



KINGSGATE SCHOOL

Kia mohio, kia aroha, ki te mahi.

AIP 2026

TO KNOW. TO LOVE. TO SERVE.



**SPECIAL
CHARACTER**

Defines our WHY



**PEOPLE &
CULTURE**

Shapes our HOW



**LEARNING &
SYSTEMS**

Delivers our WHAT



KINGSGATE
— SCHOOL —

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SPECIAL CHARACTER



SPECIAL CHARACTER: GOAL ONE

Ensure the life of the school visibly and consistently reflects our Christian character through shared spiritual practices, Christ-centred relationships, and the daily lived expression of the SERVE values across all classrooms and school contexts.



OWNER

Principal

WHY

This is the school's core identity (WHY) and must be upheld at the highest level to ensure it is not diluted or expressed inconsistently across the school.



IMPLEMENTER

Head of Primary
Head of High School
Team Leads (Primary)
Deans (High School)
All Teachers

WHY

This goal lives in every interaction and classroom, so while leaders set and reinforce it, teachers are the primary carriers of it daily.

PLANNED ACTIONS (CLARITY + CONSISTENCY)

1



ESTABLISH SHARED SPIRITUAL PRACTICES AS A DAILY RHYTHM

- Each class engages in daily prayer and Scripture
- Regular opportunities for corporate worship (e.g. weekly/fortnightly)
- Staff participate alongside students (not optional)

2



DEFINE AND MODEL CHRIST-CENTRED RELATIONSHIPS EXPLICITLY

- Identify 2–3 observable behaviours that reflect Christ-centred relationships (e.g. forgiveness, humility, speaking with grace)
- Staff explicitly teach and model these in classrooms and interactions

3



MAKE SERVE VALUES VISIBLE AND PRACTISED

- Each class intentionally focuses on one SERVE value per term (or defined cycle)
- Teachers explicitly connect behaviour, conversations, and correction to SERVE
- SERVE is visible in classrooms and referenced consistently

4



PROVIDE STRUCTURED STUDENT LEADERSHIP OPPORTUNITIES IN FAITH PRACTICES

- Students regularly lead prayer, devotions, worship, or service initiatives
- Leadership is planned, not incidental

5



EMBED SERVICE-LEARNING AS A DEFINED EXPERIENCE (NOT AN OPTIONAL ADD-ON)

- Each year level participates in at least one structured service opportunity
- Clear connection made between faith → action



ASK:

IF I WALKED INTO 5 CLASSROOMS, WOULD I CLEARLY SEE THIS GOAL IN ACTION?



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SPECIAL CHARACTER



SPECIAL CHARACTER: GOAL TWO

Ensure all staff consistently lead and teach in ways that reflect a Christian worldview, aligned with the NZCPT Special Character expectations, through structured formation, professional learning, and embedded practice.



OWNER

Principal
(with Special Character Lead)

WHY

Formation of staff is mission-critical and system-defining, requiring principal-level ownership, while the Special Character Lead supports implementation and staff-facing practice.



IMPLEMENTERS

- Special Character Lead
- Head of High School
- Head of Primary
- SLT (as facilitators of formation)
- All Teachers (as participants and appliers)

WHY

Leaders deliver and model formation, but it is only realised when teachers integrate it into teaching practice.



ASK:

IF I OBSERVED A LESSON, WOULD I SEE EVIDENCE OF A CHRISTIAN WORLDVIEW BEING INTENTIONALLY INTEGRATED?

PLANNED ACTIONS (CLARITY + CONSISTENCY)

1



ESTABLISH A NON-NEGOTIABLE SPECIAL CHARACTER INDUCTION PATHWAY

- All new staff complete a structured induction programme based on NZCPT documents and the Seven Core Practices
- Completion is tracked and expected within a defined timeframe

2



DELIVER TARGETED PLD WITH CLEAR APPLICATION TO TEACHING PRACTICE

- Provide PLD on our Christian worldview and integration into the curriculum
- Each session includes: What this looks like in teaching.
How is this applied in the classroom
- Staff are expected to implement and reflect on this in practice

3



EMBED OUR CHRISTIAN WORLDVIEW INTO TEACHING AND PLANNING EXPECTATIONS

- Teachers explicitly integrate Christian worldview perspectives into planning and delivery
- This is visible in units, lessons, and classroom interactions

4



STRENGTHEN STAFF FORMATION THROUGH REGULAR SHARED PRACTICES

- Establish consistent staff devotions and theological reflection rhythms (e.g. weekly/fortnightly)
- Participation is expected as part of staff culture, not optional

5



MAINTAIN ACTIVE ENGAGEMENT WITH THE NZCPT COMMUNITY OF PRACTICE

- Key leaders participate and bring back learning for staff application
- Learning is translated into school practice, not just attended



PEOPLE & CULTURE: GOAL THREE

Ensure leaders consistently drive high-quality teaching, team alignment, and mission-centred practice through strengthened leadership capability and clear expectations of practice.
(This is the agreed teaching model across the school.)



OWNER

Senior Leadership Team

Leadership capability is built through leadership, so the SLT must collectively own and model what leadership looks like, ensuring consistency across all areas.

WHY

Leadership capability is built through leadership, so the SLT must collectively own and model what leadership looks like, ensuring consistency across all areas.



IMPLEMENTER

- Head of Primary
- Head of High School
- Team Leads (Primary)
- Deans (High School)

WHY

Leadership capability is built through doing leadership, so middle leaders are the key execution layer where this goal either succeeds or fails.

PLANNED ACTIONS (CLARITY + CONSISTENCY)

1



DEFINE WHAT LEADERSHIP LOOKS LIKE AT KINGSGATE (NON-NEGOTIABLE CLARITY)

- Clearly articulate: What leaders are responsible for
- What leaders do regularly
- This includes: driving teaching quality, leading teams, aligning to Special Character and AIP

2



ESTABLISH A CONSISTENT LEADERSHIP PRACTICE RHYTHM

- Leaders are expected to: observe teaching, give feedback, lead team meetings aligned to AIP
- This is scheduled and visible, not informal

3



HOLD LEADERS ACCOUNTABLE FOR TEAM OUTCOMES

- Leaders are responsible for: teaching consistency within their teams, student progress (where applicable)
- Accountability is built into: Check-ins, Reporting, PGC

4



PROVIDE TARGETED LEADERSHIP DEVELOPMENT ALIGNED TO THE ROLE

- Leadership PLD is: specific to leading people and practice, directly connected to what leaders must do
- Not generic — role-specific and applied

5



STRENGTHEN COACHING AND SUPPORT FOR LEADERS

- Leaders receive: regular coaching, feedback on their leadership practice
- Focus is: how they lead, not just what they organise



ASK:

IF I SAT IN 3 DIFFERENT TEAM MEETINGS, WOULD I SEE THE SAME LEADERSHIP EXPECTATIONS BEING LIVED OUT?



PEOPLE & CULTURE: GOAL FOUR

Focus: Leadership decision-making and school-level evaluation

Ensure internal evaluation practices consistently inform decision-making and drive progress toward the school's strategic priorities.



OWNER

Senior Leadership Team



IMPLEMENTER

- Head of Primary
- Head of High School
- Team Leads (Primary)
- Deans (High School)

WHY

This goal drives the school's decision-making, so it must sit with the SLT to ensure that evaluation informs leadership action across all streams.

WHY

Evaluation only works if it is used at every leadership level, not just discussed at SLT.

PLANNED ACTIONS (CLARITY + CONSISTENCY)

1



ESTABLISH A CLEAR INTERNAL EVALUATION CYCLE

Regular review of:

- AIP goals
- student progress
- key initiatives

Built into SLT and leadership rhythms

2



USE DATA TO DRIVE DECISIONS (NOT JUST REPORT)

Leaders are expected to:

- analyse data
- identify issues
- take action

Focus on:

"What is not working, and what are we doing about it?"

3



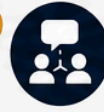
ALIGN EVALUATION TO THE TEACHING & LEARNING FRAMEWORK (EXECUTION ENGINE)

Evaluation connects directly to:

Visibility → Response → Accountability

Ensures data leads to action

4



STRENGTHEN LEADERSHIP'S USE OF EVALUATION

Leaders:

- Regularly review team progress
- Adjust practice accordingly

Not passive reporting — active leadership tool

5



MONITOR AND REPORT PROGRESS CLEARLY

Clear, simple reporting:

- What is improving
- What is not
- What actions are being taken



LEARNING & SYSTEMS: GOAL FIVE

Ensure KingsGate maintains a coherent, knowledge-rich curriculum that strengthens literacy, mathematics, and knowledge development across all year levels and builds strong academic foundations for success in senior school and NCEA.



OWNER

Head of Primary &
Head of High School

WHY

This is the core teaching and curriculum work (WHAT), which sits directly with the Heads of School to ensure consistent delivery across primary and high school.



IMPLEMENTER

- Head of Primary
- Head of High School
- Team Leads (Primary)
- Learning Area Kaiarahi (High School) (supporting consistency)
- All Teachers

WHY

Curriculum becomes real through teaching practice, so teachers are the primary execution layer, with leaders ensuring consistency.

PLANNED ACTIONS (CLARITY + CONSISTENCY)

1



EMBED STRUCTURED LITERACY AS A CONSISTENT TEACHING PRACTICE (YEARS 0–6)

- Structured Literacy is: Non-negotiable, delivered consistently across all junior classrooms
- Writing instruction is: explicitly taught, aligned to the SL approach

2



MAINTAIN AND STRENGTHEN MATHEMATICS NO PROBLEM (YEARS 0–8)

- MNP is: consistently implemented across classes
- Teachers: follow agreed structures, build depth of understanding (not surface coverage)

3



DEFINE AND ENFORCE EXPLICIT TEACHING PRACTICES ALIGNED TO THE SCIENCE OF LEARNING

- Clear expectations for: Modelling, guided practice, checking for understanding, review and retrieval
- These are: visible in every classroom, reinforced through PLD and observation

4



STRENGTHEN CURRICULUM SEQUENCING AND KNOWLEDGE PROGRESSION

- Clear progression: within year levels, across year levels
- Knowledge builds cumulatively, not in isolation

5



ENSURE CLEAR PROGRESSION INTO SENIOR SCHOOL AND NCEA

- Curriculum is aligned to: knowledge and skills required for NCEA
- Students are: prepared early, not “caught up” later



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LEARNING & SYSTEMS



LEARNING & SYSTEMS: GOAL SIX

Focus: Classroom assessment and teaching response

Ensure assessment and evaluation systems are consistently used to identify student progress, inform teaching, and drive improved learning outcomes.



OWNER

Head of Primary &
Head of High School

WHY

Assessment drives teaching and student progress, so it must be owned by those responsible for instructional leadership and classroom outcomes.



IMPLEMENTERS

- Team Leads (Primary)
- Learning Area Kaiarahi (High School)
- Management Unit Holders
- Deans (High School)
- All Teachers

WHY

Assessment systems only work if teachers use them and leaders drive their use.



1. BASELINE EARLY TERM 2

SMART and classroom evidence used to confirm current reporting stages and strengths.



2. ONGOING MONITORING

Progress tracked regularly through SMART and classroom tasks, with teaching and support adjusted accordingly.



3. TERMLY REVIEW

Student progress reviewed and moderated across teams to ensure consistency and early identification of any decline.



4. TRANSITION MONITORING

Clear transition information shared with Year 3 teachers to ensure continuity of learning.

PLANNED ACTIONS (CLARITY + CONSISTENCY)

1



IMPLEMENT A CLEAR, NON-NEGOTIABLE ASSESSMENT FRAMEWORK

Defined:

- What is assessed
- When it is assessed
- How it is used

Consistent across all classes

2



STRENGTHEN MODERATION TO ENSURE RELIABLE TEACHER JUDGEMENT

Regular moderation cycles in:

- Reading
- Writing
- Mathematics

Focus is: accuracy and consistency, not just completion

3



USE PROGRESS REVIEW MEETINGS TO DRIVE ACTION (NOT JUST DISCUSSION)

Meetings focus on:

- identifying students not making expected progress
- deciding specific teaching responses

Clear expectation: "What are you doing about it?"

4



EMBED DATA-INFORMED TEACHING PRACTICE

Teachers are expected to:

- Use assessment data to adjust instruction
- Target students requiring acceleration

Data is used: during teaching, not just after

5



EVALUATE THE IMPACT OF TEACHING AND INTERVENTIONS

Leaders regularly review:

- What is working
- What is not

Adjustments are made based on evidence:

Response → Accountability (Execution Engine)



KINGSGATE
— SCHOOL —

Kia mohio, kia aroha, ki te mahi.

PRIMARY ACADEMIC GOALS

STRONG FOUNDATIONS. BRIGHT FUTURES.

We nurture curious minds, build confident learners,
and grow character in every child.



**SPECIAL
CHARACTER**

Defines our WHY



**PEOPLE &
CULTURE**

Shapes our HOW



**LEARNING &
SYSTEMS**

Delivers our WHAT





PRIMARY ACADEMIC: GOAL ONE

Ensure accelerated progress for the Year 5 cohort, with a specific focus on Māori and Pacific learners, so that the majority of students move from Emerging/Developing toward Consolidating/Proficient by the end of 2026.



OWNER

Head of Primary

WHY

This is core teaching and learning impact (WHAT), requiring direct instructional leadership to ensure consistent teaching, targeted response, and improved outcomes across the Year 5 cohort.



IMPLEMENTER

Team Leads (Primary)
Year 5 Teachers
Learning Support
(where applicable)

WHY

Acceleration occurs through daily teaching, targeted intervention, and team-level consistency, so those closest to instruction must drive it.



TARGETED OUTCOME

(ALIGNED TO REPORTING STAGES)

By Term 4, 2026:

- ✓ At least 90% of Māori and Pacific learners will be working at Consolidating or above, with the majority at Proficient.
- ✓ All students currently at Emerging or Developing will demonstrate accelerated progress, defined as:
 - Movement of at least one reporting stage (e.g. Emerging → Developing, Developing → Consolidating), AND
 - Clear evidence of improved knowledge, understanding, and application in literacy and/or mathematics.

MONITORING (CLARITY + CONSISTENCY)



1. BASELINE WEEK 5, TERM 2

SMART used to identify each learner's reporting stage, strengths, and key learning needs.



2. ONGOING MONITORING ONGOING

SMART used regularly to track progress across reporting stages and identify learners requiring acceleration, with teaching adjusted accordingly.



3. PROGRESS REVIEW WEEK 5, TERM 3

Data analysed to identify students not making expected progress and define clear next teaching actions for targeted learners.



4. FINAL EVALUATION WEEK 5, TERM 4

Final reporting stage determined, and accelerated progress evaluated to measure the impact of teaching and intervention.



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AIP | 2026

LEARNING
& SYSTEMS



PRIMARY ACADEMIC: GOAL TWO

Ensure Year 6 Pacific learners make accelerated progress in reading, moving from Emerging/Developing toward Consolidating/Proficient by the end of 2026.



OWNER

Head of Primary



IMPLEMENTER

Team Leads (Primary)
Year 6 Teachers
Learning Support
(where applicable)

WHY

This is a priority area of teaching and learning (WHAT) that requires focused instructional leadership to ensure culturally responsive practice, targeted teaching, and improved reading outcomes.

WHY

Improvement in reading occurs through daily teaching, text selection, and targeted support, so those closest to instruction must drive this work.



TARGETED OUTCOME (ALIGNED TO REPORTING STAGES)

By Term 4, 2026:



All Year 6 Pacific learners currently at Emerging or Developing will demonstrate accelerated progress, defined as:

- Movement of at least one reporting stage (e.g. Emerging → Developing, Developing → Consolidating), AND
- Clear improvement in comprehension, vocabulary, and application of reading skills



The majority of learners will be working at: Consolidating or above, with an increasing number at Proficient.

MONITORING (CLARITY + CONSISTENCY)



1. BASELINE WEEK 5, TERM 2

SMART and classroom evidence used to identify each learner's reporting stage and reading strengths and needs.



2. ONGOING MONITORING ONGOING

Reading progress tracked through SMART and classroom evidence, with teaching adjusted to support comprehension, vocabulary, and engagement.



3. PROGRESS REVIEW WEEK 5, TERM 3

Data and classroom evidence analysed to identify students not making expected progress and define targeted teaching responses.



4. FINAL EVALUATION WEEK 5, TERM 4

Final reporting stage determined and progress evaluated to measure improvement in reading outcomes.



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LEARNING & SYSTEMS



PRIMARY ACADEMIC: GOAL THREE

Ensure Year 1–2 Māori and Pacific learners remain at Consolidating/Proficient or above in literacy and mathematics as they transition into Years 2–3.



OWNER

Head of Primary



IMPLEMENTERS

Team Leads (Primary)
Year 1–2 Teachers
Year 3 Teachers
Learning Support
(where applicable)

WHY

This is a critical early-years priority in which strong foundations must be sustained to prevent later decline, requiring consistent instructional leadership and alignment across transitions.

WHY

Sustaining progress depends on consistent teaching, early identification, and effective transitions between year levels, which require alignment across teachers and teams.



TARGETED OUTCOME

(ALIGNED TO REPORTING STAGES)

By Term 4, 2026 (as this cohort moves into Years 2–3):

- ✓ At least 90% of Māori and Pacific learners will be working at Consolidating or above, with many at Proficient or Exceeding.
- ✓ Learners will demonstrate continued strength in: literacy and mathematics, with no decline in the reporting stage.
- ✓ Early foundations will be evident through:
 - strong decoding and reading fluency
 - increasing independence in writing
 - flexible and confident use of number knowledge

MONITORING (CLARITY + CONSISTENCY)



1. BASELINE EARLY TERM 2

SMART and classroom evidence used to confirm current reporting stages and strengths.



2. ONGOING MONITORING

Progress tracked through classroom evidence and SMART, ensuring learners maintain or improve their stage.



3. TERMLY REVIEW

Student progress reviewed and moderated across teams to ensure consistency and early identification of any decline.



4. TRANSITION MONITORING

Clear transition information shared with Year 3 teachers to ensure continuity of learning.



KINGSGATE
SCHOOL

Kia mohio, kia aroha, ki te mahi.

HIGH SCHOOL ACADEMIC GOALS

CHALLENGE. PURPOSE. EXCELLENCE.

We inspire students to think critically, pursue their passions, and strive for excellence in all areas of learning and life.



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LEARNING & SYSTEMS



HIGH SCHOOL ACADEMIC: GOAL ONE

Ensure the Year 7 Pasifika learner makes accelerated progress in mathematics, moving from Emerging/Developing toward Consolidating.



OWNER

Head of High School



IMPLEMENTERS

Deans (High School)
Mathematics Teacher
Learning Support /
Teacher Aides

WHY

This is a targeted instructional priority requiring direct oversight to ensure that teaching, intervention, and support are aligned to meet the learner's specific needs.

WHY

Acceleration for this learner depends on coordinated teaching, targeted interventions, and consistent monitoring, which requires close collaboration between the classroom teacher and support staff.



TARGETED OUTCOME

(ALIGNED TO REPORTING STAGES)

By Term 4, 2026:

- ✓ The learner will demonstrate accelerated progress, defined as:
 - Movement of at least one reporting stage (e.g. Emerging → Developing, Developing → Consolidating), AND
 - Clear improvement in mathematical understanding and application, particularly in multiplicative thinking
- ✓ The learner will be working at Developing or above, with progress toward Consolidating.
- ✓ The learner will demonstrate:
 - Increased independence in problem-solving, moving from answer-finding to strategy use.

MONITORING (CLARITY + CONSISTENCY)



1. BASELINE WEEK 5, TERM 2

SMART and classroom evidence used to identify the current stage and specific gaps in mathematical understanding.



2. ONGOING MONITORING

Progress tracked regularly through SMART and classroom tasks, with teaching and support adjusted accordingly.



3. PROGRESS REVIEW FORTNIGHTLY

Teacher and support staff review progress and adjust intervention based on identified needs.



4. FINAL EVALUATION WEEK 5, TERM 4

Final reporting stage determined and progress evaluated to measure impact of teaching and intervention.



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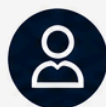
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LEARNING & SYSTEMS



HIGH SCHOOL ACADEMIC: GOAL TWO

Ensure Māori learners in Years 7–10 make accelerated progress in writing and mathematics, moving to Consolidating/Proficient or above.



OWNER

Head of High School



IMPLEMENTERS

Deans (High School)
Heads of Department
(where applicable)
Classroom Teachers

WHY

This is a core teaching and learning priority that requires strong instructional leadership to ensure consistent teaching, targeted support, and improved outcomes across Years 7–10.

WHY

Acceleration occurs through subject teaching, progress tracking, and coordinated support, which requires alignment among curriculum leaders, pastoral leaders, and classroom teachers.



TARGETED OUTCOME

(ALIGNED TO REPORTING STAGES)

By Term 4, 2026:



At least 70% of Māori learners in Years 7–10 will be working at Consolidating or above, with an increasing number at Proficient.



All learners who are currently at Emerging or Developing will demonstrate accelerated progress, defined as:

- Movement of at least one reporting stage (e.g. Emerging → Developing, Developing → Consolidating), with some learners demonstrating movement across multiple sub-progressions.



Learners will demonstrate improved:

- writing capability (clarity, structure, expression)
- mathematical understanding and application

MONITORING (CLARITY + CONSISTENCY)



1. BASELINE – EARLY TERM 1

Classroom assessment and evidence used to identify each learner's reporting stage and key learning needs.



2. ONGOING MONITORING – ONGOING

Progress tracked regularly through classroom evidence, with teaching adjusted to support writing and mathematics development.



3. PROGRESS REVIEW – MID-YEAR (TERM 2)

Data analysed to identify learners not making expected progress and define targeted teaching responses.



4. FINAL EVALUATION – TERM 4

Final reporting stage determined and progress evaluated to measure impact of teaching.



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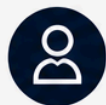
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LEARNING & SYSTEMS



HIGH SCHOOL ACADEMIC: GOAL THREE

Ensure Pasifika learners in Years 7–10 make accelerated progress in mathematics, moving from Emerging/Developing toward Consolidating/Proficient.



OWNER

Head of High School



IMPLEMENTER

Deans (High School)
Heads of Department (Mathematics)
Classroom Teachers

WHY

This is a key equity and achievement priority requiring strong instructional leadership to ensure consistent teaching, targeted support, and improved mathematics outcomes for Pasifika learners.

WHY

Improvement in mathematics outcomes depends on subject teaching, progress tracking, and coordinated support, which requires alignment among curriculum leaders, pastoral leaders, and classroom teachers.



TARGETED OUTCOME

(ALIGNED TO REPORTING STAGES)

By Term 4, 2026:

- ✓ The proportion of Pasifika learners working at Emerging or Developing will be reduced by at least 40%
- ✓ At least 70% of Pasifika learners will be working at consolidating or above, with an increasing number at Proficient
- ✓ All learners currently at Emerging or Developing will demonstrate accelerated progress, defined as:
 - Movement of at least one reporting stage (e.g. Emerging → Developing, Developing → Consolidating), with some learners demonstrating further progression
- ✓ Learners will demonstrate improved:
 - mathematical understanding and application, particularly in problem-solving

MONITORING (CLARITY + CONSISTENCY)



1. BASELINE – EARLY TERM 1

Classroom assessment used to identify each learner's reporting stage and key gaps in mathematical understanding.



2. ONGOING MONITORING – ONGOING

Progress tracked regularly through classroom evidence, with teaching adjusted to support mathematical understanding.



3. PROGRESS REVIEW – MID-YEAR (TERM 2)

Data analysed to identify learners not making expected progress and define targeted teaching responses.



4. FINAL EVALUATION – TERM 4

Final reporting stage determined and progress evaluated to measure impact of teaching.