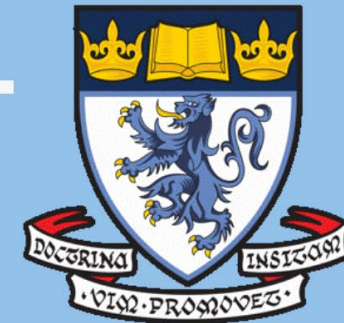


# KING'S HIGH SCHOOL

Doctrina vim promovet insitam  
Mā te ako, ka puta mai tōu pūmanawa  
Learning brings out one's innate talent



## Charter 2021

Incorporating the Strategic Plan 2021-2023 and the Annual Plan



# Introduction

King's High School is a school of aspiration, opportunity and personal excellence, and has been proudly so since 1936. We stand for education that's rigorous and relevant, and firmly values – based, to cultivate character and to prepare our boys to become good men. Our priority is to create high quality academic achievement that elevates and enriches each student, accompanied by success in the wider life of the school as found in the Arts, Culture and Sport, for true all-round personal growth. We believe in boys and their ability to be truly magnificent with our support and direction.

Much of our daily focus is on challenging and supporting our young men so they build their confidence and capability with inner strength that will take them far in life. We want to bring them through with belonging and purpose and a desire to better themselves in their King's careers.

The success and presence of King's is being felt increasingly at national level, as seen in our results and performances, but many of our greatest triumphs will continue to be the times when our boys master or become more than they previously thought possible; to overcome their limitations to thrive in new ways in and out of the classroom.


We also have the privilege of receiving boys from across Greater Dunedin with an array of backgrounds, faiths, nationalities and interests who each add to the rich culture of King's.

Our school haka overleaf is not only an aspect of our King's bicultural commitment but encompasses the King's ethos that all young men have immense potential to excel when given a positive, active, varied and progressive education with high standards and expectations, fit for young men.

During 2020 the Board of Trustees consulted our students, staff and wider community regarding our future. This document is the manifestation of this process put into our 2021-23 strategic path. Our values are at the centre of all our strategy and at the core of our culture, pedagogy and abundant achievement.

The next three years will be a fantastic opportunity to take more boys to more places in learning and personal excellence as we develop in key areas; as we play our part in bringing through the next generation of eager, inquisitive, intelligent, competitive, contributing, successful, and socially and emotionally well-adjusted New Zealand men.

Ka nui ngā mihi mōu



Nick McIvor  
Rector



Richard Wingham  
Board Chair

# The King's High School Haka - An Expression of Who We Are

<b>Raiona mā</b>	<b>Kingsmen</b>
<b>Kia rite</b>	<b>Get ready</b>
<b>Raiona mā</b>	<b>Kingsmen</b>
<b>Kia mau</b>	<b>Attention!</b>
Hī	Hī
<b>Torona kei waho</b>	<b>Stretch out your hands</b>
Ksss hī x2	Ksss hī x2
<b>Mate ururoa</b>	<b>Never give in</b>
Ekea te taumata mātauraka	Climb to the heights of knowledge
<b>Mate ururoa</b>	<b>Never give in</b>
Ekea te taumata kikokiko	Ascend to the pinnacle of physicality
<b>Manawa kaitūtae</b>	<b>Pursue with fervour</b>
Ekea te tāpuhipuhi takata	Pursue and attain excellence
Oma mai koe ki konei, ki te tihi o Waiari	You run here beneath the peak of Waiari
<b>Hei aha?</b>	<b>For what purpose?</b>
I kīia ai he wehi tō te takata whai noa I ā hā hā!	Perhaps you have heard others will not follow!
<b>Mate atu he toa</b>	<b>When one warrior falls</b>
Ara mai rā he toa	Another warrior takes his place
<b>Raiona</b>	<b>Kingsmen</b>
Hī	Hī
<b>Raiona</b>	<b>Kingsmen</b>
Hī	Hī
<b>Raiona</b>	<b>Kingsmen</b>
Ake tonu atu	Once a lion, always a lion
Hī	Hī



## 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 certificates and ornaments.
- 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 Rau 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.

# Strategic Objectives: 2021 - 2023

## Academic Personal Excellence

Strategic Goal	Annual Targets
To be above and increasingly beyond national benchmarks for Merit and Excellence certificate endorsements	Each cohort increases M/E Certificate Endorsement levels in 2021 relative to 2020, while also being above national benchmarks
Raise Literacy and Numeracy in Years 9 and 10 in readiness for Year 11 and to support continuing student access to the full breadth of the curriculum	The student literacy and numeracy medians for the two cohorts increase between Term 1 to 4 using relevant and reliable metrics, and based on knowledge and skill gained across the curriculum

## Wellbeing

Strategic Goal	Annual Targets
Develop and embed a shared language and understanding of wellbeing, including an understanding of the different strands that collectively form our schoolwide wellbeing framework	Increase student recognition and understanding of key language and concepts from Terms 1 to 4 through accessing it widely.
Expand explicit teaching of the wellbeing programme throughout the school, embedded in a context of high expectations of self and others	All House Groups receive and successfully employ one activity per fortnight via senior House Group students

## Inclusive Practice

Strategic Goal	Annual Targets
Create and foster relationships that build stronger bonds between school and community	One meeting/interaction with each distinct community group by the end of Term 3, with focus on developing recognition, celebration and belonging
Enhance the visual representation of other cultures around the school, with an emphasis on Te Reo Maori me nga tikanga	Substantial change is achieved in one room per subject area and in other spaces in the school, with a notable increase of Te Reo and tikanga evident

## Staff Capability

Strategic Goal	Annual Targets
Develop and implement a cohesive PLD plan which explicitly develops junior and senior literacy and numeracy across the curriculum and prepares staff to deliver the new NCEA for learner personal excellence.	A relevant 'fit for purpose' plan is ready for use then acted on from Term 1 2021.
Support for all staff, teaching and non-teaching, to grow their understanding of different cultures, languages, and the school's wellbeing framework.	A relevant 'fit for purpose' plan is ready for use then acted on from Term 1 2021.

# Annual Plan – 2021

## Strategic Objective - Academic Personal Excellence

<b>Strategic Goal:</b>			
To be above and increasingly beyond national benchmarks for Merit and Excellence Certificate Endorsements			
<b>Annual Goal:</b>		<b>Annual Target:</b>	
Increase Course Endorsement levels at Merit and Excellence per course		Each cohort increases Merit and Excellence certificate endorsement levels in 2021 relative to 2020, while also being above national benchmarks	
<b>Baseline Data:</b>			
2021 formative and 2020 summative NCEA achievement data, per cohort Y11 - 13			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
Feb Term 1	Identify endorsement candidates (14+ credits A/M/E)	HODs – Department goal setting	Kamar lists of A/M/E
Feb Term 1	Students self-nominate A/M/E endorsement goals	Year 11 - 13 APs	Named students added to subject lists, tracked and mentored
March Term 1	Parents informed of endorsement goals	Year 11 – 13 APs	Letter sent informing parents of son's goals
Term 1	Assessment practices – evidence gathering and assessment opportunities	Principal's Nominee with NZQA at a Staff PLD session	Staff PLD session held Staff understanding of assessment practices surveyed
Term 1	Y9 and 10 Certificate adjustments reflect personal excellence goals	Deputy Rector and Year 10 AP	Scoring system for Certificate updated and all staff notified
Term 1 3	Signage – quotes and role models for Academic Excellence displayed	Positive Education Steering Group	New inspirational signage installed
Terms 1 - 4	Markbooks updated and monitored by HODs	HODs Year level APs to monitor	Information is regularly updated and available for tracking and reports

Terms 2 - 3	Promotion of Academic Excellence and Endorsements – marketing and to students - data	Marketing Committee	Marketing information includes references to academic excellence and endorsements
Terms 1 - 4	Methods of reporting to parents		
Term 1 and 2	Apply relevant Research and Strategy recommendations from Boys' Schools Association	Curriculum Committee with SCT	Staff PLD in effective strategies for improving motivation for endorsement goals
Term 1	Investigate Department academic personal excellence strategic processes in Department Review programme	Sn	Questions added to Department Review template to audit processes being used
<b>Monitoring:</b>			
<ul style="list-style-type: none"> <li>Regular department grade growth tracking of individual students and sets each term with interventions as required</li> <li>Years 9-13 during student achievement reporting scheduled and performance reviewing – Terms 1 - 4</li> </ul>			
<b>Resourcing:</b>			
<ul style="list-style-type: none"> <li>Curriculum Resources. Staff expertise.</li> </ul>			

<b>Strategic Goal:</b>			
<b>Raise Literacy and numeracy in Years 9 – 10 in readiness for Year 11 and to support continuing student access to the full breadth of the curriculum</b>			
<b>Annual Goal:</b>		<b>Annual Target:</b>	
Raise student literacy and numeracy - based learning and prioritisation across junior courses		Improve Y9 and 10 cohort literacy and numeracy scores from Term 1 to Term 4	
<b>Baseline Data:</b>			
Reading PAT, asTTle Writing, [Maths normed test TBA]			
Progress and Consistency Tool (PaCT) for Reading, Writing and Mathematics (recommended)			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
Term 1	PaCT Training	Literacy & Numeracy Working Group	Key staff are trained and proficient in use of PaCT



Term 1 and Term 4	PaCT testing	MY	Year 9 and 10 Reading, Writing and Mathematics PaCT data is recorded and disseminated
Term 1	Identify hierarchy of needs in Reading, Writing and Mathematics and plan programme	Literacy and Numeracy Working Group	Data evaluated and plan made for development programme to improve literacy and numeracy in Y9 – 10 cohorts
Terms 1, 2,3	Strategies for cross-curricula teaching of literacy and numeracy are identified, collated and shared with staff	Literacy and Numeracy Working Group	Resource base of strategies for improving literacy and numeracy have been shared at staff PLD
Terms 1 - 3	Common school strategies for literacy & numeracy – vocabulary, writing frames, agreed numeracy strategies such as graphing, measuring, etc. are identified from cross-curricular sources and agreed on	Literacy and Numeracy Working Group	Survey of key literacy and numeracy strategies and skills from Departments collated  Draft list of strategies and skills determined and consulted across school  School-wide strategies agreed, shared and used.
Term 4	Availability of Year 8 PaCT data from contributing school identified and accessed via ENROL	Deputy Rector	New enrolments PaCT data is downloaded and available for start of year processes for Year 9s
Term 2-3	Visit contributing schools to have knowledge of strategies and practices	Literacy and Numeracy Committee	Members have visited some contributing schools and key strategies identified and collated
Term 1 - 4	Promotion of reading culture in the school, with departments, Year level assemblies, King's Week, social media and other opportunities	Librarian, in conjunction with English and other Departments, and Marketing Committee	Reading Culture fostered in Year level assemblies, King's Week, social media, signage and learning programmes
Terms 1 - 4	Promotion of numeracy culture in the school with departments, Year level assemblies, King's Week, social media and other opportunities	Mathematics and other departments, and Marketing Committee	Numeracy Culture fostered in Year level assemblies, King's Week, social media, signage and learning programmes
Terms 1 - 4	Promotion of writing culture in the school, with departments, Year level	All departments	Writing Culture fostered in Year level assemblies, King's Week, social

	assemblies, King's Week, social media and other opportunities		media, signage and learning programmes
<b>Monitoring:</b> Literacy and Numeracy Working Group, Line Managers, Marketing Committee			
<b>Resourcing:</b> <ul style="list-style-type: none"><li>• Learning Progressions Framework and Progress and Consistency Tool (PaCT) – training for use of these tools for Reading, Writing and Mathematics. Relief days for key staff in English, Mathematics, Social Sciences and Science.</li><li>• Relief hours/days for visits to contributing schools</li></ul>			



## Strategic Objective – Well Being

<b>Strategic Goal:</b>			
<b>Develop and embed a shared language and understanding of wellbeing, including an understanding of the different strands that collectively form our schoolwide wellbeing framework</b>			
<b>Annual Goal:</b>  Key wellbeing terms and concepts are integrated into courses and instruction via departments		<b>Annual Target:</b>  Increase student recognition and understanding of key language and concepts from Terms 1 to 4 through accessing it widely	
<b>Baseline Data:</b> NZIWR/NZCER surveying of the state of student wellbeing, King's surveying/testing of wellbeing language/concept uptake			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
Start of Term 1, 2020	Display in every classroom 10 key words that are intrinsic to Pos Ed.  Integrated into subject area goals and associated actions.	HOD's to discuss with teachers in their Departments	Student's start to use the language in conversation
Modules rotating throughout year	KMS - main driver for Juniors.	All teachers of KMS	Class engagement
2 x per Term	Seniors will do 6 x specific Units of work eg. A "how to study" unit	Rs, My to make up the Units. Classroom teachers to teach	Class engagement
<b>Monitoring:</b> Each Subject look to use the 10 key words in context within their own subject areas ie. what could / does "resilience" look like in your subject area? What strategies could you use / be applied to assist with this learning?			
<b>Resourcing:</b>			
<ul style="list-style-type: none"> <li>● Photocopying and laminating the 10 key words for every classroom</li> <li>● Photocopying Units of work for the Senior School</li> </ul>			

<b>Strategic Goal:</b>			
<b>Expand explicit teaching of the wellbeing programme throughout the school, embedded in a context of high expectations of self and others</b>			
<b>Annual Goal:</b> Group time wellbeing tasks are rolled out via House activity		<b>Annual Target:</b> All House Groups receive and successfully employ one activity every two weeks via senior House Group students.	
<b>Baseline Data:</b> NZIWR/NZCER surveying of student wellbeing state, King's surveying/testing of wellbeing language/concept uptake.			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
Term 1 Week 1 or 2: dependent on House Assembly day	Worksheets – small groups, peer interaction.	Yr 12 and 13s act as peer mentors / facilitators for Yr 9 -11.	Relationship building through conversations with peer mentors
<b>Monitoring:</b> Seniors (Yr12 / 13s) in each Group to drive the activities.			

<b>Strategic Goal:</b>			
<b>Expand explicit teaching of the wellbeing programme throughout the school, embedded in a context of high expectations of self and others</b>			
<b>Annual Goal:</b> Using Year Level <b>Assembly</b> time: Use of motivational speakers, Old Boys eg past Prefects etc. to help reinforce the Rector's message.		<b>Annual Target:</b> Unpack one of our school Values every month and walk through what it looks like in a King's context.	
<b>Baseline Data:</b> NZIWR/NZCER surveying of the state of student wellbeing, King's surveying/testing of wellbeing language/concept uptake			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>

Assembly Time each week.	Our 7 Values of Excellence, Respect, Integrity, Compassion, Participation, Fairness, and Responsibility	The Rector, prominent Old Boys, ex-Prefects, motivational speakers	Work through one Value per month. Student Voice.
<b>Monitoring:</b> Tie in the work in Value from Assemblies into the Group time and class setting.			
<b>Resourcing:</b>			
<ul style="list-style-type: none"> <li>• Good people who will help spread our message eg Motivational Speakers. Tap into the Old Boy network. Student Leaders and 'Influencers'.</li> </ul>			

<b>Strategic Goal:</b>			
<b>Expand explicit teaching of the wellbeing programme throughout the school, embedded in a context of high expectations of self and others</b>			
<b>Annual Goal:</b>		<b>Annual Target:</b>	
Increase the Wellbeing of our students, staff and community		Improve student and staff wellbeing Raise awareness and understanding of wellbeing within the whole school community	
<b>Baseline Data:</b>			
NZIWR/NZCER surveying of the state of student wellbeing, King's surveying/testing of wellbeing language/concept uptake			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
Weekly – get article to Hf by the Wednesday in time for publishing Friday each week.	Starting with Pos Ed introduction in King's Week. Follow themes of our 7 school Values.	Rs, Hf	Pos Ed articles in King's Week aligned with the information given at Assembly that week.
	Have a wellbeing focus during school events such as Good Man evening etc.	Rs, Ds	Parent feedback
	Try to get PTSA representation on the Pos Ed Steering Group.	Rs, Te	PTSA involvement will have a great ripple effect
<b>Monitoring:</b> - Access community voice from school events such as Good Man evening and Award ceremonies.			
<b>Resourcing:</b> - Staff suggestions to foster staff wellbeing.			

## Strategic Objective – Inclusive Practice

<b>Strategic Goal:</b>			
<b>Create and foster relationships that build stronger bonds between school and community</b>			
<b>Annual Goal:</b> Increase interaction with distinct community groups		<b>Annual Target:</b> One meeting/interaction with each distinct community group by the end of Term 3, with focus on developing recognition, celebration and belonging	
<b>Baseline Data:</b> Staff and community feedback on the value of the meetings and the actions informed by them			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
<ul style="list-style-type: none"> <li>- Academic, Cultural/Music and Sporting Celebrations throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>- Marae Trips</li> <li>- Field Trips</li> <li>- Good Man Evening (Term 1)</li> <li>- Mother &amp; Son Evening (Term 2)</li> <li>- Cultural Week (Term 3 – Week 5)</li> <li>- Fundraising</li> <li>- Refugee Family meetings (Term 1 &amp; 3)</li> <li>- Pasifika Performance Evenings</li> </ul>	<ul style="list-style-type: none"> <li>- Modelled/promoted by all staff</li> <li>- Prefects</li> <li>- Old Boys</li> <li>- Maori Advisory Board</li> <li>- Pasifika Advisory Group</li> <li>- House Groups</li> <li>- Interhouse Competitions</li> <li>- Assemblies</li> <li>- Co-curricular (Lions Way)</li> <li>- Assemblies</li> <li>- Marketing Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with all stakeholders within our school community will involve:               <ul style="list-style-type: none"> <li>- Partnerships with school groups being developed.</li> <li>- Alumni</li> <li>- Old Boys Assn</li> <li>- PTSA</li> <li>- Student Council</li> <li>- Sports Department</li> <li>- King’s High School Charitable Trust</li> </ul> </li> <li>• The importance of our community links and school links (including student groups) working together and not individually.</li> <li>• Providing more leadership opportunities for our staff to be involved in groups:               <ul style="list-style-type: none"> <li>- Deans</li> <li>- Staff</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>- Numeracy and literacy group</li> <li>• Providing more leadership opportunities for our students to be involved in groups/voice: <ul style="list-style-type: none"> <li>- Senior/Junior</li> <li>- Maori/Pasifika</li> <li>- Prefects/Peer Mentoring</li> </ul> </li> </ul>
<b>Monitoring:</b> <ul style="list-style-type: none"> <li>- BOT / SLT / Staff / School related community groups</li> <li>- Onsite to promote existing buildings and structures – but, also new infrastructure. Visual aids given the high volume of foot-traffic we have, are to have in the future.</li> <li>- Lifting areas of the school to guide our community when they come through the front gates.</li> <li>- Signage is key.</li> </ul>			
<b>Resourcing:</b> School Funding streams / Marketing Budget			

<b>Strategic Goal:</b> Enhance the visual representation of other cultures around the school, with an emphasis on Te Reo Maori me nga tikanga			
<b>Annual Goal:</b> Increase the quantity of static or audio-visual material in school with cultural focus		<b>Annual Target:</b> Substantial visual change is achieved in one room per subject area and in other spaces in the school, with a notable increase of Te Reo and tikanga evident	
<b>Baseline Data:</b> Audit of new material added, student voice regarding impact/influence			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
<ul style="list-style-type: none"> <li>- A focussed approach to what/where we need to be upgrading and improving our visual displays inside/outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Library area</li> <li>- Gymnasium area</li> <li>- Administration Block</li> <li>- Old Boys area</li> <li>- PAC Foyer area</li> <li>- Court-yard area</li> </ul> <p>All these areas to have an increase of positive visual aids added</p>	<ul style="list-style-type: none"> <li>- Rector</li> <li>- Staff</li> <li>- Prefects/Student Voice</li> <li>- Maori Advisory Board</li> <li>- Pasifika Advisory Group</li> <li>- Property Committee</li> <li>- BOT</li> <li>- PTSA</li> <li>- Iwi</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Community Feedback</u> Regular surveying Parents/KPAG/MAG</li> <li>- <u>Student Voice/Feedback</u> Prefects House Prefects Juniors (Liaison Classes)</li> <li>- <u>Staff Feedback</u> HOD Meetings</li> </ul>

			<p>Department Meetings Line Manager Meetings</p> <ul style="list-style-type: none"> <li>- <u>Property Committee</u> timeline on when visual aids are to be placed/implemented around school</li> <li>- <u>Marketing Committee</u> Ideas feedback</li> <li>- <u>HOD's</u> ensuring classrooms and Department areas are well presented with clear messages.</li> </ul>
<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>- BOT / SLT / Staff / Students / School related community groups</li> </ul>			
<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>- School Funding streams</li> <li>- Property</li> </ul>			



## Strategic Objective – Staff Capability

<b>Strategic Goal:</b>			
Develop and implement a cohesive PLD plan which explicitly develops junior and senior literacy and numeracy across the curriculum and prepares staff to deliver the new NCEA for learner personal excellence.			
<b>Annual Goal:</b> Staff individual and collective need for added expertise is met by professional development of teaching and non-teaching staff to implement strategic developments – all captured in a plan		<b>Annual Target:</b> A relevant ‘fit for purpose’ plan is ready for use then acted on from Term 1 2021	
<b>Baseline Data:</b> Staff attendance and feedback from PLD internal/external, desirable change evident in domains 1-3			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
Term 4 – 2020	Literacy and numeracy baseline test PaCT for use in Junior school chosen and investigated	SLT and Literacy and Numeracy Working Group	Testing using this baseline test three times in the Junior school to track change in individual students literacy and numeracy data
Term 1 - 2021	Introduce King’s High School Critical Path to Follow for NCEA Change	AP Assessments and Pathways and AP Teaching and Learning to facilitate	Checkpoints on the Critical Path being met by all
Term 1 - 2021	Literacy and numeracy specific schoolwide PLD	AP Teaching and Learning to facilitate	Strategies being explicitly incorporated into planning and teaching. Results lifting of literacy and numeracy data
Term 2, 3 and 4 - 2021	NCEA Change Teacher Only Days 2, 3, 4	AP Assessments and Pathways, AP Teaching and Learning, SCT, Literacy and Numeracy Working Group	Staff feedback and planning towards its implementation
Throughout 2021	Departments reviewing their subject specific literacy and numeracy	APs/Line Managers and HODs/Assistant HODs	Development and then implementation of ‘Department Literacy and Numeracy Strategy’ in their junior subjects first and then the Senior subjects. Students correct

			use of subject specific literacy and numeracy is more prevalent
<b>Monitoring:</b> <ul style="list-style-type: none"> <li>• BOT</li> <li>• Rector</li> <li>• APs (Assessments and Pathways, Teaching and Learning and Curriculum and Technology)</li> <li>• SCT</li> <li>• HODs/Assistant HODs</li> <li>• Literacy and Numeracy Working Group</li> </ul>			
<b>Resourcing:</b> <ul style="list-style-type: none"> <li>• PLD Budget</li> <li>• NZQA Resources for the NCEA Changes</li> <li>• Literacy and numeracy baseline test - PaCT</li> </ul>			

<b>Strategic Goal:</b> Support for all staff, teaching and non-teaching, to grow their understanding of different cultures, languages, and the school's wellbeing framework.			
<b>Annual Goal:</b> Staff individual and collective need for added expertise is met by professional development of teaching and non-teaching staff to implement strategic developments – all captured in a signal plan		<b>Annual Target:</b> A relevant 'fit for purpose' plan is ready for use then acted on from Term 1 2021	
<b>Baseline Data:</b> Staff attendance and feedback from PLD internal/external, desirable change evident in domains 1-3			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
Term 1 - 2021	Full staff PLD	AP Teaching and Learning to facilitate with outside agencies	Feedback from staff survey on this PLD session and take aways from it

Throughout 2021	Te Reo Māori Language Course at King's High School	Matua Pene	Staff improving their Te Reo language skills and utilising it in class and the wider school
Throughout 2021	Individual staff PLD	Staff who have attended external PLD	PLD Feedback Form
Term 2 - 2021	Te Reo Māori Language Course(s) Online	AP Teaching and Learning to facilitate	Wider use of Te Reo Māori in classroom and across school. 2021 Māori student survey
Term 3 - 2021	King's Culture Week	All staff	Staff involvement in Culture Week feedback provided on the week – takeaways, ways to improve
<b>Monitoring:</b> <ul style="list-style-type: none"> <li>• BOT</li> <li>• Rector</li> <li>• AP Teaching and Learning</li> <li>• Professional Growth Cycle Supporters (Teaching Staff)</li> <li>• Appraisers (Non-Teaching Staff)</li> </ul>			
<b>Resourcing:</b> <ul style="list-style-type: none"> <li>• Cultural Capabilities Centrally Funded PLD for 2021-2022</li> <li>• PLD Budget</li> <li>• Hauora/Wellbeing PLD</li> </ul>			