



Vision *Building Men for Life*

King's High School is committed to Building Men for Life by encouraging and driving our young men to strive for personal excellence in academic pursuits, sporting achievement and cultural endeavours. The development of resilient personal character is instrumental to and intertwined through the entire process.

Strategy Objectives

Academic personal excellence

Each student achieves his best academic outcomes against relevant benchmarking by striving to be better than before through character and personal commitment.

- To be above and increasingly beyond national benchmarks for Merit and Excellence certificate endorsements.
- Raise literacy and numeracy in Years 9-10 in readiness for NCEA in Year 11 and to support continuing student access to the full breadth of the curriculum.

Wellbeing (Hauora)

Every student is supported through their journey of feeling good and functioning well.

- Develop and embed a shared language and understanding of wellbeing, including an understanding of the different strands that collectively form our schoolwide wellbeing framework.
- Expand explicit teaching of the wellbeing programme throughout the school, embedded in a context of high expectations of self and others.

Enabler

Finance

Continue our strong financial management to support the provision of a wide range of well-resourced opportunities for our students and staff.

- Further develop our targeted marketing to prospective and current students and staff to promote King's High as the school of choice for boys' education and boys' educators.
- Grow and consolidate commitment to the King's High Trust through targeted gifting strategies, including contributions to the capital fund and to specific projects.



Strategy Objectives

Inclusive practice

Students from all backgrounds are recognised and celebrated, and all students feel that they belong and are valued.

- Enhance the visual representation of other cultures around the school, with an emphasis on Te Reo Māori me ngā Tikanga.
- Create and foster relationships that build stronger bonds between school and community.

Staff capability

Grow high-quality, learning-centred education through further enhancing staff knowledge and their expertise as leaders of learning.

- Develop and implement a cohesive PLD plan which explicitly develops junior literacy and numeracy across the curriculum, and prepares staff to deliver the new NCEA for learner personal excellence.
- Support for all staff, teaching and non-teaching, to grow their understanding of different cultures, languages, and the school's wellbeing framework.

Enabler

Infrastructure

Support additional learning and co-curricula opportunities for students through the provision of fit-for-purpose infrastructure.

Complete and leverage strategic infrastructure projects, including:

- Hockey turf
- Gymnasium
- Māori cultural space

Explore viable potential models for a student hostel which creates value for students / whānau and is an effective additional revenue stream.