



# **KING'S ACADEMIC PROGRAMME**

BUILDING MEN FOR LIFE





Dear Parents,

Our vision for all the young men we are privileged to educate is a simple one. We are committed to **Building Men for Life**. It is our desire that the boys who enter our school will leave it as well rounded young men equipped, academically to pursue their dreams and also emotionally and ethically so they can contribute positively to their families and our community.

Our vision materialises through the pursuit and promotion of Personal Excellence. We encourage, inspire and expect each student to be the best that he can possibly be. Whether it is in the classroom, on the stage or in the sporting arena.

I am extremely proud to be leading a school of such talented and superb young men. I am blessed to have an outstanding staff who are committed to providing a superior education to their students.

**Dan Reddiex**  
Rector



Dear Parents,

In recent years King's High School has achieved some impressive academic results in both NCEA and Scholarship examinations. This has been as a direct result of the development of the Acceleration, Cambridge and Scholarship programmes designed to encourage and enable academically gifted young men to achieve to their potential.

Scholarship results and Cambridge performances are clear and visible indicators of success. However, it is the intangible elements that reflect the academic culture present within the school. Accelerated students are proud of their status whilst others aspire to emulate them. Students who would never have considered Scholarship are now pursuing their passion with vigour. The boys are made aware of the opportunities available and they are determined in their pursuit of them.

It is these factors, combined with impressive examination results, that have made the academic landscape at King's a very exciting and rewarding environment to be a part of.

**Marek Brewster** - [br@kingshigh.school.nz](mailto:br@kingshigh.school.nz)  
Academic Dean



### Objective

There are two primary goals for the Academic Scholarship programme;

- The promotion and pursuit of success in the NZQA Scholarship Examinations.
- The holistic development of our academically gifted students in terms of their character and their intellectual strengths and passions.

The first objective reflects the value we place on the Scholarship Examinations as a school. They are the premier scholastic opportunity at secondary school level in the country. This is due to their demanding standard of difficulty, competitively ranked nature and clearly defined purpose;

*“New Zealand Scholarship provides recognition and monetary reward to top students in their last year of schooling. New Zealand Scholarship examinations enable candidates to be assessed against challenging standards, and are demanding for the most able candidates in each subject” NZQA Website, Scholarship Page.*

The second objective reflects our values as a school and what we desire for the young men in our charge.

The holistic development of our academically gifted students can be observed in many formats. Naturally the Academic Scholarship programme provides the required level of acceleration to continue to satisfy the academic talents and passions of our students. It also provides opportunities for the student to develop aspects of integrity, independence, maturity, opportunities for service and, perhaps most importantly, the value of perseverance in the face of significant challenge.

The first goal is measured objectively and comparatively by the results achieved. The second is more difficult to measure. However it is the second objective that is ultimately of greater importance as it will provide impetus and benefit to both the student and the people they influence far beyond their time at King's.



### Cambridge

“King's provided a great learning environment and the opportunity to experience examinations before NCEA. Cambridge helped me build a work ethic and significantly improve my time management skills”.

### Scholarship

“Through Scholarship, I have had the opportunity to extend my study over several subjects and have benefited greatly from the additional challenge.”

**William Scharpf Year 11**

**Scholarship in Calculus as a Year 10**

### Overview

Acceleration enables a student to take subjects at levels beyond his traditional age bracket. To facilitate this an Individualised Education Programme (IEP) is developed for each student. The Academic Dean monitors each accelerant student and their academic performance as well as their mental and social health.

### Goals

The process of Acceleration is aimed at meeting the following key objectives:

- Extend and challenge our most academically able students in their individual areas of passion and strength.
- Assist each student in the development of his character through interaction with his elder peers.
- Develop independence, maturity and perseverance in the face of a suitable academic challenge.
- To ultimately facilitate multiple attempts in a subject at the Scholarship level.

### Structure

#### Years 9 to 11

- Acceleration is primarily facilitated through three key pathways:
  - The Cambridge Year 10 programme, primarily in the Core Subjects of Mathematics, English, Science and Social Studies.
  - The interviews between the Rector, the new entrant and caregiver.
  - The nomination of a student by respective departments.
- Acceleration is not offered in all subjects, as not all subjects have the required attributes for extension.
- Care is always taken when selecting any potential candidate, to ensure he has the necessary attributes and abilities.
- Once a student is nominated for Acceleration, the Academic Dean will request an IEP meeting with the student and his caregivers. This is usually held in Term 4.
- An annual review is held with the student and caregivers to discuss progress in Acceleration subjects.

#### Year 12 Students in Year 13 Subjects

One of the purposes of acceleration is to afford multiple opportunities at Scholarship in a given subject. Usually this will take the form of a student having a first attempt in Year 12 and a second attempt in Year 13.

There are three options available to the student should this situation occur:

- Repeating the Year 13 class. A unique programme of extension is developed for each accelerant student who is participating in a course again.
- The pursuit of University Study in that subject. Primarily this is via correspondence or distance-learning.
- Another subject is taken in Year 13. The student will still sit Scholarship at the end of the year in the subject they were accelerated in when they were Year 12.

Selection of the best option for each student is based on discussion with the student and caregiver.

## Expectations of Performance

There is the expectation that IEP students will perform to a high standard in their accelerated subjects.

## Individualised Timetabling

The initial weeks of the year will see the promotion of accelerant students from the Cambridge programme (following confirmation of performance in the IGCSE examinations and through departmental identification). Individualised timetables will be developed in order to facilitate the desired IEP programmes for each student.



### Acceleration

"The acceleration of my learning has been a great benefit. It provided me the opportunity to pursue university level education a year earlier and being placed in this group also allowed me to expand my social connections immensely."

### Cambridge

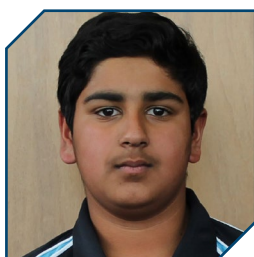
"The Cambridge system at King's was my first encounter with external examinations and also my gateway into acceleration. Cambridge allowed me to realise the extent of my ability in academia."

### Scholarship

"Scholarship is in essence the greatest challenge you can come across at high school and hence a great sense of accomplishment is received when you solve scholarship level problems. It is this challenge and sense of accomplishment I strive for. The assistance I continue to receive to help achieve my goals is exceptional."

**Callan Carne Year 13**

**Scholarships in Physics, Chemistry and Calculus in 2016**



### Acceleration

"For me, Cambridge Mathematics has been an opportunity that has allowed me to go further as a Year 9 Mathematics student. I believe that I am benefiting from this opportunity, gaining the respect of my peers, friends and family. Academic excellence at King's is an enjoyable adventure in itself. Teachers are partners and give their time and knowledge selflessly, so I can work towards my goal of 'Personal Excellence.'"

**Narayan Shastri Year 9**



### **Overview**

Cambridge refers to the IGCSE examination system. These are internationally assessed examinations that afford a qualification roughly equivalent to that of a Year 11 student in New Zealand. The delivery of curriculum is generally accepted to be more demanding and have greater breadth than the comparative New Zealand system.

### **Goals**

The Cambridge Examinations satisfy four key objectives:

- Extend and challenge our most academically able Year 10 students.
- Provide an opportunity for students to experience a full examination series prior to their senior years.
- Develop independence, maturity and perseverance in the face of a suitable academic challenge.
- Provide a reliable and independent metric for identifying potential candidates for acceleration.

### **Structure**

- This is a Year 10 only course, run for those boys in the top streamed academic class.
- Available in four subjects, Mathematics, English, Science and Global Perspectives.
- Official Examinations are held in November.

### **Identification of Students at Year 9 Level**

Candidates for the Cambridge class are identified through consultation between Heads of Department (HoD), the Academic Dean and the relevant Assistant Principal.

In Term 3 rankings in the four core subjects of the top 40 Year 9 students are combined with teacher comments and observations to determine suitability for the programme. Overall academic strength across the curriculum is prioritised.

A draft class list is formed and then circulated amongst the Heads of Department for final approval. An information evening for prospective students is then held in Term 4.

### **Key Information**

For confirmed Cambridge students there is an information evening held in Term 1, at which both staff and students present the initial work covered in class. The meeting serves to establish good relationships and allows for the communication of any parental questions or concerns.

All students must sit all examinations. There is a cost involved for each examination. In order to fulfil the purpose of maximising accessibility financial assistance may be available for those facing hardship.

Students may be accelerated into the Cambridge class on a single subject basis. This happens frequently, however these students are not considered part of the Cambridge class as a whole.



### **Acceleration**

"The acceleration programme at King's is what really motivates me to strive for academic success. The passionate teachers are extremely knowledgeable and they go above and beyond to help me achieve higher grades and to encourage me further. This opportunity has resulted in my being able to enjoy learning."

### **Cambridge**

"Although it was very tough the Cambridge course set me up to take Mathematics and Physics at NCEA Level 2 as a year 11 student. The course taught me how to study more effectively and learn an abundance of material efficiently. These skills will benefit me for the rest of my life. As a result of the Cambridge examinations, I feel very comfortable taking NCEA, and I want to challenge myself to excel even further and to never just settle."

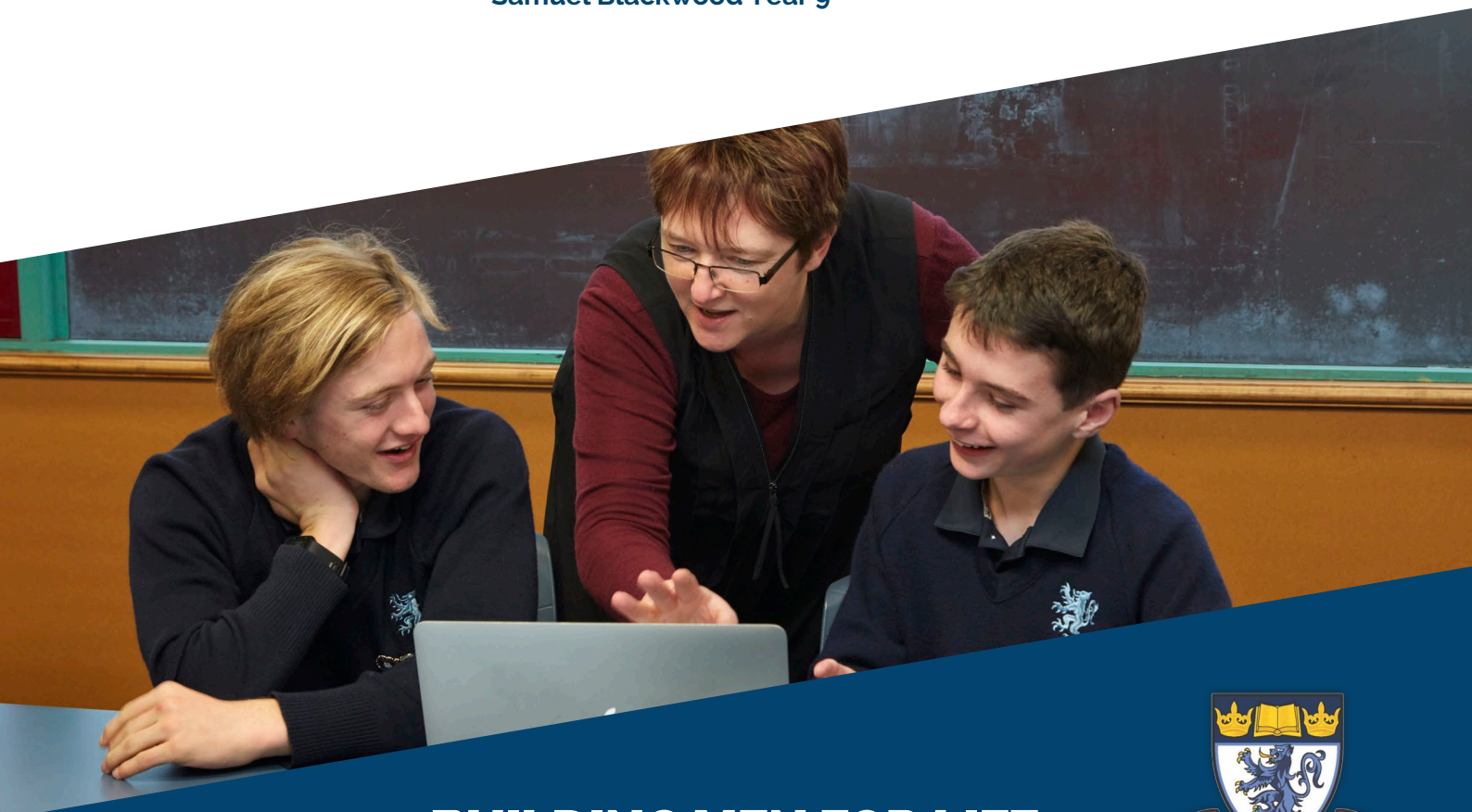
**Duncan Roff Year 11**



### **Cambridge**

As a Year 9 student at King's, I have been fortunate to take part in the Cambridge IGCSE Mathematics class. Participating has extended me considerably. It has been both enjoyable and rewarding to continue down the road of extension I began at DNI School. Exploring the options of which high school I was to attend, I investigated the academic extension programmes of Dunedin's leading academic schools. I found that no other school was willing to go as far as King's does to extend the students. I fully recommend King's to any student wishing to be extended.

**Samuel Blackwood Year 9**



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[www.kingshigh.school.nz](http://www.kingshigh.school.nz)



### Overview

Scholarship refers specifically to the systems and programmes designed to support the students of King's in their pursuit of success in the annual NZQA Scholarship Examinations in November. King's High School holds these Scholarship examinations as the ultimate academic goal for a student's intellectual and holistic development in their chosen area(s) of study.

### Goals

The pursuit of Scholarship satisfies the following key objectives:

- Extend and challenge our most academically able students in their individual areas of passion and strength.
- Assist students in the development of character through interaction with their elder peers.
- Develop independence, maturity and perseverance in the face of a suitable academic challenge.
- To ultimately facilitate multiple attempts in a subject at the Scholarship level.

### Attitude

At King's the culture of Scholarship is fundamentally sourced from a belief that Scholarship is something open to all students of all backgrounds. A stigma can exist that it is only for the students who have been in the top class. This is actively refuted at King's. If a student has the ability, passion and work ethic for a subject, then Scholarship is a possibility for them, regardless of their situation.

### Structure

- Scholarship is offered in almost every subject that is available to students at NCEA Level 3.
- Some subjects have timetabled classes for pure Scholarship. In 2017 these classes are English, Chemistry, Physics, Biology, Geography, Statistics and Calculus.
- Subjects without timetabled Scholarship classes run independent programmes, often through tutorial assistance after school.
- The school has made liberal use of the University of Otago Scholarship tutorials. These are generally advertised in May and offered in various subjects. They serve as an excellent companion to the work done at King's.

### Scholarship Club

To be a member of the Scholarship Club at King's High School is to be a student who wishes to achieve academically at the highest of levels. Membership is attained through a nomination and selection process. The criteria for membership is a combination of past performance, particularly NCEA subject endorsements at Excellence, and through the judgement of the Academic Dean and other staff members.

Students in the Scholarship Club are unique in that they are not just aiming for a single Scholarship pass, but are striving for a Scholarship Award, gained by passing Scholarship in 3 different subjects. They will receive targeted mentoring, attend guest speaker workshops and have the additional support provided at Scholarship Breakfasts with the Rector, Mr Reddiex and the Academic Dean, Mr Brewster. A Scholarship Club Badge is also awarded to them.



## Past Scholarship Candidates

The Academic culture at King's is such that successful Scholarship candidates are encouraged to maintain contact with the school and there is a strong precedent for students to return and offer tutelage. This is done largely on a subject by subject basis and has been a strength of the Academic Scholarship programme that continues to grow each year.

## Scholarship Information Evening

This is generally held in the latter stages of Term 1, following the celebration of the previous Scholarship examinations in student assemblies. This evening is designed to inform caregivers about the nature of Scholarship. The Scholarship Information Handbook is an accompanying document for caregivers and students that details the individual requirements and features of Scholarship in a subject at King's.

## Year 12 and Scholarship

When appropriate there is an active policy to encourage able Year 12 students to try Scholarship. This is not applicable in all subjects due to the nature of content required but it is offered in a number of subjects. The advantages are obvious and students have achieved high success rates when they have opted to resit the Scholarship exam in Year 13.



### Acceleration

"I have been very fortunate to have been included in the acceleration programme. I have been able to work with others at a similar level and also challenge myself to do well at a level that is demanding. I take great pride in being part of the programme and very much enjoy thinking how I am part of something special."

### Cambridge

"The Cambridge system has proven itself to be very useful. The content gives a broad range of difficult but achievable challenges. Having experience in an external examination situation before reaching the important national assessments is another very helpful bonus."

### Scholarship

"Being part of the Scholarship Calculus Class is truly awesome. Not only does it provide many challenges, but working with others with the same goals, both motivation and learning come more easily. The Scholarship Classes at King's definitely offer a great setup for university level papers and certainly an extension of knowledge and ideas. I love being a part of the Scholarship Class because it is a very rewarding experience. For those interested Scholarship gives awesome insight."

**George Bates Year 10**



## KING'S HIGH SCHOOL ACADEMIC ACHIEVEMENT

SUBJECT	SCHOLARSHIP			
	YEAR			
	2013	2014	2015	2016
Art History				1
Biology	2	2	2	
Calculus	2	1	2	6
Chemistry	1		2	4
Classics			2	
Drama				2
Design	1			4
English	1	2	3	2
Geography			1	
German			1	
Music			3	
PE	1			1
Physics		1	2	4
Statistics	3	1	2	3
Painting			1	
Technology				1
	11	7	21	28

## KING'S HIGH SCHOOL ACADEMIC ACHIEVEMENT

SUBJECT	CAMBRIDGE A*			
	(A* Grade is above 90%)			
	2013	2014	2015	2016
Mathematics		2	2	4
English	2	2		5
Science		5	2	7
Global Perspectives			8	4
	2	9	12	20

In short these tables demonstrate two main points:

1. The Academic Programme at King's is on an upward trajectory.
2. The success is being attained in a wide variety of subjects.

The numbers support the argument that the systems and processes put in place and refined since 2015 are in themselves successful in meeting the aim of establishing King's High School as a premier school for academic excellence.

These points indicate that this success has both momentum and depth. It shows the programme works and will continue to provide outstanding results to those who wish to take advantage of the opportunities provided.



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