KAPITI COLLEGE

SEMPER FIDELIS

Annual Plan 2026

‘Piki tahi, eke tahi’ ‘climb together, achieve together’

TE RAUKURA
ki Kāpiti

Pou 1: Excellence and Achievement

Strategic Principle: *Kapiti College fosters excellence in a supportive environment, equipping all with skills to thrive now and in the future.*

What do you expect to see at the end of the year: Learners demonstrate sustained excellence or achievement improvement over time; achievement outcomes are equitable across all learner groups; learners make consistent progress and achieve at the appropriate curriculum level or phase (Yr 9-10); Senior learners acquire the knowledge and skills needed to progress towards recognised school qualifications successfully.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Strengthen high-quality teaching across the school. Specialist Classroom Teachers to observe, provide targeted feedback, coach staff, model high-quality pedagogy, and support ongoing improvement across departments	Senior Leadership Team (SLT), Specialist Classroom Teachers, Heads of Departments, all teaching staff, Literacy/ Numeracy Leads.	Observation schedule and templates, release time for observers and teachers, PLD sessions on feedback and coaching, PLD budget, and mentoring programs.	Terms 1–4 (ongoing cycle of observations, feedback, coaching, follow-up, and targeted support)

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- Completion of the planned observation cycle, which is in line with the Professional Growth Cycle.
- SCTs and HODs provide consistent, rubric-aligned feedback using the agreed 'Kapiti College lesson observation rubric'.
- Evidence of teacher improvement across follow-up observations, showing strengthened use of high-quality, culturally responsive, and data-informed pedagogy.
- Increased clarity and consistency of teaching expectations across departments, reflected in observation notes, team discussions, and actioned feedback.
- Positive teacher voice surveys indicate the process is supportive, constructive, and improves professional confidence.
- Documentation of themes, strengths, and development needs emerging from observations to inform PLD planning.
- Improved learner engagement.
- Positive learning impact on addressing inequities through mentoring and interventions for Māori, Pasifika, and priority learners

NCEA DATA:
Yr 11 - 93%
Yr 12 - 94%
Yr 13 - 90%
NCEA Maori Achievement across all Years - 88%

UE 75%
CAA LIT Yr 11: 97%
CAA Num Yr 11: 94

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Lead comprehensive curriculum review and development for Years 9 and 10, ensuring the curriculum aligns with MOE changes, including mapping of learning progressions.	SLT, Heads of Departments	Collaborative planning time, curriculum mapping tools, external facilitators if required, and PLD budget.	Term 1 (review and planning), Term 2 (drafting and consultation), Terms 3–4 (implementation and refinement)

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- An updated, Year 9–10 curriculum aligned with MOE-mandated progressions and refreshed curriculum structures.
- Clear learning progressions mapped across all learning areas, showing the expected knowledge, skills, and phases of learning for Y9–10 students.
- Teachers confidently plan and deliver learning aligned with NZ curriculum expectations.
- Improved consistency in assessment and reporting practices, aligned with MOE guidance for progress descriptors and monitoring.
- Students having a clear understanding of their achievement and how they can improve with reference to the NZ curriculum achievement rubrics.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Appoint and empower Whole School Literacy and Numeracy Leads to coordinate school-wide strategies. • including professional development for staff, • data analysis to identify needs, and oversight of targeted interventions embedding explicit literacy/numeracy teaching across all subjects.	SLT (for appointment), appointed Literacy and Numeracy Leads	Management units/ allowances, data analysis software, intervention resources (e.g., reading programmes, numeracy tools), release time for coordination and PLD delivery	Term 1 (appointment and initial planning), Terms 1–4 (ongoing coordination and delivery)

How will you measure success in Dec 2026?
Regulation 9(1)(d)

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Pou 2: Well-being and Belonging

Strategic Principle: *Kapiti College creates a safe, inclusive and supportive environment where everyone feels a strong sense of pride and belonging.*

What do you expect to see at the end of the year: Learners and staff possess a strong sense of belonging and confidence in their identity, language, and culture; are physically, emotionally, and culturally safe and healthy in an inclusive environment free from racism, discrimination, and bullying; regularly attend and participate in meaningful learning.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Develop a strategy to implement the MOE's directive to the school to improve student attendance and punctuality, including monitoring methods and interventions.	Deans and SLT (Pastoral Portfolio Lead)	PLD - Attendance tracking on KAMAR, MOE Data/Support	Term 1 (plan development), Terms 1-4 (implementation)

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- A clear, school-wide attendance strategy is implemented and consistently followed by staff, students, and whānau.
- Real-time monitoring systems are used effectively, with regular data reviews guiding timely responses to staff/whanau.
- Attendance and punctuality improve across the school, with fewer unjustified absences and late arrivals.
- Targeted interventions support students with attendance concerns, with documented plans showing improved engagement.
- Strong whānau collaboration and clear staff expectations lead to consistent procedures, improved wellbeing indicators, and regular Board reporting on progress and equity trends.

Attendance Data:
Whole school attendance:0ver 60% students attend 80% of the time.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Develop a comprehensive pastoral care plan based on the external Pastoral Review conducted in December 2025.	External Reviewer, SLT, and Deans	Review report, planning workshops	Term 1

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How will you measure success in Dec 2026?
Regulation 9(1)(d)

- Students feel safe, supported, and known through consistent pastoral systems, clear expectations, and restorative responses that boost engagement and wellbeing.
- Priority learners receive effective wraparound support, leading to better attendance, behaviour, and participation in learning.
- Staff have clarity about pastoral roles, streamlined processes, and confidence, supported by an SLT pastoral lead, resulting in a more values-aligned classrooms.
- Whānau experience timely, consistent communication and genuine partnership in wellbeing decisions, increasing trust and connection with the school.
- School-wide pastoral data shows fewer stand-downs and suspensions, reduced inequities, and a coherent, predictable environment that fosters belonging for all.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Update and clarify the roles and responsibilities of the Deans and form tutors, including their job descriptions.	SLT and Deans	HR support, consultation time	Term 1

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- Deans and Form Tutors work confidently within clear, updated role descriptions, applied consistently across the school.
- Pastoral processes run smoothly, with reduced confusion and fewer escalations due to clarified responsibilities.
- Staff voice and SLT reviews show increased clarity, coherence, and effectiveness in pastoral systems.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Establish a House/Rewards system to enhance the House structure and encourage student belonging.	SLT, Middle Leadership.	Rewards budget, whole school PLD.	Term 1-2

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- A clear House/Rewards system is launched and consistently used across the school, with strong student participation.
- Students show increased belonging and pride through House events, positive competition, and recognition.
- Data and student voice indicate improved engagement, connection, and school culture.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Develop a clear behaviour implementation plan for staff and students. Embrace Restorative Practice through professional learning and integrate it into a Kapiti College Behaviour Management Plan.	SLT and all staff	PLD funding, Behaviour Plan resources, Restorative Practice PLD.	PLD to take place in Term 1. Development throughout the year

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- A clear Behaviour Implementation Plan is in place and consistently applied by staff and students.
- Restorative Practice is embraced, with staff developing their use of restorative chats, circles, and conferences.
- Behaviour data shows improved patterns, fewer escalations, and more positive interactions.
- Staff and student feedback reflects greater clarity, fairness, and consistency in behaviour expectations and responses.

Pou 3: Whānau and Community Partnerships

Strategic Principle: *Kapiti College builds strong partnerships with whānau, mana whenua and the Kapiti community.*

What do you expect to see at the end of the year: Learners make excellent progress because learning goals are co-constructed with whānau and teachers; learners have genuine agency and voice in school decisions; learners see their whānau and culture regularly reflected and celebrated; whānau, mana whenua, and the Kapiti community feel welcomed, informed, and valued as partners.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Establish a Community Expertise Register so whānau and locals can offer workshops, mentoring, or career talks.	SLT (Whānau & Community Portfolio) and Whānau & Community Group	Database software, promotion materials	Term 1 (setup), Terms 1-4 (ongoing)

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- A well-maintained register remains active, with an expanding list of whānau and community experts available for workshops, mentoring, and career talks.
- Events, sessions, or workshops have been delivered using expertise from the register.
- Students and staff report increased access to real-world, community-based learning opportunities.
- Whānau and community participation is growing, with positive feedback on partnership and contribution opportunities.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Develop a Whānau-Led Learning Conference in which whānau lead the kōrero, including a communication structure to ensure shared understanding of learners' strengths and needs.	SLT and Whānau & Community Group	Conference planning resources, venue, and facilitation support	Terms 1-2 (development), Term 3 (implementation)

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- Whānau-Led Learning Conferences are implemented and whānau are starting to lead the kōrero.
- A clear communication framework supports shared understanding of each learner's strengths and needs.
- Staff, students, and whānau report improved relationships, clarity, and partnership in learning

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Establish and formalise ongoing memoranda of understanding with Te Āti Awa ki Whakarongotai and local hapū for enrolment and partnerships, inviting whānau/mana whenua/community to support the college.	Principal and Iwi Representatives, Board		Terms 1-2

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- Formalised MOUs with Te Āti Awa ki Whakarongotai and local hapū are signed, active, and publicly communicated.
- Partnerships operate effectively, with engagement, collaboration, and participation in enrolment and cultural initiatives.
- Whānau, mana whenua, and the community report strengthened relationships, increased clarity, and genuine partnership with the college.

Pou 4: Cultural Growth

Strategic Principle: *Kapiti College celebrates cultural diversity while embedding Mātauranga Māori and our Parihaka Mai Ai values in everything we do.*

What do you expect to see at the end of the year: All understand their role in giving effect to Te Tiriti o Waitangi through active participation in mātauranga Māori and the histories of Aotearoa; demonstrate and be recognised for living the Parihaka Mai Ai values; confidently share their own cultural identity and practices; feel a strong sense of belonging.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Establish a Parihaka Mai Ai Values Recognition System and ensure all staff continue cultural capability PLD.	SLT and Māori/Pasifika Achievement Dean	PLD funding, recognition system resources	(setup/PLD start), Terms 1-4 (ongoing)

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- All staff complete PLD focused on mana whenua history and Parihaka.
- A consistent Parihaka Mai Ai Values Recognition System operates school-wide.
- Students are regularly recognised for living the values, with strong participation across groups.
- Cultural capability and belonging surveys show increased confidence, pride, and engagement.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Strengthen and plan key cultural events throughout the year that intentionally integrate Parihaka values with other cultures.	Cultural Leaders and International Department	Event budget, signage/digital content resources	Terms 1-4

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- Key cultural events run successfully, with strong student participation and clear integration of Parihaka values alongside other cultures.
- Survey data and event feedback show stronger belonging, cultural pride, and engagement from students, staff, and whānau

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
Refresh the school's cultural narrative to make Parihaka the foundational story, expand bilingual/ multilingual signage and digital content.	SLT, all staff.	Website redevelopment budget, signage materials	Terms 1-2 (refresh), Terms 3-4 (implementation)

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- A refreshed cultural narrative centred on Parihaka is visible across school platforms and communications.
- Bilingual/multilingual signage and digital content are implemented and positively received by students, staff, and whānau.
- Feedback and engagement data show stronger cultural pride, inclusion, and belonging.

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**
The International department has a strategic plan that supports our four pou: • Excellence and Achievement • Well-being and Belonging • Whanau and Community Partnerships • Cultural Growth	Principal, International Director	International Director mentorship.	Term 1

How will you measure success in Dec 2026?
Regulation 9(1)(d)

- A clear three-year strategic plan is in place and actively guiding international programmes across all four pou.
- A clear Annual Plan will be completed and reviewed at the end of 2026.
- Actions within the plan enhance achievement, well-being, partnerships, and cultural growth for all international students. Staff, students, and whānau report improved coherence, belonging, and alignment with school-wide priorities.
- Timely reports are sent to the Board reflecting the progress of the international department against the four pou.