

Requirements for 2019

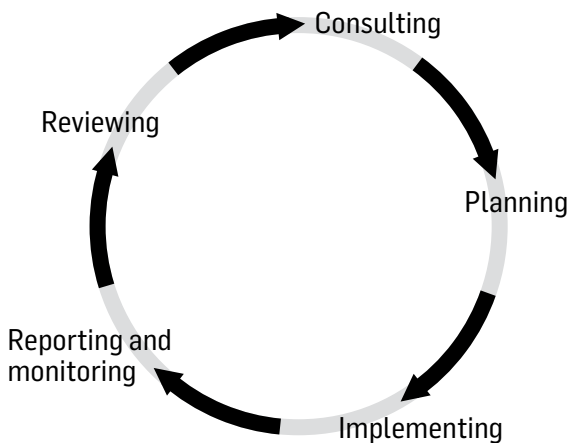
The legislative requirements for school | kura planning and reporting documents remain the same for 2019.

By 1 March 2019, a board | poari must submit its:

- > 2019 charter | tūtohunga
- > analysis of variance (reporting against the 2018 charter | tūtohunga)

By 31 May 2019, a board | poari must submit its 2018 annual report (including its audited annual financial statements).

Planning and reporting cycle



The 2019 charter | tūtohunga

The Education Update Amendment Act 2017 requires that, in the future, boards | poari will have to develop a strategic plan rather than a charter | tūtohunga.

From 1 January 2020, a board's | poari existing 2019 charter | tūtohunga will automatically become its 'first strategic plan'. Therefore the 2019 charter | tūtohunga provides an opportunity for boards | poari to:

- > use the planning and reporting cycle, including their consultation processes to ensure parents and whānau, staff, iwi, and students | ākonga are consulted to incorporate their aspirations for the school | kura
- > ensure the charter | tūtohunga aligns to the key principles of strategic planning
- > apply strategic thinking to their planning
- > key principles of strategic planning are set out within this resource

Focus areas for the 2019 charter | tūtohunga

- > Boards | poari are encouraged to have an explicit focus on equity and excellence in student | ākonga outcomes.
- > Boards | poari should demonstrate how they will support the progress, achievement and wellbeing of all students | ākonga (particularly those who are at risk). Refer to the National Administration Guidelines (NAGs).
- > The charter | tūtohunga should make the direction set by the board | poari clear to the school community.

Support and resources

NZSTA | Te Whakaroputanga Kaitiaki Kura o Aotearoa

0800 782 435 www.nzsta.org.nz

Links to Education Act 1989 updates www.nzsta.org.nz/advice-and-support/legislative-environment/education-act-update

NZSTA Advisory & Support Centre, Governance govadvice@nzsta.org.nz

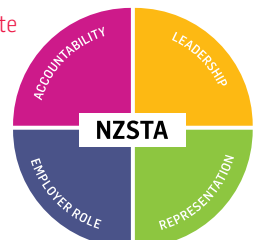
NZSTA Advisory & Support Centre, Employment eradvice@nzsta.org.nz

NZSTA Professional Development pdadvice@nzsta.org.nz

NZSTA Governance Framework www.nzsta.org.nz/governance-framework-2018

Ministry of Education | Te Tāhuhu o te Mātauranga

Contact details for regional Ministry offices www.education.govt.nz/ministry-of-education/regional-ministry-contacts



Purpose

- > Establish a pathway for achievement of equity and excellence
- > Focus on the areas identified through internal and external evaluation that need strengthening; with the aim of improving outcomes for students | ākonga through improving teaching and learning
- > Make the role of stakeholders in achieving the goals clear
- > Be a guiding document for alignment and coherence in all decision making
- > Drive the direction, resource allocation and daily actions of the school | kura
- > Allow for rigorous and detailed evaluation of the effectiveness of your strategies

Structure

- > Be simple and precise enough to be a living document for the board | poari, and engaging and easily understood by the community

Use, monitoring and review

- > Ensure that every board | poari meeting focuses on identified priorities and goals for achievement of equity and excellence
- > Revise if priorities change
- > Evaluate regularly so progress made towards the goals is monitored and communicated to staff and the school | kura community. This keeps everyone focused on achieving the shared goals

Consultation and communication

- > Develop in partnership with your communities and reflect their values, enabling shared ownership of the plan

- > Ensure students | ākonga have a voice in the development of the plan
- > Communicate widely, so all members of the school | kura and its wider communities are aware of what the focus is for the next 3 years
- > Write appropriately for the audience: staff, students | ākonga, parents and whānau, communities, mana whenua and iwi

Contents

- > Small number of aspirational goals based on identified areas for improvement in teaching and learning, with a focus on increased equity and excellence. Too many goals will become distracting and compete for resources
- > Goals should not be for business as usual tasks (goals that state "continue to ..." imply that it is already embedded and business as usual)
- > Focus on students | ākonga and what will support their educational outcomes, in particular, those groups of students | ākonga who are currently not achieving or at risk of not achieving
- > Clear, identified outcomes and ways in which progress will be measured and by when
- > Contain goals that align to your Community of Learning | Kāhui Ako achievement challenges
- > Set out at a high level how the board | poari intends to use its resources to achieve the outcomes that are set out in the plan
- > State integrated schools, designated character schools, and designated character schools that are Kura Kaupapa Māori, ensure their strategic plan reflects their special character / different character and (if applicable) special characteristics

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