

<p>Lead comprehensive curriculum review and development for Years 9 and 10, ensuring the curriculum aligns with MOE changes, including mapping of learning progressions.</p>	<p>SLT, Heads of Departments</p>	<p>Collaborative planning time, curriculum mapping tools, external facilitators if required, and PLD budget.</p>	<p>Term 1 (review and planning), Term 2 (drafting and consultation), Terms 3–4 (implementation and refinement)</p>	<ul style="list-style-type: none"> • 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.
<p>Appoint and empower Whole School Literacy and Numeracy Leads to coordinate school-wide strategies.</p> <ul style="list-style-type: none"> - including professional development for staff, - data analysis to identify needs, and oversight of targeted interventions embedding explicit literacy/numeracy teaching across all subjects. 	<p>SLT (for appointment), appointed Literacy and Numeracy Leads</p>	<p>Management units/allowances, data analysis software, intervention resources (e.g., reading programmes, numeracy tools), release time for coordination and PLD delivery</p>	<p>Term 1 (appointment and initial planning), Terms 1–4 (ongoing coordination and delivery)</p>	<ul style="list-style-type: none"> • Staff confidently and consistently apply explicit literacy and numeracy strategies across subjects. • PLD has enhanced high-quality, culturally responsive, data-informed teaching practices. • Data analysis has guided effective targeted interventions, with priority learners demonstrating improved progress. • School-wide strategies are integrated, with clearer expectations and greater consistency across departments. • Learner engagement, equity, and progress towards curriculum levels have advanced across the school. <p>Data Goal: CAA Achievement 2026: Yr10: Yr 11: Yr12:</p>

Strategic Principle <i>Kapiti College creates a safe, inclusive and supportive environment where everyone feels a strong sense of pride and belonging.</i>				
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 <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success in Dec 2026? <i>Regulation 9(1)(d)</i>
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)	<ul style="list-style-type: none"> • 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. <p>Attendance Data: Whole school attendance:60% students attend 80% of the time</p>
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	<ul style="list-style-type: none"> • 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.

<p>Update and clarify the roles and responsibilities of the Deans and form tutors, including their job descriptions.</p>	<p>SLT and Deans</p>	<p>HR support, consultation time</p>	<p>Term 1</p>	<ul style="list-style-type: none"> ● 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.
<p>Establish a House/Rewards system to enhance the House structure and encourage student belonging.</p>	<p>SLT, Middle Leadership.</p>	<p>Rewards budget, whole school PLD.</p>	<p>Term 1-2</p>	<ul style="list-style-type: none"> ● 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.
<p>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.</p>	<p>SLT and all staff</p>	<p>PLD funding, Behaviour Plan resources, Restorative Practice PLD.</p>	<p>PLD to take place in Term 1. Development throughout the year.</p>	<ul style="list-style-type: none"> ● 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 <i>Kapiti College builds strong partnerships with whānau, mana whenua and the Kapiti community.</i>				
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 <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
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)	<ul style="list-style-type: none"> • 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.
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)	<ul style="list-style-type: none"> • 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.

<p>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.</p>	<p>Principal and Iwi Representatives, Board</p>		<p>Term 1-2</p>	<ul style="list-style-type: none"> ● 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.
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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 <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
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)	<ul style="list-style-type: none"> 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.
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	<ul style="list-style-type: none"> 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.
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)	<ul style="list-style-type: none"> 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.
The International department has a strategic plan that supports our four pou: - Excellence and Achievement	Principal, International Director,	International Director mentorship.	Term 1	<ul style="list-style-type: none"> 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.

<ul style="list-style-type: none">- Well-being and Belonging- Whanau and Community Partnerships- Cultural Growth				<ul style="list-style-type: none">• Timely reports are sent to the Board reflecting the progress of the international department against the four pou.
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