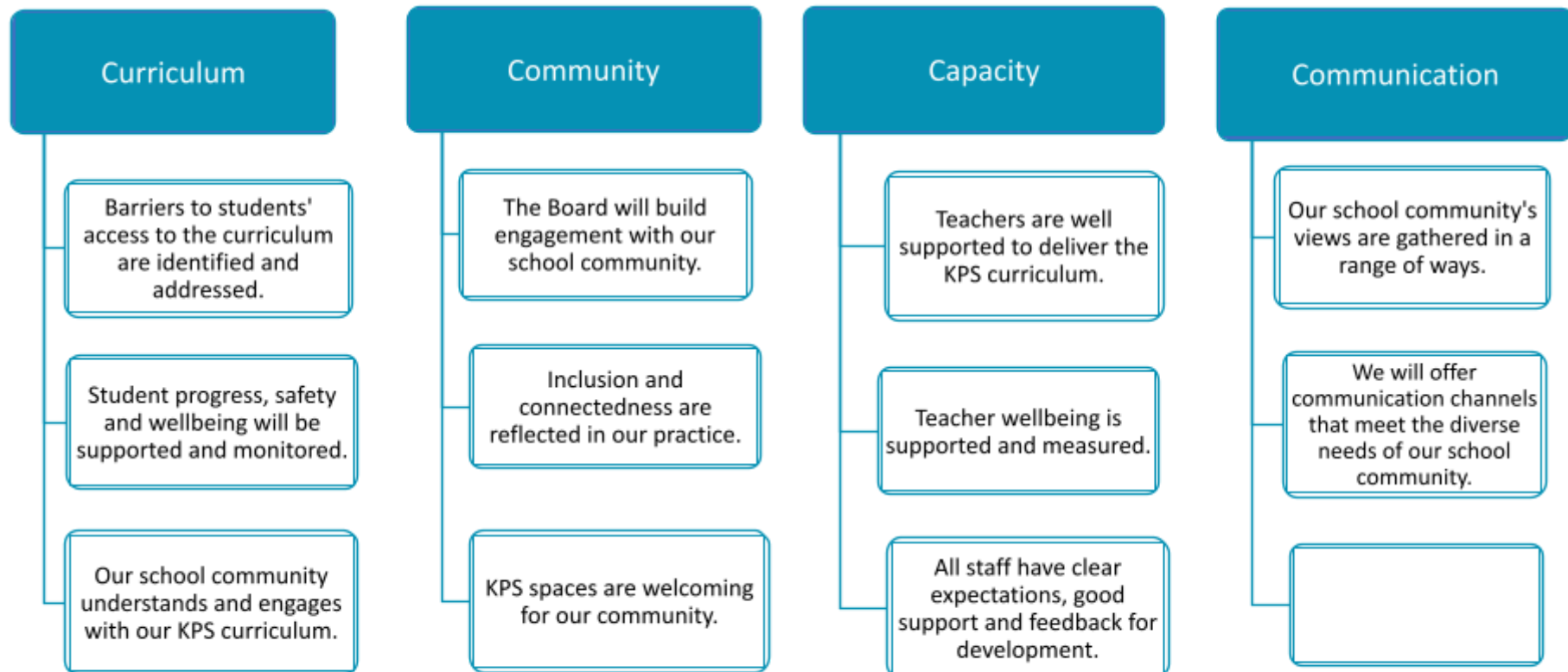


STRATEGIC GOALS 2024-2026 AND ANNUAL GOALS 2024



Vision Statement

At Kapiti Primary School we are growing Confident Connected Explorers who are positive contributors to the community.

The three keywords in our vision are CONFIDENT, CONNECTED, and EXPLORERS. These attributes are fundamental to human beings developing the skills they require to navigate life, thrive in society and make positive contributions to their community.

CONFIDENT

Students with confidence have pride in their unique identity, hold a sense of belonging, value diversity and are aware of and accept the differences of others. Confident students are ready to take risks and learn from their mistakes; they know their own and others' strengths and utilise them to develop their skills and knowledge.

CONNECTED

Students who feel connected develop positive relationships within our community, understand our history and have a strong sense of the past, present and future. They experience success when new learning is connected to prior knowledge and delivered in authentic contexts. They make connections between curriculum areas and recognise opportunities to apply new learning in a variety of ways.

EXPLORERS

Students who are enabled to explore, seek answers to their questions through hands-on learning and problem-solving. They are curious and highly motivated, show initiative and take agency in their learning journey. A deeper understanding is developed through active participation in inquiry learning.

Summary of the information used to develop this plan

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) [Refer Regulation 7 \(c\)](#)

The school's vision statement was created over several years including consultation with students, staff and the community. The work on the vision statement led to years of work on the KPS curriculum. In 2022, a consultation was held with the community on the strategic plan moving forward. In 2023, an independent reviewer supported the board to change its strategic priorities to better meet the current needs of the school.

Data used to support the school priorities:

- community feedback
- student voice
- student achievement data
- independent reports
- consultation with Iwi - Te Ati Awa

TE TIRITI O WAITANGI

At Kapiti Primary School, we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. We honour Te Tiriti o Waitangi and have woven the principles of the treaty (Partnership, Participation and Protection) throughout our four curriculum drivers. Our school, with guidance from local iwi, will provide opportunities that support all Māori learners to thrive as Māori.

Woven into our four drivers and local curriculum are the guiding principles of **Ka Hikitia**, the Māori education strategy set out by the Ministry of Education.

Excellent outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes by holding high expectations for ākonga

Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

Strengths-based: We will recognise and build on the strengths of Māori learners and their whānau

Productive partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system

Strategic Goal - Community



Goal	Outcomes	Evidence
The Board will build engagement with our community.	<p>What it will look like if we're successful - what we'll see and/or experience as a result:</p> <ul style="list-style-type: none"> • Board members are accessible to the school community. • The Board communicates with the community regularly about governance matters • Community events are well attended. 	<p>Attendance at community events Community feedback through board survey.</p> <p>The Board to provide termly updates through the newsletter.</p> <p>Attendance at school events</p>
Inclusion and connectedness are reflected in our practice	<p>What it will look like if we're successful - what we'll see and/or experience as a result:</p> <ul style="list-style-type: none"> • The community feels connected. 	Community feedback through board survey.
KPS spaces are welcoming for our community	<p>What it will look like if we're successful - what we'll see and/or experience as a result:</p> <ul style="list-style-type: none"> • Whanau feel comfortable coming into the school at any time. • The school is clearly signed and welcoming. • Outside space development project completed 	<p>Community feedback through board survey.</p> <p>Signage in place</p>

Which Board Primary Objective does this strategic goal work towards meeting?

Objectives of boards in governing schools

(1) A board's primary objectives in governing a school are to ensure that—

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

- (b) the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - (c) the school is inclusive of, and caters for, students with differing needs; and
 - (d) the school gives effect to Te Tiriti o Waitangi, including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
- (a) have particular regard to the statement of national education and learning priorities issued under section 5; and
 - (b) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
 - (c) perform its functions and exercise its powers in a way that is financially responsible; and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
 - (e) comply with all of its other obligations under this or any other Act.

Links to Education Requirements

This includes National Education Learning Priorities, education strategies or plans and curriculum statements.

Objective 1: Learners at the centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World-class inclusive public education

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

Strategic Goal Two - Curriculum

Goal	Outcomes	Evidence
<p>Barriers to students' access to the curriculum are identified and addressed</p>	<p>What it will look like if we're successful - what we'll see and/or experience as a result:</p> <ul style="list-style-type: none"> • Students are safe • Students attend school regularly • Classrooms are settled with increased on-task behaviour • Students can articulate their learning goals • Students stay at KPS for their primary school years • Complaints about student safety reduce. 	<p>Student report. Behavioural data</p> <p>Attendance data Walk through reports Posts on SeeSaw demonstrate this Roll data Complaints</p>
<p>Student progress, safety and wellbeing will be supported and monitored.</p>	<p>What it will look like if we're successful - what we'll see and/or experience as a result:</p> <ul style="list-style-type: none"> • Student achievement data improves • Student wellbeing indicators improve • Reduced incidents of harm • KPS values are lived in the school • Systems in place to monitor progress for students not achieving at their potential (outlined in our implementation plan) 	<p>Achievement data Class progress summaries Wellbeing at School' survey Behavioural data Health and safety reporting Walkthrough reports/Student voice</p>
<p>Our school community understands and engages with our KPS curriculum</p>	<p>What it will look like if we're successful - what we'll see and/or experience as a result:</p> <ul style="list-style-type: none"> • Improved whānau knowledge of the KPS curriculum improves. • Whānau engaged with how to support tamariki learning 	<p>Attendance student-led conferences</p>

Which Board Primary Objective does this strategic goal work towards meeting?

Objectives of boards in governing schools

- (2) A board's primary objectives in governing a school are to ensure that—
- (e) every student at the school is able to attain their highest possible standard in educational achievement; and
 - (f) the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - (g) the school is inclusive of, and caters for, students with differing needs; and
 - (h) the school gives effect to Te Tiriti o Waitangi, including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
- (f) have particular regard to the statement of national education and learning priorities issued under section 5; and
 - (g) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
 - (h) perform its functions and exercise its powers in a way that is financially responsible; and
 - (i) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
 - (j) comply with all of its other obligations under this or any other Act.

Links to Education Requirements

This includes National Education Learning Priorities, education strategies or plans and curriculum statements.

Objective 1: Learners at the centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World-class inclusive public education

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

Strategic Goal Three - Capacity



Goal	Outcomes	Evidence
Teachers are well supported to deliver the KPS curriculum	<ul style="list-style-type: none"> • Student achievement data shows progress in learning. • Teacher planning will demonstrate they can design programmes that deliver the curriculum • Teacher practice will demonstrate skills required to deliver the curriculum effectively. 	<p>Achievement data shows more students making expected/accelerated progress in a year</p> <p>Review of teacher planning.</p> <p>Walk through reports.</p>
Teacher wellbeing is supported and measured	<ul style="list-style-type: none"> • Teachers feel valued and professionally supported at KPS 	<p>Teacher workplace survey</p>
All staff have clear expectations, good support and feedback for development	<ul style="list-style-type: none"> • All staff have a current job description, professional support and feedback on their practice. 	<p>Principal performance management framework (expectations, support and appraisal) in place.</p> <p>Principal assurance that staff performance management framework is in place.</p>

Which Board Primary Objective does this strategic goal work towards meeting?

Objectives of boards in governing schools

(3) A board's primary objectives in governing a school are to ensure that—

- (i) every student at the school is able to attain their highest possible standard in educational achievement; and
- (j) the school—

- (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - (k) the school is inclusive of, and caters for, students with differing needs; and
 - (l) the school gives effect to Te Tiriti o Waitangi, including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
- (k) have particular regard to the statement of national education and learning priorities issued under section 5; and
 - (l) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
 - (m) perform its functions and exercise its powers in a way that is financially responsible; and
 - (n) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
 - (o) comply with all of its other obligations under this or any other Act.

Links to Education Requirements

This includes National Education Learning Priorities, education strategies or plans and curriculum statements.

Objective 1: Learners at the centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World-class inclusive public education

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

Strategic Goal Four - Communication



Goal	Outcomes	Evidence
Our school community's views are gathered in a range of ways	<ul style="list-style-type: none"> The school community reports being able to contact and connect with school when they need to do so. KPS uses modern technologies effectively to engage with whānau. 	<p>Community feedback through board survey.</p> <p>Modern technologies in place and used effectively</p>
We will offer communication channels that meet the diverse needs of our community.	<ul style="list-style-type: none"> Teachers feel valued and professionally supported at KPS 	<p>Community feedback through board survey.</p>

Which Board Primary Objective does this strategic goal work towards meeting?

Objectives of boards in governing schools

(4) A board's primary objectives in governing a school are to ensure that—

(m) every student at the school is able to attain their highest possible standard in educational achievement; and

(n) the school—

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(o) the school is inclusive of, and caters for, students with differing needs; and

(p) the school gives effect to Te Tiriti o Waitangi, including by—

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

(2) To meet the primary objectives, the board must—

- (p) have particular regard to the statement of national education and learning priorities issued under section 5; and
- (q) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
- (r) perform its functions and exercise its powers in a way that is financially responsible; and
- (s) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
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Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World-class inclusive public education

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)