



Te Mahau

Te Whakangārahu Ngātahi

**Planning Together for Ākonga Success:
Our School, Our Community**

Toolkit on school planning and reporting for school boards, principals, and staff

Te Whakangārahu Ngātahi

Planning Together for Ākonga Success: Our School, Our Community

What does the name represent?

The work around changes to school planning and reporting has been given the name Te Whakangārahu Ngātahi, which represents schools working together with their communities.

The English sub-name is Planning Together for Ākonga Success: Our School, Our Community ('Planning Together' for short).

This name puts ākonga (learners) at the forefront and emphasises that planning should be a collaborative activity.

It is not something that a school should decide for their communities, but instead decisions on priorities in schools should be made with their school community.

Why is school planning and reporting so important?

Te Whakangārahu Ngātahi aims to improve planning and reporting practices, to focus on delivering equitable and excellent outcomes for all ākonga, by having schools be more accountable and responsive to the needs of their ākonga and their community.

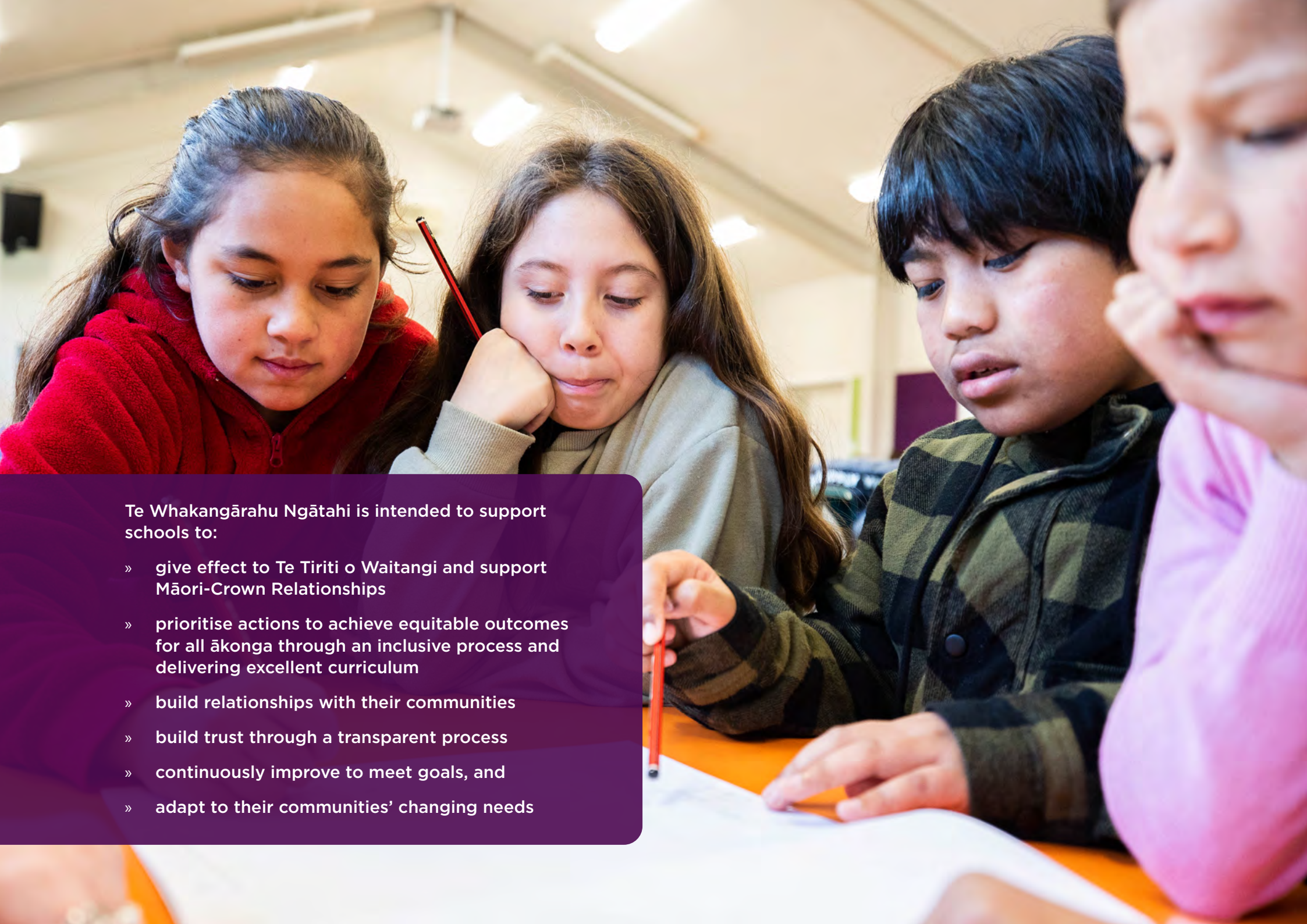
Effective planning and reporting underpins all the other work that schools do. Schools need to intentionally plan, and evaluate their performance to:

- » give effect to Te Tiriti o Waitangi
- » meet legislated board primary objectives and show how the school has given particular regard to the NELP
- » ensure the needs of all ākonga are met
- » ensure the voices of all ākonga and whānau are heard
- » develop and implement teaching and learning programmes, that give effect to curriculum requirements in the New Zealand Curriculum or Te Marautanga o Aotearoa, to improve outcomes for all ākonga.

This toolkit is intended to help schools do this well.

What's inside this toolkit?

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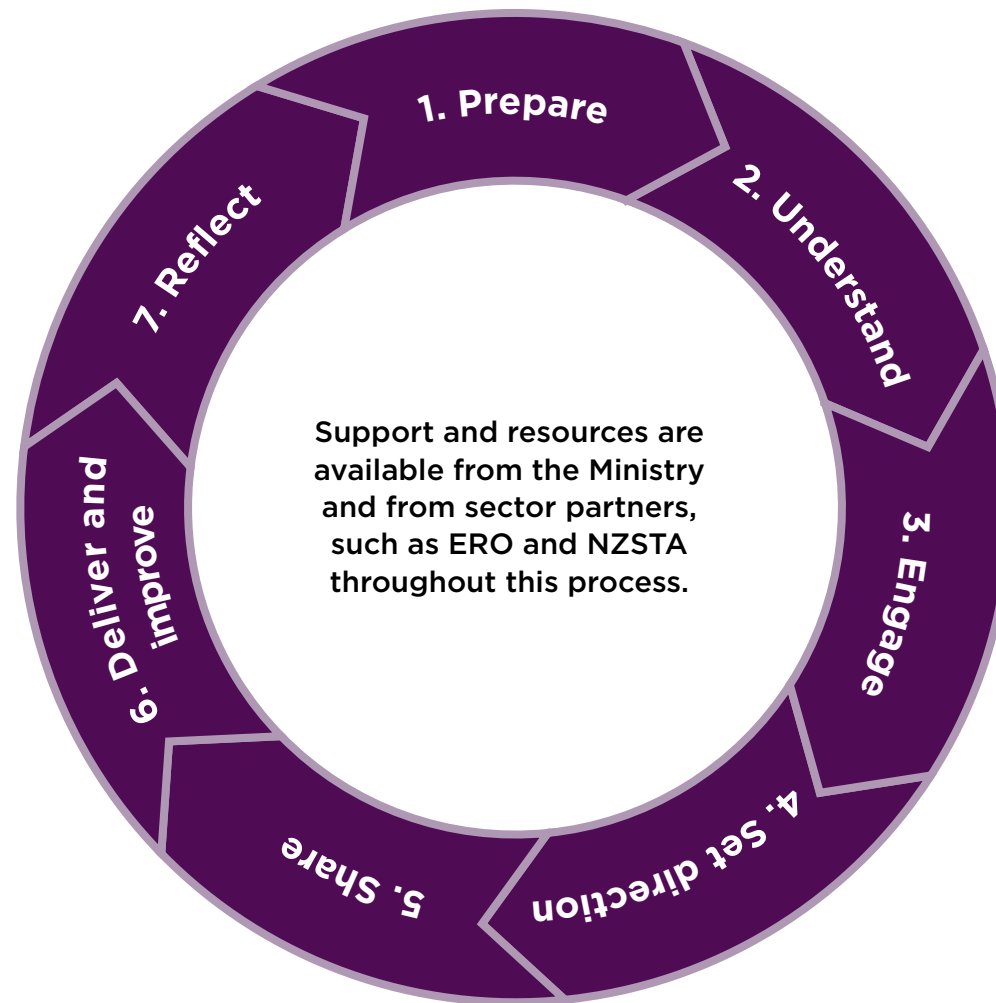
Te Whakangārahu Ngātahi is intended to support schools to:

- » give effect to Te Tiriti o Waitangi and support Māori-Crown Relationships
- » prioritise actions to achieve equitable outcomes for all ākonga through an inclusive process and delivering excellent curriculum
- » build relationships with their communities
- » build trust through a transparent process
- » continuously improve to meet goals, and
- » adapt to their communities' changing needs

How does Te Whakangārahu Ngātahi work?

Process on a page

This process can be applied to strategic planning and annual implementation planning.



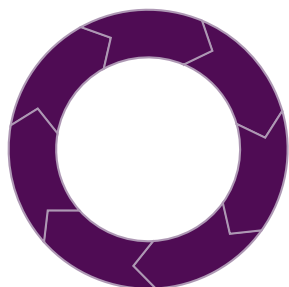
How does Te Whakangārahu Ngātahi work?

The process in detail

1 Prepare for planning

Before you begin any planning:

- » Determine how well you are giving effect to Te Tiriti o Waitangi and determine your next steps.
- » Determine how well your school is meeting the board's primary objectives.
- » Know the new planning and reporting regulations and requirements that guide you.
- » Ensure that your board and principal understand Te Whakangārahu Ngātahi.



2 Understand who is in your community

Strategic planning

Identify local marae, hapū, and iwi learn about their history.

Gather information that helps you understand and prepare for community engagement e.g. through community census data, records of concerns and complaints.

Identify the people/groups you should target during your engagement. This could include learners who aren't present, participating or progressing to their potential.

Identify any representatives in your school, e.g. whānau with disabilities, and community that they would like you to work with.

Annual planning

Review how relevant and up to date the information previously gathered is. Update as necessary.

3 Engage with your community

Strategic planning

Identify the most appropriate ways to engage with different members of your community. This should include:

- » Ākonga
- » Parents and whānau
- » Hapū and iwi
- » School staff
- » Other community groups/interests, e.g. special character representatives, disability communities, business groups.

Carry out targeted and general forms of engagement with ākonga, whānau and community to understand their needs, aspirations, and what matters to them.

Annual planning

Continue to listen to your community about their needs and aspirations, focusing on any changes.

4 Set your school direction

Strategic planning

Make sense of what your community has told you about their needs, aspirations, and what matters to them.

Check this information is accurate by sharing what you heard back with your community.

Check that the board's primary objectives are covered in your strategic plan.

Set the direction (vision, goals, and measures) and decide when things will happen if you have both Māori or Pacific pathways or learning support units ensure that your plan covers all of these.

Capture in a way that best suits your school and can be shared with your community.

Refine with your community as many times as necessary.

Annual planning

Draft the annual implementation plan based on the strategic plan and the previous year's progress. Ensure that if you have both English and Māori or Pacific pathways that your plan covers both.

Reassess and confirm when things will happen.

Check back with your community as often as necessary.

5 Share your plans

Strategic planning

By 1 March of the year your strategic plan becomes effective, publish your strategic plan on a website.

Share your strategic plan with your community and the Ministry. You may also like to share this with your ERO Evaluation Partner.

Annual planning

By 31 March of each year, publish your annual implementation plan on a website.

Share with your community.

6 Deliver and improve

Annual planning

Appropriately resource the improvement actions identified in the plans.

Implement your annual plan to make the improvements.

7 Reflect on progress

Annual reporting

Regularly reflect on, review, and assess your progress throughout the year.

Share progress with your community and offer opportunities for feedback.

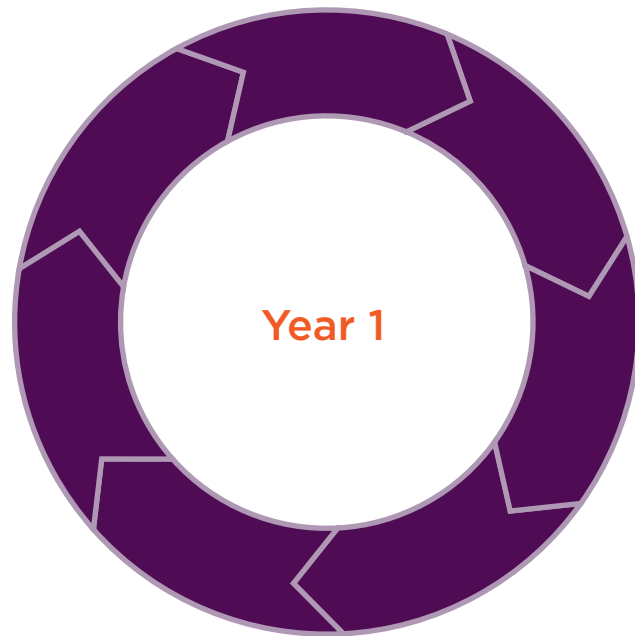
Evaluate the outcomes achieved each year.

Report against key milestones to the community.

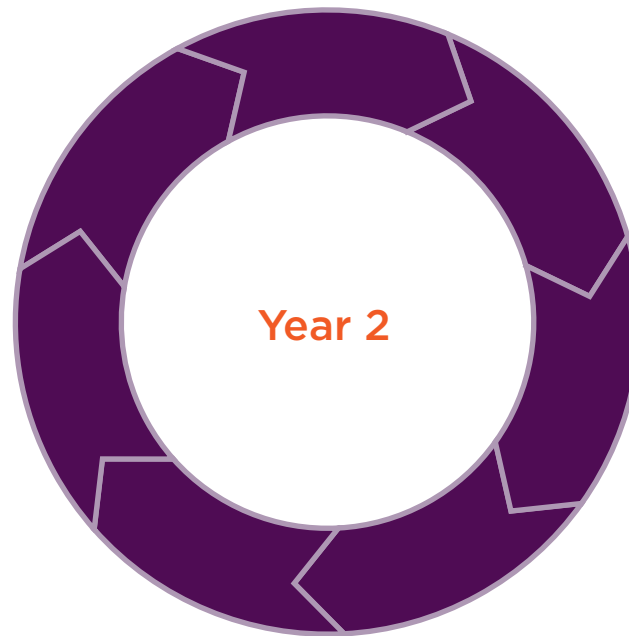
By 31 May of each year publish your annual report on a website and submit to the Ministry. You may also like to, share this with your ERO Evaluation Partner.

What are the key dates?

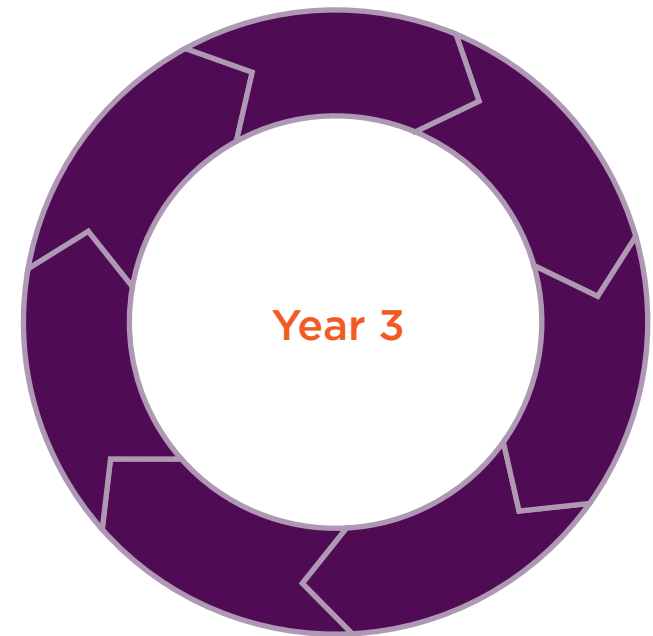
The timeline



- 1 January** Strategic plan effective from this date
- 1 March** Strategic plan published and submitted to the Secretary
- 31 March** Annual implementation plan prepared and published
- 31 May** Annual report published and submitted to the Secretary



- 31 March** Annual implementation plan prepared and published
- 31 May** Annual report published and submitted to the Secretary



- 31 March** Annual implementation plan prepared and published
- 31 May** Annual report published and submitted to the Secretary
- 31 Dec** Strategic plan expires

Note: the first strategic plan under the new framework (effective 1 January 2024) is only for 2 years to align with the triennial board election cycle.



Toolkit

Plan effectively with your
school community



1. Prepare for planning

Ensuring schools have effective governance and that boards and principals understand their responsibilities. Gather and understand information that you will need for the planning process.

How might this be done

- » Read and understand the relevant regulations and legislation.
- » Understand Te Whakangārahu Ngātahi, identify any changes to your practices and process, and determine what you are doing well and what you can improve on.
- » Gather and understand information in previous year's annual report, student progress and achievement data, attendance and engagement data, and the findings from your latest collaborative evaluation with ERO.
- » Refer to NZSTA's resources to learn about giving effect to Te Tiriti o Waitangi and how it relates to the effective running of a school.
- » Read resources on disabled children's rights, and understand what these mean for planning.
- » Read and understand the National Education and Learning Priorities (NELP).
- » Gather and understand information on complaints received, think also about learners who have left your school and why they left. Are there improvements that your school could make to prevent learners wanting to leave?
- » You may like to work with your ERO Evaluation Partner to evaluate and assess how well you have achieved your previous strategic goals to identify key priorities for improvement.
- » Ask yourself:
 - › Do we know how to plan in a way that is inclusive and focuses on delivering equitable and excellent outcomes for all ākonga?
- › How can we ensure our planning process and the goals that we set are inclusive?
- › Do we have effective reporting to the board?
- › Are we part of a Kāhui Ako that has achievement challenges?
- › Is there an iwi education plan for our region?
- › Do we understand Te Mātaiaho, the refreshed English-medium national curriculum, and what it will take to implement?
- › Do we understand Te Tamaiti Hei Raukura framework for Te Marautanga o Aotearoa?
- › Do we have a process in place to ensure we keep up to date with the new curriculum as it is released?



1. Prepare for planning

Strategic and annual planning actions:

- » Determine how well you are giving effect to Te Tiriti o Waitangi and determine your next steps.
- » Determine how well your school is meeting the board's primary objectives.
- » Know the new planning and reporting regulations and requirements that guide you.
- » Ensure that your board and principal understand Te Whakangārahu Ngātahi.

Resources

Check out the following resources to help with preparing for planning:

- » Curriculum tools – local curriculum, assessment for learning, whānau engagement
 - › [The New Zealand Curriculum](#)
 - › [Refreshing the New Zealand Curriculum](#)
 - › [Te Whakahou i Te Mātauranga o Aotearoa](#)
 - › [Te Mātauranga o Aotearoa Kauwhata Reo](#)
- » [Te Mātaiaho Implementation supports](#)
- » For planning your local curriculum, you can refer to these guides:
 - [Leading local curriculum guide series / Strengthening local curriculum / Kia ora - NZ Curriculum Online \(tki.org.nz\).](#)
- » Ministry of Education's Inclusive Education Resources
 - › [Ministry Website: Supporting Students – Inclusive Education](#)
 - › [Inclusive Education website](#)
- » [ERO's School Improvement Framework](#)
- » [ERO's Te Ara Huarua Evaluating for Improvement Framework.](#)
- » [ERO's Thriving at School? Education for Disabled Learners at School \(2022\)](#)
- » New Zealand School Trustees Association (NZSTA) resources:
 - › [NZSTA Te Tiriti O Waitangi Resource](#)
 - › [NZSTA Resource Centre - Learning, Events & Online Courses](#)
 - › [NZSTA Board Tools and Support](#)

What schools must do

Primary objectives of school boards

There are four primary objectives for boards listed in Section 127 of the Education and Training Act 2020. These help boards to focus on what matters most for learners and their whānau. Boards must ensure that:

- » every student at the school can achieve their highest educational standard
- » the school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
- » the school is inclusive of and caters for, students with differing needs
- » the school gives effect to Te Tiriti o Waitangi, including by:
 - › working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
 - › taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - › achieving equitable outcomes for Māori students

When thinking about students with differing needs consider:

- » Learning Support needs
- » Cultural needs
- » Language needs
- » LGBTIQ+ students

What schools must do

Legislative and other Ministry requirements

Strategic plans

Content to be included

- » The school's vision
- » Strategic goals developed in consultation with the school community, for meeting its primary objectives.
- » Strategies for identifying and catering for learners whose needs have not yet been well met.
- » Strategies for giving effect to the board's Te Tiriti o Waitangi obligations.
- » Measures, evidence, and processes to evaluate their progress.
- » Information on how strategic goals are linked with national education requirements including the National Education Learning Priorities and foundation curriculum policy statements and national curriculum statements and other national education strategies.

Accessibility

- » Must be written and presented to be readily understandable to their communities.

Consultation

- » Must consult with, the school community, the school's staff and where appropriate, the school's students
- » The Education and Training Act 2020 defines "school community" as:
 - a. the parents, families, and whānau of the school's students,
 - b. the Māori community associated with the school, and
 - c. any other person, or group of persons, who the board considers is part of the school community for the purposes of the relevant provision.

Timing

- » The first strategic plan under regulations must be effective from 1 January 2024 and will be for 2 years, to align with board triennial elections.
- » Strategic plans from 1 January 2026 onwards will be for 3 years.
- » Must be published on a website maintained by or on behalf of the board, and submitted to the Secretary by 1 March.

Annual implementation plans

Content

- » Information about the previous year's performance.
- » Information on how previous year's unachieved targets will be addressed.
- » Annual targets for each strategic goal.
- » Actions to meet annual targets.
- » Allocation of resources.
- » Measures and evidence to evaluate progress.
- » Information on the teaching and learning programmes and strategies, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, including how the needs of learners whose needs have not yet been well met will be addressed.
- » How targets and actions will support Te Tiriti o Waitangi obligations.

Consultation

- » Not required in legislation but ongoing consultation is recommended.

Timing

- » Annual implementation plan must be prepared, and published on a website maintained by or on behalf of the board, each year by 31 March.

Accessibility

- » Must be written and presented to be readily understandable to their communities.

Annual reports

Annual reports must include:

- » Statement of variance:
 - › Actions the board took to achieve its targets for the past year
 - › An evaluation of the impact of the board's actions, the outcomes of their actions and the information used to determine those outcomes.
 - › Reasons for any differences between performance and targets.
 - › How the differences will inform the following year's planning.
- » An evaluation and analysis on the school's student progress and achievement, assessed against expectations across the curriculum, and including students whose needs have not yet been well met.
- » A report on how the school has given effect to Te Tiriti o Waitangi.
- » Audited annual financial statements. (for further detail on preparing financial statements please refer to the Ministry of Education's [Schools annual financial statement resources webpage](#))
- » Independent Auditor's report.
- » Kiwisport funding - A statement on how the school has used their Kiwisport funding to increase students' participation in organised sport.
- » Other reports on special and contestable funding (if applicable) – report on how any additional government funding for specific purpose were used to support student development.
- » Statement of compliance with employment policy.

Timing

- » Financial statements must be submitted to the Auditor-General by 31 March – they will then provide an audit report.
- » Annual reports must be published on a website maintained by or on behalf of the board, and submitted to the Secretary no later than 31 May.

Accessibility

- » Must be written and presented to be readily understandable to their communities.

Important links

Legislation and Regulations

Planning and Reporting

- Section 134 [Statements of variance and annual reports](#)
- Section 135 [Audit](#)
- Section 136 [Annual report to be made available](#)
- Section 137 [Annual financial statements of boards](#)
- Section 138 [School strategic plan and annual implementation plan](#)
- Section 139 [Preparing draft strategic plan](#)
- Section 140 [Secretary may review strategic plan](#)
- Section 141 [Amending strategic plan](#)
- Section 142 [Expiry of strategic plan](#)
- Section 143 [Preparing annual implementation plan](#)
- Section 144 [Amending annual implementation plan](#)
- Section 145 [Board to monitor performance against strategic planning documents](#)
- Section 146 [Strategic planning documents to be on Internet site](#)
- Section 165 [Monitoring of and reporting on student performance](#)
- Section 204 [Designated character schools](#)

[Education \(School Planning and Reporting\) Regulations 2023](#)

Functions and powers of boards

- Section 127 [Objectives of boards in governing schools](#)
- Section 133 [Board's policies and practices must reflect cultural diversity](#)
- Section 164 [Teaching and learning programmes](#)
- Section 204 [Designated character schools](#)
- Section 91 [Board of State school must consult about delivery of health curriculum](#)

[Education \(School Board\) Regulations 2020 Regulation 21 Duty to report on progress and achievement of students](#)

Under sections 127, 164, 165 and 91, boards must ensure their school delivers the national curriculum as expressed in the [New Zealand Curriculum](#), [Te Marautanga o Aotearoa](#) and [Te Marautanga o Aotearoa | Kauwhata Reo](#)

Important links

Strategies

- » National Education and Learning Priorities (NELP):
[The Statement of National Education and Learning Priorities \(NELP\) and the Tertiary Education Strategy \(TES\)](#)
- » [Ka Hikitia](#)
- » [Action Plan for Pacific Education](#)
- » [Te Hurihanganui](#)
- » [Attendance and Engagement strategy](#)
- » [Learning Support Action Plan 2019 - 2025 \(LSAP\)](#)
- » [Child and youth wellbeing strategy](#)
- » New Zealand Disability Strategy
[New Zealand Disability Strategy – Office for Disability Issues website\(external link\)](#)
- » United Nations Convention on the Rights of Persons with Disabilities – in particular Article 7 Children with disabilities and Article 24 Education
[United Nations Convention on the Rights of Persons with Disabilities](#)
- » United Nations Convention on the Rights of the Child (UNCROC)
[UNCROC advice on the Ministry of Social Development's website](#)

Checklist for preparing for planning

We have:

- ☐ Determine how well you are giving effect to Te Tiriti o Waitangi and determine your next steps, including where or who to go to for help.
- ☐ Understood planning and reporting legislative requirements.
- ☐ Understood how we can ensure our planning and reporting practices are inclusive.
- ☐ Understood the planning and reporting practices and processes described in this guide, and know where our current process needs to be adapted.
- ☐ If required - worked with an ERO Evaluation Partner to evaluate progress against previous goals to determine key priorities for action.
- ☐ If required – connected with NZSTA for advice and support for boards on school planning and reporting.



2. Understand who is in your community

Understand who is part of your school and what you know about these whānau and communities.

Identify who in your school community needs more support.

Identify if some groups within your community would like trusted representatives that can work with the board on their behalf.

Assess the strength of your existing relationships.

How might this be done

- » Refer to community census data and data from your student management system.
- » Refer to ākonga progress and achievement and wellbeing data.
- » Reflect on what your relationship is with local marae, tangata whenua, hapū and iwi? Is this a meaningful, reciprocal relationship? How could this be strengthened?
- » Identify learners whose needs have not yet been well met (refer to page 24 for details on who this includes) and consider any accommodations they may require to better participate during engagement on school planning.
- » Reflect on the state of any existing relationships with community groups and representatives, and where there may be gaps, and why, and how this might be addressed.

What you might create

- » Comprehensive lists of community groups to engage with.
- » Lists of ākonga, whānau, and community members to specifically reach out to.
- » Summary of who is in your community.

The term 'tangata whenua' refers to the people of the land who connect through whakapapa to the whenua on which the school stands. Te Tiriti o Waitangi guarantees the rangatiratanga and mana motuhake of hapū and iwi. As schools and tangata whenua work together to localise the school curriculum, schools should be guided by tangata whenua as to how they identify themselves.



2. Understand who is in your community

Strategic planning actions

- » Identify local marae, hapū, and iwi learn about their history.
- » Gather information that helps you understand and prepare for community engagement e.g. through community census data, records of concerns and complaints.
- » Identify the people/groups you should target during your engagement. This could include learners who aren't present, participating or progressing to their potential.
- » Identify any representatives in your school, e.g. whānau with disabilities, and community that they would like you to work with.

Annual planning actions

- » Review how relevant and up to date the information previously gathered is and update as necessary.

Resources

- » Use the [NZ Stats website](#) to find community and student data
- » Complete the self-reflection tool in this toolkit to understand your world view.
- » Read any Local Iwi Education Plans
- » Read the [Educationally Powerful Connections with Parents and Whānau](#) report (ERO, 2015)
- » Read the [Building Genuine Learning Partnerships with Parents](#) article (ERO, 2018)
- » [NZSTA Resource Centre](#)

Understanding your existing community relationships

Exercise

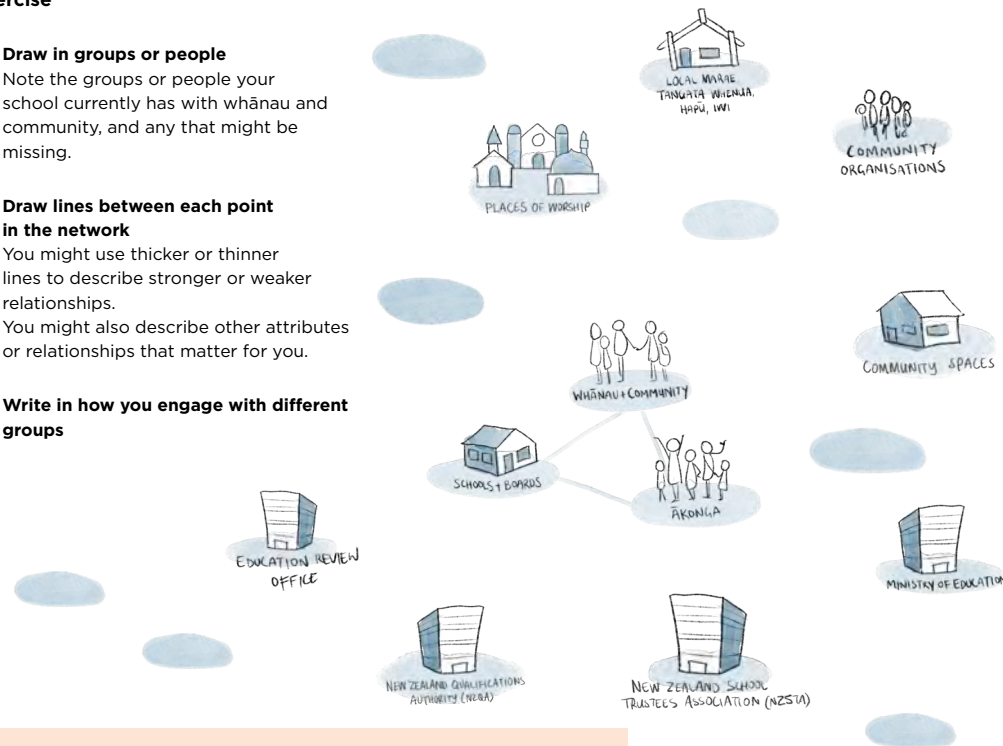
1. Draw in groups or people

Note the groups or people your school currently has with whānau and community, and any that might be missing.

2. Draw lines between each point in the network

You might use thicker or thinner lines to describe stronger or weaker relationships. You might also describe other attributes or relationships that matter for you.

3. Write in how you engage with different groups



Reflection space

What did you learn from doing this exercise?

Examples of groups given by communities:

- » local marae
- » churches/mosques/places of worship
- » disabled students and their families
- » disability organisations
- » charities
- » after-school care
- » sports clubs
- » culture groups
- » homework centres
- » local industries and employers

Schools can complete this worksheet internally to understand their wider community.

This exercise can be run with communities to help schools understand their community more deeply, and to break it down further to understand who else schools can be working with.

A large format printable version can be found [here](#).

Self-reflection tool: How might your world view impact what you hear?

For boards and principals/tumuaki, part of understanding your community is understanding yourself, your role within the community, and how your worldview may influence your engagement approach.

You can use the tool on the following page to help you examine your world view and biases.

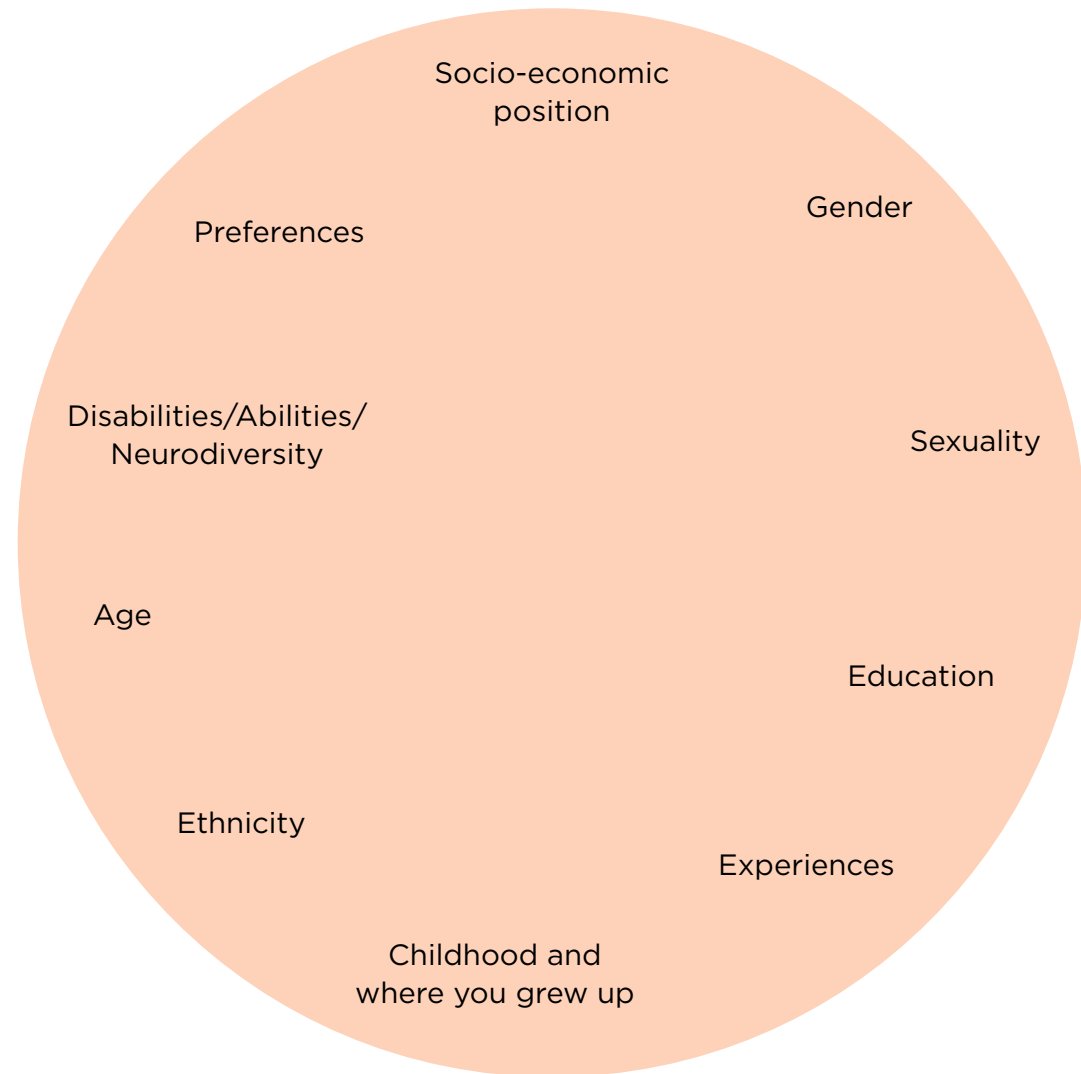
INSTRUCTIONS

1. **Sketch yourself in the middle of this circle**

You can represent yourself in any way you want. For example, you may draw an outline of yourself and use symbols that are meaningful to you. Consider how your culture and experience intersect with who you are. You can use symbols only you understand.

2. **Answer the questions on the following page**

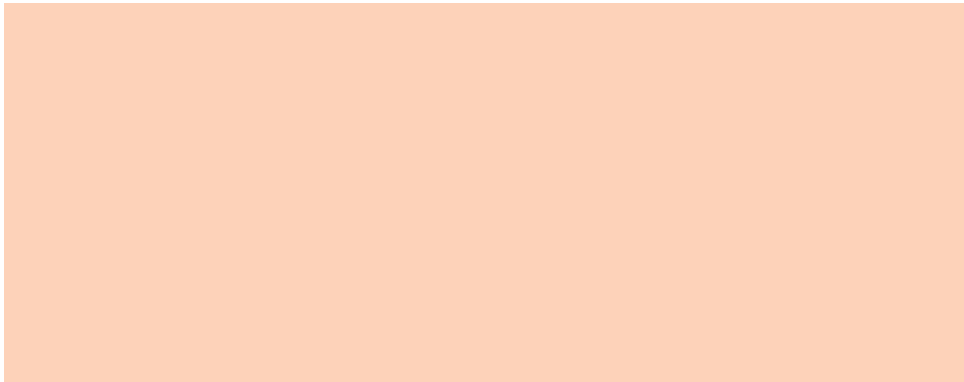
A printable version can be found [here](#).



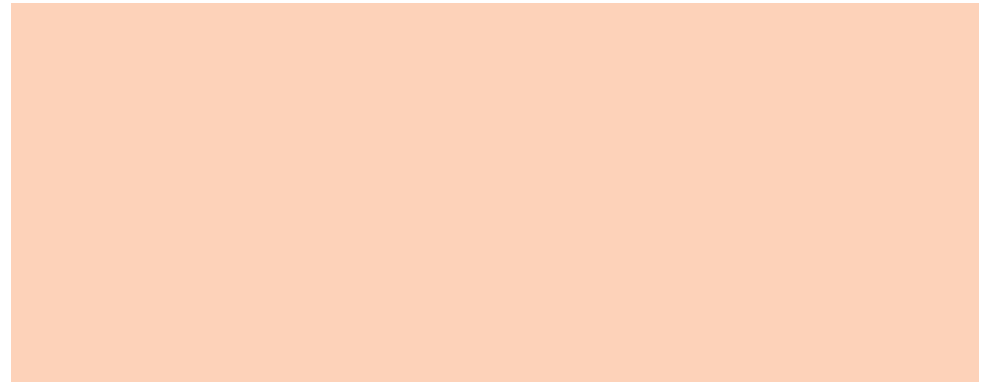
Self-reflection tool continued

Examining your world view

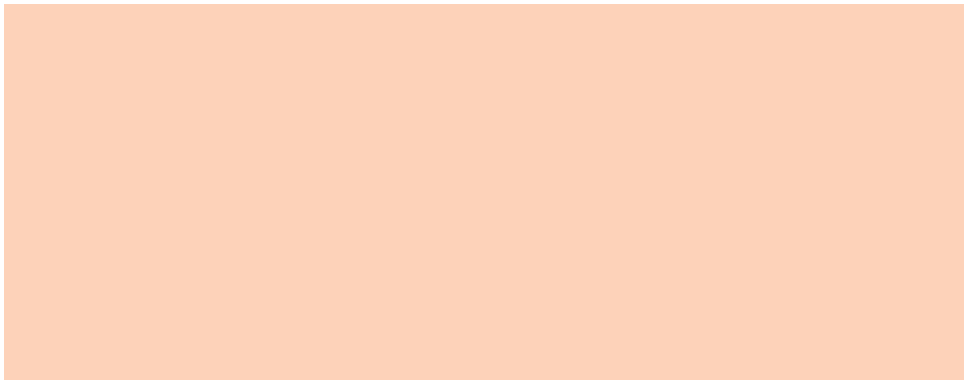
1. What preconceived ideas or assumptions do I have of the outcome?



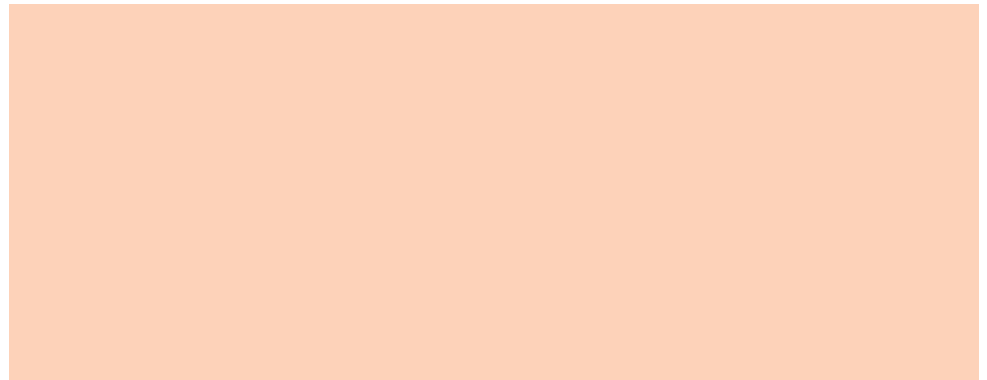
2. How might these preconceived ideas or assumptions impact on my ability to listen neutrally to people's experiences?



3. How might my experiences and different aspects of my identity impact on my ability to listen and empathise with others?



4. What am I going to do to minimise how my own assumptions, biases, culture and experiences might impact engagement with community?



Who in your community do you need to focus on engaging with?

When engaging with the community, there will be certain groups that you will need to focus on connecting with, to ensure that you are improving learning outcomes for all.

We are intentionally applying a broad definition for who needs to be focused on because this needs to be considered in the context of your school. This should include those that aren't present, participating or progressing to their potential. You need to focus on engaging with these groups to understand why their needs are not currently being met and what the school could do to meet their needs better.

There are some questions you may wish to ask to help you begin to define this for your school:

- » Who is **not progressing and achieving** at the level we might expect, and why?
- » Who is **regularly absent**?
- » What health or wellbeing factors should we take into account?
- » Who do we always hear from, and **who do we rarely hear from**?
- » How does the group of people who regularly engage differ to the overall makeup of our school community?
- » Which groups do we **struggle to communicate with**?

As stated in the [Education \(School Planning and Reporting\) Regulations 2023](#), students whose needs have not yet been well met includes, without limitation, the following students:

- (a) Māori students:
- (b) Pacific students:
- (c) disabled students:
- (d) students with learning support needs, including gifted and talented students:
- (e) students who are, or are at risk of, not progressing towards or achieving as expected across any national curriculum statements:
- (f) students in respect of whom a care or protection order has been made under the Oranga Tamariki Act 1989:
- (g) students in the youth justice system.

Resources

- » Reach out to the Local Ministry Offices who have strategies to support you with this.
- » Read the [Attendance and Engagement Strategy](#).

Checklist for understanding your community

We have:

- ☐ Gathered information about who is in our school community from multiple sources.
- ☐ Identified ākonga, whānau, and community members/groups who should be focused on during our engagement, and we have considered a range of progress and achievement, wellbeing, and other information when making this determination.
- ☐ Identified tangata whenua, hapū and iwi and their aspirations for our school.
- ☐ Taken time to self-reflect and understand what assumptions we may bring into this process because of our own world views.
- ☐ Understood who we do, or do not, currently have relationships within our school community.
- ☐ Examined and understood the strength of our relationships with others in the community and know who we can reach out to for help when we begin to engage.





3. Engage with your community

Schools are part of a community network. All members of this network need to be supported to contribute to the success of all ākonga.

You need to proactively and intentionally engage with your school community to understand their needs and wants.

How might this be done

- » Talk to whānau, hapū, iwi, Kāhui Ako, community representatives and groups to:
 - › know what engagement methods are best for your school community.
 - › determine where working with representatives would be most appropriate.
- » Ensure you have a safe and secure place to store the information you gather.
- » Offer multiple ways for community to share their thoughts on what is working and what isn't working at your school.
- » Share evaluation findings with your community to start the conversation on priorities for your school.
- » Ensure you engage with ākonga and whānau from any Māori and/or Pacific pathways in a way that is meaningful to them.
- » Ensure you engage with ākonga and whānau connected to learning support units in a way that is appropriate for them.

What you might create

- » An engagement plan including:
 - › methods of engaging with all the different groups in your school community, especially the under-served and under-represented groups.
 - › the questions you want to ask them.
- » A repository system that all staff can access and add information about what the community has shared.



3. Engage with your community

Strategic planning actions

- » Identify the most appropriate ways to engage with different members of your community. This should include:
 - › Ākonga
 - › Parents and whānau
 - › Hapū and iwi
 - › School staff
 - › Other community groups/interests, e.g. special character representatives, disability communities, business groups.
- » Carry out targeted and general forms of engagement with ākonga, whānau and community to understand their needs, aspirations, and what matters to them.

Annual planning actions

- » Continue to listen to your community about their needs and aspirations, focusing on any changes.

Resources

- » Use the tools on the following pages:
 - › What you should consider when engaging with your community
 - › Look after the contributions of your community
 - › Example engagement methods
 - › Sample questions
- » You may like to share the Ministry's community brochure on school planning and reporting with your community to help explain what schools must do and why community voice is important for school planning. You can find this on the Ministry's [School planning and reporting webpage](#).
- » Child Youth and Wellbeing [Engagement with children and young people: Best practice Guidelines](#)
- » Office of the Children's Commissioner - [Resources for engaging with Mokopuna](#)

How can you engage with all your community?

Targeted community engagements

Once you understand which ākonga, whānau, or community are priority groups, you can make a concentrated effort to connect with them.

This could be through school staff (principal, teachers, etc.) meeting with ākonga and whānau, working with representatives, or using technology to reach out.

It is vital that you carry out targeted community engagements to ensure that your school planning is inclusive of all voices to improve outcomes for all ākonga.

Benefits

- » Ensures all voices are proactively invited to participate.
- » Works towards improving outcomes for all ākonga by taking an inclusive approach.
- » Allowing whānau and communities to work in ways most comfortable to them.

General community engagements

Schools should ensure that as many members of their community as possible have the chance to be involved. The specific methods used to engage will vary between schools, but should be relevant for that community. This could mean using existing events, information-sharing tools such as school apps, newsletters, or expanding the kind of in-person, online, or digital methods being used.

Benefits

- » Ensuring schools reach as much of the community as possible.
- » Allowing whānau and communities to work in ways most comfortable to them.

Create meaningful opportunities for whānau and community to engage

Time

Hold meetings at times when whānau can take part, in particular those who are under-served or under-represented can take part.

Consider breakfasts, after hours or on weekends, and think about how much time you ask for.

Ask better questions

Asking interesting and appropriate questions that speak to whānau and community experiences and aspirations will yield better information (rather than jumping straight into strategy, planning and reporting jargon).

Accessibility

Ensure all communications are written in an accessible format, ensure they are written in plain language, consider whether the communications can be accessed by all, can written communications be read by a screen reader? Do you have an alternate audio option? Do you have closed captions added to any video content?

Place

Go to the places where whānau and community feel most comfortable. Consider marae if appropriate, or alternative community spaces such as sports clubs, churches, mosques and other places of worship. Ensure the venue is accessible for wheelchair users or others with mobility needs.

Cultural awareness

Create safe spaces for conversations by honouring tikanga and other customs appropriate to the groups you're working with, and the place where you are working. Food is often a very important part of culture, so learn about the most appropriate way to incorporate this in engagements.

Language support

Let whānau know they can bring along a support person to assist with translating. Identify and work with staff members or community champions who can offer language support.

Connect through others

Connect with key family members or community champions. Trusted relationships may already be established – do you know who holds these?

Reciprocity

Highlight that this process is a conversation.

Explain how the information that is shared will be used and describe how whānau and community involvement will benefit ākonga.

Explain when and how you will report back, including opportunities for review and revision.

Ask how often and in which way they would like you to report back on progress of your school plans.

Do what you say you will in your plan.

Respect the history

Show you have done your homework before engaging by making sure you are aware of the history of the relationship between your school and your community.

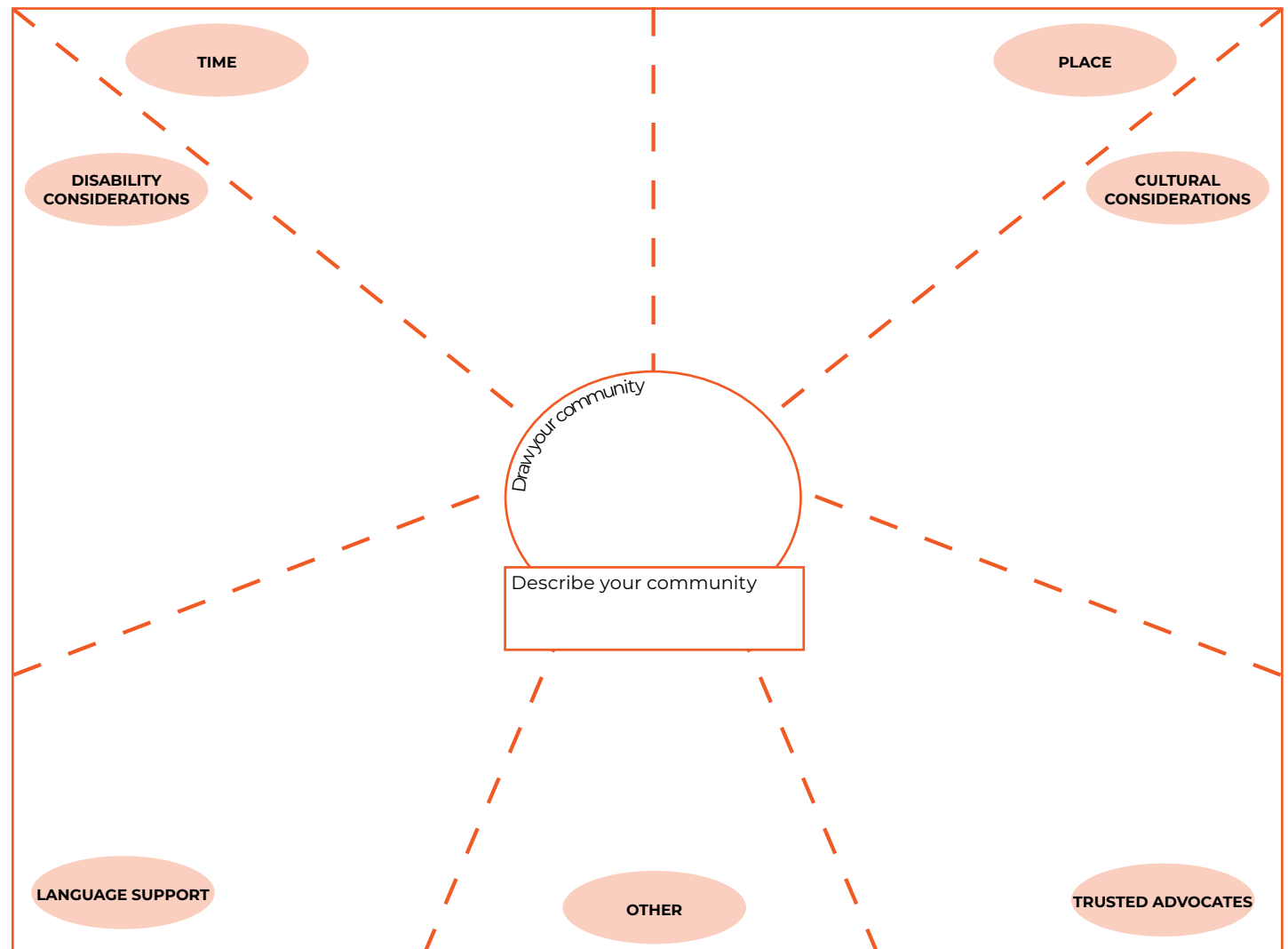
How should schools consult with your community?

You can use this worksheet to better understand the communities you would like to target. This should be completed by community members, e.g. ākonga, parents, or specific segments of specific communities.

A large format printable version can be found [here](#).

Exercise

1. Draw and describe the community you are a part of in the centre of the page.
2. In each section fill in what schools should be thinking about when engaging with you and your community.



How would you want to be involved in planning and reporting with your school?

You can use this worksheet to better understand when and how communities want to be engaged. This comes with a card set of different engagement methods that people can sort into the different categories. This should be completed by community members, e.g. ākonga, parents, specific segments of the community such as Pacific whānau.

A printable version can be found [here](#).

	1. Prepare for Planning	2. Understand who is in the community	3. Engage with the community	4. Set the school direction	5. Share the plan	6. Deliver and improve	7. Reflect on progress
Great way! 😊							
Might work 😐							

What would be the **best way for schools to interact** with you/your community?

- » Use the cards to tell us what would be useful at each stage
- » Leave off any cards that aren't useful/helpful
- » Use the blank cards to add in your own

What else do you want to **share with your school** at this stage?

What else do you want to **hear from your school** at this stage?

Look after the contributions of your community

Feedback and insights from ākonga, whānau, and community can come at any time, and this should be encouraged, captured and stored.

It's vitally important to act as guardians of the information that is shared with you. Ākonga, whānau, and communities may entrust you with personal stories and expect you to take care with this information. Their stories and experiences are not yours, you are merely looking after them for a time.

This is a short, non-exhaustive list of what to think about when gathering relevant information to inform strategic planning, annual planning, and reporting.

- » Structure information from the start so it will be easier to make sense of later on.
- » Link community input to key questions, topics, or existing plans or goals for example.
- » Be considerate of the privacy of individuals. Know who has access to what, and what editing rights each person has.
- » Have rules about identification of participants. Will you use names of individuals, family names, or no identifiers?
- » Have rules about when information will be deleted.

You may have systems in place already that help you to look after data and information appropriately. Use these to your advantage. Be sure to keep any commitments made to participants.

Resources

Refer to the following resources to learn about how to take care of the information you gather:

- » [Ministry of Education guidance on school records](#)
- » [Privacy Commissioner e-learning](#)

Example methods for engaging with communities

There are many legitimate ways for schools to engage with whānau and community.

Which of these potential methods or moments might be best for gathering information related to strategic planning for your school?

Remember, you can use existing engagement channels (such as engagement around the curriculum) and you can use more than one method!

Targeted methods

- » Provide several options for time/date/format for hui.
- » Reach out through online chat, messaging apps, or social media. Some people find safety in an online, group setting.
- » Connect with local marae, hapū or iwi.
- » Provide written material in different languages as appropriate for the group.
- » Create Facebook posts or polls for specific groups.
- » Send out a newsletter to particular whānau and communities.
- » Hold hui (focus groups, whānau hui).
- » Ask to be involved in pre-existing events, such as Parent Teacher Association (PTA) meetings to hear what is being said.
- » Include community representation in your evaluation alongside ERO.



Example methods for engaging with communities

General/broad methods

- » Anonymous suggestion box.
- » Hard copy questionnaires.
- » Short polls or questionnaires using online tools such as Survey Monkey.
- » School or community events.
- » Local sports games or events.
- » Kōrero at the school gate, and documenting afterwards.
- » Hui (focus groups, whānau hui).
- » Parent/teacher meetings.
- » Social media posts.
- » Messages on school apps or platforms
- » Email newsletters



Engaging through representatives

Schools don't always have to engage directly with whānau and communities.

There may be representatives or groups in the community that whānau already trust, and who might be able to speak to schools on behalf of whānau. Schools might be able to work in partnership with these groups to ensure they are hearing from the whole community.

- » Ask Parent Teacher Association or 'Friends of the School' groups to gather information.
- » Tap into online community groups.
- » Connect with local marae, hapū or iwi.
- » Reach out to local sports clubs, churches, etc. where ākonga, whānau and communities are members.



Filling the gaps

You may like to use a table like this to help plan your targeted engagements.

A printable version can be found [here](#).

Who do you need to engage with?	Why?	How will we do it? (What methods)	Why will these methods work?
Targeted community			
Targeted community			
Targeted community			
Broader school community			

Sample questions for a school engaging with communities

Learning about ākonga experiences

- » How well do we cater to the diverse needs of our ākonga?
- » How well do we cater for ākonga with additional learning needs?
- » What does your child like about their school?
- » What enhances the mana of your child?
- » What diminishes the mana of your child?
- » What does your child look forward to at their school?
- » What does your child dislike about their school?
- » What do we do well as a school?
- » How do you help your child to learn things?
- » What outcomes do you want for your child?
- » Does what your child is learning about and how they are learning meet your child's needs?
- » Does our school meet your child's needs?

Learning about community experiences

- » What enhances the mana of the community?
- » What diminishes the mana of the community?
- » What do we do currently that encourages ākonga to attend?
- » What do we do currently that discourages ākonga from attending?
- » How do you prefer to be consulted with on important issues?
- » What do we do currently that causes ākonga to be disengaged?
- » What are the key skills you expect young people to gain from school?
- » What areas do we need to improve upon?
- » What could we do better to engage ākonga?
- » What could you do to help ākonga attend regularly?
- » What can we do better to ensure you and your children/ young people feel included and have a sense of belonging to the school community?

Sample questions for a school engaging with ākonga

Ākonga have an important role to play in the strategic direction of schools and it is important their voices are heard and honoured.

- » What do you like about your school?
- » What don't you like about your school?
- » What makes you feel safe?
- » What makes you feel unsafe?
- » How do you like learning?
- » What do you like learning about?
- » What helps you learn?
- » If you were the principal or on the school board, what would you do or change to make your school better?
- » Is your culture valued/celebrated at school?
- » Do you like being at school?
- » Can you understand what the teacher says?
- » Can you see the teacher?
- » Can you hear what the teacher says
- » Can you use the playground with everyone else?
- » Do you have friends you like to play with at school?
- » Do the other kids include you?
- » Do other kids make fun of you?
- » Do you feel like you can join in during play time and class time?

Resources

Best practice guidelines around engaging with children and young people can be found in the [Child and Youth Wellbeing Strategy](#).

Check out ERO's [Education Now](#) which provides tools to gather student and community voices.

During, and following engagement, you may want to ask:

Has anything challenged your initial assumptions about what you expected to hear, or surprised you in any way? If nothing has surprised you or you feel like nothing new has been learned you may want to ask why.

Stories of good practice

Real stories that reflect the challenges faced when engaging with community

Example 1: Fairfield College. An ongoing commitment to strengthening community voice in school operations.

Fairfield College is located within the Waikato, in Hamilton and has made a commitment to be deliberate in their engagement with the school community in key decisions.

1. Engagement informs actions

Deliberate planning to include the school community is a key school engagement strategy in Fairfield College's ongoing Rongohia te Hau (effective support for culturally responsive teaching), and de-streaming work, which are both priorities in the school's 2023 strategic plan and annual plan. These priorities are supported by a school de-streaming model of change, and a two-year Rongohia te Hau implementation plan.

2. Implementing Rongohia te Hau

As part of the work the school identified variances in the teaching and learning perspectives of the teachers and students (both Maaori and non- Maaori). The Maaori and non-Maaori whaanau shared similar perspectives of student learning experiences, however, their variances with teacher perspectives were not as large as student variances.

Developing, implementing and reviewing school responses that the school community can contribute to, to narrow the variances between the categories of Rongohia te Hau is a crucial part of the process. This was enabled through various hui and communications as well as deliberate discussions by the Board.

School and community have identified increasing teacher understanding and application of cooperative learning as a key strategy to strengthen teacher pedagogy to narrow variances in the Rongohia te Hau data. Improving the cooperative learning capability of teachers will be aligned with improving cultural capability of teachers as a professional learning priority for 2023 and 2024.

Fairfield College is planning to engage in another Rongohia te Hau data gathering cycle in term 3, 2023.

3. De-streaming

Fairfield College decided to de-stream the school from 2021. At the end of 2020 there were several meetings held with the community to gather their perspectives, address concerns, and consider strategies. The information collected at these meetings informed the school's 2023 strategic plan and annual plan. In term 4, 2022, the school engaged external support to conduct a review of the school's de-streaming process. The school's decision to de-stream was challenged by some of the community and currently the school is discussing a response to the concerns that were expressed.

NOTE: use of aa rather than ā in this example is intentional, giving respect to the dialect of Waikato.

Example 2: A state-integrated primary school thinking carefully about their approach to reach those within their community who are not usually engaged

1. Taking time

Before creating a new strategic plan, the school decided to take a year to tidy up all the loose ends of the current strategic plan and to consult thoroughly and thoughtfully with their community.

2. Planning thoughtfully

At a board meeting, the school noted all the groups in the community and the kinds of conversations that might be had. A smaller Consultation Committee with the principal, deputy principals, staff representative, and two board members (intentionally selected from "previously hard to engage" groups) was then formed.

The committee created an Action Plan for engagement. As they believed that the same approach would not work for every group, they approached each group differently.

When creating the Action Plan, the school asked itself:

- » Who are our key groups / stakeholders?
- » What big questions do we need to ask them?
- » How would *they like* to be engaged?

The school took time to understand whose voice was often missing from planning conversations, and deliberately targeted whānau Māori, Filipino families, and Dads. The school thought carefully about student focus groups and tried to have a wide variety of students involved - a group of disengaged students, ESOL students, boys, Māori students, and others.

4. Tailoring engagement

The school found that Dads in particular weren't keen to attend anything that sounded like a focus group, so to combat this board members who were Dads approached other Dads at the school gate or the sports field to have conversations. Whānau Māori were similar and broadly they weren't interested in coming to the school but were keen to meet at someone's house. These meetings were organised by a board member.

This approach was more inclusive and the school heard voices it had never heard before.

Challenges

The school reflected and found it had focused more on the voices of the groups not normally heard, and how to get these groups to engage. This meant the school did hear less from the voices of those that are highly engaged and supportive of the school's efforts today.

The school found there was lots of consistency across groups about the things they like about the school today, but less consistency about strategic goals or ways the school could improve. There was difficulty enabling parents to move beyond operational or asset focused conversations and to contribute to the bigger picture of a strategic plan. Each group spoke entirely from their own perspective and it was challenging to weave threads together in a way that is coherent.

This school is currently drafting its strategic plan and annual plan and is continuing to consult the community as these are drafted.

Example 3: A secondary school rebuilding trust with the community through engaging, listening, and changing

A completely new board was voted in following a period of dissatisfaction with the school, where many in the community felt excluded or unheard in planning conversations.

1. Preparing for planning

Early on, the new board presented an outline for change. The board:

- » Listened to issues from stakeholder groups in the community. This period was about listening, understanding and taking responsibility as a board.
- » Engaged experts to provide guidance which was invaluable in ensuring appropriate methods and questioning were used, and that best practice was followed.

The school defined the full community as the combination of three entities: staff, students & the wider community. Each group was engaged separately and welcomed the opportunity to be heard.

The approach was to hear opinions and understand issues from all perspectives, own the issues as a school, then work on solutions together with staff, students, and the community.

2. Community Consultation

Consultation was advertised extensively via local print media, the school newsletter, Facebook, face-to-face conversation, and phone calls – even cold calling people the school didn't know but wanted the opinion and representation of.

Many groups were targeted – those that had previously voiced dissatisfaction, and those that are often under-represented. A specific effort was made to ensure Māori representation, which led to iwi attending consultation events.

The school also reached out to parents; those who no longer had children at the school, those who sent their children outside the area for schooling, employers in the district; local councillors and community figures.

A working meeting was held to gather written feedback, including areas for improvement in order to pursue constructive feedback. An online option was also provided for those that could not attend in-person.



3. Staff consultation

There were trust concerns from staff and a safe environment for providing feedback was required. Staff feedback was gathered by an independent educational researcher through a confidential Culture and Climate Survey of teaching and support staff.

The board made itself available to staff as much as possible, attending school functions, especially staff functions, often shouting morning tea. This enabled the board to develop relationships with staff.

The openness, clarity & validity of feedback was much higher due to the method used. There was a very high level of response which provided greater inclusivity & insight.

4. Student consultation

Student feedback was gathered by a confidential email questionnaire which had a good response rate and provided both constructive and negative feedback.



5. Making sense of the information gathered

Follow-up consultation included asking what type of improvements staff, students, and the community would like to see. For example, the school asked the community what attributes they would like to see in a new principal. This feedback helped shape the requirements for the role, the interview questions and ultimately the outcome. Due to the feedback the board also ensured its employment sub-committee had balanced representation with community, iwi, staff & student voice represented.

The information gathered was used alongside a recent ERO report and other professional assessments to give a thorough 360 degree assessment of the school and the issues within it which needed to be addressed. Improvements were made with the guidance of educational professionals, led by NZSTA.

6. Continued engagement and accountability

The community appreciated the openness of the school/board fronting up in person and wanting to hear opinions. Doing this in person defused some of the emotions of discontent within the community. Largely, the community bought into the concept of being solution focused. At the same time there is now an expectation for the school and board to deliver.

Regular feedback from the board was provided to the community via a Facebook page, monthly email newsletters from the board, and the school newsletter. The style of communication was tailored to the communication channel used.

Checklist for engaging with your community

We have:

- | | |
|---|---|
| <input type="checkbox"/> Shared with ākonga, whānau and our community the importance of their voice in school planning. | <input type="checkbox"/> Responded to and reflected the needs and aspirations of relevant groups if we are a designated character or specialist school in our community engagements. |
| <input type="checkbox"/> Described to ākonga, whānau and community how information they provide will be used. | <input type="checkbox"/> Determined if we have not been able to work with a particular group, and have a plan to remedy this – or, are adjusting our schedule to allow more engagement to happen. |
| <input type="checkbox"/> Observed and adhered to tikanga or other appropriate customs during engagements. | <input type="checkbox"/> Stored information provided by ākonga, whānau, and communities appropriately and in line with privacy considerations and other commitments we have made. |
| <input type="checkbox"/> Responded to and reflected the needs and aspirations of Māori in our community engagements. | |
| <input type="checkbox"/> Responded to and reflected the needs and aspirations of our under-served and/or under-represented ākonga, and/or whānau, and/or communities when planning and running engagements. | |



4. Set your school direction

Make sense of what you have heard, determine the future direction of your school and validate with your community. Put your evaluative practice into place.

How might this be done

- » Determine specific strategies and plans to improve outcomes for all learners.
- » Identify goals and determine how these can be resourced and achieved and work out an order of priority for each.
- » Define what you expect to see, what are the signs of progress – how you'll know that you're on the right track while working towards long-term goals.

What you'll create

- » A strategic plan that will have a set of goals, measures, and signs of progress to give you confidence you're heading in the right direction.
- » An annual implementation plan.
- » You may also like to make a schedule for when you'll check in and report back to your community.

Resources

- » Refer to [Te Ara Huarau](#) from ERO to learn about the evaluation approach and how it links to planning and reporting
- » You may like to use the templates on the Ministry of Education's [School planning and reporting webpage](#) to help create your strategic and annual implementation plans.



4. Set your school direction

Strategic planning actions

- » Make sense of what your community has told you about their needs, aspirations, and what matters to them.
- » Check this information is accurate by sharing what you heard back with your community.
- » Check that the board's primary objectives are covered in your strategic plan.
- » Set the direction (vision, goals, and measures) and decide when things will happen if you have both Māori or Pacific pathways or learning support units ensure that your plan covers all of these.
- » Capture in a way that best suits your school and can be shared with your community.
- » Refine with your community as many times as necessary.

Annual planning actions

- » Draft the annual implementation plan based on the strategic plan and the previous year's progress. Ensure that if you have both English and Māori or Pacific pathways that your plan covers both.
- » Reassess and confirm when things will happen.
- » Check back with your community as often as necessary.

Making sense of what you hear, what you see, and information you have collected

- » Be sure to set up a **structured way to store information** before you begin (see 'Look after the contributions of your community' on page 33).
- » Refer to your structure throughout the sense-making or analysis process, using your guiding questions, topic areas, or previous goals to create themes.
- » Look out for themes that are being frequently repeated.
- » Take note of points of view that go against the grain.
- » Be aware of your own biases and how they might influence your point of view when reviewing feedback.
- » Consider what you have learned from those who you specifically targeted during your engagement and keep this information separate, to ensure you can give it the focus that it needs.
- » Verbatim quotes from ākonga, whānau, or community can help bring your analysis to life. Use these with care and with permission.
- » Work with your ERO Evaluation Partner to assess what your community wants to prioritise alongside what your staff and school data shows that you need to prioritise.

What is a strategic plan?

Strategic planning is about thinking long-term, setting desirable and effective goals and making concerted effort to achieve these over time.

Strategic plans need a few key things:

- » to be coherent, e.g. they may have a core narrative, vision, or kaupapa that everything else hangs off
- » to have aspirational goals which should be defined with the community
- » to have high level tangible steps that help you to focus and make progress on achieving your goals, and
- » **to have a way of measuring progress.**

Tips:

Context is everything. What works for one school may not work for another, so be careful of 'paint by numbers' or template approaches. We have provided an initial template on the Ministry of Education [School planning and reporting webpage](#). This is intended as a starting point for you to build from in a way that is relevant for your school, and your ākonga, whānau, and community.

Strategic plans should not have jargon in them. Keep the language accessible and understandable so that *all* ākonga, whānau, and community members can understand it.

What is an annual implementation plan?

Annual implementation plans can help you to make consistent progress towards your goals in your strategic plan, by breaking down the work into smaller, time-bound, and achievable chunks.

Annual implementation plans should be adaptable based on previous year's performance, contextual or environmental factors (e.g. COVID, significant weather events), and changes to who is part of your school community.

You should also define ways of understanding or measuring progress in a similar way to strategic plans, but on an annual basis.

Signs of progress and measurement

As well as achieving our goals, we want to know the impact we have had and the benefits our actions have created for ākonga, whānau, and community.

Monitoring signs of progress are a way to get a sense that you are heading in the right direction. To do this you might ask: what changes or behaviours will you begin to see that can indicate progress?

Determining signs of progress can create a sense of positivity when goals seem far away or hard to achieve and allows you to celebrate small improvements over time.

Consider:

- » what your signs of progress might be
- » using different types of measures such as:
 - › Feedback from ākonga, whānau, community and staff to learn about their experiences and wellbeing outcomes
 - › Observation of teaching and learning
 - › Assessment data (internal and external)
 - › Administrative data (e.g. attendance, retention, finance)
 - › Document analysis (e.g. lesson plans, curriculum documentation, meeting minutes, professional development plans)
- » who needs to change? Or, what part of our school system or network needs to change?
- » engaging in ongoing internal evaluation to get into the mode of continuous improvement.

Strategic goal example

Strategic Goals	Link to Board Primary Objective	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
Strategic Goal 1: To provide ākonga with a robust, relevant, exciting and refreshed local school curriculum which we have developed based on Te Mātaiaho* (the refreshed New Zealand Curriculum for full implementation by 2027) and with our community	All of section 127(1) applies	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation supports pack The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi	Our local school curriculum actively reflects Te Mātaiaho [*Te Marautanga o Aotearoa] and our communities' priorities for their tamariki and local tangata whenua priorities for our school	We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua We will ensure local hapu /iwi will determine the matauranga Māori, te reo Māori, and tikanga included in the local curriculum	Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance Tangata whenua satisfaction that the local curriculum has been co-designed with them
			School leaders, kaiako, whānau and ākonga are excited and engaged with their local school curriculum	We will build awareness and grow understanding of Te Mātaiaho with kaiako and our school community	Annual ākonga, kaiako and whānau feedback methods to measure engagement and understanding of our local school curriculum
			We will publish our local school curriculum on our website		
			Kaiako are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with ākonga	We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako	Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum
			We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum	We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako	Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum Annual ākonga and whānau feedback to measure satisfaction with reporting Annual ākonga wellbeing and belonging measures

NOTE: This is one example of a strategic goal. This is not a complete strategic plan example.

This example looks at planning to implement the refreshed NZ Curriculum. The purple text also demonstrates how you can embed giving effect to Te Tiriti o Waitangi into your goals.

Strategic Goals	Link to Board Primary Objective	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
* If your school has a Māori immersion unit using Te Marautanga o Aotearoa, you would have a strategic goal for providing ākonga in your Māori medium unit with a robust, relevant, exciting, and refreshed local school curriculum based on consultation with the whānau and community of those ākonga.		Te Marautanga o Aotearoa Hei Raukura Mō te Mokopuna Ako Framework Aromatawai Strategy and Action Plan	You will have anticipated results for your bilingual or immersion units	You will have progress steps for your bilingual or immersion units	You will have success measures for your bilingual or immersion units

Annual implementation plan - annual target example

Strategic Goal 1 (As per your strategic plan)	To provide ākonga with a robust, relevant, exciting and refreshed local school curriculum which we have developed based on Te Mātaiaho (the refreshed New Zealand Curriculum for full implementation by 2027) and with our community
Annual Target/Goal:	We will build awareness and grow understanding of Te Mātaiaho with kaiako and whānau
What do we expect to see by the end of the year?	
<ol style="list-style-type: none">1. Kaiako have developed in depth knowledge of the refreshed learning areas of English and Maths & Statistics within Te Mātaiaho. This will include ākonga and whānau having had opportunities to engage in understanding Te Mātaiaho and the changes that are coming2. Kaiako have a growing understanding of Te Mātaiaho: Social Sciences, Science, Technology and Arts learning areas3. Kaiako will continue to develop their knowledge and confidence in cultural capability4. We understand our communities' priorities for their tamariki5. We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum	

NOTE: This is one example of an annual target section of an annual implementation plan that flows on from the previous strategic goal example. This is not a complete annual implementation plan example.

This example looks at planning to implement the refreshed NZ Curriculum. The purple text also demonstrates how you can embed giving effect to Te Tiriti o Waitangi into your actions.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Action 1 Establish and deliver our Te Mātaiaho, local school curriculum and cultural competence professional learning development program for school leaders and kaiako	Senior Leadership Team	Leadership Unit Allocation PLD Budget Staffing (FTTE) allocation Te Mātaiaho Curriculum Document Maths and Stats Refresh Document English Refresh Document Common Practice Model The Te Mātaiaho Implementation supports pack Curriculum Implementation Supports Document Science, Technology & Arts Refresh Documents (when released) Literacy & Communication and Maths Strategy Te Marautanga o Aotearoa Hei Raukura Mō te Mokopuna Ako Framework	Term 1 - Term 4	Evaluation of our Te Mātaiaho professional development plan for school leaders and kaiako Kaiako surveys and feedback on Te Mātaiaho and local school curriculum PLD Kaiako feedback on cultural competency PLD e.g. Tātaiako: cultural competencies for teachers of Māori learners & Tapasā: cultural competency framework for teachers of Pacific learners Support visit feedback including next steps and progress indicators Professional Growth Cycle which identifies current focus, progress, new learning and next steps

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Action 2 Partner with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of Te Mātaiaho and the school curriculum, including how it is delivered and by whom	School Board Principal Senior Leadership Team	Leadership Unit Allocation Operations Budget Te Mātaiaho Curriculum Document	Term 1 - Term 4	Whānau feedback (that they feel they understand Te Mātaiaho and the school curriculum, how it is delivered and by whom)
Action 3 Undertake clear and authentic engagement (in ways that whānau report work for them) with our school's whānau to understand their aspirations for their ākonga	School Board Principal Senior Leadership Team	Leadership Unit Allocation Operations Budget Ministry of Education's Toolkit on school planning and reporting for school boards, principals, and staff NZSTA's guidance for community engagement	Term 1 - Term 4	Whānau feedback (that they feel they and their ākonga belong, are heard and their aspirations will be reflected in the school curriculum) Ākonga feedback (that they feel they belong, are heard and their aspirations are reflected in the school curriculum)
Action 4 Learn about our rohe and tangata whenua as part of our strategy to give effect to Te Tiriti o Waitangi	Principal Kahui Ako Leaders	Leadership Unit Allocation Operations Budget Published documents and research about our rohe and tangata whenua and all information we have about tangata whenua aspirations for their ākonga Identified local community connections and expertise	Term 1 - Term 4	Evaluation of our developing relationships and networks with tangata whenua (success will be when tangata whenua report that the relationship is strong) Our local school curriculum reflects our deepened understanding of our rohe's history and people

Checklist for setting your school direction

We have:

- ☐ Listened to all feedback received from our school community and captured what we have heard.
- ☐ Shared what we heard with our community and given them an opportunity to review and respond.
- ☐ Determined the direction of the school, using the feedback received from the community and ensuring we have goals that work towards achieving the board's primary objectives.
- ☐ Captured the goals and direction as a strategic plan in a format that best suits the school and community.
- ☐ Shared our strategic plan with the community and given them an opportunity to review and respond.
- ☐ Created an annual implementation plan.
- ☐ Assessed when actions will get delivered as part of our annual implementation plan.
- ☐ Checked that the strategic and annual implementation plans:
 - ☐ Ensures that ākonga, whānau and community aspirations are visible
 - ☐ Uses feedback to inform planning
 - ☐ Reports back on what was heard from the community
 - ☐ Uses different types of data to inform goals and planned actions
 - ☐ Follows legislation
 - ☐ Covers:
 - › Te Tiriti o Waitangi
 - › Primary objectives
 - › NELP
 - › NZ Curriculum and/or Te Marautanga o Aotearoa
 - › Attendance and engagement



5. Share your plans

Publish your plans on your school website and share them with your community and with the Ministry of Education.

Resources

- » Find help at the [Ministry's website](#) for information around publishing your documents online.
- » Refer to [digital.govt](#) to learn about accessibility when preparing and publishing your documents

What you might create

- » Communications to go to your community.

How might this be done

- » Prepare your strategic plan to be effective from 1 January.
- » Finalise and publish your strategic plans on your school website. If you do not have a website you can ask the Ministry to publish it on our Education Counts website.
- » Submit your strategic plan to the Secretary of Education by 1 March of the first year that it is effective.
- » Publish your annual implementation plan by 31 March of each year.
- » Determine other methods to share the plan to ensure all the school community can access it.

Strategic planning actions

- » By 1 March of the year your strategic plan becomes effective, publish your strategic plan on a website.
- » Share your strategic plan with your community and the Ministry. You may also like to share this with your ERO Evaluation Partner.

Annual planning actions

- » By 31 March of each year, publish your annual implementation plan on a website.
- » Share with your community.

Guidance on sharing your documents

When sharing your plans with your community, make sure you consider:

Channels

- » What's the most appropriate way to reach your audience? Is it:
 - › Digitally
 - › Physically
 - › In-person
 - › Using a representative, or
 - › A mix of these.

Languages

- » Is there a way to share your plan that allows non-English speakers to understand it?

Accessibility

- » Can your plan be accessed by those who have a disability or by people who have limited access to digital material and resources?
- » Can written material be read by a screen reader or is there an alternate format available e.g. audio or HTML, alternate text on images
- » Is there closed captions on any video material?
- » Do the colours used have good contrast so that they can be easily seen?
- » Is the font and font size easy to read?
- » Are there hard copies available for those who do not have internet access?

Checklist for sharing

We have:

- ☐ Published the strategic plan on our school website and submitted the strategic plan to the Secretary of Education by 1 March.
- ☐ Published the annual implementation plan on our school website by 31 March.
- ☐ Shared the plans with the community using a number of channels to ensure it reaches to the whole community.
- ☐ Shared and discussed your plans with your ERO Evaluation Partner



6. Deliver and improve

Put the plan into action and create positive changes for all ākonga in your school.

How might this be done

- » Using the key actions from the annual implementation plan, determine what resources are needed to achieve the target.
- » Acquiring the resources needed.
- » Making decisions about how resources are allocated.
- » Implementing your identified actions.
- » Regularly reporting on progress by the principal to the school board.

Annual planning actions

- » Appropriately resource the improvement actions identified in the plans.
- » Take the actions specified in your annual implementation plan.
- » Regularly monitor your progress against your targets and adapt your actions where needed.
- » Regularly share your progress with your community, show how you are working to meet their priorities.



7. Reflect on progress

Looking back on the year, evaluate performance and progress made and report this to the Ministry of Education and your community.

Use what you have learned to inform your next annual implementation plan.

Resources

- » Refer to the Annual Reporting content guidance on the Ministry of Education's [School planning and reporting webpage](#)
- » Read [ERO's Effective Internal Evaluation for Improvement](#) for deeper guidance around how to reflect on and evaluate progress.

How might this be done

- » Use data gathered throughout the year (ongoing engagement, surveys, progress and achievement data, etc.) to assess progress made.
- » Understand if actions taken have made a difference, especially for students whose needs had not previously been well met (see page 24 of this toolkit).
- » If targets have not been achieved, understand why not.
- » Report progress to the community using appropriate channels in an easily understood manner. If you haven't been able to make the progress intended, make sure to explain why.

What you'll create

- » Annual report

Annual reporting actions

- » Reflect and assess your progress using the targets, expectations and measures set-out in your plans.
- » Evaluate the outcomes achieved this year.
- » Report against your progress on your plans to the community and the Ministry.

Checklist for reflecting on progress

We have:

- ☐ Used different types of data available to us to determine progress against targets.
- ☐ Checked the impact of our work on our ākonga, especially those whose needs have not yet been well met.
- ☐ Taken time to understand why targets have not been met (if required) and decided how this will be addressed in the following year.
- ☐ Prepared and published our annual report including financial statements, statement of variance, evaluation on student progress and achievement, report on Te Tiriti o Waitangi.
- ☐ Shared progress with community using appropriate channels.
- ☐ Submitted annual report to the Ministry by 31 May of each year.

Who can help you

There are many organisations and people you can reach out to for help with any part of this process.

Ministry of Education

Refer to local Ministry offices, contact details can be found [here](#).

ERO

Contact details for your local ERO office can be found [here](#).

NZSTA

Contact details for NZSTA can be found [here](#).

