



# KingsView School

Our Vision is to: enR.I.C.H each child's gifts and talents.

FAMILIES WHO ENROL AT KINGSVIEW DO SO BECAUSE US THEY



2024 Focus: Creativity

Term 1  
Theme: Water  
Curriculum: Science  
Key Competency: Managing Self

Term 2  
Theme: Civilisations  
Curriculum: Social Science  
Key Competency: Relating to Others

Term 3  
Theme: Design, Make and Market  
Curriculum: Technology  
Key Competency: Participating and Contributing

Term 4  
Theme: Design, Make and Market  
Curriculum: Technology  
Key Competency: Thinking

**Our Mission Statement:** KingsView School works in partnership with parents to provide a Christ-centred education to develop each child's gifts and talents.

**Growth Goals:** End of 2024 = 90 students. End of 2025 = 101+ students.



**RESILIENCE**

Get back up and give it a go.

Phil 4:13



**INTEGRITY**

Do the right thing, even when no one is watching.

2 Cor 8:21



**COMPASSION**

Show care and kindness to all.

Eph 4:32



**HONOUR**

Go above and beyond to show respect.

Rom 12:10

**2024 - 2025 ABC Strategic Goals**



**Academic Success-**

- \*R.I.C.H Inquiry
- \* Writing



**Build Community-**

- \*Staff Professional Development
- \* Community Engagement



**Christian Character-**

- \*PB4L
- \* Special Character

# KingsView School

**Vision: EnR.I.C.H each child's gifts and talents.**

**Academic Success Goal 1:** Implement the R.I.C.H Inquiry Model school wide.

**Initiatives:**

- 1) Staff PD facilitated by GEMS Aotearoa.
- 2) Resources incl. posters and thinking tools distributed.
- 3) Celebrations of Learning assemblies each term in weeks 3, 6, and 9 to share student progress.

**Outcomes:**

KingsView Staff and students have knowledge of and have used the KingsView School R.I.C.H Inquiry Model.

**Academic Success Goal 2:** Improve school wide writing data.

**Initiatives:**

- 1) Subscribe to Murray Gadd and utilise his staff PD.
- 2) Whole school implementation of The Code incl. sharing of best practice at KVS and local schools.
- 3) Work with our Kahui Ako Across School Leads to address this goal.

**Outcomes:**

Students make accelerated progress of more than one year's improvement in a calendar year.

**Build Community Goal 1:** Provide Professional Development for all staff.

**Initiatives:**

- 1) Each staff member incl. non teaching is allocated a PD budget.
- 2) Engage Strength Finders to assess, 1:1 coach and run 3 staff meetings on how we can best work together.

**Outcomes:**

Teachers, Learning Assistants, the Office Manager and Principal participate in purposeful Professional Development.

**Build Community Goal 2:** Hold regular events which allows our community to engage and strengthen.

**Initiatives:**

- 1) Termly staff events.
- 2) Termly parent events to meet one another, learn and connect.
- 3) Visible in the community incl. market days, Facebook and newspaper.

**Outcomes:**

Staff, students and parents feel connected to KingsView School, are proud to be part of our whānau.

**Christian Character Goal 3:** Embed PB4L tier 2 across the whole school.

**Initiatives:**

- 1) Staff development facilitated by PB4L.
- 2) Daily, weekly, termly and yearly rewards.

**Outcomes:**

Staff, students and parents understand and regularly use the KingsView PB4L model.

**Christian Character Goal 3:** Further develop our school wide Termly devotions plan.

**Initiatives:**

- 1) Work with NZCPT to develop our planning.
- 2) Observe and give constructive feedback to one another.
- 3) Authentic student engagement in the planning, implementation and review of devotions.

**Outcomes:**

A clear understanding of devotions and development of our student's Christian Character.





# KingsView School

**Our Vision is to: enR.I.C.H each child's gifts and talents.**

## THE KINGSVIEW WHĀNAU

Board of Trustees - oversees the governance of KingsView School and ensure that everything that needs to be done gets done - legally, ethically, and as well as possible in the best interests of its students.

NZCPT (Proprietor) - act as guardian of the Special Character and work with the Land Trust on property.

CSAQ (Land Trust) - leases the school property from a private owner. The CSAQ services the property needs and acts as a local vision carrier and Special Character caretakers of our school.



### Students:

Term 1 2024 roll: 70

Wai Class: 11 (5 female, 6 male)

Rākau Class: 16 (2 female, 14 male)

Manu Class: 20 (12 female, 8 male)

Maunga Class: 23 (15 female, 8 male)

Total: 34 female, 36 male)

### Ethnicities:

NZ European/Pakeha 39%

Latin American 36%

Asian 23%

### Staff:

Amos Pilgrim - Principal

Storm-Lynn Du Toit - Wai Class teacher and SENCO

Yolandi Bezuidenhout - Rakau Class teacher

Olivia Winks - Manu Class teacher and Bus Controller

Gavin Crow - Maunga Class teacher and EOTC and Sports Coordinator

Michelle Green - Classroom Release Teacher

Asami Turnbull - Learning Assistant

Lorena Zavala - Learning Assistant

Carol Souza - Learning Assistant

Jennette - Office Manager

### Facilities:

5 single cell classroom spaces

Resource Room & Sick Bay

Principal's Office

Office

Onsite Playground & Quiet Space

Library

ESOL Room

Breakout space

Hall

Teacher workspace

### Key digital infrastructure:

Skool Loop - attendance, notices, newsletters etc.

Website - uniform, stationery, vacancies, enrolment.

Lunchonline - lunch delivered to school.

School Docs - policies and procedures available on our website.

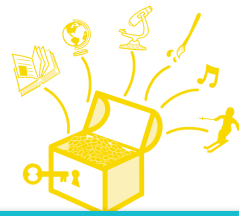
Qizzle - stationery supplier.

Email - for staff, students and board members.

Edge - the school Student Management System

Staff Sync - to manage relieving staff and leave.

NZ Uniforms - uniform supplier.



# KingsView School

**Our Vision is to: enR.I.C.H each child's gifts and talents.**

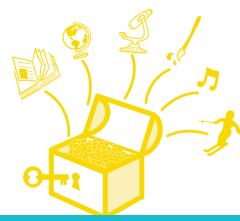
## Objective 1: Learners at the centre. How will we achieve this?

Priority 1) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

- Student Voice and Choice: Foster a culture where students actively participate in decision-making processes regarding their education, including selecting learning activities, projects, and assessment methods.
- Collaborative Learning Communities: Facilitate collaborative learning experiences where students work together in groups or pairs, encouraging peer-to-peer teaching, support, and collaboration.
- Regular Feedback and Reflection: Provide ongoing feedback to students on their progress, allowing them to reflect on their learning journey and set goals for improvement.
- Inclusive Practices: Ensure that all learners, regardless of background, ability, or learning style, are supported and included in the learning process, promoting equity and diversity within the school community.

Priority 2) Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

- Culturally Responsive Curriculum: Develop a curriculum that incorporates the identities, languages, and cultures of the diverse student body, ensuring that learning experiences are relevant and meaningful to each learner's background and experiences.
- Family and Community Engagement: Actively involve whānau (families) and communities in the educational journey of learners, seeking their input, feedback, and partnership in designing and delivering education that aligns with the aspirations and needs of the students and their wider community.
- Language and Cultural Sustainability: Implement initiatives to promote and sustain languages, cultures, and identities within the school environment, such as offering language classes, celebrating cultural events and holidays, and integrating cultural practices into daily school life.
- High Expectations and Support: Set high expectations for every learner while providing personalised support and resources to help them achieve their goals, ensuring that all students feel valued, empowered, and capable of reaching their full potential.



# KingsView School

**Our Vision is to: enR.I.C.H each child's gifts and talents.**

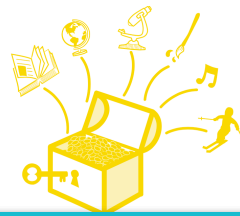
## Objective 2: Barrier free access How will we achieve this?

Priority 3) Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

- Equitable Access to Resources and Support: Ensure that all learners, including Māori and Pacific learners, disabled learners, and those with learning support needs, have equitable access to resources, facilities, and support services necessary for their academic success. This includes providing assistive technologies, support staff, and culturally responsive teaching materials.
- Inclusive Teaching Practices: Adopt inclusive teaching practices that cater to the diverse needs and learning styles of all students. This may involve differentiated instruction, universal design for learning (UDL), and incorporating culturally relevant pedagogies to engage Māori and Pacific learners effectively.
- Culturally Responsive Support Services: Establish culturally responsive support services and initiatives that address the specific needs and challenges faced by Māori and Pacific learners, such as mentoring programmes, cultural liaisons, and partnerships with local iwi (Māori tribes) and Pacific communities to provide culturally relevant support networks.
- Collaborative Partnerships: Foster collaborative partnerships with external organisations, community groups, and government agencies to enhance support systems and resources available to learners with disabilities or learning support needs. This may involve collaborating with local health services, disability support organisations, and community groups to provide wraparound support for students and their families.

Priority 4) Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

- \* Targeted Intervention Programmes: Implement targeted intervention programmes to support students who may be struggling with language, literacy, or numeracy skills. These programs can include small-group instruction, one-on-one tutoring, or technology-assisted interventions tailored to individual student needs.
- \* Embedded Literacy and Numeracy: Integrate language, literacy, and numeracy development across all subject areas and learning experiences. Teachers can incorporate explicit instruction in reading, writing, and mathematics into their lessons, ensuring that students have ample opportunities to practice and reinforce these foundational skills in context.
- \* Professional Development for Teachers: Provide ongoing professional development opportunities for teachers to enhance their knowledge and skills in teaching language, literacy, and numeracy. This may include workshops, seminars, and peer collaboration focused on evidence-based instructional strategies for supporting foundational skill development in diverse learners.
- \* Assessment and Progress Monitoring: Regularly assess student progress in language, literacy, and numeracy skills using formative and summative assessment measures. Use assessment data to identify areas of strength and areas needing improvement, allowing for targeted instruction and intervention to address individual student needs effectively.



# KingsView School

**Our Vision is to: enR.I.C.H each child's gifts and talents.**

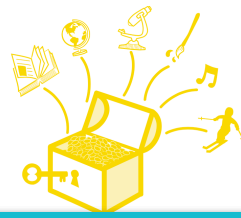
## Objective 3: Quality Teaching and Leadership. How will we achieve this?

Priority 5) Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

- \* Te Reo Māori Integration: Integrate te reo Māori (the Māori language) into daily routines and classroom activities. This can include greetings, farewells, and instructions given in te reo Māori, as well as incorporating Māori vocabulary and phrases relevant to different subject areas.
- \* Tikanga Māori Practices: Incorporate tikanga Māori (Māori customs and protocols) into school practices and rituals. This may involve observing cultural protocols such as karakia (prayers) at the beginning and end of the school day, acknowledging special occasions and events significant to Māori culture, and incorporating traditional Māori symbols and practices into school ceremonies and celebrations.
- \* Cultural Learning Opportunities: Provide opportunities for students to learn about Māori culture, history, and perspectives through curriculum integration, guest speakers, cultural workshops, and field trips to local marae (Māori meeting grounds) and cultural sites. This can help students develop a deeper understanding and appreciation of Māori culture and identity.
- \* Partnerships with Local Iwi: Foster partnerships with local iwi (Māori tribes) and Māori community organisations to support the integration of te reo Māori and tikanga Māori into the school environment. This may involve inviting iwi representatives to collaborate on curriculum development, cultural workshops, and other initiatives aimed at promoting Māori language and culture within the school.

Priority 6) Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

- \* Professional Development Opportunities: Provide regular and targeted professional development opportunities for staff members to enhance their teaching, leadership, and learner support skills. This can include workshops, seminars, conferences, and online courses focused on relevant topics such as differentiated instruction, culturally responsive teaching, and inclusive classroom practices.
- \* Mentorship and Coaching Programs: Implement mentorship and coaching programs to support the professional growth and development of both new and experienced staff members. Pairing experienced educators with mentees can facilitate knowledge sharing, skill development, and ongoing support in areas such as effective teaching strategies, classroom management, and leadership skills.
- \* Professional Growth Cycle: Foster collaborative learning communities within the school where staff members can engage in peer collaboration, reflection, and professional dialogue. This can include regular team meetings, professional growth cycles (PGCs), and collaborative planning sessions focused on improving teaching practices and student outcomes.
- \* Leadership Development Pathways: Provide opportunities for staff members to develop their leadership skills and advance their careers within the education workforce. This can involve leadership training programs, job shadowing experiences, and formal leadership pathways that support staff members in taking on roles such as department heads, curriculum coordinators, or school leaders.



# KingsView School

**Our Vision is to: enR.I.C.H each child's gifts and talents.**

Objective 4: Future of Learning and Work. How will we achieve this?

Priority 7) Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.

- Facilitate a seamless transition process for students moving from KingsView School to secondary options such as Wakatipu High School and Liger Academy, ensuring continuity of support, curriculum alignment, and personalized pathways for academic and career success.
- Professional Development for Teachers: Offer professional development opportunities for teachers to stay informed about industry trends, developments, and expectations. This can include workshops, seminars, and industry immersion experiences that equip teachers with the knowledge and skills to effectively prepare students for future success in the workforce.

