

Develop inclusive strategic and annual plans

A suggestion for implementing the strategy 'Review planning, monitoring, and reporting obligations' from the Guide: [The role of school boards](#)

Includes:

- What to put in your school's plans
- Access and participation for every learner
- Useful resources

Inclusive Education

From

Guide: [The role of school boards](#)

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Develop inclusive strategic and annual plans](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/the-role-of-school-boards/develop-inclusive-strategic-and-annual-plans

What to put in your school's plans

The objectives for boards in the Education and Training Act 2020 include ensuring “the school is inclusive of, and caters for, students with differing needs”.

Your strategic and annual plans are central to delivering equitable and excellent outcomes for all learners.

In your plans, show:

- what your board wants to achieve for students with differing needs
- how you intend to achieve the outcomes for these students, for example, your teaching strategies, and how you are going to use your resourcing
- what success will look like for students
- how you will evaluate and assess your progress towards meeting your goals or targets and report this in your annual report.

Inclusive Education

From
Guide: [The role of school boards](#)

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Develop inclusive strategic and annual plans](#)

Date
19 February 2025

Link
inclusive.tki.org.nz/guides/the-role-of-school-boards/develop-inclusive-strategic-and-annual-plans

Access and participation for every learner

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020. The NELP must be consistent with the objectives for education. These are helping children and young people to attain their educational potential, preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships, and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups. One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES

- 1 LEARNERS AT THE CENTRE**
Learners with their whānau are at the centre of education
- 2 BARRIER FREE ACCESS**
Great education opportunities and outcomes are within reach for every learner
- 3 QUALITY TEACHING AND LEADERSHIP**
Quality teaching and leadership make the difference for learners and their whānau
- 4 FUTURE OF LEARNING AND WORK**
Learning that is relevant to the lives of New Zealanders today and throughout their lives
- 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION**
New Zealand education is trusted and sustainable

PRIORITIES

- 1** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- 2** Have high aspirations for every learner/ākongā, 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
- 3** Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs
- 4** Ensure every learner/ākongā gains sound foundation skills, including language*, literacy and numeracy
- 5** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- 6** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
- 7** Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work
- 8** Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

* One language encompasses any method of communication the learner/ākongā uses as a first language, including New Zealand sign language.

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to one sector than others. The NELP is designed to guide those who govern licensed early learning services, ngā kōwhiri reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters. The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Statement of National Education and Learning Priorities and Tertiary Education Strategy

Source:

[The Statement of National Education and Learning Priorities – Te Tāhuhu o te Mātauranga | Ministry of Education](#)

<https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf>

[View full image \(362 KB\)](#)

[Inclusive Education](#)

From

Guide: [The role of school boards](#)

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Develop inclusive strategic and annual plans](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/the-role-of-school-boards/develop-inclusive-strategic-and-annual-plans

Useful resources



School planning and reporting

Read time: 49 min

Guidance for schools for preparing and sharing school strategic plans, annual plans and annual reports.

[Visit website](#)



Objectives of boards in governing schools

Section 127 of the Education and Training Act 2020 sets out the primary objectives of a board in governing a school.

Publisher: New Zealand Legislation

[Visit website](#)



Education (School Planning and Reporting) Regulations 2023

Regulations made under section 639 of the Education and Training Act 2020 set out the framework for school planning and reporting.

Publisher: New Zealand Legislation

[Visit website](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.