DRAFT STRATEGIC PLAN 2027–2028

From Growth to Excellence

SLT consultation draft | Version 7 | 17 October 2026 | Not Board approved

What we mean by excellence

Excellence is the deliberate and ongoing pursuit of the highest standards in all that we do. It means going beyond simply meeting expectations by continually improving the quality of our teaching, learning and leadership, and enabling every student to develop their God-given gifts, grow in character and achieve the highest standards of which they are capable.

Excellence is not perfection or outperforming others. It involves high expectations, continuous improvement, faithful stewardship and the support each student needs to flourish.

Proposed outcomes, measures and milestones

The following tables translate the four proposed strategic priorities into eight outcomes. They remain proposals for leadership and Board consideration.

Goal 1 | Excellence in Writing

To improve writing achievement across Years 1–10 through excellent teaching, consistent assessment and targeted support.

Strategic outcome	Success measures / evidence	2027 milestone	2028 milestone
1.1 Consistently excellent writing instruction. By end-2028, all Years 1–10 teachers consistently implement an agreed, evidence-informed approach to writing instruction and assessment.	Agreed approach documented; classroom planning and practice demonstrate use; appropriate professional learning and moderation; teacher feedback and review evidence.	Review existing practice and internal expertise; develop and agree the approach; all relevant teachers begin implementation. Rachel contributes to refinement following her Term 3 return.	All Years 1–10 teachers consistently implement the agreed approach; review evidence informs refinement.
1.2 Improved student writing achievement. By end-2028, more Years 1–10 students achieve expected curriculum levels, with measurable progress for those requiring additional support.	End-year proportion Proficient or Exceeding; progress for Emerging/Developing learners; year-level and cohort analysis. Numerical target to follow review of end-2026 results.	Validate end-2026 e-asTTle baseline; confirm SMART transition and comparability; agree realistic, ambitious measures; begin targeted support.	Demonstrate measurable improvement against agreed targets and progress for learners requiring support.

Goal 2 | Excellence in Foundational Numeracy

To strengthen foundational numeracy across Years 1–6 by improving students' accurate and automatic recall of essential number facts appropriate to their year level.

Strategic outcome	Success measures / evidence	2027 milestone	2028 milestone
2.1 Secure foundational number knowledge. By end-2028, students in Years 1–6 demonstrate measurable improvement in their fluency and automatic recall of essential number facts, supported by consistent teaching, regular practice and targeted support.	Agreed year-level expectations; one consistent, age-appropriate assessment approach across Years 1–6; termly evidence of accuracy and automatic recall; progress for students needing support. Fluency is not defined solely by timed testing.	Term 1: Head of Primary and Years 1–6 teachers collaboratively develop the framework, expectations and assessment approach. Term 2: launch within existing mathematics teaching and establish a Years 1–6 baseline. Terms 3–4: assess progress, provide targeted support and refine practice.	Embed the agreed approach, assess progress once each term and demonstrate measurable improvement against year-level expectations, including for students requiring additional support.

Assessment safeguard: At mid-year, "on track" includes Consolidating, Proficient and Exceeding; at end-year, meeting expectation is Proficient or Exceeding. These are different measures.

Goal 3 | Christian Formation Through Excellent Teaching and Learning

To strengthen KingsGate's distinctly Christian education by developing teachers' confidence and capability to authentically integrate a Christian worldview throughout the curriculum, and enabling students to think theologically, explore faith, engage in purposeful service and understand their gifts and vocation.

Strategic outcome	Success measures / evidence	2027 milestone	2028 milestone
3.1 Teacher confidence and capability. By end-2028, all teachers consistently demonstrate authentic Christian worldview integration appropriate to their subjects and year levels.	Evidence from existing planning, teaching, reflection and feedback; teacher confidence and understanding of KingsGate theological frameworks. Not measured by counting Bible references.	All teachers participate in relevant professional learning and begin demonstrating application within existing classroom teaching.	All teachers consistently demonstrate authentic integration as normal classroom practice across Years 1–13.
3.2 Student Christian formation. Students increasingly think theologically and connect learning with Christian faith, character, service and vocation.	Examples from existing curriculum tasks, student work, discussion and learning experiences; qualitative evidence of thoughtful connections, not measures of personal faith.	Teachers begin identifying evidence of theological thinking in ordinary curriculum learning; strengthen opportunities for faith-learning connections.	Students increasingly demonstrate theological understanding and connections in their learning, including character, service and vocation.

Implementation safeguard: The Principal holds strategic accountability. Existing professional learning time will be reprioritised, with shared implementation by Heads of School and teachers and NZCPT guidance as useful. Any formal professional growth cycle requirements will be confirmed against applicable employment agreements and Teaching Council requirements before implementation.

Goal 4 | Excellence and Opportunity in Secondary Education

To strengthen KingsGate's Years 7–13 programme through excellent teaching, strategic resourcing and sustainable educational pathways that enable students to achieve academically, remain engaged in their learning and confidently pursue their aspirations.

Strategic outcome	Success measures / evidence	2027 milestone	2028 milestone
4.1 Strategic planning and resourcing. Establish a systematic, curriculum-led approach to prioritising staffing, learning environments, resources and partnerships.	Annual curriculum overviews precede budget requests; specific resource purposes, itemised estimates and priorities; evidence of affordable, needs-led allocation.	The Head of High School coordinates review of gaps and priorities. Teachers plan the following year's programmes before submitting justified resource requests.	Curriculum-led resourcing is embedded in annual planning and supports programme quality and sustainability.
4.2 Academic excellence and achievement. Demonstrate measurable improvement across Years 7–13, including junior foundations and positive NCEA outcomes.	Years 7–10 achievement and progress; NCEA qualification and co-requisite outcomes; timely academic tracking and intervention. Targets set after reliable 2026 baselines.	Confirm achievement baselines and priority gaps; strengthen tracking, follow-up and targeted interventions.	Demonstrate improvement against agreed measures and evidence that monitoring and intervention support progress.
4.3 Sustainable pathways and student retention. Strengthen credible academic and vocational pathways and family confidence in continuing at KingsGate.	Viable course and partnership options; pathway guidance; Year 10–11 transitions and reasons for withdrawal; student destinations and engagement. Retention is not pursued at any cost.	Review subject viability, aspirations, partnerships and reasons for leaving; identify and prioritise pathway improvements.	Evaluate improved pathway access, progression, engagement and family confidence within a sustainable programme.

Leadership, capacity and governance

Area	Proposed accountability and approach
Goal 1 | Writing	Principal has overall strategic oversight; proposed Strategic Writing Lead coordinates Years 1–10 development; Head of Primary and Head of High School remain responsible for implementation in their sections.
Writing leadership capacity	Subject to appointment and agreement checks, redirect the responsibilities of two existing fixed-term middle management allowances towards writing. Explore release time in Terms 1–2 of 2027 using available staffing capacity, without compromising leave-cover requirements. The current holder is to be consulted; no appointment is presumed.
Goal 2 | Foundational numeracy	Head of Primary is accountable for the Years 1–6 framework, consistent termly assessment and implementation, working collaboratively with Years 1–6 teachers. Existing mathematics teaching and Maths — No

	Problem! continue; this remains a tightly scoped priority alongside writing.
Goal 3 | Christian formation	Principal holds single-point strategic accountability. Heads of School and teachers share implementation; professional learning uses existing structures, with NZCPT input where helpful. Review and replace lower-priority PLD rather than adding sessions.
Goal 4 | Secondary excellence	The Head of High School is accountable for implementation; curriculum teachers plan programmes and resource requests; deans and careers leadership support engagement and pathways; PN maintains NCEA assurance responsibilities.
Board and Principal	The Board governs strategy, approves budgets and oversees progress; the Principal leads implementation within delegations and brings material decisions to the Board.

Monitoring, resourcing and annual implementation

Termly SLT strategic review will take place before the second Board meeting of each term. The Strategic Writing Lead and other relevant contributors will be invited for their agenda items. The Principal will report progress on all three goals at the second Board meeting each term, covering milestones, evidence, barriers, resource needs and next steps. Significant decisions will be escalated sooner when necessary.

A separate 2027 Annual Implementation Plan will identify a small number of high-impact actions for each outcome, with owners, timeframes, evidence and resources. Each action will specify whether it uses existing resources, redirects existing resources or requires additional funding. Where resources are redirected, the displaced or reduced activity should be identified. The plan will be reviewed through existing SLT and Board processes.

Teaching excellence and professional growth remain cross-cutting enablers rather than a separate strategic goal. Workload and financial sustainability are considered across all four priorities.