

School planning and reporting – reviewing your strategic plan

Quick reference guide

Below is a list of the requirements that schools must include in their strategic plans. You can use this guide to review any draft strategic plan you may have already developed to ensure it meets the updated requirements set out in the **Education (School Planning and Reporting) Regulations 2023**: <https://www.legislation.govt.nz/secondary-legislation/pco-drafted/2023/155/en/latest/#LMS858842> as amended by the **Education (School Planning and Reporting) Amendment Regulations 2026**: <https://www.legislation.govt.nz/secondary-legislation/pco-drafted/2023/155/en/latest/>

You can use the notes section to record where in your plan you have captured the requirement or add comments about areas you may need to strengthen. This guide is for you to use for your own purposes. You do not need to submit this document to the Ministry.

*	Requirement	Considerations	Notes
	Vision		
	The board's vision for its school	› Does our vision clearly describe the future we want for our students? › Is our vision understood and supported by our school community? › Can staff, students, whānau and the community see themselves in the vision? How do we know?	

*School type:  All state and state integrated schools  All state and state integrated schools, excluding Specified Kura Boards  Specified Kura Boards only

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The board's strategic goals		
At least three strategic goals developed in consultation with the school community, for meeting its paramount and supporting objectives as set out in section 127 of the Education and Training Act 2020: https://www.legislation.govt.nz/act/public/2020/38/en/latest/#LMS274508	› What are the most important outcomes we want for students over the next 2 years? › Can we show how our goals reflect the aspirations of our community? › Have we heard from a diverse range of families and whānau? › Are our goals clear, achievable, and measurable? › Do our goals clearly support the paramount and supporting objectives?	
At least one strategic goal that supports educational achievement in one or more of reading, writing, mathematics, pānui, tuhituhi, pāngarau.	› Is the goal based on evidence about current student achievement and progress? › Does the goal reflect the needs of students who are not yet meeting curriculum expectations? › Have we considered achievement outcomes for Māori students and other groups who may be experiencing disparities? › Can progress towards the goal be measured using reliable achievement information? › What evidence will we need to evaluate whether the goal is being achieved?	

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Prioritisation of goals		
Information relating to how the board has prioritised its strategic goals	› What evidence was used to determine which goals are the highest priority? › How did student achievement, attendance, engagement, wellbeing, and community feedback influence prioritisation decisions? › How do the prioritised goals reflect the aspirations expressed by students, whānau, staff, iwi, hapū, and the wider community? › Can we explain why some community aspirations have been prioritised over others at this time?	
Links to curriculum		
Information relating to the link between the board's strategic goals and any national curriculum statements made under section 90 of the Act: https://www.legislation.govt.nz/secondary-legislation/pco-drafted/2023/155/en/latest/LMS171470	› Have we considered how our goals support students to gain the knowledge, skills and competencies described in the national curriculum? › Is there a clear line of sight between curriculum priorities, strategic goals, annual targets, classroom practice and improved outcomes for students? › Have we identified the curriculum-related evidence that will demonstrate progress towards our strategic goals? › Can whānau and the wider community easily understand how the strategic goals support curriculum success for students?	

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The board's strategies			
	The board's strategies for achieving or making progress towards its strategic goals based on the identities, needs, and aspirations of its school community.	› Is there a clear connection between each strategic goal and the strategies intended to achieve it? › Do the strategies focus on the factors most likely to improve outcomes for students? › Can the board monitor whether the strategies are making a difference? › How have community aspirations informed our approaches?	
	The board's strategies for identifying and catering to students whose needs have not yet been well met.	› How do we identify students whose needs have not yet been well met, including those at risk of not achieving? › What achievement, attendance, engagement, wellbeing, or learning support information do we have for these students? › What specific strategies will support these students? › How will we know whether the strategies are improving outcomes for these students?	
	The board's strategies for seeking to achieve equitable outcomes for Māori students.	› What does our achievement, attendance, engagement and wellbeing data for our Māori students tell us? › How does this compare to our data for non-Māori students? › How are Māori students, whānau, hapū and iwi involved in the identification of gaps in equitable outcomes, and the planning of strategies to close these gaps? › How will we know outcomes are becoming more equitable?	

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	The board's strategies for taking all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers.	› What is our current ability to provide learning in te reo Māori across our school? › How might we build staff capability over time? › What partnerships could support provision?	
	The board's strategies for taking reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity.	› How well do our policies and practices recognise the cultures represented in our community? › Do students see their identities, languages and cultures valued? › How are diverse perspectives included in our teaching and learning programmes and school life? › How do we know?	
Te Tiriti o Waitangi			
	A general statement about how the kaupapa of the board's school reflects Te Tiriti o Waitangi.	› Could someone unfamiliar with our kura understand how our kaupapa reflects Te Tiriti o Waitangi? › Does our statement reflect our local context and aspirations for ākonga?	

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Measures and evidence			
	Information describing the measures, evidence, and processes the board intends to use to evaluate its progress towards achieving the strategic goals.	› How will we know if we are making progress towards our goals? › What evidence will we collect? › What data or indicators will we use? › How often will progress be reviewed?	
	For any educational achievement goal, information describing the measures, evidence, and processes the board intends to use to evaluate its progress towards achieving the strategic goals: › must be informed by the school's students' results from relevant assessment or aromatawai tools. › may be informed by qualifications system data for senior secondary students.	› Is the baseline data and monitoring of our achievement goals informed by reliable assessment information, such as SMART, PAT, or other appropriate assessment and qualifications measures as required? › Are the measures aligned to the learning area or achievement outcome being targeted? › Have we considered how achievement information will be analysed for groups of students whose needs have not yet been well met? › Is teacher professional judgement supported by multiple sources of evidence?	

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Presentation of plan		
A board must make every effort to ensure that every strategic plan it produces is presented in a way that is readily understandable for its school community.	› Is our plan easy to understand for a diverse range of community members? › Is our plan free from jargon? › How can we best present it to our community?	
A board must ensure that its strategic plan is available to the public on an Internet site maintained by or on behalf of the board.	› Is our strategic plan published on our website? › If your school does not have a website, contact planning.reporting@education.govt.nz	

 Once your board is sure its strategic plan meets all of the legislative requirements in this guide, please submit it to the Ministry by 1 March using the School Planning and Reporting Application. More information about how to submit is available from our website The school planning and reporting framework - Ministry of Education:

<https://www.education.govt.nz/education-professionals/schools-year-0-13/administration-and-management/school-planning-and-reporting-framework>