



NZSTA
e tipu e rea



EFFECTIVE GOVERNANCE

STRATEGIC PLANNING AND REPORTING

Learning Outcomes: What does success look like?

By the end of this workshop, you should be able to:

- Rate your school against the characteristics of successful schools and kura
- Explain how governance and management work together when undertaking strategic planning and reporting
- Describe the four stages of the strategic planning and reporting cycle and what your board should be doing at each stage
- Explain what your board should consider when setting your strategic goals and outcomes and how these flow through to your school
- Start preparing for the new Planning and Reporting Framework in 2023
- Identify the key elements of a strategic plan and annual implementation plan

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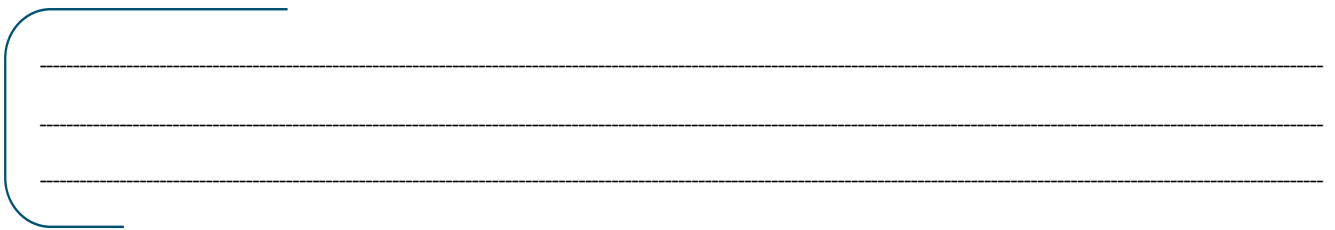
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WHAT DO I ALREADY KNOW ABOUT THIS TOPIC?

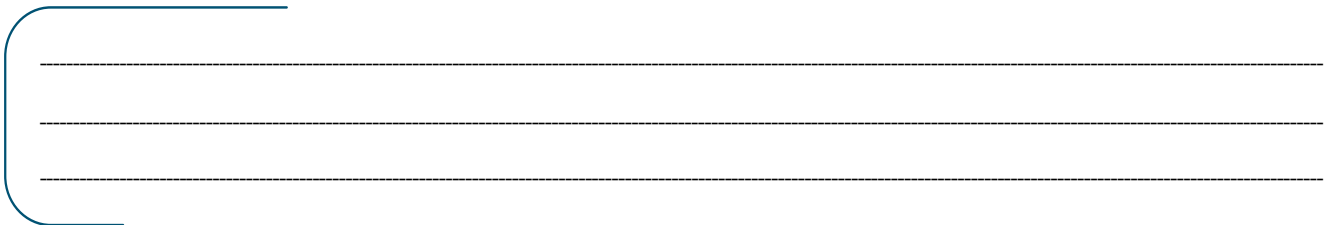
The purpose of this activity is to link existing and new learning.
There are no incorrect answers!

Spend 5 minutes brainstorming the following:

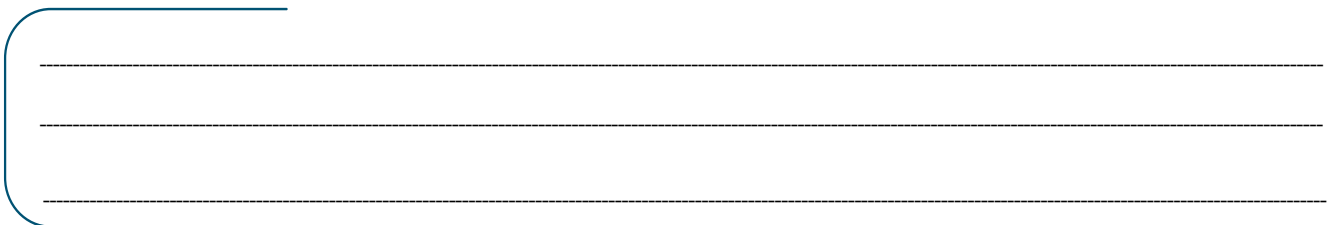
1. What is the role of your board and the role of your principal in the planning and reporting process?



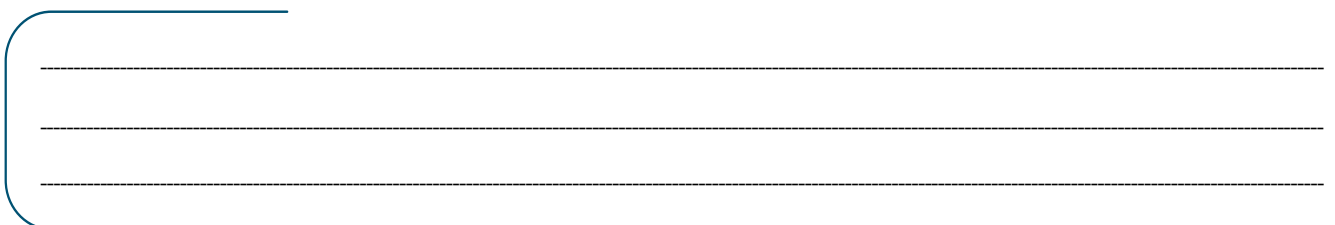
2. What are the four stages of strategic planning and reporting?



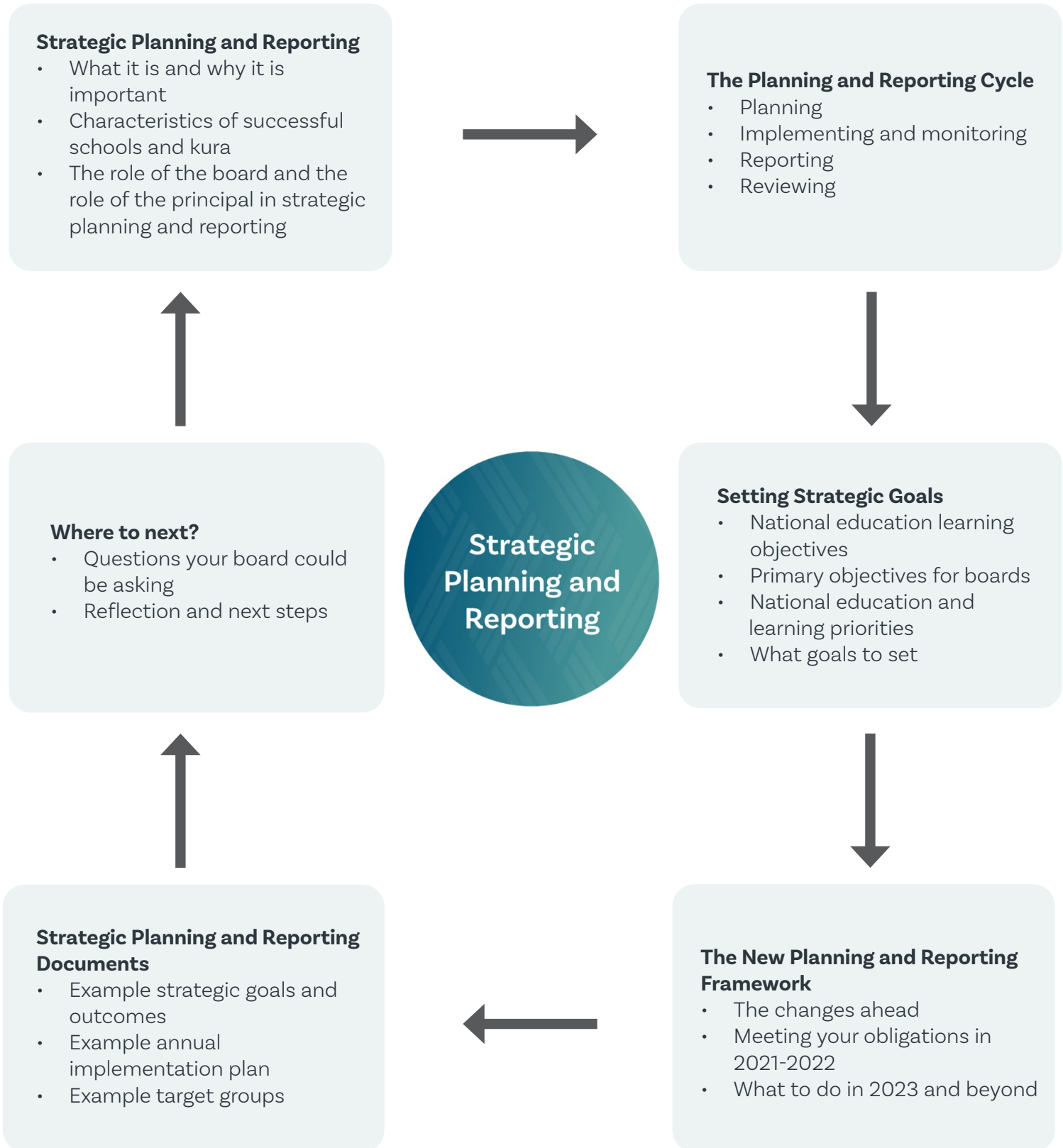
3. What should your board consider when writing strategic goals?



4. When is the new strategic planning and reporting framework due to take effect?



WORKSHOP OVERVIEW



STRATEGIC PLANNING AND REPORTING

WHAT IS IT AND WHY IS IT IMPORTANT?

As a school board, you are accountable for the performance of your school or kura.

You play a vital role in deciding and leading future direction and performance.

Planning and reporting are important functions that support your ability to perform your role.

Setting targets for the coming year, regularly reviewing progress, and evaluating what has been achieved means your school and students will be better placed for educational success.

What is strategic planning and reporting?

“Strategic planning is a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives, and a sequence of steps to achieve them.”

source - businessdirectory.com

In other words, it's about picturing where you want the school to be in the long term (think in three years' time) and coming up with a plan of how you will get there.

Setting the right timeframe is important, you need to think about what you need to do each year to achieve the goals you've set for the future. Trying to do too much at once will only result in not achieving what you set out to do!

Monitoring your progress is essential and ensures you keep on track with your plan. It also allows you to make changes when things aren't happening as they should.

Why is strategic planning and reporting important?

When done well, strategic planning and reporting helps schools and communities work together to establish goals and objectives for their children's futures.

It allows schools to reflect on how well they're doing to serve their communities, look at the areas of greatest need, and to meaningfully plan to make a difference.

Research shows great schools and kura:

- strive for continuous improvement so they can maximise the success of each student
- have a strong vision for the future
- make use of data and research to analyse their strengths and areas for improvement
- plan and set targets for the success of all students
- account for their impact on student outcomes through regular reporting.

Boards are also legally obliged to produce certain strategic planning and reporting documents and make them available to the public on your school website (or on a website maintained on behalf of the board).

Key Question:

Thinking about the characteristics of successful schools and kura, how well do you think your school is currently doing in each of the above areas?

STRATEGIC PLANNING AND REPORTING

WHO DOES WHAT?

Governance and management is a partnership which may work differently from school | kura to school | kura. The legal responsibilities of poari (boards) and tumuaki (principals) is outlined in the Education and Training Act 2020; and allows each board to define a model of governance that will best work for their school.

The key legal roles and responsibilities of the board are largely set out sections 125 and 127 of the Act and the Education (School Boards) Regulations 2020. Those of the principal are set out in section 130. Within legislation, each school board is able to define its own model of governance.

Successful schools are characterised by both the board and principal having a clear understanding of their respective roles and responsibilities whilst working toward a shared vision.

THE EDUCATION AND TRAINING ACT 2020



Key Question:

Has your board discussed the role of the board and the role of the principal when it comes to strategic planning?

STRATEGIC PLANNING AND REPORTING

THE PLANNING AND REPORTING CYCLE

Planning and reporting are a collaborative process, they provide your board with an opportunity to work with your school community to develop shared aims and targets for what you want your students to achieve.

Planning and reporting processes are linked, you cannot do one without the other.

To plan effectively you must have a solid understanding of what has already been achieved. In other words, you must look back to be able to look forward!

What are the four stages of strategic planning and reporting?

Planning

Collect all the information you need to prioritise your goals and develop your strategic plan, including consulting with your community to identify your shared vision and goals for your students.

Note: Whilst most boards already do this, it is now a requirement to consult with your school community, staff, students, and “others” as part of preparing your strategic plan.

Implementing and Monitoring

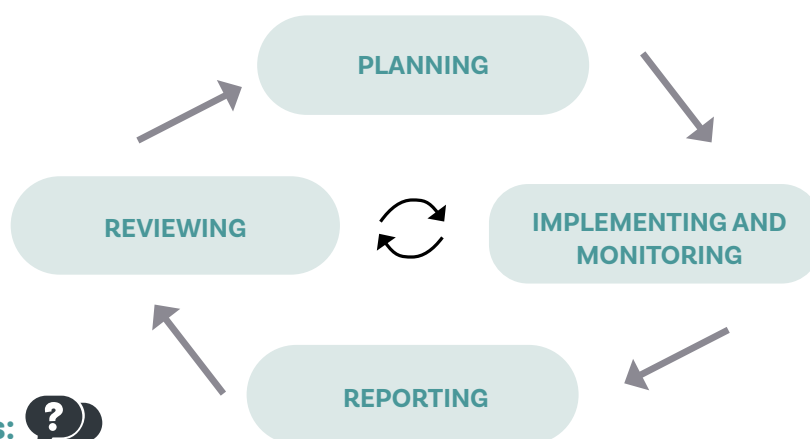
Start implementing your plan and monitoring how you are tracking towards meeting your goals and targets. You should be checking on your progress at every board meeting to find out what is working well and what might need to change.

Reporting

Report back to your school community, highlighting the progress you have made and explaining what actions have and haven't been successful.

Reviewing

Look back at what was and what was not achieved last year and the reasons why. Consider what changes you may need make to the goals in the strategic plan or the targets in the annual plan.



Key Questions:

How does your board manage each stage of the planning and reporting cycle today?

- What information do you collect in your planning stage?
- How do you monitor your progress against the goals you set?
- How do you report back to your school community?
- How do you review what was or wasn't achieved in the previous year?

STRATEGIC PLANNING AND REPORTING

SETTING GOALS

Each school is different, and whilst your board has the freedom to set your own goals and priorities to achieve the best outcomes for your students, these must be consistent with your primary objectives and have regard to the National Education Learning Priorities (NELP).

The aspirations, vision and values that emerge from your community consultation should also be included and if you are a state-integrated or designated character school, your special character should be reflected.

All schools within the State education sector are governed and operate within a national framework, set out in the Education and Training Act 2020. Within the Act are three sets of aligned objectives and priorities that boards must consider when undertaking their role, these are the:

- national education and learning objectives
- primary objectives of boards in governing schools
- national education and learning priorities (NELP)

These objectives and priorities set out what all boards of state and state-integrated schools are aiming to achieve from one end of the country to the other.

What are the national education and learning objectives?

Our education system is learner-centred, it follows the journey of students through education, starting with early learning, moving to schooling and then tertiary and vocational training.

[Section 5\(4\)](#) of the Education and Training Act sets out the national education and learning objectives for early childhood, primary, and secondary education.

They encourage all places of learning to focus on:

- every student achieving their educational potential,
- each child and young person developing the abilities and attributes to succeed in life, and
- instilling in our students an awareness and appreciation of inclusion, diversity and Te Tiriti o Waitangi

These learning objectives flow through to the primary objectives of boards and the national education and learning priorities (NELP) set by the Government.

What are the primary objectives of boards?

[Section 127](#) of the Education and Training Act 2020 sets out the primary objectives of a board when governing a school.

These four objectives reflect and set out the board's responsibilities around achieving the education and learning objectives above. Each objective is of equal weight and importance to the others and instruct the board to ensure that the school:

- enables every student to attain their highest possible standard in educational achievement,
- is a physically and emotionally safe place for student and staff, gives effect to relevant student 'human' rights and takes all reasonable steps to eliminate discrimination,
- is inclusive of and caters for students with differing needs, and
- gives effect to Te Tiriti o Waitangi in specified ways.

STRATEGIC PLANNING AND REPORTING

SETTING GOALS

What are the national education and learning priorities (NELP)?

To assist with achieving both sets of objectives, the Minister has issued a Statement of National Education and Learning Priorities (NELP) which all schools are to focus on for the next five years (unless the Minister changes them in the meantime).

There are eight priorities aiming to achieve five objectives.

1. Learners at the centre
2. Barrier free access to education
3. Quality teaching and learning
4. Future of learning and work
5. Enhance research and use of mātauranga Māori in addressing local and global challenges (this objective applies to the tertiary sector only)

Refer to the [Ministry of Education's guide to priorities and actions for schools and kura](#) for more detail.

What goals should we be setting?

By linking your long-term strategic planning to targeted goals your board can:

- set goals that focus on the board's four primary objectives, your community's wishes, and your special or designated character (if appropriate),
- take account of the National Education Learning Priorities (NELP), to ensure the Government's priorities flow through to what happens in your school, and
- ensure the board's primary objectives and NELP is embedded in:
 - the school's curriculum, teaching and learning programmes, and
 - the principal's reporting to the board on students' progress.

Tips

- Set a small number of goals each year in the areas that you have identified as needing improvement (too many goals will become distracting and compete for resources).
- Goals should be stretch or aspirational and not focused on business-as-usual tasks.
- Goals should be focused on your students' I ākongā and what will best support them to succeed.
- Use the information from your community consultation to help you set your goals.

STRATEGIC PLANNING AND REPORTING

SETTING GOALS

How do we consult our school community?

The school community is defined in the Education and Training Act 2020 as:

- The parents, families, and whānau of the school's students
- The Māori community associated with the school
- Any other person, or group of persons, who the board considers is part of the school community for the purposes of the relevant provision

There is no “right way” to consult your school community – everyone is different!

Your board should actively seek and genuinely consider the views of your community, incorporating local tikanga Māori, and cultural factors.

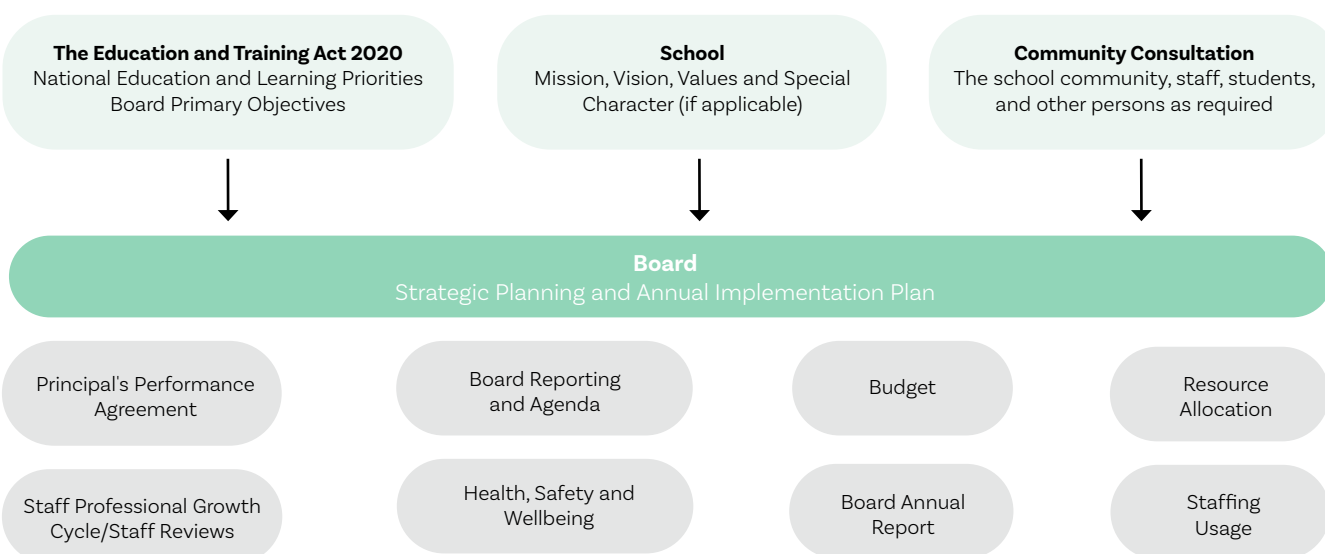
You could use surveys, hui, fono, community meetings, focus groups, interviews, asking for written submissions or a combination of any of these and more!

This information will help you set goals that best support the engagement, progress, achievement, and wellbeing of all the students at your school.

Key Questions:

- How has your board consulted your school community in the past?
- What questions did you ask?
- What worked well or could be improved next time?

How do these goals flow through your school?



Key Questions:

- Does your current strategic thinking line up with the new primary objectives for boards and NELP?
- What changes might you need to make to align them?

STRATEGIC PLANNING AND REPORTING

THE NEW FRAMEWORK

Section 138 - 146 of the Education and Training Act sets out the new strategic planning and reporting framework and how boards will transition their existing documentation to this.

What is the new planning and reporting framework?

The Education and Training Act 2020 is introducing a new planning and reporting framework which aims to:

- reduce Ministry (Government) requirements for boards
- encourage boards and communities of learning I kāhui ako to take a long-term view with their planning so they can achieve targeted goals
- help schools and communities to work together to establish meaningful goals and objectives and give parents and whānau accessible information on the school's goals, and progress towards achieving them.

The Ministry will be undertaking consultation about the new framework prior to it taking effect on 1 January 2023, they will provide more guidance for boards once this is complete.

While we wait, your board should continue with your current planning and reporting obligations and start preparing for the upcoming changes in 2023.

2021 - 2022

Currently, your board will have a charter (which includes your strategic plan and your annual implementation plan).

From your board's strategic plan, your principal develops an annual implementation plan (approved by your board) which sets out the progress that the school aims to make towards the strategic goals in the coming year.

Each year, you'll produce an analysis of variance document which shows the difference between what was achieved and what was planned to achieve in the annual implementation plan.

Both the annually updated charter and the analysis of variance must be submitted to the Secretary of Education by 1 March each year.

Your board will also produce an annual report that includes your statement of variance and annual financial statements, this must be submitted to the Secretary of Education by 31 May each year and published on your school website (or on a website maintained on behalf of your board).

2023 and beyond

The new planning and reporting framework is much simpler and will require your board to prepare:

- a 3-year strategic plan that stays in place for up to three years and sets out how your board will achieve its objectives – it must be submitted to the Secretary of Education for approval every three years,
- an annual implementation plan with more detail about your board's strategic plan's objectives and targets for each year - it will not need to be submitted to the Secretary of Education, and
- an annual report that includes your board's statement of variance and annual financial statements – it must be submitted to the Secretary of Education and published on your school website (or on a website maintained on behalf of your board).

Key Question:

Is your board aware of the upcoming changes with the new planning and reporting framework?

STRATEGIC PLANNING AND REPORTING DOCUMENTS

What should our planning and reporting documents look like?

Currently, there are no set templates for these documents, your board can decide what is the best way for you to capture and present this information.

The Ministry will provide guidance on what information you must include in your documents once the consultation process on the new framework is complete.

The rule of thumb is to make them simple and precise enough to be a living document for your board and be engaging and easily understood by your community.

Tip: You can look what other schools are publishing on their websites to get some ideas.

What is a charter?

Currently, your board will have a charter which outlines the key areas your board will focus on, both in the long term and the coming year.

Charters include three main sections

1. Introductory section
2. Strategic section
3. Annual section

Each section should flow through to the next, so each goal and action is clearly aligned.

What is the introductory section?

This section provides a description, history, outline, and key beliefs of your school.

Why does your school exist and what are you trying to instil in your students?
What is your school's mission, vision, and values? What are you trying to achieve?

What is the strategic section?

This section outlines your strategic goals and outcomes.

Strategic goals are your high-level objectives for the next 3 years and the strategic outcomes are the steps that need to be taken each year to achieve these.

What is the annual section?

The section includes specific targets and planned actions for the coming year, it is prepared by your principal but must be approved by your board.

Remember when the new Planning and Reporting Framework commences on 01 January 2023, your 2022 charter will become your first strategic plan.

Key Question:

What do the three sections in your current charter look like?

STRATEGIC PLANNING AND REPORTING

EXAMPLE STRATEGIC GOALS & OUTCOMES

Our Mission/vision: Our school will help each student to attain their educational potential in a safe place, free from discrimination and inclusive and welcoming of all.

Values: At our school | kura we value: respect, resilience and readiness to learn.

Strategic goals	Year 1 20xx	Year 2 20xx	Year 3 20xx
1. All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.	1.1 Curriculum plans are fully developed in collaboration with the school's community and review processes of these has begun	1.1 Curriculum plans are reviewed as per plan cycle	1.1 Curriculum plans are fully embedded and part of board self-review
	1.2 Staff PLD in writing and reading	1.2 Staff PLD in maths	1.2 Staff PLD as identified by strategic planning
2. Our Māori students will enjoy educational success as Māori.	2.1 Whānau and iwi engaged to identify learning needs and collaborative approach	2.1 Collaborative learning approach embedded with whānau and iwi	2.1 Collaborative learning approach reviewed with whānau and iwi
	2.2 Learning plan developed	2.2 Learning plan fully integrated and based on best practice.	2.2 Learning plan fully embedded and reviewed
3. Our board, staff, whānau, iwi and community will be engaged in supporting our tamariki in their learning and growth.	3.1 Community engagement plan developed and introduced	3.1 Community engagement plan implemented across school and community	3.1 Community engagement plan fully embedded and reviewed by board and community

STRATEGIC PLANNING AND REPORTING

EXAMPLE ANNUAL IMPLEMENTATION PLAN

Our Mission/vision: Our school will help each student to attain their educational potential in a safe place, free from discrimination and inclusive and welcoming of all.

Values: At our school | kura we value: respect, resilience and readiness to learn.

Strategic goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.

Outcome	What?	How?	Who?	By when?	Costs	Progress
<p>1.1 Curriculum plans are fully developed in collaboration with the school's community and review processes of these has begun</p> <p>1.2 Staff PLD in writing and reading</p>	↓	↓	↓	↓	↓	↓
<p>What will be done, by whom and by when to achieve your strategic outcomes</p>					<p>Directly informs your budget</p>	<p>Item on your board meeting agenda</p>
<p>↑</p> <p>Strategic outcomes drop straight in from your strategic plan with the same numbering</p>						

Strategic goal 2: Our Māori students will enjoy educational success as Māori.

Outcome	What?	How?	Who?	By when?	Costs	Progress
<p>2.1 Whānau and iwi engaged to identify learning needs and collaborative approach</p> <p>2.2 Learning plan developed</p>						

Strategic goal 3: Our board, staff, whānau and community will be engaged in supporting our tamariki in their learning and growth.

Outcome	What?	How?	Who?	By when?	Costs	Progress
<p>3.1 Community engagement plan developed and introduced</p>						

STRATEGIC PLANNING AND REPORTING

EXAMPLE TARGET GROUPS

Kiwi Park High School – Target and planned actions							
Strategic goal: All students leave school with a minimum NCEA Level 2 or equivalent qualification.							
Annual objective: The group of Year 12 students at risk of not achieving NCEA Level 2 will achieve this or an equivalent qualification.				Target: The 23 Year 12 students that have been identified as not ‘on track’ to achieving NCEA Level 2 will achieve NCEA Level 2 by the end of the year.			
Baseline data: Using NCEA Level 1 achievement data, including the number of literacy and numeracy credits gained, we have identified a group of students who are at risk of not achieving NCEA Level 2.							
Year 12 students (total: 23 students)							
Boys	15	Girls	8	Māori	8	Pasifika	3
When:		What: (examples)		Who:		Indicators of progress:	
Term 1		Develop a learning plan for each target student that details how and when NCEA Level 2 and any remaining NCEA Level 1 literacy/ numeracy credits will be achieved.		Year 12 Dean		Learning plan developed, implemented and adjusted accordingly.	
Term 1		Using our SMS, regularly monitor the progress of identified target students towards achieving NCEA Level 2.		Year 12 Dean and Senior Leadership		The tracking system is being used to monitor the progress of identified target students.	
Each term		Regularly meet with each student and their parents/ whānau to discuss progress on their achievement targets and learning plan.		Teacher, student and whānau		Student, whānau and staff are engaged in regular conversations about learning and the support required to raise achievement.	
Term 1-4		Implement Professional Learning Development (PLD) for teachers that further develops culturally responsive pedagogy.		Year 12 Dean		Staff are aware of the impact that culturally responsive pedagogy has on raising student achievement.	
Fortnightly		Establish a learning mentor for each target student that meets regularly with the students to look at progress towards achieving NCEA Level 2.		Year 12 Dean		Students are supported by a mentor to ensure they are making progress towards achieving NCEA Level 2.	

Source: Ministry of Education 2017

STRATEGIC PLANNING AND REPORTING

QUESTIONS YOUR BOARD COULD BE ASKING

As a board, consider...

1. How well are we doing in each of the following areas?
 - Do we strive for continuous improvement so we can maximise the success of each student?
 - Do we have a strong vision for the future?
 - Do we make use of data and research to analyse our strengths and areas for improvement?
 - Do we plan and set targets for the success of all students?
 - Do we account for the impact on student outcomes through our regular reporting?
2. Do we understand the role of our board and the role of our principal when it comes to strategic planning and reporting?
3. How do we manage each stage of the planning and reporting cycle?
 - What information do we collect in our planning stage?
 - How do we monitor progress against the goals we set?
 - How do we report back to our school community?
 - How do we review what was or wasn't achieved in the previous year?
4. What is our current strategic thinking?
 - Does it line up with our community's wishes, our special or designated character (if appropriate) the new primary objectives for boards and the NELP?
 - What changes might we need to make to our strategic thinking to align it?
 - When and how are we planning to next consult our school community?
4. Are we aware of the upcoming changes to the new strategic planning and reporting framework?
5. Is our strategic planning and reporting schedule clearly planned and outlined in our board's workplan?
6. Do our strategic outcomes clearly demonstrate our expectations for our students, principal, and staff?
7. Is there a clear link between our strategic outcomes and the annual (implementation) plans?
8. Does our budget, PLD planning, resourcing, staffing and performance management drop-down from our strategic and annual planning?
9. Is our principal's board reporting directly linked to the annual (implementation) plan at every meeting?

REFLECTION AND NEXT STEPS

What did you learn from the workshop?

What did you find surprising?

What now? Write an action plan outlining what will you do, ask or look for as a result of this workshop. Remember to use SMART goals.

- S** - Specific
- M** - Measurable
- A** - Achievable
- R** - Relevant
- T** - Time-bound

SUPPORT AND RESOURCES

New Zealand School Trustees Association Te Whakaroputanga Kaitiaki Kura o Aotearoa

www.nzsta.org.nz

0800 782 435

NZSTA Advisory and Support Centre, Governance

govadvice@nzsta.org.nz

NZSTA Advisory and Support Centre, Employment

eradvice@nzsta.org.nz

NZSTA Professional Development

pdadvice@nzsta.org.nz

Kāhui Ako

<https://nzsta.org.nz/communities-of-learning/>

NZSTA Governance Framework

www.nzsta.org.nz/governance-framework-2018

Trustee election website

www.trustee-election.co.nz

Ministry of Education

Te Tāhuhu o te Mātauranga

www.education.govt.nz

Te Kete Ipurangi (TKI)

www.tki.org.nz

Education Review Office

Te Tara Arotake Matāuranga

www.ero.govt.nz

Education and Training Act 2020

<http://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>

Association of Integrated Schools New Zealand

www.aisnz.org.nz

Association of Proprietors of Integrated Schools (APIS)

www.apis.org.nz

Represents proprietors of all New Zealand's integrated schools.



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