

Te Whakangārahu Ngātahi

Planning Together for Ākonga Success: Our School, Our Community

Information kit on kura **planning
and reporting** for Māori medium
settings and Specified Kura Boards,
principals, and staff



Te Tāhuhu o
te Mātauranga
Ministry of Education

Te Whakangārahu Ngātahi

Planning Together for Ākonga Success: Our Kura, Our Community

What does the name represent?

The work around changes to kura planning and reporting has been given the name Te Whakangārahu Ngātahi, which represents kura and the community they are part of working together.

The sub-name is Planning Together for Ākonga success: Our Kura, Our Community ('Planning Together' for short).

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

Why is kura planning and reporting so important?

Te Whakangārahu Ngātahi aims to highlight successes and support improved planning and reporting practices, to focus on delivering more equitable and excellent outcomes for all ākonga.

It is also about supporting the accountability and responsiveness of kura to the needs of the community.

Te Whakangārahu Ngātahi is intended to support kura to:

- » evaluate their performance;
- » illustrate how they give effect to Te Tiriti o Waitangi;
- » prioritise actions to achieve equitable outcomes for all ākonga through an inclusive process and delivering excellent curriculum;
- » continue to strengthen relationships with the community;
- » maintain trust through a transparent process;
- » continuously improve to meet goals, and;
- » adapt to the changing needs of the community they are part of;
- » meet legislated board primary objectives and show how the kura has given particular regard to the National Education and Learning Priorities (NELP);
- » ensure the needs of all ākonga are met;
- » ensure the voices of all ākonga and whānau are heard and responded to;
- » develop and implement teaching and learning programmes that give effect to curriculum requirements to improve outcomes for all ākonga.

This information kit aims to make you aware of changes that have been made to planning and reporting expectations to support your planning together for ākonga success.

What's inside this toolkit?

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SECTION 1

What do you need to know?

What are the primary objectives of a kura board?

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:

1

every student at the kura can achieve their highest educational standard

2

the kura is a physically and emotionally safe place, students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination

3

the kura is inclusive of and caters for, students with differing needs

4

the kura 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.

What is a Specified Kura Board?

Specified kura board means the board of any of the following:

- a. a Kura Kaupapa Māori
- b. a designated character kura with a character that is hapū- or iwi-based or that affiliates with Ngā Kura ā Iwi o Aotearoa
- c. a State integrated kura with a special character that is hapū- or iwi-based

How are planning and reporting expectations of Specified Kura Board different from other Boards?

According to the Education (School Planning and Reporting) regulations 2023:

The Board of a Kura Kaupapa Māori may develop strategic goals that reflect Te Aho Matua and local tikanga. Other Specified Kura Boards that are not Kura Kaupapa Māori, may develop strategic goals that reflect local tikanga.

In Specified Kura Boards' strategic plans, subclause 7(1)(f) of the regulations does not apply; the board's strategic plan must instead include a general statement about how the kaupapa of the board's school reflects Te Tiriti o Waitangi.

In Specified Kura Board's annual implementation plans subclause 9(1)(g) of the regulations does not apply: the board's annual implementation plan must instead include a general description of how the kaupapa of the kura reflects Te Tiriti o Waitangi.

What kura must do

Legislative and other Ministry requirements

Strategic Plans

Content to be included

- » The kura vision
- » Strategic goals developed with the community the kura is part of, for meeting its primary objectives.
- » Strategies for identifying and catering for learners whose needs have not yet been well met.
- » For **non Specified Kura Board** settings: Strategies for giving effect to the board's Te Tiriti o Waitangi obligations.
- » For **Specified Kura Board** settings: A general statement about how the kaupapa of the kura reflects Te Tiriti o Waitangi
- » 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 and the kaupapa of the kura.

Accessibility

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

Consultation

- » Continue to wānanga with the hapori the kura is part of, including parents, whānau, staff and, where appropriate, the students to develop strategic goals.

Timing

- » The first strategic plan under regulations must be effective from 1 January 2024 and will be in place 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. If you don't have a website please contact the Ministry to publish your report on Education Counts.
- » Continue to wānanga with the hapori the kura is part of, including parents, whānau, staff and, where appropriate, the students to develop strategic goals.

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 te reo matatini and pāngarau, including how the needs of learners who have yet been well met will be better addressed.
- » For **non Specified Kura** settings:
How targets and actions will support Te Tiriti o Waitangi obligations.
- » For **Specified Kura Boards**:
A general description of how the kaupapa of the kura reflects Te Tiriti o Waitangi.

Accessibility

- » Must be written and presented to be written and presented in a clear and accessible way for their community to understand.

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. If you don't have a website please contact the Ministry to publish your report on Education Counts.

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 kura'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 kura has given effect to Te Tiriti/ The Treaty.
- » Audited annual financial statements (for further details on preparing financial statements please refer to the Ministry of Education's kura financial statement resources webpage. [kura annual financial statements – Education in New Zealand](#))

Accessibility

- » Independent Auditor's report.
- » Kiwisport funding - A statement on how the kura has used their
- » Kiwisport funding to increase student's participation in organised sport.
- » Other reports on special and contestable funding (if applicable) – report on how any additional government funding for a specific purpose was 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.
- » Must be written and presented to be readily understandable to their communities.

What are the key dates?

The timeline

YEAR 1

- 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 (including Statement of Variance) published and submitted to the Secretary of Education

YEAR 2

- 31 March** ● Annual Implementation Plan prepared and published
- 31 May** ● Annual Report (including Statement of Variance) published and submitted to the Secretary

YEAR 3

- 31 March** ● Annual Implementation Plan prepared and published
- 31 May** ● Annual Report (including Statement of Variance) 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.

Important Links: Legislation and Regulations

Planning and Reporting

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

- 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](#)

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 schools must consult about delivery of health curriculum](#)

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

Important Links

Legislation and Regulations

Strategies

- » National Education and Learning Priorities (NELP):
[The Statement of National Education and Learning Priorities \(NELP\) and the Tertiary Education Strategy \(TES\)](#)
- » [Ka Hikitia](#)
- » [Tau Mai Te Reo – Education in New Zealand](#)
- » [Whakapūmautia Papakōwhaitia, Tau ana - Grasp, Embrace and Realise \(education.govt.nz\)](#)
- » [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](#)

Important Links

The Ministry of Education

Resources

Check out the following resources that for the context of your kura may help with preparing for planning:

- » Curriculum tools – local curriculum, assessment for learning, whānau engagement
 - › [The New Zealand Curriculum](#)
 - › [Refreshing the New Zealand Curriculum](#)
 - › [Te Mātauranga o Aotearoa Kauwhata Reo](#)
 - › [Te Whakahou i Te Marautanga 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 Thriving at School?](#)
- » [Education for Disabled Learners at school\(2022\)](#)
- » New Zealand kura Trustees Association (NZSTA) resources:
 - › [NZSTA Te Tiriti O Waitangi Resource](#)
 - › [NZSTA Resource Centre - Learning, Events & Online Courses](#)
 - › [NZSTA Board Tools and Support](#)

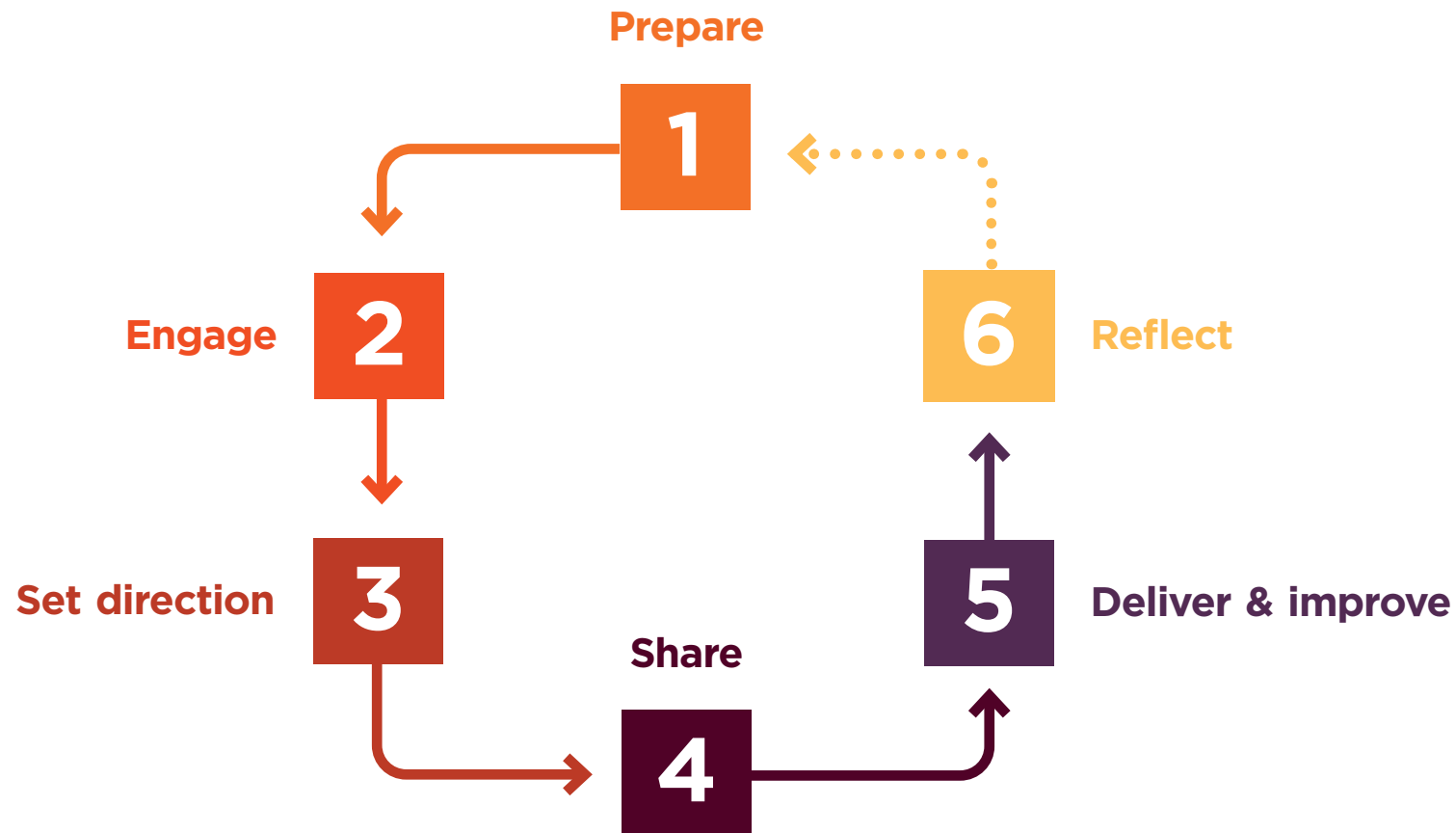


SECTION 2

**How might you
approach this
work?**

How can Te Whakangārahu Ngātahi work?

Process on a page



How can Te Whakangārahu Ngātahi work?

A 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 kura is meeting the board's primary objectives.
- » Know the new planning and reporting requirements that guide you.
- » Ensure that your board and principal understand Te Whakangārahu Ngātahi.

2 Engage with your community

Strategic planning

Identify the most appropriate ways to engage with different members of community the kura are part of, e.g.

- » Akonga
- » Parents and whānau
- » Hapū and iwi
- » Kura staff
- » Other community groups/ interests, e.g. special character representatives, 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.

3 Set your school direction

Strategic planning

Make sense of information heard from the community, information you have gathered on student progress and achievement, attendance and engagement data and your internal evaluation priorities.

Check your understanding of preferred priorities by sharing with everyone you engaged with.

Set the direction (vision, goals, and measures) and decide when things will happen.

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

Refine with the community as many times as necessary.

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

Annual planning

Draft the annual implementation plan based on the Strategic Plan and the previous year's progress.

Reassess and confirm when things will happen.

Check back with the community as often as necessary.

4 Share your plans

Strategic planning

By 1 March of the year your strategic plan becomes effective, publish your plan on a website. (Refer p.24 - Share Your Plans)

Share your strategic plan with the community and the Ministry.

Annual planning

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

Share with the community.

5 Deliver and improve

Annual planning

Appropriately resource the improvement actions identified in the plans.

Implement your annual plan to make the improvements.

6 Reflect on progress

Annual reporting

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

Share progress with the 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.

1

Preparing for planning

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.
- » Read and understand the National Education and Learning Priorities (NELP).
- » 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.
- » Evaluate and assess how well you have achieved your previous strategic goals to identify key priorities for improvement.

Ask yourself:

- » Are we planning 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/hapū/imi/rūnaka education plan for our area?
- » Do we understand Te Tamaiti Hei Raukura framework for Te Marautanga o Aotearoa and/or Te Mātaiaho, the English medium national curriculum as applicable to your kura?
- » Do we have a process in place to ensure we keep up to date with the new curriculum content as it is developed and released?

2

Engage your community

In this section we will cover...

Prompts that may help you to identify ākonga, and/or whānau, and/or communities who should be a focus to connect with for engagement.

Describe to whānau and community how information they provide will be used.

Store information provided by ākonga, whānau, and communities appropriately and in line with privacy considerations and other commitments made.

Strategic planning

Identify the most appropriate ways to engage with different members of community the kura sits within, e.g.

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

Prompts for engaging

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 providing a broad definition for who needs to be focused on because this needs to be considered in the context of your kura. Depending on your kura this could include those that aren't present, participating or progressing to their potential.

As stated in the regulations, students whose needs have not yet been met well includes, without limitation, the following students:

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

Here are some other prompts that may be useful to identifying individual or groups as priorities for engagement, this may include but is not limited to:

- a. Age
- b. Gender
- c. Ethnicity
- d. Sexuality

RESOURCES

Reach out to the Local Ministry Offices who have strategies to support you with this.

- » 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](#)
- » Read the [Attendance and Engagement Strategy](#)

Information use and storage

What will feedback and insights from ākonga, whanau and the community be used for?

Ensure everyone that their feedback and insights will support with strategic planning.

Strategic plans are about improvement. Plans should be aspirational, and any movement towards these goals is a win. All koha from engagements are part of the win.

How will we look after feedback and insights received from engagements?

Feedback and insights from ākonga, whānau and community can come at any time, and this should be encouraged, captured and stored with past qualitative information and data from other sources.

Assure all people that have engaged that information will be stored appropriately and in line with privacy considerations.

Use the systems you may already have in place to help you to look after the data and information you collect appropriately.

Use these to your advantage. Be sure to keep any commitments made to participants.

3

Set your kura direction

Make sense of what you have heard, determining the future direction of your kura and validating with the hapori. Put your evaluative practice into place.

How might this be done

- » Determine specific strategies and plans to improve outcomes for the priority groups that you've identified.
- » 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.

RESOURCES

The templates provided in this tool kit are on the Ministry of Education's kura planning and reporting webpage to help create your strategic and annual implementation plans <https://www.education.govt.nz/kura-planning-and-reporting/>

Strategic planning actions

- » Make sense of what the community has told you about their needs, aspirations, and what matters to them.
- » Ensure that ākonga, whānau and community aspirations are visible and have been used to inform planning.
- » Check this information is accurate by sharing what you heard back with the community your kura is part of.
- » Uses qualitative and quantitative data to inform goals and actions.
- » Set the direction (vision, goals, and measures) and decide when things will happen.
- » Capture in a way that best suits your kura and can be shared with the community.
- » Refine with the community as many times as necessary.
- » Follow the regulations.

What you'll create

- » A Strategic Plan that will have 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.

Annual planning actions

- » Draft the Annual Implementation Plan based on the Strategic Plan and the previous year's progress.
- » Reassess and confirm when things will happen.
- » Check back with your community as often as necessary.

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 kura 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 kura system or network needs to change?
- » engaging in ongoing internal evaluation to get into the mode of continuous improvement.

4

Share your plans

Publish your plans on your kura 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.

How might this be done

- » Prepare your strategic plan by 1 January, they don't need to be finalised until 1 March.
- » Publish your strategic plans on your kura 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 kura community can access it.
- » Consider how you can incorporate your strategic goals into your ongoing kura activity.

What you might create

Communications to go to your community.

Strategic planning actions

- » Publish your Strategic Plan on your kura website.
- » Share with the community and the Ministry.

Annual planning actions

- » Publish your Annual Implementation Plan on your kura website.
- » Share with the community and the Ministry.

Guidance on sharing your documents

When sharing your plans with the 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

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
- » Are there closed captions on 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?

5

Deliver and improve

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

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 to the kura 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.

6

Reflect on progress

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

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

RESOURCES

- » www.ero.govt.nz/audience/maori-medium
- » Refer to the Annual Reporting content guidance on the Ministry [school planning and reporting Ministry webpage](#).

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 the priority groups in your community.
- » 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 might create

Annual Report including a Statement of Variance and Annual financial statements.

Annual planning actions

- » Reflect and assess against your signs of progress.
- » Evaluate the outcomes achieved this year.
- » Report against key milestones to the community and the Ministry.



SECTION 3

Example templates

Strategic plan template

Vision Statement: (An aspirational statement of a desired future for your kura. Your kura may already have a vision statement to include here.) Refer Regulation 7 (a)

Summary of information used to develop this plan/ How did you create this plan (e.g. what data did you use, key themes from community engagement, how did you do your engagement, how did you prioritise your strategic goals). Refer Regulation 7 (c)

See the **Planning and Reporting Regulations** on our website.

| Strategic Goals | Which Board Primary Objective does this strategic goal work towards meeting? | 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? |
|---|--|--|---|--|--|
| <p>(These are your priorities for improvement which have been identified through your community consultation, your data and/or through your ERO evaluations).</p> <p>You can have as many strategic goals as you need.</p> <p>Refer Regulations 7(1)(b), 7(d)(i), 7(d)(ii) 7(d)(ii), 7(f)</p> | <p>(these are set out in Section 127 of the Education and Training Act 2020)</p> <p>Refer Regulations 7(b)</p> | <p>(including National Education Learning Priorities, education strategies or plans and curriculum statements)</p> <p>Refer Regulations 7(d)</p> | <p>(The anticipated result of successful completion of your Objectives – at the end of 3 years.</p> <p>Identify the shifts and changes to teachers' and leaders' practices and learner outcomes you expect to see as a result of the goals set and actions you will take)</p> <p>Refer Regulations 7(g)</p> | <p>(High-level tangible steps that will occur and show progress – these will then be broken down into more detail in the Annual Implementation Plans. A general statement about how the kaupapa of the kura reflects Te Tiriti o Waitangi (see Section 127(1)(d) of the Education and Training Act 2020)</p> <p>Refer Regulations 7(e), 7(f), however for Specified Kura Board settings: Refer Regulations 7(e), 7(3)(b)</p> | <p>How will you know how well you have achieved your goals?</p> <p>How will you evaluate impact and learn about what worked, why it worked and what to do next?</p> <p>What success indicators / tools / rubrics will you use to measure the shifts in practice and changes to learner outcomes?</p> <p>What sources of evidence will you gather to support your evaluation?</p> <p>Who will be involved in gathering and making sense of the evidence?</p> <p>Refer Regulations 7(e), 7(3)(b)</p> |
| | | | | | |
| | | | | | |
| | | | | | |

NOTE: This is an example of a template that kura may use to document their plan. It is not intended to be the only way for kura to document their plan. kura should adapt or change this template to suit their context, or create something entirely different.

Annual implementation plan template

| | |
|---|--|
| Summary of the plan | <i>(This is optional but would be useful for communicating to your community a brief summary of what you are working on this year)</i> |
| Where we are currently at | <i>(This is a high level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to your Statement of Variance or videos/comms on progress)</i> Regulation 9(1)(e) |
| How will our targets and actions give effect to Te Tiriti o Waitangi? | Regulation 9(1)(g) |
| However if you are a Specified Kura Board refer to below: | |
| A description of how the kaupapa of the kura reflects Te Tiriti o Waitangi | Regulation 9(2)(b) |
| <p>Your plan needs to include how the teaching and learning strategies and programmes of your kura support students to progress and achieve with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.</p> <p>You may like to include this in one or more of your Annual Targets/Goals or your Actions or you could write a summary to sit on this page.</p> <p>Regulation 9(1)(f)</p> | |

| | |
|---|--|
| Strategic Goal 1: | <i>(As per your Strategic Plan)</i> Regulation 9(1)(a) |
| Annual Target/Goal: | <i>(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the Strategic Plan)</i> Regulation 9(1)(a) |
| What do we expect to see by the end of the year? | <i>(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your Strategic Plan for the full 3-years.)</i> Regulation 9(1)(d) |

| Actions | Who is Responsible | Resources Required | Timeframe | How will you measure success? |
|---|---------------------------|---------------------------|---|--|
| Detail the key actions you'll take this year to reach your annual target listed above Regulation 9(1)(b) | Regulation 9(1)(c) | Regulation 9(1)(c) | This is optional however is useful to help with your planning | Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your Strategic Plan template. Regulation 9(1)(d) |
| Action 1 | | | | |
| Action 2 | | | | |
| Action 3 | | | | |

Principals Report to the Board Template

Please find some example templates. Please use and edit as useful to you.

| | | | | | |
|-------------------------------------|--|----------|-------|-------|-----|
| Date: | | | | | |
| Recent Events: | <i>Share highlights/lowlights for the period</i> | | | | |
| Strategic Goal 1 | | | | | |
| Action: | Progress Update: Next Action: | | | | |
| Action: | Progress Update: Next Action: | | | | |
| Strategic Goal 2 | | | | | |
| Action: | Progress Update: Next Action: | | | | |
| Action: | Progress Update: Next Action: | | | | |
| Strategic Goal 3 | | | | | |
| Action: | Progress Update: Next Action: | | | | |
| Action: | Progress Update: Next Action: | | | | |
| Strategic Goal 4 | | | | | |
| Action: | Progress Update: Next Action: | | | | |
| Action: | Progress Update: Next Action: | | | | |
| Attendance: | | | | | |
| | January | February | March | April | May |
| Roll: | | | | | |
| Funding Roll: | | | | | |
| Pre-Enrolments: | | | | | |
| Attendance: % rates by group | | | | | |

Principals Report to the Board Template

| Learners at the centre | | |
|--|---------------------------|-----------------|
| Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Links to Section 127(1)(b), Section 127(2)(b), Section 164 Teaching and learning programmes, Section 165 Monitoring of and reporting on student performance. | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |
| 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 Links to Section 127(2)(b), Section 164 Teaching and learning programmes, Section 165 Monitoring of and reporting on student performance. | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |
| 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 Links to Section 127(2)(b), Section 164 Teaching and learning programmes, Section 165 Monitoring of and reporting on student performance. | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |
| Priority 4: Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy Links to Section 127(2)(b), Section 164 Teaching and learning programmes, Section 165 Monitoring of and reporting on student performance. | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |
| Quality Teaching and Leadership | | |
| Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Links to Section 127(1)(d), Section 139 Preparing a strategic plan | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |
| Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce Links to Section 127(2)(b), Section 164 Teaching and learning programmes, Section 165 Monitoring of and reporting on student performance, Section 128, 129, 585, 601. | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |
| 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. | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |
| Section 103(a)-(b) T | | |
| a. The principal of a State school must take all reasonable steps to ensure that: a. students get good guidance and counselling; and b. Students in year 7 and above are provided with appropriate career education and guidance that is designed to prepare them to join the workforce or undertake further education or training when they leave school; | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |
| New regulation 20 of the Education (School Boards) Amendment Regulations 2022 (Gazetted on 17 November 2022) | | |
| Duty to promote healthy food and nutrition. The board of a school must promote healthy food and nutrition for all of the school's students. | | |
| Links to Strategic Plan | (Insert Year) Key Actions | Progress Report |

Principals Report to the Board Template

| | | | | | | | |
|--------------------------------------|---|--------------|--|------------------------|--|-----------------|--|
| Date: | | Roll: | | New Enrolments: | | Leavers: | |
| Staffing Statement: | <i>i.e. Is there a trend to be commented on, i.e provisional staffing entitlement versus actual roll? Stand- downs and Suspensions for the Period</i> | | | | | | |
| Attendance comment: | <i>Any concerns and/or next steps</i> | | | | | | |
| Breaking News for the Period: | <i>Highlights and as applicable Lowlights</i> | | | | | | |
| Property: | <i>Any property issues, hazards to be reported. Accident report</i> | | | | | | |

Education and Learning Priorities

| OBJECTIVE 1 | | OBJECTIVE 2 | | OBJECTIVE 3 | | OBJECTIVE 4 |
|---|--|--|--|---|--|---|
| LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education | | BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner | | QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau | | FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives |
| Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | 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 | Reduce barriers to education for all, including for Māori and Pacific learners/ ākonga, disabled learners/ākonga and those with learning support needs | Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy | Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning | Develop staff to strengthen teaching, leadership and learner support capability across the education workforce | Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work |
| Progress Update and Next Steps | Progress Update and Next Steps | Progress Update and Next Steps | Progress Update and Next Steps | Progress Update and Next Steps | Progress Update and Next Steps | Progress Update and Next Steps |
| | | | | | | |

Who can help you

There are many organisations and people you can reach out to for help with any part of this process. The list below is a starter

Ministry of Education

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

ERO

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

NZSTA

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

