



Kaipara College Annual Plan 2026



2026 GOALS

GOAL 1: Maximise a positive school culture that focuses on equity and excellence, prioritising achievement, engagement, attendance and belonging

GOAL 2: Nurture our learning-centred relationships, connections and partnerships within and across our school

Whānau classes

Attendance project

Learning support

Reporting progress & success

Achievement tracking

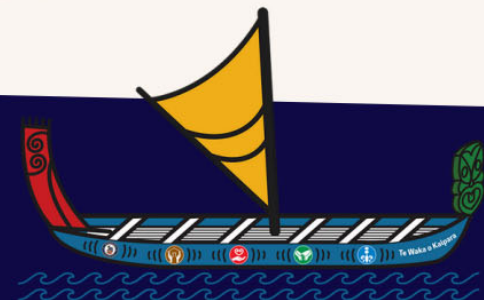
Consistency counts

Ngā tira project

Kaipara College

Supported and enhanced by Business As Usual (BAU) Te WAKA o Kaipara, consistent and excellent: restorative practices, high expectations T&L, behaviour management (use the cards) connection with whānau and community, identifying focus students, tracking academic progress, effective pedagogies (udl, csp, lit and num strategies), health and safety awareness and enforcement.

Kaipara College Goal Whare



Annual Target/Goal 1**Maximise a positive school culture that focuses on equity and excellence prioritising achievement, engagement, attendance and belonging**

Linked to Strategic Goals 2 and 4: Develop and strengthen a positive school culture that prioritises wellbeing and a sense of belonging for all; All students reach their potential through a high expectations, responsive, inclusive curriculum

Kaipara College is working towards every student feeling a strong sense of belonging, achieving their personal best in an inclusive environment that celebrates diversity. Classrooms will consistently reflect the school's values, with teachers using effective strategies to deliver equitable outcomes. Strong relationships between staff, students, families, and the wider community will drive continuous improvement, with equity and excellence at the heart of the school culture.

Projects/ initiatives	Who	Actions, Resources and Targets	Ongoing Outcomes
Learning Support Objective To increase educational outcomes for at risk students through a comprehensive support programme that includes learning support	BMB	Establish the Kākano class for students to be provided with extra learning support, one teacher assigned. Target is for students to be supported and to reintegrate into mainstream at their pace in 2026.. Support Teacher Aides and ensure resourcing is used efficiently. LSCs allocate staff on a needs based approach. Target to ensure that IRF students are supported first and then other students in need of support. Term 2 2026 Embed Counselling services and identify areas of pastoral care needs extra support. There is one trained school counsellor. Also Jonathan from Man Alive. Also can use outside counsellors where available. Target is to ensure there is access to counsellors when the need arises, especially male counsellors for our boys. Term 2 2026 Provide Mentoring like Outwest Youth to at risk students. Outwest Youth workers come into school and work with our students. Target is that this is available for those who need it and to train more	

		mentors. Attendance West also provides this service for our more chronic absences. T3 2026 Select students to attend The Journey to support students with behavioural or wellbeing concerns. Arranged by outside Provider. Target is for this to happen every year and to target a different group of students every year. T3 2026 Develop Team Around the Child (TAC) plans to support students with learning or behavioural needs. No resources needed as done by existing staff. Target is to have only a select group of students with TAC plans. Term 2 2026 Use Attendance Management Plan to support students to attend school regularly. Time needed to implement this plan. T3 2026. Review Restorative Practices across the school, identify gaps in understanding and provide targeted support to teachers. Access to online/in person workshops. Waikato uni contract ends June 2026. Target to have all staff upskilled in Restorative Practices by end of 2026.	
The Tira project Objective To increase a sense of belonging for students, ultimately increase student agency, engagement and empowerment through a range of positive and engaging events.	BTT	Create a calendar of events by the start of 2026. Lead the Tira leader team, meet with them regularly and ensure they have the support and resources they need to facilitate Tira events for the duration of 2026. Monitor attendance at Tira events using attendance data for those specific dates throughout 2026. Collate Feedback from leaders about Tira Events throughout 2026. Support Student Tira Leaders to lead events and assemblies throughout 2026. Use the wellbeing survey data or a specific in-school survey to measure the impact of Tira	

		events on students' sense of belonging, student agency, engagement and empowerment by the end of Term 3 2026.	
The Attendance Project Objective To implement a whole-school Attendance Management Plan that sets clear targets, identifies barriers, and provides targeted interventions to improve student attendance. Progress will be regularly monitored and reviewed, ensuring every student feels connected and supported in attending school.	BMB	Attendance Management Plan to go to Board for approval then publish on website. Board to approve. Implemented T2 2026. Complete STAR section of attendance on KAMAR as notifications come in - whānau teachers to take over next term. Need time. T2 2026 Refer to Attendance West in a timely manner. T1 2026 STAR plan - staff and students to be familiar with this. Term 2 2026 Staff PD Term 2 2026 Send letters when attendance thresholds are reached - do this through KAMAR. Time and support needed. T2 2026	

Student Achievement Tracking Project Purpose/goal To increase equity and excellence of academic outcomes by implementing a sustainable, data-driven system for tracking achievement.	BCN	Develop a coherent, school-wide system for tracking student achievement that provides timely, accurate data to support early identification of learning needs and progress across Years 9–13, so that it's operational by the end of Term 2, 2026. Strengthen systems for monitoring senior achievement and NCEA progress to ensure students are supported to meet qualification goals and pursue pathways to excellence, so that school wide Senior credit checks are completed at least twice a term for Terms 2 and 3. Establish clear processes for academic (and pastoral) intervention when achievement, engagement, or attendance concerns are identified. Intervention processes (including intervention referral flowcharts and case management processes including meeting times) to be fully implemented and operational by the end of Term 2, 2026. Embed achievement tracking and goal-setting within teaching and mentoring structures, including Whānau time, subject classes, and reporting processes by the beginning of Week 1, Term 2, 2026. Use the tracking system to identify at-risk Māori and at-risk Male students and provide targeted support. Targeted plans are made active for identified Māori and Male students by Week 5, Term 2. Strengthen communication and shared responsibility for achievement by ensuring staff, students, and whānau have clear and regular information about progress and expectations. Progress updates shared with whānau at least fortnightly through the fortnightly reports process. Establish data manager roles for supporting both curriculum and pastoral data gathering, analysis and distribution. Two data managers and clear role	
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	BTT	descriptions to be developed by end of Term 1, with appointments made by end of Week 2, Term 2. Conduct Māori Achieving Success interviews with Year 9 and new students by end of Week 4, Term 2. Use data from Māori Achieving Success tool combined with Māori Academic Tracking data to identify students who need mentoring support by by end of Week 5, Term 2.	
Consistency Counts Objective To embed consistent classroom practices across Kaipara College. Including lesson structure, seating plans, and expectations. So that every student experiences a predictable, supportive learning environment. Shared routines improve behaviour and reduce disruption, and are especially vital for neurodiverse students and those who have experienced trauma, for whom consistency is key to feeling safe and ready to learn.	JCP	Develop the Kaipara College Effective Teacher Profile that highlights what consistent good teaching practice looks like at Kaipara College by the end of 2026 Refine the list of Non-Negotiables Classroom practices by the end of Term 2 2026 Clear messaging to students, staff and families, including newsletters, website and posters. Develop and implement consistent expectations of what the learning environment looks like with classrooms reflecting these by the end of 2026 Professional development around the purpose of these actions to include Principles of Instruction, Feedback/ Feedforward, Mentoring Māori and Male students Classroom observations throughout the year to collect information on how consistent teaching practice Student feedback of classroom teaching, asking specific questions that relate to the Kaipara College Effective Teacher Profile and the Non-Negotiables Staff feedback at the end of Term 2 and 4 on classroom practice and how embedded the Kaipara College Effective Teacher Profile and Non-Negotiables have become.	

Nurture our learning-centred relationships , connections and partnerships within and across our school community

1. Strengthen our relationships and connections within and across our community
3. Acknowledge our past, improve our present and nurture our future
4. All students reach their potential through a high expectations, responsive, inclusive curriculum

Timely delivery of comprehensive written reports once a year ensures that parents and caregivers receive detailed insights into their children's academic performance, strengths, and areas for improvement. This annual report serves as a foundational tool for fostering meaningful discussions between teachers, whānau teachers and whānau. Secondly, success is reflected in increased parental engagement; when families are well-informed, they are more likely to participate in school events and support their children's educational journeys. Additionally, feedback from parents regarding the clarity and usefulness of these communications will indicate the effectiveness of the initiative. Ultimately, success is measured not only by improved academic outcomes but also by strengthened partnerships between the school and home environment that contribute to student well-being and motivation.

Project	Who	Actions, Resources and Targets	Ongoing Outcomes
Reporting Progress & Success Objectives To improve communication about student progress and achievement with our parent and caregiver community. To celebrate and share the full range of student success across Kaipara College: academic, cultural, and sporting. Through multiple platforms including an improved website, active social media presence, and more regular newsletters. By amplifying and recognising achievement in all its forms, we aim to strengthen school pride, deepen community connection, and ensure	BCN JCP	Support staff to understand the new SMART Tool and new MOE Reporting requirements for Year 9 and 10 students. SMART tool guides, reporting exemplars and briefing of staff to be implemented by end of Term 2 in preparation of SMART implementation in the second window of assessment in 2026 (Sept/Oct - Term 3/4). Sustain the Junior and Senior written report process throughout 2026 and refine fortnightly reporting processes from Week 1, Term 2. Seek feedback and evaluate effectiveness of reporting for students, staff and the parent/caregiver community. Feedback from short surveys collected and reviewed by they end of Term 3, 2026. Contract marketing to external company with website redeveloped by the end of 2026	

every student has the opportunity to be seen and celebrated.		Seek board approval for additional funding to support the goal to improve the school website, newsletter and social media presence. Consolidate admin staffing support to increase social media coverage, with a minimum of 3 social media posts a week Use Principal assemblies to showcase success at Kaipara College, principal assemblies to occur fortnightly throughout the year Investigate the formation of new badges and ensure badge system is being used, with bronze and silver principal badges added to the gold principal badges by the end of Term 2 2026	
Whanau Classes Objective To establish Whānau Classes across Kaipara College as a dedicated space where students build meaningful connections with their peers and a trusted teacher. Through consistent relationship-building and the development of practical skills for school and beyond, Whānau Classes aim to strengthen students' sense of belonging, wellbeing, and readiness to succeed.	BTT & BCN	Support staff in creating a whānau-like relationship with their classes throughout 2026. Support Whānau Teachers with strategies to develop a routine that engages their students during whānau time throughout 2026. Use Whānau Class to strengthen student belonging, wellbeing, and readiness to learn through regular check-ins, goal setting, and recognition of achievement throughout 2026. Develop a WAKA values curriculum by the end of Term 2, 2026. Support staff with delivery of WAKA values curriculum during Terms 3 and 4, 2026. Strengthen Pastoral and Wellbeing Systems related to the Whānau Teacher (Kaiārahi) throughout 2026. Monitor and review the effectiveness of the Whānau Class programme through student and staff feedback to inform ongoing improvement at the end of Term 2 and 4, 2026.	