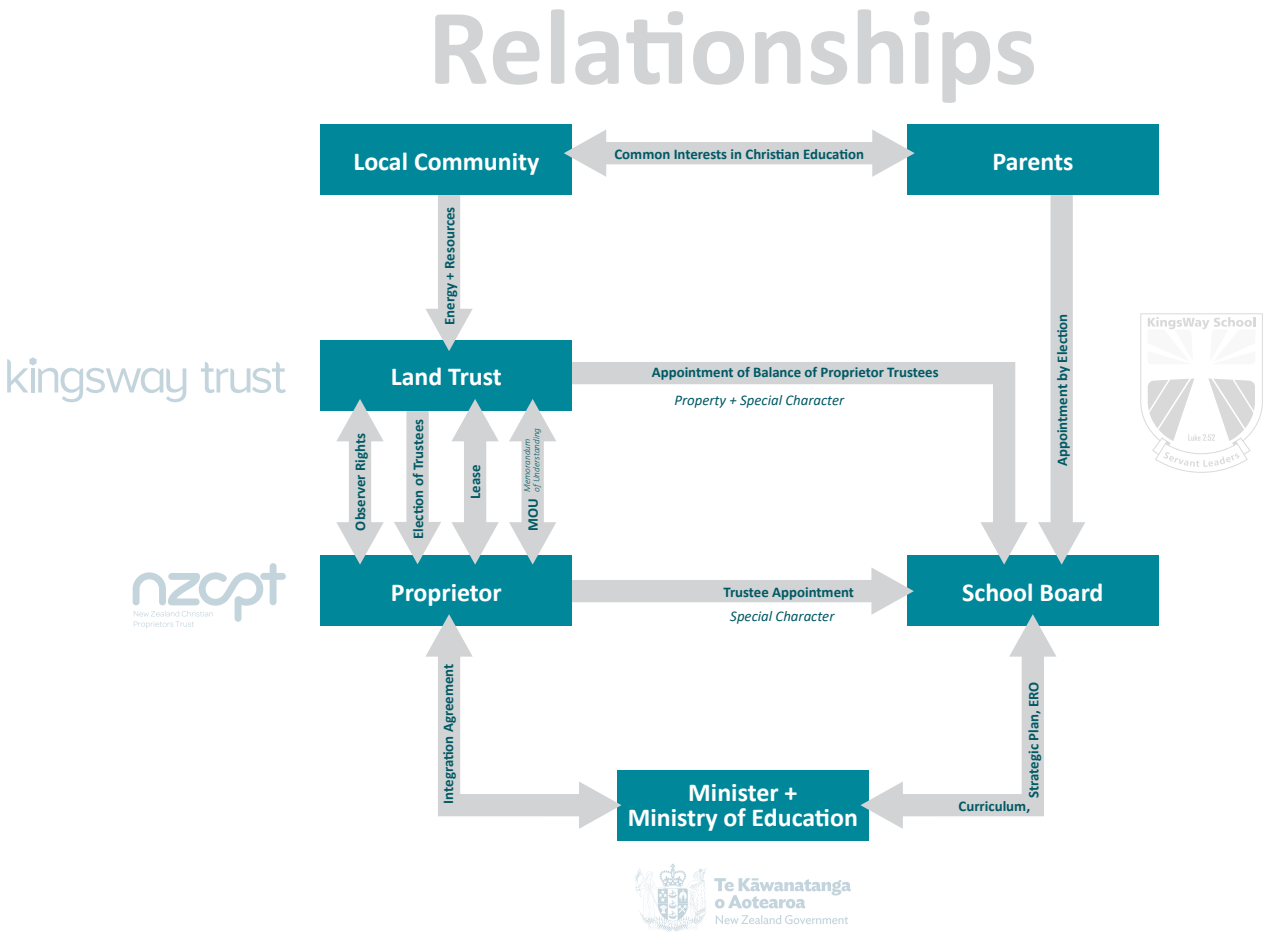
- Offering a range of subject choices that cater for different aptitudes and interests.
- Modelling the value of becoming a lifelong learner.

SCHOOL CURRICULUM DESIGN AND REVIEW

KingsWay is a school that values the voices of all its stakeholders and their roles at KingsWay and we seek to include their voice and aspirations in the new curriculum.

We consult with the following stakeholders when designing our new curriculum:

- Ministry of Education (MoE) - the organisation who establishes the guidelines for the curriculum and establishes the legislative framework.
- The KingsWay Trust (KWT) - the KingsWay School land trust overseeing land and buildings.
- The New Zealand Christian Proprietors Trust (NZCPT) - the organisation with oversight of our Christian special character.
- The KingsWay School Board - the group with oversight of governance of the school.
- The Senior Leadership Team (SLT) - the leaders across the school with oversight of daily leadership and management of KingsWay School.
- KingsWay Staff - the employers with the responsibility of delivering and outworking the curriculum.
- Tangata Whenua - the group we consult with who provide a Māori voice.
- Whānau/parents - we exist to partner with parents in the education of their children.
- Alumni - the group of past students who have a strong historical connection to KingsWay.
- Wider community - interested and invested community groups such as churches and tertiary providers.
- We value the voice of our current students.



3 Weaving Across the Curriculum MĀTAINUKU

The curriculum broadens the view of success to recognise and equally value student achievement and progress. It focuses on ensuring that KingsWay sets high expectations for all students, enabling all to learn and reach their full potential. We address inequities and ensure all learners develop the capabilities, and literacy and maths skills that are essential to support lifelong learning.

CROSS-CURRICULAR LEARNING

At KingsWay School, certain learning is intentionally woven through all subjects and learning areas wherever possible, maximising authentic opportunities for students to make meaningful connections across their learning. Rather than being confined to a single programme or department, these areas are integrated into curriculum design, planning, classroom practice, and assessment, making them a natural and consistent part of the learning experience. They are transferable skills and understandings that equip our students for life beyond school, helping them to navigate challenges, make thoughtful decisions, and contribute positively to their communities. This intentional integration also provides a shared framework and common language for teachers, enabling staff to collaborate effectively, align their practice, and reinforce consistent messages that strengthen both learning and our wider school culture.

CAPABILITIES

Capabilities are broad, holistic attributes that enable students to adapt, apply and transfer their learning in diverse and changing contexts. They encompass knowledge, skills, dispositions, values, and attitudes and are embedded within and across the knowledge and practices of each learning area.

Developing capabilities is essential for lifelong learning, life, work and contributing meaningfully to society.

These capabilities are explored within the learning areas of this knowledge-rich curriculum, emerging authentically from the content rather than being added as a separate layer in the curriculum. Teachers need to notice where capabilities are emerging within the content and recognise and respond when students need explicit support to develop them. Just as capabilities are embedded in each learning area, assessment of capabilities should be embedded in the learning of knowledge and practices.

The following capabilities are common across all learning areas and are prioritised in planning. Rich learning experiences within and across learning areas support students to progressively develop these capabilities.

- **Communication** which includes actively listening and participating, adapting self-expression to the audience and context, and confidently and safely using digital tools to access information and communicate with others.
- **Relating to others** which includes, working productively together, acting with personal integrity and responsibility, respecting the views and opinions of others, and demonstrating ethical and cultural understanding and responsiveness.
- **Self-management and self-regulation** which includes setting personal goals and reviewing them, managing behaviour in a range of situations, organising and planning how to go about a task, and adapting strategies for success.
- **Problem solving** which includes identifying problems, justifying ideas, linking causes with consequences, critical thinking, and testing and evaluating solutions.
- **Creativity** which includes experimenting to shape and explain thinking, demonstrating intellectual curiosity, and the ability to look at things from multiple perspectives, co-creating and refining ideas and encouraging imagination.

BICULTURALISM

At KingsWay School, we intentionally engage with and weave throughout our curriculum Māori perspectives, language, and practices across learning areas as an expression of our commitment to TeTirit o Waitangi. We provide opportunities for students to explore tikanga, te reo Māori, and the rich narratives of local iwi, while encouraging respectful relationships and genuine partnership in our teaching practices. By embedding these principles in everyday learning, we nurture a deeper sense of identity, belonging, and cultural responsiveness within our school community.

SEAMLESS CURRICULUM

At KingsWay School, streamlining learning across different subjects and areas through curriculum mapping, tracking, and assessment is essential to ensure a coherent and continuous educational journey for our students. By carefully aligning what is taught at each year level, we can identify and address potential gaps, avoid unnecessary repetition, and ensure that every learning experience builds progressively on prior

knowledge and skills. This approach is particularly powerful at KingsWay, where students have the unique opportunity to move seamlessly from Years 1–13. Thoughtful curriculum planning and robust assessment practices allow us to maximise this continuity, supporting each student to achieve their full potential while fostering a connected, purposeful, and engaging learning pathway throughout their entire school life.

Equipping our learners for the future and learning work begins with a seamless vertical curriculum that begins at primary level and specialises by the time a student is in Senior School.

FUTURE LEARNING & WORK

The KingsWay curriculum ensures that student learning is relevant to the lives of New Zealanders today as well as in the future. Our vision for future learning and work is for all students to experience relevant and meaningful learning that nurtures them to realise their full potential, confidently transitioning into society according to their God-given calling and purpose. It equips them with the skills, knowledge, and pathways to succeed in their vocational calling, aspirations and priorities, leading to gainful employment.

It is most important for all students to have a clear perception of pathways to their final year at KingsWay School and be well prepared to enter the wider world of employment, training and/or further tertiary education.

Our commitment to future learning and work at KingsWay School includes:

- Integrating skills and knowledge of future learning and work as an integral part of preparing students for life beyond school from Year 1-13.
- Planning and developing Careers Education and Guidance programmes, including professional development for staff.
- Ongoing strategic planning for Careers Education and Guidance, linking goals with curriculum and pastoral care.
- Using the career benchmarks Years 7-13 as a self-review tool for reflective practice and strategic planning.
- Equipping students with an understanding of how to make career decisions, access career information and use various career tools available to help them identify their values, abilities, skills, aptitudes and interests.
- Working with students at risk of leaving school without NCEA Level 2 or unprepared to transition to work or further education/training.
- Supporting the transition to employment by providing vocational placement opportunities in Senior School through the Gateway programme.
- Leveraging STAR vocational opportunities to support students to explore career pathways and provide flexible courses that respond to students' needs, motivate them to achieve, and facilitate their smooth transition to further education, training or employment.

LITERACY AND NUMERACY

Strong literacy and maths skills provide a foundation for learning for students. These foundational skills are critical factors to their success throughout their education from early learning to the end of their Senior School years and beyond. Literacy and maths knowledge are critical for communication, creativity, participating in society and as lifelong learners.

Explicit teaching of reading, writing and maths is a priority in Years 0-8 with specific time requirements followed.

In the first phase (Years 0-3) students thrive in environments that are rich in literacy, communication, mathematics, and statistics. During this phase, these are anchored in English and Mathematics & Statistics. A year-by-year scope and sequence is used. As learners progress through each phase, learning shifts from foundational skills to the subject specific demands of the different learning areas and to contexts outside of the classroom.

This design ensures coherence and consistency in learning as a whole at each phase, while focussing on the learning-area-specific use of:

- Literacy processes and strategies, vocabulary, features and structures of texts, text analysis, and communication.
- Numeracy practices for identifying and mathematical and statistical components of a situation, applying and using mathematical and statistical concepts and procedures, and critiquing and explaining ideas and findings.

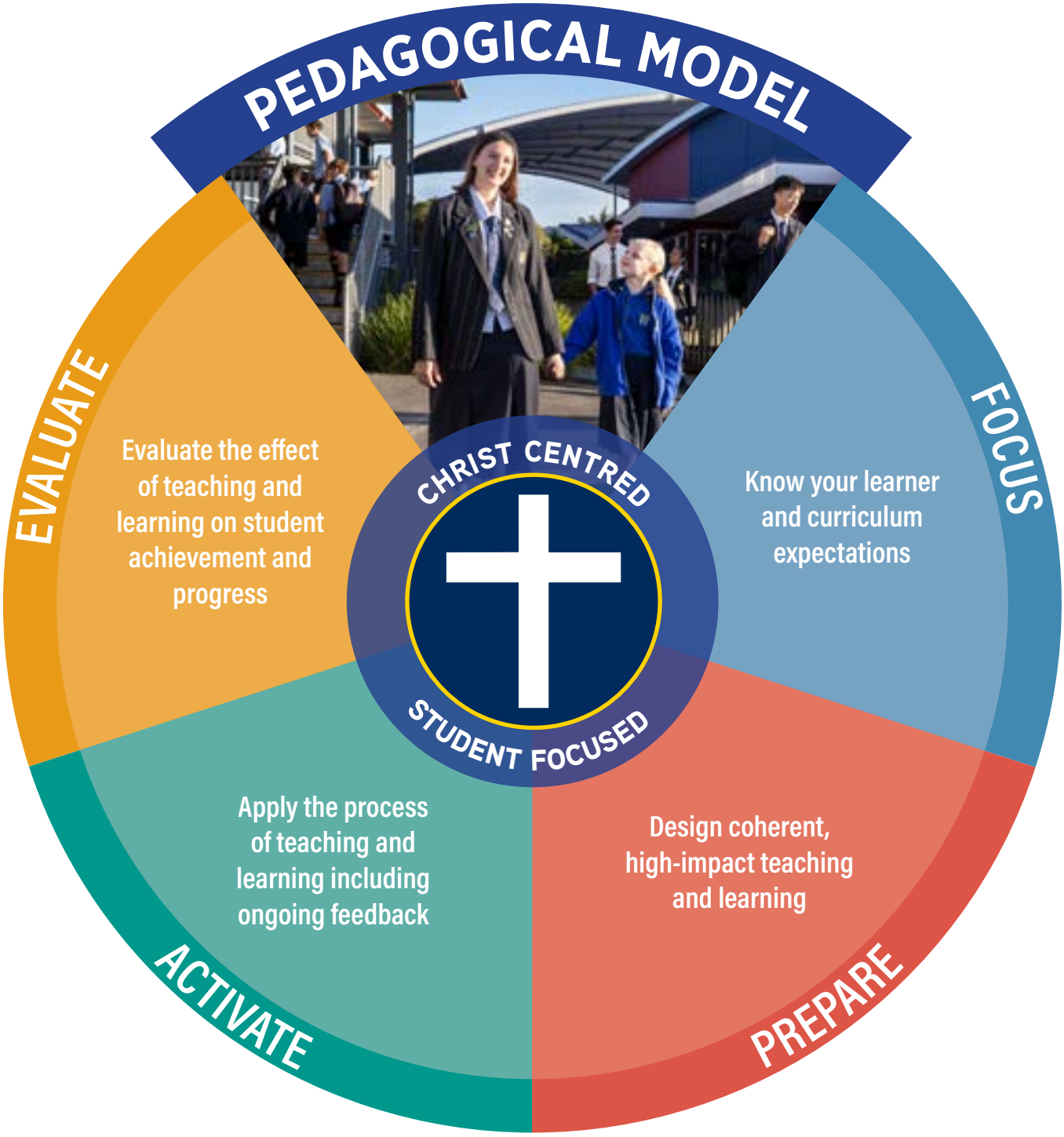
Kaiako support English Language Learners to access the curriculum at the same pace as their peers through tailored language-rich experiences that draw from the home languages of these learners.

STRENGTH FINDERS

The StrengthsExplorer and StrengthsFinder programmes provide a powerful foundation for personal growth at KingsWay School, beginning with StrengthsExplorer in Years 7–10 and progressing to StrengthsFinder in Years 11–13. These tools help students identify and understand their unique talents, building confidence and self-awareness as they move through each stage of their learning. As a school, we use this shared strengths-based language across all year levels, creating consistency and supporting meaningful conversations about who students are and how they learn best. By intentionally weaving the benefits of the programme into all learning areas, we empower students to apply their strengths in academic, social, and personal contexts, ultimately helping them thrive both inside and outside the classroom.

4 Supporting Excellence in Teaching And Learning Progress MĀTAIOHO

The curriculum starts from the premise that all students are image bearers of God who can achieve their full potential and excel for His glory and service. Teachers use evidence informed pedagogies and practices and engaging contexts to enable all students to access and engage with the curriculum. Their progress through the phases of learning is coherent, cumulative and strengths based. We are committed to ensuring our teachers are empowered and capable through differentiated and regular professional development.



PEDAGOGY AT KINGSWAY SCHOOL

MODEL OF PEDAGOGY

CHRIST CENTRED AND STUDENT FOCUSED

KingsWay's pedagogical model is both Christ-centred and student-focused, shaping every aspect of teaching and learning through intentional special character formation. We are deeply committed to integrating Christian special character into all planning and practice, ensuring that authentic Christian education is not treated as an add-on, but as the foundation of the entire learning experience. This means deliberately aligning faith with every learning area so that there is no dissonance between what is taught and the biblical worldview we uphold. Drawing on an adapted version of CEN's Transformation by Design framework for teacher planning, our approach seeks to form the whole learner—engaging the head (intellect), heart (character), and hands (action). Through this holistic model, we cultivate deep, meaningful transformation, encouraging students to see their education as a pathway to knowing God more fully, growing in Christlike character, and serving others with purpose, wisdom, and integrity.

Flowing from this foundation are four interconnected steps that guide effective teaching practice.

FOCUS

At KingsWay School, the Focus phase establishes the foundation for effective teaching and learning. It begins from a Christ-centred and student-focused starting point and is built on two key commitments: knowing the learner and knowing the curriculum expectations.

Teachers intentionally gather and reflect on each student's cultural identity, background, strengths, prior learning, and learning needs. A strong emphasis is placed on knowing Māori learners well—their identity, language, experiences, and aspirations—so teaching is responsive, inclusive, and builds a strong sense of belonging and success. Student agency is an important feature of this phase, with learners encouraged to have voice, choice, and ownership in their learning so they can actively engage in and influence their learning journey. Alongside this, teachers maintain a clear understanding of the New Zealand Curriculum, ensuring learning is purposeful, appropriately challenging, and clearly aligned to expected outcomes.

Together, these elements ensure planning responds with clarity about what students need to learn and who they are as learners. This enables teachers to design learning that is relevant, differentiated, and responsive.

Strong relationships underpin this phase. Through knowing students well, listening carefully, and providing consistent support, teachers create safe and respectful learning environments where students are encouraged to engage, take risks, and grow.

PREPARE

The Preparation phase ensures learning is intentionally designed, coherent, and aligned to curriculum expectations using a modified Transformation by Design planning approach. Formational Learning develops the mind, captivates the heart, and equips the hand, shaping and forming the whole person to reflect the image of God and live out the hope of Christ.

Planning builds on knowledge of learners and curriculum expectations to clearly define what will be learned, how progress will be supported, and how success will be measured. High-Impact Teaching Strategies (HITS) are deliberately selected to maximise impact.

High-quality, curriculum-aligned resources, including digital technologies, are used to clarify concepts, scaffold learning, and increase engagement. Digital learning is underpinned by expectations for ethical, responsible, and discerning use, supporting students as Christians in a digital world.

Planning aligns with the Teaching Observation Framework and reflects KingsWay's special character, ensuring development of the whole learner—head, heart, and hands.



In Christian education, we seek to shape the whole learner through the integration of Head, Heart, and Hands. The Head develops understanding of God's truth and wisdom. The Heart nurtures Christ-like character, faith, and affections. The Hands put learning into action through service, stewardship, and loving others. Together, Head, Heart, and Hands help learners grow in knowledge, character, and purposeful living for God's glory.

Key planning principles include:

- **Learning environment:** safe, structured, inclusive, relationship-rich
- **Clarity:** explicit learning intentions and success criteria
- **Explicit teaching:** modelling, guided practice, and sequencing for mastery
- **Differentiation:** planned support, challenge, and extension
- **Engagement:** relevant, meaningful, culturally responsive learning
- **Collaboration:** structured opportunities for dialogue and inquiry
- **Questioning and feedback:** designed to deepen thinking and guide next steps

- **Cognitive load:** sequencing and scaffolding based on prior knowledge
- **Agency:** goal setting, reflection, and self-regulation
- **Culturally responsive practice for Māori learners:** embedding te ao Māori, te reo Māori, tikanga, and relational pedagogies that support success as Māori
- **Special character:** integrating head (thinking), heart (character), and hands (application in service). Special character core practices are evident.

Resources: *HITS (page 20)*

ACTIVATE

This phase focuses on the active implementation of preparation through planned, high-quality teaching, responsive practice, intentional use of resources, and ongoing assessment for learning. Effective learning results from deliberate, research-informed teaching that is continuously refined in response to student need.

Practice is informed by High-Impact Teaching Strategies, the Science of Learning and Assessment for Learning principles reflected in the KingsWay Teaching Observation Framework to ensure clarity, engagement, and progress.

Teaching is grounded in two non-negotiables:

- KingsWay's Christian special character, expressed through a Christ-centred worldview and the NZCPT seven core practices.
- Aotearoa New Zealand's bicultural commitment, including Te Tiriti o Waitangi, culturally responsive practice, and Māori learner success as Māori.

High-quality resources and digital tools are used to support understanding and engagement.
Teachers gather and interpret evidence of learning throughout and after instruction, not only at the end of units. Assessment for Learning strategies—including questioning, observation, feedback, modelling, and student self-assessment—inform responsive teaching and early identification of misconceptions.

Resources: *Teaching as Inquiry (below)*

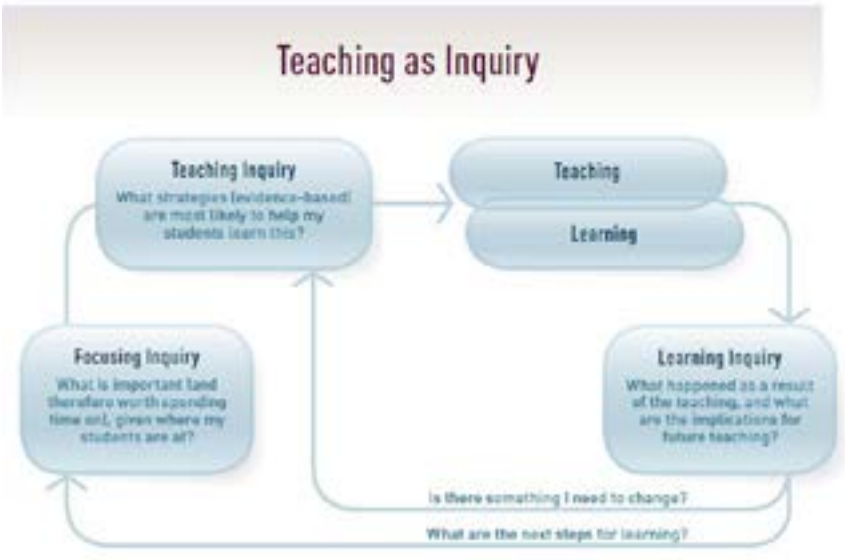
EVALUATE

The Evaluation phase is a continuous inquiry cycle focused on improving teaching and learning. Professional learning, coaching, and collaborative inquiry strengthen consistent, high-impact teaching practice across the school.

Moderation and collaborative review ensure consistency and alignment with curriculum expectations. Teachers analyse assessment data, student voice, progress tracking information, and evidence of learning to identify trends, evaluate impact, and refine future teaching. Clear tracking of student progress and achievement supports timely interventions and informed decision-making. Reporting to whānau is an important part of this phase, strengthening learning partnerships through regular communication about progress, achievement, and next steps.

A de-privatised teaching model supports this process, with open classrooms, leadership walkthroughs, observation, and coaching strengthening professional growth and accountability. Feedback is normalised as part of a collaborative culture of improvement.
Teachers evaluate the impact of teaching and learning and determine next learning steps for students. This cycle strengthens intentional, evidence-informed teaching and ensures continuous improvement in both practice and learner outcomes, grounded in KingsWay's Christian special character and Aotearoa New Zealand's bicultural commitments.

Appendix: *Lesson Observation Sheet.*





EVIDENCE BASED PEDAGOGICAL INSTRUCTIONAL PRACTICES - HITS

1. Setting Goals

Overview

Lessons have clear learning intentions with goals that clarify what success looks like.

Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.

Key elements

- Based on assessed student needs
- Goals are presented clearly so students know what they are intended to learn
- Can focus on surface and/or deep learning
- Challenges students relative to their current mastery of the topic
- Links to explicit assessment criteria

Related effect sizes*

- Goals – 0.56
- Teacher clarity – 0.75

2. Structuring Lessons

Overview

A lesson structure maps teaching and learning that occurs in class.

Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.

Key elements

- Clear expectations
- Sequencing and linking learning
- Clear instructions
- Clear transitions
- Scaffolding
- Questioning/feedback
- Formative assessment
- Exit cards

Related effect sizes*

- Scaffolding – 0.53
- Formative evaluation – 0.68
- Teacher clarity – 0.75

3. Explicit Teaching

Overview

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it.

The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).

Key elements

- Shared learning intentions
- Relevant content and activities
- New content is explicitly introduced and explored
- Teacher models application of knowledge and skills
- Worked examples support independent practice
- Practice and feedback loops uncover and address misunderstandings

Related effect sizes*

- Goals – 0.56
- Worked examples – 0.57
- Time on task – 0.62
- Spaced practice – 0.60
- Direct instruction – 0.59
- Teacher clarity – 0.75

4. Worked Examples

Overview

A worked example demonstrates the steps required to complete a task or solve a problem.

By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load.

The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.

Key elements

- Teacher clarifies the learning objective, then demonstrates what students need to do to acquire new knowledge and master new skills
- Teacher presents steps required to arrive at the solution so students' cognitive load is reduced and they can focus on the process
- Students practice independently using the worked example as a model

Related effect sizes*

- Worked examples – 0.57
- Spaced practice – 0.60

5. Collaborative Learning

Overview

Collaborative learning occurs when students work in small groups and everyone participates in a learning task.

There are many collaborative learning approaches. Each uses varying forms of organisation and tasks.

Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.

Key elements

- Students work together to apply previously acquired knowledge
- Students cooperatively solve problems using previously acquired knowledge and skills
- Students work in groups that foster peer learning
- Groups of students compete against each other

Related effect sizes*

- Peer tutoring – 0.55
- Reciprocal teaching – 0.74
- Small group learning – 0.49
- Cooperative learning vs whole class instruction – 0.41
- Cooperative learning vs individual work – 0.59
- Cooperative learning vs competitive learning – 0.54

Months of progress**

- Collaborative learning +5
- Peer tutoring +5

6. Multiple Exposures

Overview

Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.

Key elements

- Students have time to practice what they have learnt
- Timely feedback provides opportunities for immediate correction and improvement

Related effect sizes*

- Time on task – 0.62
- Spaced practice – 0.71
- Feedback – 0.73

Months of progress**

- Mastery learning +5

7. Questioning

Overview

Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives.

Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view.

Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.

Key elements

- Plan questions in advance for probing, extending, revising and reflecting
- Teachers use open questions
- Questions used as an immediate source of feedback to track progress/understanding
- Cold call and strategic sampling are commonly used questioning strategies

Related effect sizes*

- Questioning – 0.46

8. Feedback

Overview

Feedback informs a student and/or teacher about the student's performance relative to learning goals.

Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal.

Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.

Key elements

- Precise, timely, specific, accurate and actionable
- Questioning and assessment is feedback on teaching practice
- Use student voice to enable student feedback about teaching

Related effect sizes*

- Feedback – 0.73

Months of progress**

- Feedback +8

9. Metacognitive Strategies

Overview

Metacognitive strategies teach students to think about their own thinking.

When students become aware of the learning process, they gain control over their learning.

Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.

Key elements

- Teaching problem solving
- Teaching study skills
- Promotes self-questioning
- Classroom discussion is an essential feature
- Uses concept mapping

Related effect sizes*

- Teaching problem solving – 0.63
- Study skills – 0.60
- Self-questioning – 0.64
- Classroom discussion – 0.82
- Concept mapping – 0.64

Months of progress**

- Metacognition and self-regulation +8

10. Differentiated teaching

Overview

Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point.

The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations.

To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.

Key elements

- High quality, evidence based group instruction
- Regular supplemental instruction
- Individualised interventions

Related effect sizes*

- RTI - 1.07
- Piagetian programs - 1.28
- Second and third chance programs - 0.5

Months of progress**

- Individualised instruction +2
- Mastery learning +5

LEARNING THAT IS VISIBLE

OBSERVATION TEMPLATE

Reflection on Observation	
Domain	**What this looks like in practice**
Evidence of Christian Special Character **Aligns with:** • HITS • NZCPT Special Character Guidelines	Core Practices • Prayer and other spiritual practices • Valuing and respecting others • Christ-like character formation • Engaging with the scriptures • Thinking theologically • Delivering a Christ-centred Curriculum • Mission/Vocation/Service
Learning environment **Aligns with:** • HITS • Evaluation Indicators 4.3	• Lessons follow a clear structure, with purposeful routines and clear transitions.* • Learners appear settled and attentive. Learning time is maximised and learners are supported to stay on task. • Respectful, responsive and reciprocal teacher-learner and learner-learner relationships are observed. ^ Teachers interact with learners throughout the classroom. • Teachers create a safe, respectful and inclusive physical, social and emotional environment that encourages participation and collaboration for successful learning. ^ • Learners can see their identity, culture and community represented in the classroom, learning materials and lessons.
Clear expectations **Aligns with:** • HITS • Evaluation Indicators 4.1	• Lessons have a clear learning intention, shared with learners. • Learning tasks are specific and unambiguous. Learners know what they are expected to understand, know and do (success criteria). * • High expectations for learners are evident^, and it is clear how students can demonstrate progress and achievement.
Explicit teaching **Aligns with:** • HITS • Evaluation Indicators 4.3	• Teachers introduce and model skills, and provide clear, explicit instructions on how to achieve mastery. * • Teachers provide exemplars that unpack the learning process / intended learning • and 'think alouds' to demonstrate new skills. * • Teachers summarise learning, 'tying it all together' at the end of the lesson. *^ • Learners are provided with time to practise new skills and are able to focus on understanding the steps needed to complete the task / solve the problem. *
Differentiated learning **Aligns with:** • HITS • Evaluation Indicators 4.5	• Teachers know their learners and the ways they learn best. Teachers understand learner readiness, progress and need for extension. • Teachers differentiate learning 'in the moment' to meet the needs of learners • individually and as a group. • There are opportunities for all learners to learn and experience challenge and success, with individualised interventions and support as required. *
Engagement in learning **Aligns with:** • HITS • Evaluation Indicators 4.2 • Tapasā	• Teaching is relational, affirming, culturally responsive and mana enhancing, enabling inclusive participation. ^ • Learners appear engaged in meaningful work, appropriately challenged and encouraged to take risks with their learning. • Lessons incorporate knowledge of learners' interests, questions, experiences, • cultures, languages and background. ^ • Learners with a first language other than English, or with different needs or abilities, receive relevant individualised support to access learning. ^ • Teachers understand and value the importance of learners' identities, languages and cultures. Teaching draws on the cultural knowledge, languages, experiences, perspectives and skills of all learners to enhance engagment and belonging. ^



Collaborative learning **Aligns with:** • HITS	• Opportunities for student-led collaborative learning, including peer, small group and mixed ability grouping. ^ • All learners participate in meaningful tasks and know what they are doing / their role in a group. ^ • Teaching encourages inquiry, active learning, problem-solving, collaboration and dialogue. ^
Questioning & feedback **Aligns with:** • HITS	• Questioning is open and improvement focused, used to check for understanding, stimulate thinking and discussion, and to focus attention. *^ • Feedback is specific, timely, strengths-based and interactive. Learners are encouraged to reflect on their learning and progress. ^ • Formal and informal feedback provides opportunities for immediate correction and improvement, and emphasises opportunities to learn and self/ peer assess (formative) ^* as well as to reflect on mastery (summative). ^
Scaffolding, managing cognitive load **Aligns with:** • HITS	• Teaching is intentionally sequenced and connects to / builds upon previous knowledge and learning. *^ • Learners are provided with individualised scaffolding, teaching responds to learner interests, questions and insights. ^* • Learners receive multiple exposures to new skills / knowledge and numerous opportunities to practise, demonstrate understanding and apply new learning. ^* • Teachers help learners to see continuity of learning over time and growing • capability, and consider learners' cognitive load when introducing new concepts.*
Learner agency & metacognition **Aligns with:** • HITS • Evaluation Indicators 4.3	• Teaching helps build learner agency and self-efficacy^, supporting learners to talk about how they learn best, ^ and consciously build learners' self-regulation, goal setting, motivation and study skills. • Teaching fosters learner beliefs in their own capabilities to learn successfully and consider how to best approach learning tasks / solve problems. • Learners can talk about how they learn best^ and have opportunities to plan, monitor and evaluate their own progress and comprehension through self-reflection and classroom discussion.
Culturally-responsive pedogogies for Māori learners **Aligns with:** • HITS	• Teachers know and specifically support the aspirations of Māori learners to achieve educational success as Māori. Cultural competencies of Tātaiako can be observed in teaching practice. ^ • Whanaungatanga Teachers actively engage in respectful working relationships with Māori learners. Invitational, respectful, reciprocal relationships with Māori learners is evident. • Maanaakitanga Teachers show integrity, sincerity and respect towards Māori beliefs, language and culture. Te reo Māori and tikanga Māori is visible and normalised by the teacher and learners. • Tangata Whenuatanga Teaching affirms Māori learners as Māori and provides contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed. Relevant curriculum connections are made to the environment, local marae, te ao Māori and mātauranga Māori. • Ako Teachers take responsibility for their own learning and that of Māori learners. High expectations for Māori learners is evident. Māori learner agency and self-efficacy is evident.

Key:
^ culturally-responsive practice *management of cognitive load

LEARNERS AT RISK

INCLUSIVE EDUCATION

We value all people and believe that all students deserve to be educated in ways that cater for their needs. Our guiding principles include:

- Students, whānau and parent partnership are at the centre of their education.
- All students are to have excellent opportunities and can achieve great outcomes. Students who experience barriers to learning have the same right to high quality education as every other student.
- A student's language and culture comprise a vital context for learning and development and is taken into consideration when planning learning programmes.
- We work to reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs.
- Leaders need to ensure that priority learners are identified through collating and sharing of data.

KingsWay School is committed to providing a safe, inclusive, and supportive learning environment where all students can belong and achieve their highest possible educational outcomes. The school fulfils its legal and regulatory responsibilities by promoting equity, respecting diversity, and responding effectively to discrimination, bullying, and barriers to learning. Inclusive education at KingsWay is underpinned by strong governance, high expectations for all learners, partnership with whānau and the community, alignment with national education strategies, and a commitment to cultural diversity, bicultural foundations, and special character.

PRIORITY LEARNERS

At KingsWay School, priority learners are those students whose progress and achievement require deliberate focus to ensure equitable and excellent outcomes. These typically include Māori and Pacific learners, students with additional learning needs, English language learners, and any students identified through data as being at risk of not achieving their potential. We are committed to knowing each of these learners well—academically, culturally, and personally—so that targeted support, culturally responsive practice, and strong partnerships with whānau can be put in place.

By intentionally prioritising these students, we actively uphold KingsWay's value of **All People**, affirming the inherent worth of every individual and ensuring each learner is supported to flourish within our Christian community.

ENGLISH LANGUAGE LEARNERS

At KingsWay School, we recognise the vital importance of ESOL support for students whose first language is not English. We are dedicated to helping these learners quickly develop their English language skills so they can confidently participate in mainstream classes and fully engage with the curriculum. Through tailored instruction, small group support, and targeted resources, our ESOL programme focuses on building language proficiency, academic vocabulary, and communication skills. This personalised approach ensures students feel supported and empowered, enabling them to integrate successfully, achieve their academic goals, and thrive socially within the school community.

LEARNING SUPPORT

Recognition of the diverse and unique learning needs of students, who are created uniquely, in God's image.

The provision of support is through a tiered 'Response to Intervention' model. Teachers are supported by Learning Assistants to implement curriculum modifications and adaptations in response to the collection and analysis of student data. Students may be supported in the following areas of their learning (with or without a professional diagnosis):

- Social/Emotional
- Behavioural
- Communication
- Literacy and Numeracy
- Physical

The provision of differentiated support is provided in a variety of forms, including:

- Transitions
- Small group (Tier 2) interventions, using explicit instruction
- Collaboration with specialists from external agencies
- Independent Education/Behaviour Plans (IE/BP's)
- Application for Special Assessment Conditions (Year 9-13)
- Collaboration with teachers to identify specific student needs and track progress

GIFTED AND TALENTED EDUCATION

Gifted and Talented Education (GATE) seeks to identify students and respond creatively to the enhancement and differentiation of curriculum, ensuring the provision of enriching learning activities which motivate and equip them to develop as servant leaders in the KingsWay community.

GATE students thrive on the provision of experiences and differentiated curriculum, ensuring the provision of learning

activities which enables their exceptional ability and /or complex curiosity to be expressed.

GIFTED students display a unique response to their deep curiosity, flourishing when solving problems and responding to challenges. They show evidence of rapid learning and complex reasoning.

TALENTED students excel in one or more domain of the school curriculum, flourishing when provided with opportunities to develop to their full potential and express themselves in their areas of interest.

PATHWAYS AND CAREERS (YEAR 11-13)

YEARS 7 - 10
Students are supported using the Career Competency Framework across Year 7-10. Students are developed in three key areas: Self awareness, exploring opportunities and deciding and acting. The framework is embedded across curriculum and pastoral care. Students build confidence, understanding and practical skills over time. For details see our website link at: kingsway.school.nz/our-schools/middle-years/middle-years-pathways-and-careers

YEARS 11 - 13
At KingsWay School, the Pathways and Careers faculty plays a crucial role in guiding students as they explore their strengths, interests, and future opportunities. This dedicated team provides personalised support, helping each learner navigate educational and career options to find the path that best fits their goals and passions. Through career counselling, work experience placements, and access to a wide range of resources, the faculty empowers students to make informed decisions about their next steps, whether that be further study, training, or entering the workforce. By investing in this support, KingsWay ensures that every student is equipped to confidently pursue a fulfilling and purposeful future. For details see our website link at: kingsway.school.nz/our-schools/senior-years/careers

EXTERNAL LEARNING SUPPORT AGENCIES

At KingsWay School, we recognise that some students require additional support beyond what can be provided within the classroom. To ensure all learners have the best chance to succeed, we actively collaborate with a range of external agencies specialising in learning needs and challenges.

These partnerships allow us to access expert assessments, specialised interventions, and tailored support services that complement our in-school programmes. By working closely with these professionals, we are able to address diverse learning barriers effectively, providing personalised assistance that helps students overcome challenges and reach their full potential in a nurturing and inclusive environment.

EMPOWERED & CAPABLE STAFF

SPECIAL CHARACTER PROFESSIONAL DEVELOPMENT

At KingsWay School, special character professional development is a cornerstone of our commitment to teaching Christianly across all areas of learning. We recognise that embedding our Christian values into everyday teaching is a journey, and we are dedicated to supporting our teachers as they grow in their understanding and practice of faith-based education. All new staff members begin this journey with a thorough induction into Christian education, laying a strong foundation for their role within our community. From there, our specialised certification programme guides teachers towards becoming masters of Teaching Christianly, equipping them with the skills and confidence to integrate our special character authentically and effectively. To prioritise this important development, we dedicate Wednesday mornings before school specifically to special character professional learning, ensuring consistent focus and ongoing growth. This commitment ensures that our Christian worldview consistently shapes and enriches the learning experience for every student.

INDUCTION OF NEW STAFF

At KingsWay School, we take great care to warmly induct new staff into the unique culture and values of our community. This process begins with a comprehensive orientation day at the start of the year, designed to introduce new teachers to our vision, expectations, and the supportive environment they are joining. Induction then continues throughout the first semester with dedicated sessions every Wednesday morning, allowing new staff to deepen their understanding of our school's special character and teaching approach. A key focus during this time is the special character teaching induction, which equips teachers to confidently integrate Christian values into their classroom practice. This thoughtful, ongoing induction process helps new staff feel connected, prepared, and empowered to thrive at KingsWay School.

PROVISIONALLY CERTIFIED TEACHERS *(BEGINNER TEACHERS AND OVERSEAS TRAINED)*

At KingsWay School, we are deeply committed to supporting Provisionally Certified Teachers (PCTs) - both Overseas Trained Certified Teachers (OTTs) and Beginning Teachers (BTs) as

they navigate the early stages of their teaching careers. Our dedicated programme, facilitated by the school's Specialist Classroom Teacher (SCT), provides personalised guidance, mentoring, and professional development tailored to meet the unique needs of these educators. Through regular check-ins, targeted coaching, and access to resources, we help build their confidence, refine their teaching skills, and ensure they fully understand our special character and pedagogical approaches. This comprehensive support system enables new and internationally trained teachers to successfully integrate into our community and grow into effective, valued members of the KingsWay teaching team.

TEACHING AND LEARNING COACHES

At KingsWay we believe in tailoring professional development to meet the individual needs of our staff through a largely differentiated PD plan. Each teacher is supported throughout the year by Teaching and Learning Coaches/Superpowers who have a professional development "superpower," such as expertise in pedagogical practice or curriculum expertise, coaching teachers to grow in specific areas. A Specialist Classroom Teacher (Superpower) facilitates this personalised programme and follows a clear I do, we do, you do model—beginning with demonstration, moving into guided practice, and culminating in independent application. This approach ensures that professional learning is relevant, practical, and collaborative, empowering our teachers to develop their skills confidently and effectively within a supportive community.

PROFESSIONAL GROWTH CYCLE

At KingsWay School, our Professional Growth Cycle (PGC) is grounded in the belief that teachers are capable, reflective professionals. The process is designed to be mana-enhancing, supporting teachers to make informed, professional choices that strengthen their practice. Our model is built on high trust and centres on attestation drawn from naturally occurring evidence that teachers meet the Standards for the Teaching Profession. Attestation is delegated to a *tuakana* - a mentor teacher who understands the teacher's daily practice and context. This relationship upholds the principle of *ako*, recognising the reciprocal nature of learning from one another. To further promote a culture of growth and ensure the process is sustainable for middle leaders, each staff member is also supported by a growth coach. This role strengthens reflective practice and contributes to a learning culture that becomes a natural and integral 'way of being' at KingsWay School. Through these structures, we aim to build and sustain an organisational culture marked by ongoing reflection, collaboration, and professional excellence.

THE EXCELLENCE CENTRE

The Excellence Centre at KingsWay is a vital resource dedicated to equipping trainee teachers and supporting current educators both within our school and across the wider Christian education network. By providing specialised training, mentorship, and professional development opportunities grounded in Christian values, the centre helps cultivate skilled, confident teachers who are passionate about delivering high-quality, faith-based education. It also serves as a hub for collaboration and sharing best practices, strengthening the wider Christian education community. Through the Excellence Centre, KingsWay demonstrates its commitment to nurturing the next generation of teachers and uplifting educational standards within our faith tradition.

KINGSWAY TEACHER TRAINING ACADEMY

The KingsWay Teacher Trainee Programme, run in partnership with Laidlaw, is a cornerstone of our commitment to developing outstanding Christian educators. This programme offers flexible, real-life on-the-job training that equips trainee teachers with practical skills, classroom experience, and a deep understanding of how to integrate faith with effective teaching. By working closely with experienced master teachers and engaging in hands-on learning within our school community, trainees are prepared not only to excel professionally but also to embody the values and mission of Christian education. This partnership ensures that KingsWay continues to nurture educators who are both highly skilled and deeply committed to shaping the lives of students through Christ-centred teaching.

AUCKLAND SCHOOLS TEACHER TRAINING PROGRAMME (ASTTP)

The ASTTP teacher programme run in conjunction with the Waikato University offers an exceptional pathway for university graduates aspiring to pursue postgraduate qualifications in education while gaining valuable, hands-on experience. This innovative programme uniquely combines rigorous academic study with practical, in-service training at Kingsway School, allowing candidates to develop their teaching skills in a real classroom environment. Throughout their training, candidates are mentored by expert teachers in their specific subject areas, providing personalized guidance and support to enhance their professional growth. By immersing themselves in both theoretical knowledge and day-to-day teaching practice, candidates are thoroughly prepared to meet the demands of the education profession to educate within the values and mission Christian education. The strong partnership between Waikato University and Kingsway School ensures a supportive learning environment, fostering confidence and competence for future educators.



5 Focus on Progress MĀTAIREA



Assessment is an essential component of quality teaching and learning. We use effective assessment practices for noticing and responding to student progress and achievement. Learning is not left to chance, progress is celebrated and individual needs are met. We value parent partnership and have a regular reporting and conference cycle.

ASSESSMENT

Timely, high-quality, assessment information enables informed decision-making by teachers, whānau, and school leaders to improve student outcomes and progress. Its ultimate purpose is to empower students to reach their full potential by making learning visible, measurable, and actionable.

Using robust assessment data allows teachers to tailor their teaching to what works best for their students, including identifying areas where additional support is required. It also enables schools to provide parents, whānau, and caregivers with clear, meaningful information about their child's progress.

At KingsWay teachers use a wide range of teaching approaches, assessment techniques and evidence based pedagogical instructional practices to promote the achievement and progress of all our students.

"The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides."
Ministry of Education

Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation and use of information that can provide evidence of student progress.

Assessment may be formative, including 'in the moment' observations, diagnostic or summative. Teachers analyse and interpret information to inform and adjust instruction planning and teaching as they continue to work with their students.

EFFECTIVE ASSESSMENT

BENEFITS STUDENTS – It clarifies for them what they know and can do and what they still need to learn. When students see that they are making progress, their motivation is sustained and their confidence increases.

INVOLVES STUDENTS – Students are agentic in their learning process. They use assessment for learning in various ways including self and peer assessment, clarifying and reflection on goals, and making decisions on how to progress further.

SUPPORTS TEACHING AND LEARNING GOALS – Students understand the desired outcomes and the criteria for success. Important outcomes are emphasised, and the teacher gives feedback that helps the students to reach them.

IS PLANNED AND COMMUNICATED – Outcomes, teaching strategies and assessment criteria are carefully matched. Students know in advance how and why they are to be assessed at age-appropriate stages. The teacher's programme planning is flexible so that they can make changes in response to new information, opportunities, or insights.

IS SUITED TO THE PURPOSE – Evidence is obtained through a range of informal and formal assessment approaches. These approaches are chosen to suit the nature of the learning being assessed, the varied characteristics and experiences of the students and the purpose for which the information is to be used.

IS VALID AND FAIR – Teachers obtain and interpret information from a range of sources and then base decisions on this evidence, using their professional judgement. Conclusions are most likely to be valid when the evidence for them comes from more than one assessment. Moderation is key to this process. Assessment is integral to the teaching and inquiry process because it is the basis for focusing the inquiry. Different assessments are used in age-appropriate ways, with triangulation and Overall Teacher Judgements (OTJ's) being part of assessment process in some areas of the school.

FORMATIVE ASSESSMENT

Using formative assessment to inform explicit teaching is essential because it helps teachers check what students understand at each step of the learning process. It allows them to adjust their instruction in real time by clarifying, modelling, or reteaching, so that every student can confidently move forward with new learning.

Assessment enables teachers to notice and recognise students' development, consolidation, and proficient use of learning area knowledge within daily lessons and to provide timely,



targeted feedback. Teachers respond to assessment insights by adapting their practice — for example, by adjusting the level of scaffolding or support provided. Formative assessment also empowers students to be agentic learners through reflection, peer assessment, and self-assessment.

In addition to ongoing observations, teachers use purposefully designed formative assessment tasks at key points throughout a unit or topic. These tasks highlight the concepts and reasoning students understand and apply, helping teachers and students to identify learning barriers and ensuring every student can demonstrate what they know and can do.

When planning next steps in teaching and learning, teachers consider students' strengths and responses along with opportunities for consolidation. These next steps may include:

- designing scaffolds to support and enrich students learning
- providing opportunities for students to apply new learning
- planning lessons that revisit, reteach, or consolidate learning.

Timely feedback and immediate attention to misconceptions help students grasp new ideas efficiently and accurately, while also promoting deeper learning. Teachers use this feedback to prompt recall of prior knowledge, encourage connections between concepts and ideas, and expand students' understanding.

SCHOOL-WIDE ASSESSMENT

While assessments vary for each area of the school, collection and analysis of school-wide data enables teachers to respond to the specific learning needs of all students. This information is used as the basis for changes to policies, programmes or teaching practices, as well as for reporting to the School Board, parents and the Ministry of Education.

Assessment information may also be used to compare the relative achievement of different groups of students or to compare the achievement of the school's students against national standards.

ASSESSMENT FOR NATIONAL QUALIFICATIONS

In Years 11-13 KingsWay School delivers programmes that engage all students and offer them appropriate learning pathways.

The KingsWay Year 11 Qualification is a stimulating & rigorous learning programme that equips learners for NCEA Level 2. This includes service and community aspects which reflect our special character.

National Certificate of Education Achievement (NCEA) is our national qualification taught in Year 12 and 13 and is taught from a Biblical worldview perspective.

LITERACY AND NUMERACY CO-REQUISITES

At KingsWay School, we are committed to supporting every student on their journey toward NCEA success, including meeting the literacy and numeracy co-requisites now required by the Ministry of Education for gaining NCEA. These important assessments are typically taken in Year 10. For those who do not achieve the required standard initially, there are additional opportunities to re-sit the assessments in subsequent years.

We also provide targeted support for students who need additional help, ensuring they are well-prepared and confident to meet these essential requirements. This approach reflects our dedication to equitable outcomes and the academic success of all learners.

REPORTING

STUDENT REPORTS

At KingsWay School, we recognise the vital role that student reports play in supporting strong partnerships between home and school. We are committed to providing two written reports each year that clearly communicate student progress and achievement in plain language that is meaningful and accessible to both parents and students. These reports are tailored to each area of our Year 1-13 school. Our goal is for these reports to go beyond grades, offering insight into each learner's growth, strengths, and areas for development. By using language that is easily understood and relevant, we aim to foster constructive conversations at home and support students in taking ownership of their learning journey.

PARENT TEACHER CONFERENCES

At KingsWay School, we place a high value on parent-teacher interviews as an essential part of building strong, collaborative relationships between home and school. These conversations provide a valuable opportunity to discuss student progress, celebrate growth, and identify next steps in learning. Depending on the area of the school or time of year these can be in person or online. Held twice a year, these interviews ensure consistent, open communication and play a key role in supporting each student's academic and personal development.

STUDENT ACHIEVEMENT AND PROGRESS TRACKING

At KingsWay School, closely monitoring both academic achievement and progress is essential to ensuring we are responsive to the diverse learning needs of our students. By regularly analysing data and tracking individual and group performance, we gain valuable insight into how students are developing over time. This enables us to identify trends, celebrate growth, and intervene early where support is needed. Our commitment to using evidence-informed practices allows us to adapt teaching strategies, adjust programmes, and provide targeted support, ensuring that every learner is given the opportunity to thrive and reach their full potential in alignment with our Christian values.

VALUE ADDED STUDENT PROGRESS TRACKING

At KingsWay School, we believe that true educational success lies not only in measuring achievement but also in recognising the progress each student makes over time. That's why we place a strong emphasis on value-added tracking—monitoring individual growth to ensure every learner is moving forward from their unique starting point. This approach allows us to celebrate meaningful progress, identify learning gaps early, and tailor support to meet students' specific needs. By focusing on both achievement and growth, we are better equipped to provide a holistic and accurate picture of student development, reinforcing our commitment to helping every student reach their God-given potential.



6 Community Connections & Relationships MĀTAIAHIKĀ

KingsWay's connection to the Church and its position within the biblical metanarrative, is the foundational understanding of the school's place and community. Global, regional, and local manifestations of the church for the outworking of God's purposes is preeminent in what is reflected in curriculum. We have an obligation to learning within Christian community and curriculum is enhanced when we draw on connections within it. We value relationships with Tangata Whenua.

COMMUNITY RELATIONSHIPS

PARENT TEACHER ASSOCIATION

Our Parent Teacher Association (PTA) is a voluntary, non-profit group that works closely with the School Board, Principal, and school leadership to support KingsWay's vision. We aim to partner with families, build a strong sense of community, and raise funds for special projects that enhance our children's learning environment.

OUR KEY OBJECTIVES ARE:

- To create a welcoming and inclusive community for all KingsWay families and staff, fostering a sense of belonging and shared purpose.
- To support the school through fundraising efforts that provide resources and opportunities beyond what is covered by the NZCPT or School Board budgets.
- To help new families feel welcomed and connected, making it easier for them to become part of KingsWay's culture and community.

EVANGELICAL CHURCH CONNECTION

Maintaining strong relationships with evangelical churches is vital for KingsWay's ongoing mission, identity, and spiritual effectiveness. These connections foster a shared commitment to biblical truth, gospel-centred ministry, and the transformative power of Jesus Christ. By collaborating with like-minded churches, KingsWay strengthens its theological foundations, broadens its reach in evangelism and discipleship, and cultivates mutual encouragement and accountability within the broader body of Christ. Such partnerships not only affirm KingsWay's place within the evangelical community but also create opportunities for resource sharing, leadership development, and united witness in a culturally challenging world. In nurturing these relationships, KingsWay remains rooted, vibrant, and missionally focused.

ALUMNI

Maintaining strong relationships with alumni is essential to the ongoing life and legacy of KingsWay. Alumni carry the values, experiences, and spiritual formation they received at KingsWay into diverse spheres of influence, becoming ambassadors of its mission long after they leave. By staying connected, KingsWay fosters a vibrant intergenerational community where past and



present members can learn from one another, share stories of faith, and encourage continued growth in Christ. These relationships also open doors for mentorship, prayer support, collaboration in ministry, and even practical resourcing. Valuing alumni ensures that KingsWay's impact endures, deepens, and expands through the lives of those it has already shaped.

MARKETING AND SPONSORSHIP

Marketing and sponsorship play a crucial role in advancing KingsWay's mission and sustaining its long-term impact. Effective marketing helps communicate KingsWay's vision, values, and programs to a broader audience, attracting new families, supporters, and ministry partners who resonate with its purpose. It also builds a strong and consistent identity that fosters trust and engagement within the community. Sponsorship, meanwhile, provides vital financial support and strategic partnerships that enable KingsWay to enhance its offerings, invest in resources, and remain accessible to more people. Together, marketing and sponsorship ensure that the work of KingsWay is visible, valued, and viable—empowering it to flourish and continue transforming lives for Christ.

TANGATA WHENUA

Maintaining strong and respectful connections with the tangata whenua and local marae is essential for KingsWay as it seeks to honour the cultural heritage and identity of Aotearoa New Zealand. These relationships reflect a commitment to partnership, mutual respect, and genuine engagement with Māori as the indigenous people of the land. By walking in relationship with the tangata whenua, KingsWay deepens its understanding of Māori values, language, and connections, fostering a more inclusive and culturally responsive community. Connecting with the local marae also provides meaningful opportunities for learning, collaboration, and shared expressions of faith and hospitality. Upholding these ties enriches KingsWay's character and witness, embodying a spirit of unity, humility, and honour.

EDUCATIONAL CONNECTIONS

SISTER SCHOOLS

Maintaining strong connections with sister schools like Pacific Hills Christian School, as well as other like-minded Christian schools, is vital to KingsWay's growth, encouragement, and shared mission. These partnerships provide opportunities for collaboration, mutual support, and the exchange of ideas, helping each school strengthen its Christ-centred education and community life. Through shared values and vision, KingsWay benefits from a broader network of prayer, wisdom, and innovation, while also contributing to the development of Christian education globally. These relationships also create opportunities for student exchanges, leadership development, and cultural engagement, enriching the experience of both staff and students. By staying connected with its sister schools, KingsWay strengthens its identity, extends its impact, and reinforces its commitment to serving Christ through education.

EDUCATIONAL ASSOCIATIONS

Maintaining strong relationships with educational associations such as the New Zealand Association for Christian Schools (NZACS) and the Association of Integrated Schools (AIS) is essential for KingsWay's ongoing development and influence within the wider educational landscape. These partnerships provide valuable support, advocacy, and professional development opportunities, helping KingsWay stay informed about policy changes, best practices, and emerging trends in both Christian and integrated education. Through active engagement with these associations, KingsWay contributes to and benefits from a collective voice that upholds the freedom and integrity of faith-based education in New Zealand. These connections also foster collaboration, accountability, and encouragement among like-minded schools, strengthening KingsWay's ability to deliver high-quality, Christ-centred education with confidence and clarity.

TERTIARY PROVIDERS

Maintaining strong connections with tertiary providers such as Laidlaw College and Bethlehem Tertiary Institute (BTI) is vital for KingsWay's commitment to developing future Christian educators and leaders. These partnerships create pathways for staff professional development, student teacher placements, and ongoing theological and educational training that align with KingsWay's values and mission. By engaging with trusted Christian institutions, KingsWay ensures that its educational practices remain rooted in biblical truth and academic excellence. These connections also strengthen the wider Christian education community, fostering collaboration, innovation, and a shared vision for equipping the next generation to serve God with integrity and purpose in both education and life.

COMMUNICATIONS

Effective communication with current and prospective stakeholders is essential for building trust, transparency, and engagement within the KingsWay community. By utilising key channels such as the school website, weekly newsletters, and Connect Magazine, KingsWay ensures that families, staff, and supporters are well-informed, connected, and aligned with the school's vision and values. These tools provide timely updates,

celebrate achievements, share important developments, and showcase the vibrant life of the school, helping both existing and prospective families feel a strong sense of belonging and involvement. Clear, consistent communication not only strengthens relationships but also enhances KingsWay's reputation as a Christ-centred, community-focused school committed to excellence in all areas.

PUBLIC RELATIONS

Maintaining effective public relations with both the KingsWay and wider community is essential to upholding the school's reputation, strengthening community trust, and reflecting its Christ-centred values in all areas of engagement. Positive and proactive public relations help communicate the heart of KingsWay—its commitment to excellence in education, partnership with families, and service to the broader community. By fostering open, respectful, and transparent relationships with local organisations, media, businesses, and neighbours, KingsWay enhances its visibility, influence, and ability to serve as a light in the wider community. Strong public relations also support enrolment growth, community partnerships, and ongoing support for the school's mission, ensuring that KingsWay remains both respected and connected beyond its own gates.

MINISTRY OF EDUCATION

Maintaining effective connections with the Ministry of Education and the Education Review Office (ERO) is crucial for KingsWay to ensure compliance with national education standards, access valuable resources, and stay informed about policy changes that impact the school. These relationships support KingsWay in maintaining high-quality teaching and learning environments while aligning with regulatory requirements and best practices. Open and collaborative communication with the Ministry and ERO also helps KingsWay demonstrate accountability, transparency, and a commitment to continuous improvement. By nurturing these connections, KingsWay not only safeguards its operational integrity but also strengthens its ability to provide a Christ-centred education that meets and exceeds national expectations.

PRACTICUM PLACEMENTS

At KingsWay School, practicum placements are viewed as an important contribution to the wider development of future educators and the strengthening of Christian education. We see these placements as part of a bigger picture—partnering with training providers to invest in the next generation of teachers while modelling best practice in teaching, learning, and pastoral care. At the same time, it is essential that practicum students actively uphold and support our special Christian character. This means engaging positively with our faith-based environment, respecting our values, and contributing to a culture that reflects Biblical principles in both relationships and classroom practice. In doing so, practicum placements become mutually beneficial—supporting professional growth while preserving and enriching the distinctiveness of our Christian community.

VISITING SCHOOLS

Hosting visiting schools and developing sister-school relationships with other Christian schools is a meaningful way we live out our commitment to the wider Christian education community. We value the opportunity to open our doors, share our journey, and learn from the experiences and strengths of others who share a common faith foundation. These relationships are built on trust, generosity, and a shared desire to see young people flourish in Christ-centred learning environments. Through reciprocal sharing of expertise, innovation, and encouragement, we strengthen one another's practice and contribute together to the ongoing growth and renewal of Christian education for the benefit of all our students.



7 Learning Areas and Subjects MĀTAIAHO

The nine learning areas are designed in phases to support the learners' journey, preparing them for their next steps. Students build a strong foundation of skills and knowledge across the learning areas including reading, writing and maths needed for success in life and ongoing learning.

Our Learning Areas are:

- Arts
- Biblical Studies
- English (Includes English Speakers of Other Languages)
- Health & Physical Education
- Languages
- Mathematics & Statistics
- Science
- Social Sciences
- Technology

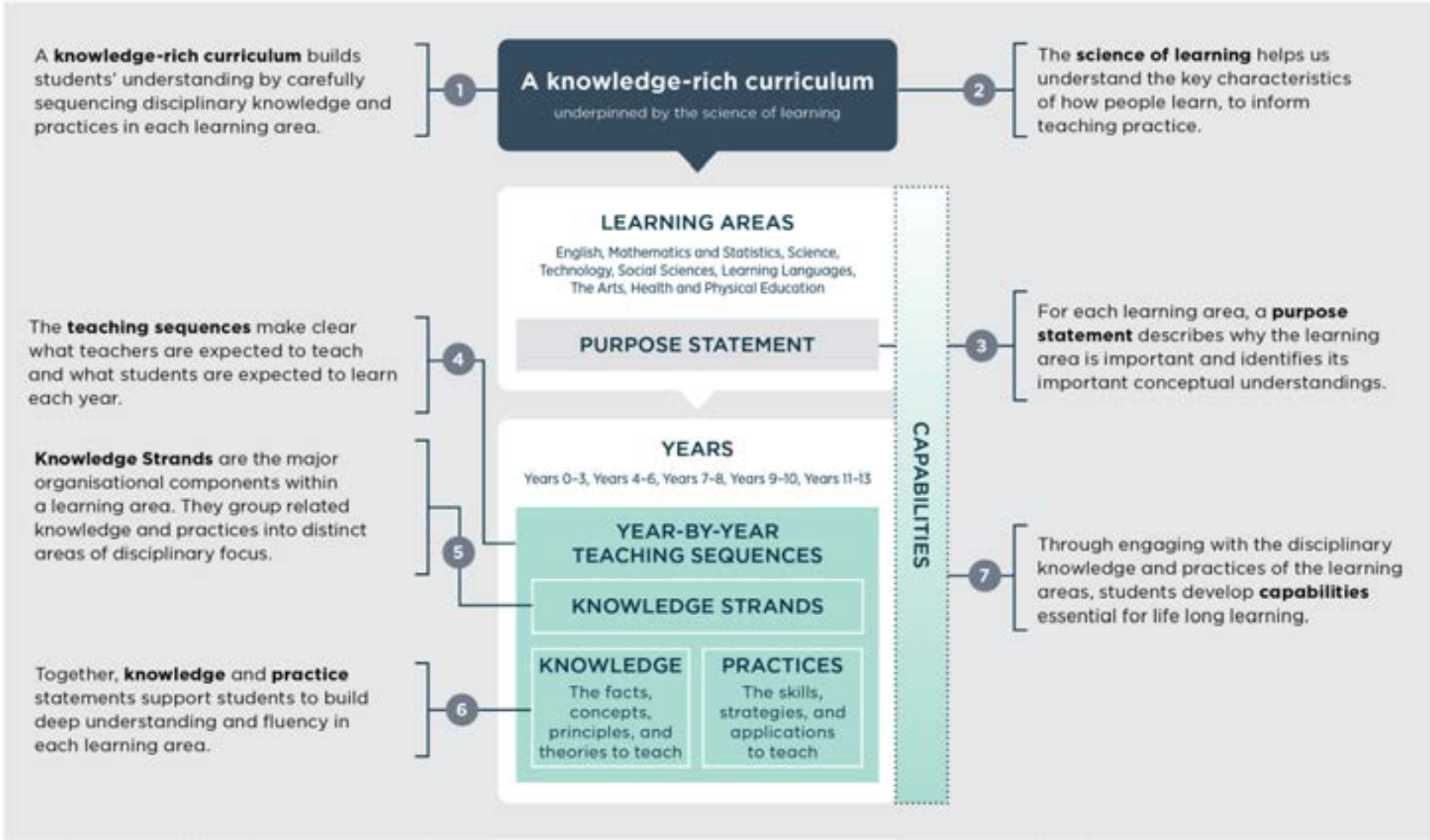
While learning areas are presented as being distinct and we retain the integrity of each area, learning should make use of the natural connections that exist between the learning areas.

Learning in each area contributes to the lives of students and their ability to flourish in community as each has:

- **SPIRITUAL VALUE** – for the development of a Biblical worldview and students' personal faith & character, to be equipped for God's purpose.
- **PERSONAL VALUE** – for enjoyment, satisfaction, recognition of identity, language and culture.
- **PATHWAYS VALUE** – supporting specialisation in the Senior Years and beyond, realising their own aspirations and priorities, leading to purposeful vocation.
- **ECOLOGICAL VALUE** – Supporting responsible stewardship of creation through global citizenship, living sustainably within the earth's resources, protecting its ecosystem and biodiversity.



Learning area structure



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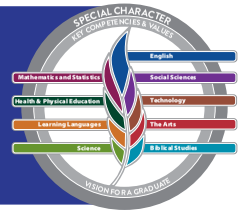
KINGSWAY SCHOOL
PROGRESSION MODEL - CURRICULUM PHASES

NAVIGATING AND CONSOLIDATING SUCCESS

PHASE 5 Year 11-13

SENIOR SCHOOL

We aim for **Senior School students** to develop an increasing outward focus. They will navigate and consolidate what it means to be confident, connected, actively involved lifelong learners growing in faith, hope and love in Jesus. Our akonga | students will navigate pathways for service and vocation as they fulfil their calling to servant leadership.

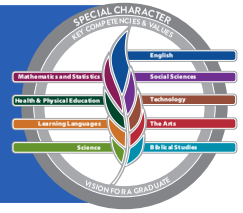


PHASE 4 Years 9-10

PHASE 3 Years 7-8

MIDDLE YEARS

We aim for our **Middle School and Junior Secondary students** to explore what it means to be confident, connected, actively involved, lifelong learners growing in faith, hope and love in Jesus. Our akonga | students will explore many experiences to better discover their strengths and to develop resilience.



PHASE 2 Years 4-6

PHASE 1 Years 0-2

EARLY CHILDHOOD

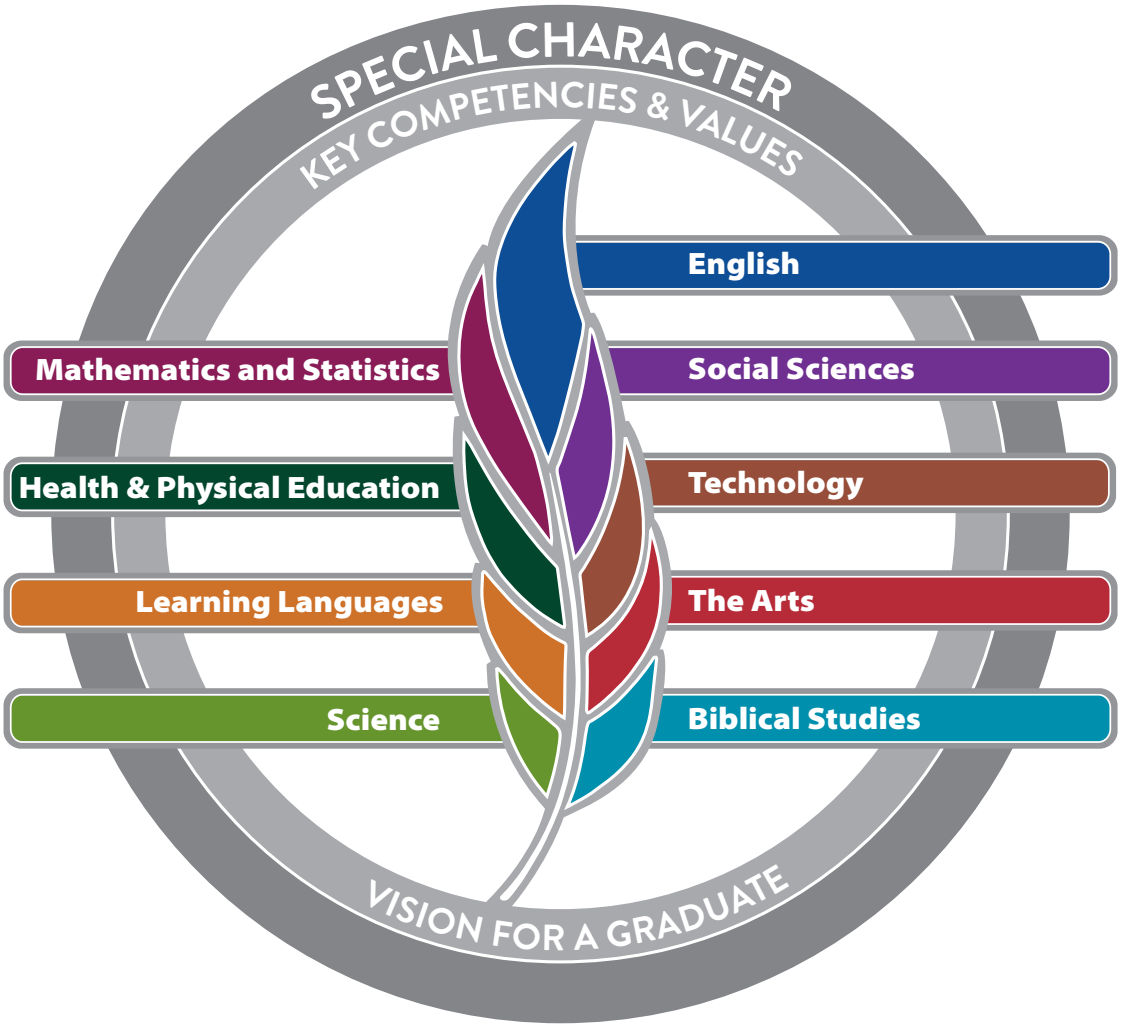
PRIMARY SCHOOL

We aim to build our foundation for **Primary School students** to be confident, connected, actively involved, lifelong learners growing in faith, hope and love in Jesus. Our akonga | students will thrive in environments rich in literacy and numeracy, while expanding horizons of knowledge and experience in all areas of the curriculum.



LEARNING AREAS

The newly released NZ Curriculum for Mathematics and English are being implemented from Year 0 to 10 in 2026. All other areas are being developed and prepared for implementation as per the Ministry of Education timelines.



INDEX FOR LEARNING AREAS

THE ARTS
BIBLICAL STUDIES
ENGLISH (INCLUDES ENGLISH SPEAKERS OF OTHER LANGUAGES)
HEALTH & PHYSICAL EDUCATION
LANGUAGES
MATHEMATICS & STATISTICS
SCIENCE
SOCIAL SCIENCES
TECHNOLOGY

ARTS

ONLINE RESOURCES

PURPOSE STATEMENT

Arts education explores, challenges, affirms and celebrates unique artistic expressions of God, self, community and culture. God the Creator has gifted men and women with various creative skills, gifts, insights and abilities in order to bring worship and glory to Himself. Communication through the Arts is used by Christians to express their faith and share God's message with the community. Learning in, through and about the Arts stimulates creative action and response by engaging and connecting thinking, imagination, senses and feelings. As students express and interpret ideas within creative, aesthetic and technological frameworks, their confidence to take risks is increased through an environment of respect and trust. Students develop an awareness of the worldviews expressed within the Arts' world and develop a Godly wisdom that helps them to align their own artistic endeavours within a Biblical framework.

The Arts are powerful forms of expression that recognise, value and contribute to the unique special character of KingsWay School. The Arts have their own distinct languages that use both verbal and nonverbal conventions, mediated by selected processes and technologies. Through movement, sound and image, the Arts transform people's creative ideas into expressive works that communicate layered meanings.

In the Arts, students learn to work both independently and collaboratively to construct meanings, produce works and respond to and value others' contributions. They learn to use their imagination to explore multiple solutions to a variety of situations. Students are encouraged to develop perseverance as they seek to overcome creative challenges. A spirit of excellence is also promoted as students craft their artistic expression and seek to glorify God with the creative gifts He has given them.

LEARNING AREA PROGRESSION	VISUAL ARTS	DANCE	DRAMA	MUSIC	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL – PHASE 5 **Full year subjects**	Year 11 Art Year 12–13 Art (Painting) Year 13 (Printmaking) Year 13 (Design)	Dance	Drama	Music	• Itinerant Music • Senior School Production (even years) • Wider Learning • Arts Week • Scholarship Years 12-13
MIDDLE YEARS – PHASE 3 & 4	Y7-8 (rotation) Y9-10 (Semester option) Visual Arts	Y7-8 (rotation) Y9-10 (Semester Option) Dance	Y7-8 (rotation) Y9-10 (Semester Option) Drama	Y7-8 (rotation) Y9-10 (Semester Option) Music	• Itinerant Music • Choir • Kapa Haka • KingsWay's Got Talent • Middle Years Production (odd years) • Wider Learning • Arts Week
PRIMARY SCHOOL – PHASE 1 & 2	Part of classroom programme and taught by class teacher. Integrated into topic studies	Year 1 - 6 Performing Arts Rotation	Year 1 - 6 Performing Arts Rotation	Year 1 - 6 Performing Arts Rotation	• Itinerant Music • Arts Weekly Rotation • Primary Arts Festival • Choir • Kapa Haka • Lunch time activities • KingsWay's Got Talent • Orchestra

BIBLICAL STUDIES

PURPOSE STATEMENT

Biblical Studies aims to equip students with an understanding of the Bible (as the inspired and authoritative Word of God) and its application to their lives. It will be taught as a specific area of learning and its teachings will be integrated across the curriculum.

We equip our students to:

- develop a relationship with God that impacts all areas of their lives.
- know, understand and articulate the message of the gospel.
- distinguish between biblical thinking and other worldviews.
- be prepared for authentic Christian living.
- evaluate all learning through biblical truth.

LEARNING AREA PROGRESSION	BIBLICAL STUDIES	DEVOTIONS	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL – PHASE 5 **Full year subjects**	Year 11–13 Full year subject (compulsory) Year 11-12 Religious Studies	LifeLab - Full year (compulsory)	• Assemblies • Year level Worship Assemblies • Missions
MIDDLE YEARS – PHASE 3 & 4	Year 7–10 Full year subject	LifeLab - Full year (compulsory)	• Assemblies • Year level Worship Assemblies • Biblex • Missions
PRIMARY SCHOOL – PHASE 1 & 2	Biblical studies integrated into topic and Devotions	Full year subject Devotions Years 1-6	• Assemblies • Worship Assemblies • Missions

ENGLISH & ESOL (English Speakers as an Additional Language)

ONLINE RESOURCES

PURPOSE STATEMENT

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language and learning about the language.

Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Specific principles that guide the teaching and learning of English at KingsWay School:

- All language has its origin in God. In order to honour and glorify Him, it is important to learn to communicate clearly.
- English will be taught from the perspective that its various elements: oral, written and visual communication are God given.
- The study of English serves to communicate the concept of the power of words as creative and empowering or, if negatively used, destructive tools.
- Students will learn to discern the messages and points of view commonly encountered in media and popular texts and evaluate these through a Christian lens.

LEARNING AREA PROGRESSION	ENGLISH	ENGLISH SPEAKERS OF OTHER LANGUAGES	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL – PHASE 5 **Full year subjects**	Year 11 English OR English Essentials (compulsory) Year 12-13 English Year 12-13 Media Studies	Year 11-13 Second Language English (SLE) ESOL classes	• Assemblies • Numeracy Support • Missions • Literary Support
MIDDLE YEARS – PHASE 3 & 4	Full year subject Year 10 Literacy (Semester Option)	• Integrated support • Targeted personalised group support	• Speech NZ Competition • Leading Assemblies • Literary Co-Reg Programme
PRIMARY SCHOOL – PHASE 1 & 2	Full year subject	• Integrated support • Targeted personalised group support	• Speech NZ Competition • Poetry recital • Public speaking opportunities

LANGUAGES

ONLINE RESOURCES

PURPOSE STATEMENT

Learning languages provides a means of communicating with people from another culture and exploring one's own personal world. It also gives students linguistic and intercultural skills to equip them for varied callings from God in the world of work and missions. Learning languages develops awareness, understanding and sensitivity to languages, people and cultures.

Learning a language can:

- Extend students' linguistic and cultural understanding and their ability to interact appropriately with other speakers.
- Discourage prejudice, racism or cultural arrogance by exposing students to linguistic and cultural diversity, viewed within the context of God's love for all people.
- Interaction in a new language, whether face to face or technologically facilitated, introduces students to new ways of thinking about, questioning and interpreting the world or their place in it.
- Develop students' responsiveness to God as they come to appreciate language as a part of His creation and as something to be used for His glory and in His service.
- Help equip students to carry the word of God to those of other language groups (whether locally or abroad) and develop an understanding of and commitment to mission.
- Can provide students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s).

LEARNING AREA PROGRESSION	LANGUAGES	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL – PHASE 5 **Full year subjects**	Spanish Te Reo Māori integrated into subject areas	• Kapa Haka
MIDDLE YEARS – PHASE 3 & 4	Year 7-8 Spanish rotation Year 7-8 Culture rotation Year 9-10 (Semester Option) Spanish Te Reo Māori integrated	• Food experience visit to support • Kapa Haka
PRIMARY SCHOOL – PHASE 1 & 2	Year 2-6 Spanish full year specialist Te Reo integrated	• Kapa Haka

HEALTH & PHYSICAL EDUCATION

ONLINE RESOURCES

PURPOSE STATEMENT

In Health and Physical Education students learn about how God has designed them, how their well-being can be enhanced, and that of others and their communities.

Key concepts at the heart of this learning area:

- Hauora - we are created as spiritual beings made in the image of God which includes spiritual, mental and emotional, social and physical well-being, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own well-being, respect, care and concern for other people and the environment and a sense of social justice.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between God, the individual, others and society.
- Health promotion – a process that helps to develop and maintain supportive physical, spiritual, and emotional environments and which involves students in personal and collective action.

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of wellbeing and how to promote it. The Bible states that our bodies are temples of the Holy Spirit (1 Cor 6:19-20), therefore, students have a responsibility to be good stewards of the body God has given them. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society in order to honour God. Well-being is intrinsically linked to our relationship with God and others.

Therefore, we encourage students to grow:

IN WISDOM

By developing values, attitudes, knowledge and discernment, which allow students to make wise and informed lifetime

decisions related to health, lifestyle, physical activity and development.

IN STATURE

By promoting an active, healthy lifestyle involving sport and games, personal fitness habits and movement skills.

IN FAVOUR WITH GOD AND MAN

By encouraging students to develop a right relationship with God and with others and developing in students a healthy and confident understanding of themselves and others as having been created in God's image. Students develop resilience and a sense of personal and social responsibility within their communities. (Luke 2:52)

LEARNING AREA PROGRESSION	PHYSICAL EDUCATION	HEALTH	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL YEAR 11 - PHASE 5 **Full year subjects**	Year 11-13 – Physical Education Studies Year 11 Core Physical Education (compulsory) Year 12 - Outdoor Education Year 13 – Adventure Based Leadership	Health, relationships and sexuality programmes	• Sporting opportunities • Education Outside the Classroom camps & trips • Christian Schools Sports Exchange
MIDDLE YEARS – PHASE 3 & 4	Physical Education (Full year) Year 9 – 10 Physical Education (Semester Option) Year 9 – 10 Outdoor Pursuits (Semester Option)	Year 7-8 Rotation Year 9-10 Full Year Year 9 Camp	• Athletics • Cross Country • Sporting Opportunities • Zone Days • Totora Springs Y8 & Y10 • Year 10 Camp • Puberty & Sexuality Events
PRIMARY SCHOOL – PHASE 1 & 2	Specialist subject all year	Integrated within topic studies	• Sporting Opportunities Weekly Sports Rotation • Life Education Trust • Peer Support (Year 6) • Zone Days • Fitness Programmes • Athletics • Cross Country

MATHEMATICS AND STATISTICS

ONLINE RESOURCES

PURPOSE STATEMENT

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but involve different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Mathematicians and statisticians use symbols, graphs and diagrams to help them find and communicate patterns and relationships. They create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental and economic contexts. Mathematics is a disciplined thought structure that describes both the numerical and spatial aspects of God's creational structure.

Mathematics helps students to:

- gain an appreciation of the structure and complexity of God's Creation, their role in it and how they can fulfil God's calling for their lives.
- have an opportunity to develop a sense of wonder about the nature of God as they become aware of the order, precision, design and constancy of creation as expressed through mathematical patterns and relationships.
- see how God has gifted humanity with the ability to develop abstract reasoning. Students can develop their God-given gifts and abilities through logical thought, decision-making, discovering truth, problem-solving, creating and inventing.
- challenge students to be curious, explore and discover, take risks and work co- operatively.
- develop Biblical attitudes such as perseverance, discipline, diligence and the striving for excellence.
- be prepared for related disciplines such as Science and Technology.

LEARNING AREA PROGRESSION	SUBJECTS	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL – PHASE 5 **Full year subjects**	Year 11 (compulsory) Mathematics Essentials Year 12–13 Statistics Year 12–13 Calculus	• Scholarship Year 12 / 13 • Literacy Support
MIDDLE YEARS – PHASE 3 & 4	Full year subject Year 10 Numeracy (Semester Option)	• Numeracy Co-requisite Programme • Mathex Competition • World of Maths
PRIMARY SCHOOL – PHASE 1 & 2	Full year subject	• Maths Week • World of Maths

SCIENCE

ONLINE RESOURCES

PURPOSE STATEMENT

Science is a way of investigating, understanding and explaining the functioning of God's Creation within the natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations, modelling, communicating and debating with others – in order to develop knowledge, understanding and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

The teaching of Science at KingsWay School is to enable students to discover the nature of God as evidenced in His creation. Science is able to inform problem solving and decision making in many areas of life. Many of the major challenges and opportunities that confront God's world need to be approached from a Biblically informed scientific perspective, taking into account social and ethical considerations.

By studying Science, students:

- develop a knowledge and understanding of the universe God has created, built on current scientific theories.
- learn that Science involves particular processes and ways of developing and organising knowledge and that these continue to evolve.
- use their current scientific knowledge and skills for problem solving and developing further knowledge.
- grow in appreciation, curiosity and wonder at the greatness and power of God, the Creator of the universe.
- develop the skills of inquiry, organisation, analysis, problem solving and attitudes of open-mindedness.
- use scientific knowledge and skills to make informed decisions about the communication, application, and implications of Science as these relate to their own lives and cultures and to the sustainability of God's creation.

LEARNING AREA PROGRESSION	SUBJECT OPTIONS	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL – PHASE 5 **Full year subjects**	Year 11 Science OR Science Essentials Year 12 & 13 Physics, Chemistry, Biology and Earth, Space & Science	• Scholarship Year 12 / 13
MIDDLE YEARS – PHASE 3 & 4	Full year subject - specialist teacher	• Year 9 Science & Technology Roadshow • Year 9 Science Fair
PRIMARY SCHOOL – PHASE 1 & 2	Full year subject with Specialist teacher - Years 1-6 Integrated into topic studies	

SOCIAL SCIENCES

ONLINE RESOURCES

PURPOSE STATEMENT

Social Sciences at KingsWay School should develop understanding, knowledge, and skills inherent in a biblically based worldview of social, cultural, economic, environmental, and political contexts. This enables students to actively participate as discerning, critically informed, ethical, and responsible servant leaders who effectively respond to and influence society's future development at global, regional, and local scales.

Through the Social Sciences, students develop the understanding, knowledge, and skills to enable them to:

- evaluate past, present, and future processes and connections that respond to and influence people and place in accordance with the biblical meta-narrative.
- critically examine different perspectives, experiences, principles at work, and sources of information to formulate biblically informed responses to contemporary issues in society.
- participate in and contribute as moral, ethical, and financially astute stewards to local, national, and global communities in which they live and work.
- engage discerningly with societal issues, adopting a biblical worldview by which to evaluate the sustainability of alternative social, economic, political, and environmental practices.
- to observe, to wonder and be curious about people, places, and society, and engage with their God-given purpose and identity within their context.
- explore the unique bicultural nature of New Zealand society derived from the principles of the Treaty of Waitangi to engage in building honourable, restorative relationships and respecting tikanga and tangata whenua.

LEARNING AREA PROGRESSION	SUBJECTS	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL – PHASE 5 **Full year subjects**	History Geography Year 12 – 13 Travel & Tourism	• Education Outside the Classroom e.g. camps and trips
	Accounting Year 11-12 Business Economics Year 13 Economics Year 13 Business / Young Enterprise	• Young Enterprise Scheme (YES) • Wider Learning • New York/London Trip • Business Market
MIDDLE YEARS – PHASE 3 & 4	Social Studies	Education Outside the Classroom
	Business integrated with Social Studies Year 10 Commerce (Semester Option)	• Financial Literacy • Year 7-9 Market Days • Wider Learning • Y10 Market Day
PRIMARY SCHOOL – PHASE 1 & 2	Social Studies integrated within topic studies	• Education Outside the Classroom • Y5/6 Market Day

TECHNOLOGY

ONLINE RESOURCES

PURPOSE STATEMENT

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical and creative.

Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important tools for exploration and communication.

Technology is never static or neutral. Technology carries values embedded within it; it is influenced by and in turn impacts on the cultural, ethical, environmental, political and economic conditions of the day. Technology has the potential to transform thoughts, practices and communities.

God uniquely gifts individuals with creativity and technological ability. Through the Holy Spirit it is possible to have unique, creative insight. There is an example of this in Exodus 31: 3-5 where God made people to be skilled workers and designers. In studying Technology, we grow in our ability to use our skills to express His creativity to benefit mankind and bring glory to God.

The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed, creative and innovative citizens. Students have the opportunity to apply a Biblical worldview practically as they learn skills through developing models, products and systems.

LEARNING AREA PROGRESSION	DIGITAL	HARD MATERIALS	SOFT MATERIALS	SUPPORTING OPPORTUNITIES
SENIOR SCHOOL – PHASE 5 **Full year subjects**	Design & Visual Communications Technology Digital Technology	Hard Materials	Hospitality	• Gateway • Work Placement • Coding Club • Robotics
MIDDLE YEARS – PHASE 3 & 4	Year 7 – 8 (rotation) Digital Technology Year 9 & 10 (Semester Option) • Digital Technology • Computational Thinking • Design & Visual Communication	Year 8 (rotation) Hard Materials Year 9 – 10 Hard Material (Semester Option)	Year 7 (rotation) Hospitality Year 9 – 10 (Semester option) Hospitality	• Year 9 Science & Technology Fair • Robotics
PRIMARY SCHOOL – PHASE 1 & 2	Technology in general is integrated into topic studies.			



8 Positive Climate for Learning MANAAKITANGA



Ensuring a positive learning environment at KingsWay School is vital for student success and well-being. When students feel safe, respected, and valued, they engage more fully and develop a strong sense of belonging. Rooted in Christian values, our supportive environment prioritises respectful relationships and high expectations, enabling both students and staff to thrive and reach their God-given potential.

STUDENT WELLBEING

At KingsWay School, we understand the strong correlation between student wellbeing and learner success. We recognise that optimal wellbeing is an intentional, sustained, and varied pursuit of strengthening the interrelationship between the spiritual, physical, social, and emotional spheres of life, synergised most perfectly when Christ is at the centre. We also acknowledge the vital role that a physically and emotionally safe school environment plays in supporting wellbeing.

Our **Wellbeing Framework** reflects KingsWay's vision for holistic wellbeing, grounded in faith in Christ's atoning work on the cross, God's Word, and the counsel and wisdom of the Holy Spirit. Key components **identity and belonging, purpose, action, growth and resilience**, and hope resource the physical, mental and emotional, social, and spiritual dimensions of health. KingsWay intentionally invests in student wellbeing through dedicated Homeroom or Life Lab teachers, who serve as the first point of contact for wellbeing concerns. A range of pastoral care and wellbeing staff provide consistent support, guidance, and encouragement as students journey through school life. We deliberately foster strong relationships with whānau to ensure that student wellbeing is never left to chance.

Additionally, KingsWay is committed to measuring the impact of these efforts through tools like **Orah**, ensuring that our wellbeing initiatives remain effective and continually improve.

LIFELAB

At KingsWay School, LifeLab plays a vital role in nurturing the spiritual growth and character development of our students. As a dedicated space for discipleship, worship, and authentic faith exploration, LifeLab provides opportunities for students to deepen their understanding of Biblical truth, build meaningful relationships, and develop leadership grounded in Christian values. Through engaging programmes, mentoring, and hands-on learning experiences, LifeLab supports students to live out their faith confidently and thoughtfully in everyday life.

COUNSELLING

Student counselling is a vital part of KingsWay's commitment to supporting the holistic wellbeing of every student. Recognising that emotional and mental health are key to academic and personal success, we prioritise access to professional counselling services that go well beyond the funding provided. By engaging qualified, experienced counsellors, KingsWay ensures that students receive the care, guidance, and support they need to navigate challenges, build resilience, and thrive both inside and outside the classroom. This investment reflects our deep commitment to nurturing the whole student, helping them develop the confidence and skills necessary for a healthy, balanced life.

YOUTH WORKERS AND VOLUNTEERS

Utilising volunteers, such as our recent graduates and 24/7 Youth Workers, plays a crucial role in enhancing the mentoring and support systems at KingsWay. These volunteers bring fresh perspectives, enthusiasm, and additional hands-on assistance that enrich the learning environment and provide valuable role models for younger students. Their involvement helps extend the reach of our pastoral care and leadership programs, allowing for more personalised support and guidance. By integrating volunteers into our community, KingsWay not only invests in developing future leaders but also strengthens the overall support network that underpins our commitment to nurturing each student's growth, both academically and spiritually.

EXTERNAL STUDENT SERVICES AND AGENCIES

External agencies like Oranga Tamariki and Northern Health play a crucial role in supporting students at KingsWay who may be facing significant challenges beyond the school's scope. When concerns arise about a student's safety, wellbeing, or health, we work closely with these trusted agencies to ensure that students receive the specialised care and support they need. Referring to Oranga Tamariki, Northern Health, and similar organisations enables us to provide a holistic approach to student wellbeing, partnering with experts who can intervene, advocate, and

assist families in difficult situations. This collaboration is vital in helping our students overcome obstacles, thrive in their learning environment, and feel supported both at school and in their wider community.

STUDENT MANAGEMENT

Effective student management is essential at KingsWay to create a positive and safe environment that is conducive to learning for all students. When challenges arise, the first point of contact is always the homeroom teacher, who knows the student best and works closely to address concerns early. If needed, issues are then referred to the deans, who provide additional support and guidance. For more complex situations, senior management becomes involved to ensure appropriate solutions are found. Throughout this process, KingsWay is committed to working collaboratively with parents and whānau, recognising the importance of partnership in navigating tricky issues and supporting each student's growth and success in a caring and respectful way.

PARTICIPATION RATES

Regular attendance is essential for students at KingsWay to make consistent progress and achieve their full potential. Being present at school allows students to engage fully with learning, build positive relationships, and benefit from the support and resources available. We are committed to meeting the Ministry of Education's attendance targets because we recognise that good attendance is closely linked to academic success and overall wellbeing. By prioritising attendance and working closely with families to address any challenges, KingsWay strives to create an environment where every student has the opportunity to flourish, grow in confidence, and prepare well for their future.

RESTORATIVE PRACTICE

Restorative practice is fundamental at KingsWay for navigating offences and restoring healthy relationships between staff and staff, staff and students, and staff and parents. We believe that when conflicts or misunderstandings arise, addressing them through open, honest, and compassionate dialogue fosters healing and reconciliation rather than division. This approach helps build a community where accountability and grace go hand in hand, allowing individuals to take responsibility while being supported to grow and learn. By prioritising restoration, KingsWay cultivates an environment marked by trust, respect, and unity—creating a school culture where everyone feels valued and relationships are strengthened, even in difficult moments.



9 Extra-Curricular Programme (SLAMS) PĀHEKOHEKO

Extra-curricular programmes at KingsWay School are key to nurturing the whole student—spiritually, academically, physically, and socially. They offer students opportunities to develop their God-given talents through sport, music, leadership, and service. These activities build confidence, teamwork, and resilience, fostering a strong sense of community while shaping character and values for purposeful, meaningful lives.

SERVICE

At KingsWay School, service is a vital expression of our commitment to living out our motto of servant leadership. We believe that serving others is not just an occasional activity but a way of life that shapes character and builds community. To this end, we strive to make service a regular part of our students' daily experience, encouraging them to develop a heart for helping others in everyday actions. In addition to these ongoing opportunities, we also organise special service projects that allow students to engage more deeply with the needs around them. To support and track this commitment, we use the Student Volunteer Army (SVA) system for Years 7–13, where students' contributions are monitored and they are awarded badges as recognition for their service. This focus on service nurtures compassion, responsibility, and leadership in our learners, reflecting the values at the core of our school.

LEADERSHIP

At KingsWay School, we believe that true leadership is rooted in servant leadership, which means teaching all students the importance of leading through service and humility. We are committed to helping every student develop leadership skills, encouraging them to take responsibility and positively influence their communities. At the same time, we recognise that some students are gifted with a natural calling to lead, and we intentionally create opportunities for these individuals to grow their abilities and take on meaningful leadership roles among their peers. By nurturing leadership in this way, we aim to develop confident, compassionate leaders who embody our school's values both now and into the future.

ARTS

Extracurricular arts at KingsWay School provide a powerful vehicle for students to live out our vision for the graduate, nurturing creativity and expression as gifts from God. Through opportunities in visual arts, music, dance, and drama, students are encouraged to develop and showcase their God-given talents. Participation in these extra-curricular opportunities not only builds skill and confidence but also fosters teamwork,



discipline, and a sense of joy in using their abilities to glorify God. These vibrant arts experiences play a vital role in shaping well-rounded learners who are equipped to contribute meaningfully to both the school community and beyond.

MISSIONS

At KingsWay School, mission opportunities are an important part of nurturing students' faith and encouraging them to actively share the gospel. Our vision is that every student is engaged in sharing Jesus with the world. From Years 1 to 13, students are given opportunities to express and live out their faith in meaningful ways. For Years 1–10, this includes local mission initiatives that connect them with community needs and allow them to serve those around them. In the senior school, we deepen this commitment by partnering with overseas mission agencies, providing students with valuable

outreach experiences abroad. These mission opportunities help students grow in their faith, develop a heart for service, and live out the calling of making Christ known both locally and globally.

SPORT

KingsWay is committed to fostering a vibrant sporting culture that engages students from Year 1 to Year 13 in a wide variety of physical activities. We view participation in sport as an expected norm and a vital component of holistic education. Through quality facilities, skilled coaches, dedicated managers, and trained officials, we strive to ensure that every student can experience sport at its best.

We celebrate the achievements of our students in the sporting arena and use these moments to inspire excellence and perseverance. Sport serves as a powerful vehicle for character development, skill growth, and the expression of Christian values, encouraging students to live out their faith through teamwork, integrity, and service.

Our program promotes lifelong participation in sport, challenging students to strive for their full potential through commitment, effort, and high level performance. The benefits of school sport extend beyond physical fitness to include cognitive development, personal wellbeing, social integration, and the cultivation of critical thinking, decision making, and moral reasoning.

Through sport, we empower young people to discover their personal potential and grow as leaders and contributors in the service of God and others.



10 Professional Leadership HAUTŪTANGA

Professional leadership at KingsWay School is key to upholding our Christian vision and supporting student success. The Board, Proprietor, Senior Leadership, and Human Resources work together to ensure aligned governance, quality staffing, and a positive culture. Prioritising staff wellbeing empowers educators to model our values, driving the school's ongoing growth and excellence.

GOVERNANCE

KINGSWAY BOARD (GOVERNANCE)

The KingsWay School Board of Governance plays a vital role in steering the strategic direction of the school, ensuring that it remains focused on its mission and vision for Christ-centred education. The board is responsible for setting clear goals that drive academic excellence and student achievement, while also overseeing the school's financial stability to secure its long-term sustainability. Comprising four proprietor representatives, a student representative, five parent-elected representatives, and the Executive Principal, the board brings together a diverse range of voices and perspectives. It sets the overarching policies that guide the school's direction, which are then outworked by the executive leadership team through detailed procedures. Through careful planning, governance, and accountability, the board supports the leadership team in making informed decisions that balance educational quality with prudent resource management. Their guidance ensures that KingsWay can continue to provide a thriving learning environment where students flourish spiritually, academically, and personally.

PROPRIETOR

Maintaining strong relationships with the New Zealand Christian Proprietors Trust (NZCPT), our proprietor, and the KingsWay Trust, which oversees our land, buildings, and special character, is crucial for KingsWay's stability and identity. These trusts provide important governance and stewardship, ensuring that the school's physical resources and Christ-centred mission are protected and nurtured. They are represented on the board by Philip Mark Bradley, the CEO, along with three other representatives, who meet regularly with the Presiding Member and Executive Principal to provide guidance and support. This ongoing collaboration helps KingsWay align its strategic goals with the values and responsibilities entrusted to these key partners, safeguarding the school's future and special character.

LEADERSHIP

EXECUTIVE LEADERSHIP TEAM

The Executive Leadership Team (ELT), led by the Executive Principal, plays a critical role in the overall leadership and direction of KingsWay School. Through collaborative decision-making and a commitment to continuous improvement, the ELT ensures that KingsWay remains a Christ-centred learning community where every student can thrive. This team is responsible for overseeing whole-school portfolios such as teaching and learning, pastoral care, operations, special character, and staff development, ensuring these areas are delivered with excellence, consistency, and alignment to the school's strategic goals. The ELT provides quality control by setting clear expectations, monitoring outcomes, and supporting staff to maintain high standards across all areas of school life.

SENIOR LEADERSHIP TEAM

The Senior Leadership Team (SLT) at KingsWay plays a vital role in ensuring the school functions cohesively and with excellence across all year levels. Comprising Directors, the Senior Management Teams from the Primary, Middle Years, and Senior Schools, as well as the Executive Leadership Team (ELT), the SLT operates as both a think tank and a quality control body. This structure allows leaders to bring their specialised knowledge and experience to key discussions, while also collaborating to uphold consistency, innovation, and strategic alignment across the entire school. The SLT is essential in driving school-wide improvement, maintaining educational standards, and ensuring that every decision reflects KingsWay's mission, values, and commitment to Christ-centred education.

STRATEGY

The Board of Governance and the Executive Leadership Team (ELT) play a central role in setting the strategic direction of KingsWay, ensuring the school's vision and mission are clearly defined and pursued at every level. This strategic direction is communicated through a tiered planning framework: the long-term KingsWay 2030 Strategic Growth and Development Plan outlines the broad vision and goals for the future; the mid-term three-year Strategic Plan translates this vision into achievable objectives; the Annual Plan focuses on priorities and initiatives for the year ahead; and the detailed Work Plan guides day-to-day actions and implementation. Throughout this process, KingsWay actively involves stakeholders by seeking their input

through surveys and feedback, ensuring the community's voice helps shape and refine the school's ongoing development. These important planning documents are available for the community to view on the KingsWay website, promoting transparency and shared understanding.

LEADERSHIP PROFESSIONAL DEVELOPMENT

School leadership is widely recognised as the second most important variable—after classroom teaching—in ensuring that students flourish. At KingsWay, we take this responsibility seriously by investing in the ongoing development of both our current and future leaders. We provide targeted professional development to grow and strengthen leadership capacity across all levels of the school, equipping our managers with the skills, knowledge, and vision needed to lead effectively in a Christ-centred environment. Every second year, we also run an Aspiring Leadership Course designed specifically for staff who sense a call to senior leadership. This programme nurtures emerging leaders, builds confidence, and prepares them to take on greater responsibilities, ensuring that KingsWay continues to be guided by capable, mission-driven leadership well into the future.

SUPPORT STAFF

At KingsWay, the support staff play a vital role in ensuring the school runs smoothly and that every student and teacher is able to thrive. They are often the behind-the-scenes team who keep the environment safe, organised, and welcoming—handling everything from administration, finance, and communication to maintaining the grounds, providing classroom assistance, managing resources, and supporting student wellbeing. Although they may be on a different contract, we see them as fully fledged members of the KingsWay community and mission, valued for their dedication, care, and the vital contributions they make each day. Their work creates the strong foundation that allows teaching and learning to flourish, and their presence enriches the heart of our school.

HUMAN RESOURCES

Human Resources (HR) plays a vital role at KingsWay in ensuring that staff are well-supported throughout every stage of their employment journey. From effective recruiting that aligns with our mission and values, to smooth onboarding processes that help new staff settle in quickly, HR ensures that every team member feels welcomed, informed, and equipped to thrive. Equally important is our offboarding process, which honours the contributions of departing staff and supports their transition. Beyond these core functions, the HR team is a daily support for staff, helping them navigate policies, procedures, and the practicalities of working at KingsWay. We also use BambooHR software to securely store contracts and personal information, ensuring privacy, accessibility, and efficiency. Altogether, HR is an essential part of building a positive, professional, and Christ-centred work environment.

STAFF WELLBEING

Ensuring the wellbeing of our staff is a top priority at KingsWay, as we recognise that a healthy, supported team is essential to delivering high-quality, Christ-centred education. We are committed to managing workload and time demands thoughtfully, promoting balance and sustainability in the roles our staff carry. Just as important is fostering a positive climate and culture—one where staff feel valued, connected, and encouraged in their work. Each staff member's wellbeing is actively monitored by their line manager, who typically has oversight of around five team members, allowing for personalised support and meaningful relationships. In addition, staff wellbeing is formally monitored every term, enabling leadership to identify trends, respond proactively, and continuously improve support systems. Through intentional leadership, open communication, and a culture of care, KingsWay strives to create an environment where staff can flourish personally, professionally, and spiritually—knowing that when our staff thrive, the entire school community benefits.

FINANCE MANAGEMENT

FINANCES

Finances play a critical role in supporting the vision and mission of KingsWay, enabling us to provide high-quality, Christ-centred education while maintaining excellent facilities, resources, and staffing. Our Director of Finance oversees all financial operations, ensuring that spending aligns with strategic priorities and is managed with integrity and transparency. Budget holders are supported through regular monthly financial reports, allowing them to monitor and steward their areas effectively. Parents also receive clear and timely financial information through our Student Management System (KAMAR), which provides access to invoices, statements, and payment options. Sound financial management ensures that KingsWay can sustainably grow and serve our community well into the future.

KINGSWAY TRADING

KingsWay Trading is a dedicated service of KingsWay School that helps families access high-quality school uniforms with ease and convenience. Operated as part of the school community, it supports students by providing approved uniform items, ensuring consistency in appearance and alignment with school standards. By offering reliable, school-endorsed products, KingsWay Trading plays an important role in supporting families, strengthening school identity, and making the uniform-buying process simple and accessible.

11 Supports for Student Learning
NGĀRATONGA WHAKAHAERA

Effective learning supports at KingsWay—including ICT, student management, timetables, rosters, relief, and operations like property and health and safety—are vital for smooth school functioning. These systems ensure well-staffed classes, efficient resource management, and clear communication, creating a safe and organised environment that underpins student success and a strong school community.



OPERATIONAL SYSTEMS

LIBRARY

The library is a vital part of KingsWay's commitment to supporting student learning across all year levels. On the Senior Campus, the library serves as both a resource hub and a dedicated study area, offering students access to a wide range of academic materials, digital resources, and a quiet space to focus and collaborate. It plays a key role in fostering independent learning, research skills, and a love for reading.

On the Primary Campus, students benefit from regular engagement with a dedicated librarian who meets with classes weekly, introducing them to new books, developing early literacy skills, and nurturing a lifelong enjoyment of reading. Across both campuses, the library is more than just a place for books — it is a centre of learning, discovery, and academic support.

INFORMATION TECHNOLOGY SYSTEMS

Information Technology (IT) services are essential to the success of KingsWay's learning programme, ensuring that students and staff have the tools they need to thrive in a modern, digitally integrated environment. Led by the Director of IT, the department supports a Bring Your Own Device (BYOD) model for students in Years 5–13, enabling flexible, technology-enhanced learning across the curriculum. For Years 1–4, IT services provide in-class support with school-managed devices, ensuring even our youngest learners benefit from age-appropriate digital tools. In addition, staff are equipped with reliable hardware and ongoing technical support to deliver effective, engaging teaching. By maintaining a robust and responsive IT infrastructure, KingsWay empowers both students and teachers to make the most of technology in a safe, supportive, and future-focused learning environment.

STUDENT MANAGEMENT SYSTEM (SMS)

At KingsWay, we utilise KAMAR as our Student Management

System (SMS) to efficiently handle attendance, reporting, relief, assessment, enrolments and communication with students and whānau, ensuring smooth administration, data security and transparency.

LEARNING MANAGEMENT SYSTEM (LMS)

The school Learning Management System (LMS) provides a safe and secure digital environment for student learning to occur. In the Senior School and Junior Secondary, KingsWay use Microsoft Teams as a learning platform supporting collaboration, assessment, and resources for learning. Additionally, the Primary and Middle schools use Google Apps for Education (GAFE) as an interactive teaching and learning space encouraging creativity, collaboration, and real time feedback.

HEALTH AND SAFETY AND PROPERTY

Health and safety are paramount at KingsWay, as we are deeply committed to providing a safe and secure environment where students can learn and grow confidently. To support the wellbeing of our students, we have registered nurses available on both campuses, ready to care for their medical needs promptly and professionally. Oversight of health and safety, along with property management, is the responsibility of our Director of Operations, who ensures that all protocols and regulations are rigorously followed. Additionally, every school trip requires a carefully prepared Risk Assessment and Management System (RAMS) form, ensuring that potential hazards are identified and managed to keep students safe during off-site activities. This comprehensive approach underscores KingsWay's dedication to the holistic safety and wellbeing of our school community.

INTERNATIONALS

Our International Department is a vital part of KingsWay, enriching our school community with cultural diversity and global perspectives. Overseen by the Director of Internationals, this team is dedicated to providing exceptional care, support, and guidance to our international students, helping them adjust smoothly to life and learning in New Zealand. We strictly follow SIEBA (Society of International Education Business Agents) protocols, which set high standards for the welfare, safety, and pastoral care of international students. By adhering to these guidelines, KingsWay ensures that every international student feels valued, secure, and supported throughout their educational journey with us.

STRUCTURAL SYSTEMS

STAFF REMUNERATION

Ensuring accurate staff remuneration is essential to recognising and valuing the contributions of our team at KingsWay. This includes making certain that all staff receive the correct Management Units and Middle Management Allowances (MMAs) in line with their roles and responsibilities. To maintain fairness and transparency, this process is carefully managed in close consultation with our Payroll Administrator and Human Resources team. By prioritising accurate and timely remuneration, KingsWay demonstrates its commitment



to supporting and appreciating staff, which in turn fosters motivation, trust, and a positive working environment.

TEACHER RELIEF

Teacher relief cover is a crucial part of maintaining the continuity and quality of learning at KingsWay. As with our teachers, they are Christian. We prioritise using qualified teachers as our first port of call to cover classes, ensuring that students continue to receive expert instruction even when their regular teacher is unavailable. In situations where a subject-specific qualified teacher is not available, we utilise relief assistants to supervise classes, always under the guidance and oversight of a qualified teacher. This approach helps us uphold high teaching standards while providing a safe and supportive learning environment for all students.

TIMETABLE

The timetable at KingsWay School is a vital tool that shapes the daily learning experience and overall school organisation. Designed with careful consideration, it is responsive to the diverse needs of both students and staff, balancing academic requirements, pastoral care, and extra-curricular activities. By creating a flexible and well-structured timetable for each area of the school, we ensure that students have access to a broad, engaging curriculum that supports their individual learning styles and wellbeing and teaching staff have manageable workloads. This thoughtful approach helps foster an environment where everyone can thrive and make the most of their time at KingsWay.

ENROLMENTS

Enrolments at KingsWay are critically important to ensuring we meet our statutory obligation to prioritise families who are committed to an evangelical church background, in alignment with our special character. To maintain this focus and comply with Ministry of Education requirements, we carefully manage enrolments so that we do not exceed the roll cap set by the Ministry. The Board, in consultation with our proprietor, has established a clear enrolment policy that outlines the preference order for applicants, ensuring fairness and consistency in the process. It is important to note that international students are not included in this enrolment policy nor counted towards the Ministry's roll cap, allowing us to maintain our commitment to both local families and the diverse enrichment that international students bring.

ADMINISTRATIVE SYSTEMS

ROSTERS

Rosters, including duty schedules and the meetings calendar, are essential tools for ensuring the smooth and efficient running of KingsWay School. They provide clear structure and organisation, helping to distribute responsibilities fairly among staff while supporting the safety and supervision of students throughout the day. Well-planned rosters also contribute to staff wellbeing by promoting balance, preventing overload, and allowing everyone to manage their time effectively. By maintaining transparent and coordinated schedules, KingsWay fosters a collaborative environment where staff can focus on their teaching and pastoral roles with confidence and support.

SCHOOL CALENDAR

The school calendar at KingsWay plays a crucial role in ensuring the sustainability and capacity of our school community by providing clear organisation and coordination of staff commitments. By scheduling meetings thoughtfully and in advance, we help manage workloads, prevent conflicts, and promote effective communication across all areas of the school. The calendar, accessible through KAMAR, is regularly updated to reflect any changes, ensuring that all staff stay informed and can plan their time efficiently. This transparency and structure support a healthy, collaborative culture where everyone can contribute fully without unnecessary stress or overlap.

MEETINGS

The meetings calendar is essential at KingsWay to prevent scheduling conflicts and avoid overwhelming staff with too many meetings. By carefully coordinating meetings in advance, we ensure that there are no double-ups and that everyone's time is respected. To support staff wellbeing, there are designated times—such as wellbeing lunches and specific afternoons—when no meetings are scheduled, allowing staff to focus on their work and recharge. The school strongly advocates against spontaneous or unplanned meetings that are not added to the calendar ahead of time, as these can disrupt workflow and create unnecessary stress. Maintaining a clear, well-managed meetings calendar helps promote a balanced and productive work environment for all.



12

Evaluation for Innovation and Improvement
TE ARO MĀTAI

Evaluation for improvement and innovation is essential at KingsWay School to ensure ongoing growth and alignment with our mission. Regular review of practices and outcomes helps us identify successes and areas for change, supporting student learning and wellbeing. This commitment to reflection and evidence-based decisions fosters a culture of excellence, enabling us to meet challenges and embrace new opportunities within our Christ-centred vision.

TYPES OF EVALUATIONS/REVIEW AT KINGSWAY

STRATEGIC EVALUATION

Strategic evaluations focus on activities related to your vision, values and goals. They aim to find out to what extent your vision is being realised, goals achieved, and progress made. Strategic evaluations are a means of answering such key questions as: To what extent are all our learners experiencing success? To what extent are improvement initiatives making a difference for all learners? How can we do better? Because strategic evaluations delve into matters, they need to be in-depth and they
take time.

EXAMPLES INCLUDE: The Education Review Office Visit and the triennial Special Character External review.

THE EDUCATION REVIEW OFFICE (ERO)

ERO provides an independent, external evaluation of KingsWay School's performance, ensuring we are meeting national standards and delivering high-quality education. Through in-depth reviews of student achievement, teaching practice, leadership, and wellbeing, ERO offers valuable insights and recommendations that affirm our strengths and identify areas for growth. At KingsWay, we carefully analyse ERO's findings to inform strategic planning, strengthen teaching and learning programmes, and drive continuous improvement. This external perspective supports our commitment to innovation, accountability, and excellence, helping us to enhance outcomes for every student.

REGULAR EVALUATION

Regular (planned) evaluations are business-as-usual evaluations or inquiries where data is gathered, progress towards goals is monitored, and the effectiveness of programmes or interventions is assessed. They ask: To what extent do our policies and practices promote the learning and wellbeing of all learners? How fully have we implemented the policies we have put in place to improve outcomes for all learners? How effective are our strategies for accelerating the progress of target learners? Business-as-usual evaluations vary in scope and depth and feed back into your strategic and annual plans.

EXAMPLES INCLUDE: English and sport. External experts can conduct these.

EMERGENT EVALUATION

Emergent (or spontaneous) evaluations are a response to an unforeseen event or an issue picked up by routine scanning or monitoring. Possible focus questions include: What is happening? Who for? Is this okay? Should we be concerned? Why? Do we need to take a closer look? Emergent evaluations arise out of high levels of awareness about what is happening.

EXAMPLES INCLUDE: Reviewing why boys are not achieving as well in Year 3 English compared to girls.



LEARNER-FOCUSED EVALUATION PROCESSES AND REASONING





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