

# Effective governance

## Charter, strategic planning and review

'From the mission to the meeting'

### Learning objectives

As a result of attending this workshop participants will have an understanding of:

- What school strategic planning involves
- What a school charter (including strategic plan) should contain
- How all the plans and programmes fit together



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A school board provides leadership focused on promoting student achievement through its charter, which includes a strategic plan. All that happens in the school, and measurement of its effectiveness, relates back to the strategic plan.

Boards|poari must be the kaitiaki, the steward, the guardian of their school|kura's mission.

# The legislative framework – Education Act 1989

## Governance and management: one vision, different roles

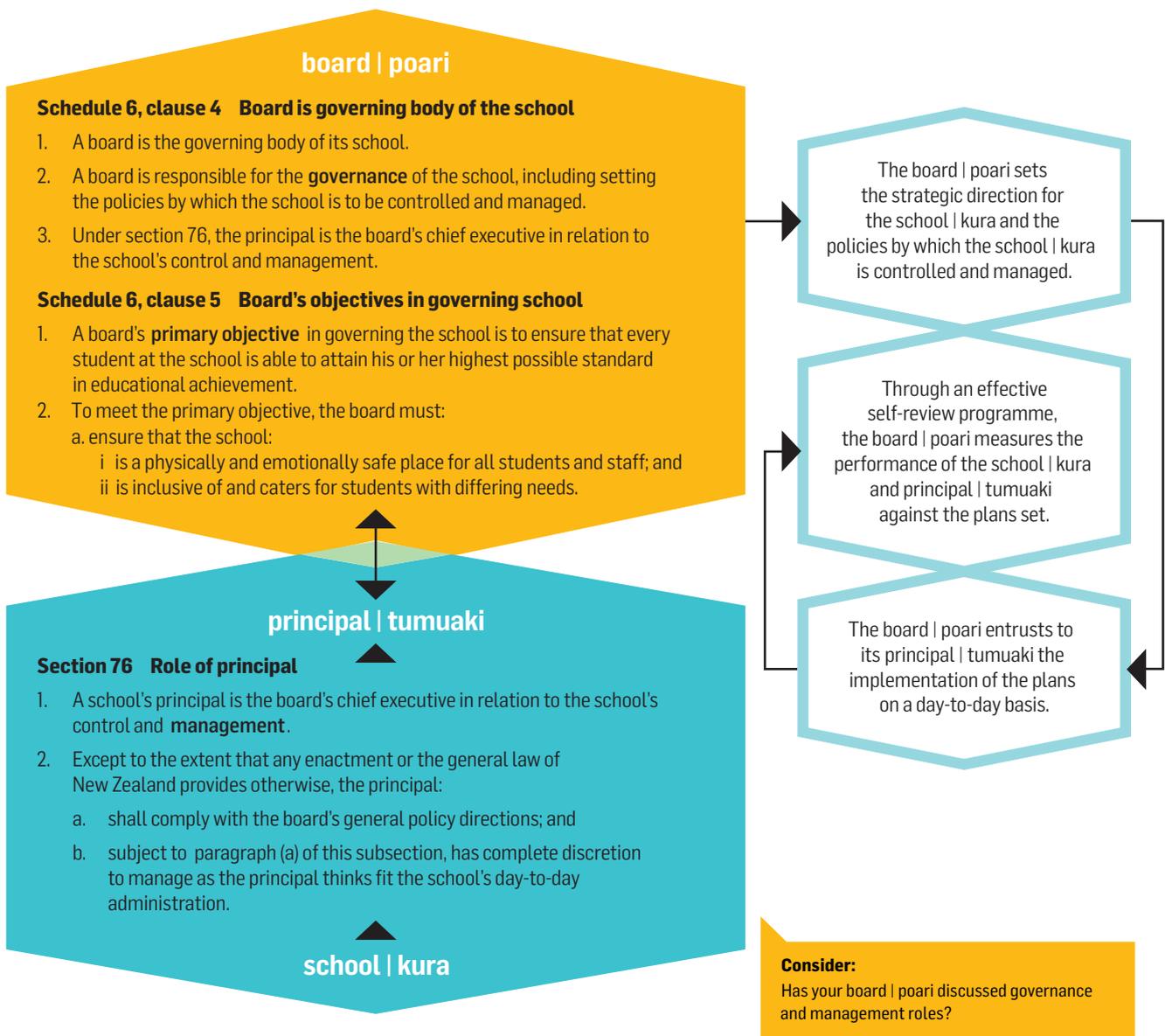
Governance and management is a partnership which may work differently from school | kura to school | kura. The legal responsibility of boards | poari and principals | tumuaki is outlined in the Education Act 1989, and allows each board | poari to define a model of governance that will best work for their school | kura.

Schedule 6 of the Education Act 1989 sets out, largely in one place, the key legal roles and responsibilities of the board | poari

in school | kura governance, whilst those of the principal | tumuaki are set out in Section 76. It is within these requirements, that each board | poari is able to define its own model of governance.

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

### The Education Act 1989



# What is strategic planning?

## Key principles

### Purpose

- establish a pathway for achievement of equity and excellence.
- focus on the areas identified through internal and external evaluation that need strengthening and aim to improve 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.

### 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|kaimahi, students|ākonga, parents and whānau communities, mana whenua and iwi.

### Contents

- small number of stretch/aspirational goals based on identified areas for improvement in teaching and/or 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 is already imbedded and business as usual).
- focus on students|ākonga and what will support their educational outcomes, in particular, those groups of students|ākonga who are 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.

Source: [www.businessdirectory.com/definition/strategic-planning.html](http://www.businessdirectory.com/definition/strategic-planning.html)

### Consider:

Strategic planning: 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.

# The planning and reporting cycle

Planning and reporting documents are a key part of a school|kura's self-review cycle. They outline for parents|whānau, the school|kura and the wider community what your board|poari intends to achieve for students|ākongā, how it will do this and the progress it has made

## PLANNING

Involving your school|kura community in the planning stage will ensure that the charter reflects their aspirations for their students|ākongā.

To be submitted to the Ministry by 1 March.

## IMPLEMENTING & MONITORING

It is the role of the board|poari to monitor the school|kura's progress against the Strategic and Annual Plans' aims.

## REVIEWING

The board of trustees has overall responsibility for the development of the Charter.

The Charter includes the board's Strategic Plan and the Annual (implementation) Plan. The board must sign off the Annual Plan."

It is important to provide a clear focus for improvement in teaching and learning for all students|ākongā, particularly priority groups of students.

## REPORTING

The board|poari produces an Analysis of Variance (AOV) and an Annual Report every year outlining the school|kura's progress towards achieving the aims and targets set out in the strategic plan.

To be submitted to the Ministry by 1 March.

To be published on an internet site maintained by, or on behalf of, the board.

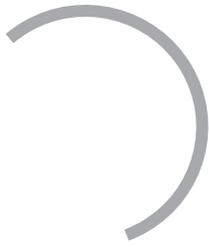
Source Ministry of Education 2018

## What are the implications for the board|poari in each step of the planning and reporting cycle?

### As part of a process of continuous development effective schools|kura should be:

- planning for ongoing improvement in achievement
- setting achievable aims and targets based on evidence
- implementing the actions and strategies from this planning
- monitoring progress
- evaluation outcomes
- using the outcomes and analysis to support further planning.

# The charter



## Introduction section:

**Mission/vision:** Our school|kura will grow confident, connected, actively involved life-long learners in a safe and supportive environment.

Description/history/outline/key beliefs of school|kura

Why do we exist? What are we trying to instil in our students?

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

How does your school|kura fulfil the intent of the Treaty of Waitangi, ensure Māori students|ākongā enjoy education as Māori and recognise cultural diversity?

What do we value as a school?

Note: Mission/vision and values are not a mandatory part of charter but are encouraged to set an overall goal/outcome for the school|kura's students|ākongā.

**Strategic goals:** Based on the values, vision and mission as stated above.

- All our students|ākongā will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.
- Our Māori students|ākongā will enjoy educational success as Māori.
- Our board|poari, staff, whānau, iwi and community will be engaged in supporting our tamariki in their learning and growth.

Non-negotiable overarching goals for all students, or groups of students, community engagement etc



# The strategic plan

**Mission/vision:** Our school|kura will grow confident, connected, actively involved life-long learners in a safe and supportive environment.

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

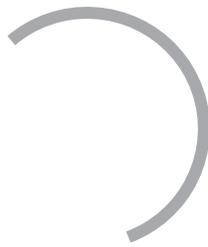
## Strategic outcomes:

Steps and outcomes progressing over next 3 years to achieve strategic goals.

Strategic goal	20xx	20xx	20xx
1. All our students ākongā 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 and review processes of these has begun 1.2 Staff PLD in writing and reading 1.3 ... 1.4 ...	1.1 Curriculum plans are reviewed as per plan cycle 1.2 Staff PLD in literacy (reading) 1.3 1.4 ...	1.1 Curriculum plans are fully embedded and part of board self-review. 1.2 Staff PLD as identified by strategic planning 1.3 ...
2. Our Māori students ākongā will enjoy educational success as Māori.	2.1 Whānau and iwi consulted to identify learning needs and collaborative approach 2.2 Learning plan developed 2.3 ...	2.1 Collaborative learning approach imbedded with whānau and iwi 2.2 Learning plan fully integrated and based on best practice. 2.3 ...	2.1 Collaborative learning approach reviewed with whānau and iwi 2.2 Learning plan fully embedded and reviewed 2.3 ...
3. Our board poari, 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 3.2 ... 3.3 ...	3.1 Community engagement plan implemented across school and community 3.2 ... 3.3 ...	3.1 Community engagement plan fully embedded and reviewed by board poari and community 3.2 ... 3.3 ...



# The annual plan



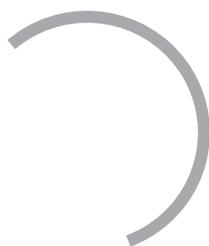
**Mission/vision:** Our school/kura will grow confident, connected, actively involved life-long learners in a safe and supportive environment.

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

## Annual implementation plan 20xx:

Strategic goal 1: All our students/lākongā 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
1.1 Curriculum plans are fully developed and review processes of these has begun					↑ Directly informs the budget	
1.2 Staff PLD in writing and reading						
1.3 ...						
1.4 ...						
Strategic outcomes dropping directly from the strategic goals into annual (implementation) plan (consistent numbering)						
Strategic goal 2: Our Māori students/lākongā will enjoy educational success as Māori.						
Outcome	What?	How?	Who?	By when?	Costs	Progress
2.1 Whānau and iwi consulted to identify learning needs and collaborative approach						↑ First item of discussion on board meeting AGENDA
2.2 Learning plan developed						
2.3 ...						
What will be done, and by whom to achieve strategic outcomes						
Strategic goal 3: Our board/poari, staff, whānau and community will be engaged in supporting our tamariki in their learning and growth.						
Outcome	What?	How?	Who?	By when?	Costs	Progress
3.1 ...						

# The annual plan

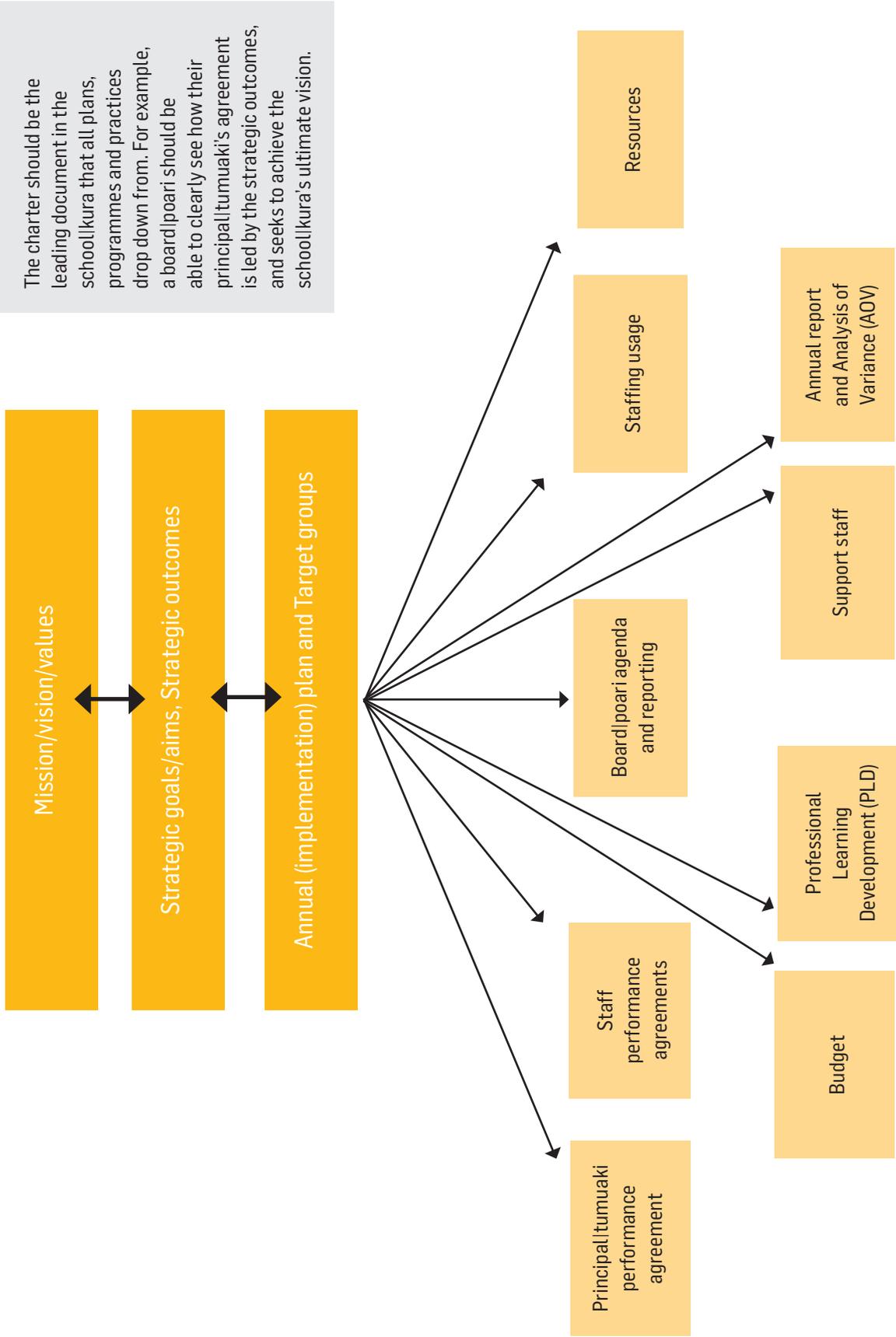


## Target groups:

Kiwi Park High School – Target and planned actions							
<b>Strategic goal:</b> All students leave school with a minimum NCEA Level 2 or equivalent qualification.							
<b>Annual objective:</b> The group of Year 12 students at risk of not achieving NCEA Level 2 will achieve this or an equivalent qualification.				<b>Target:</b> 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.			
<b>Baseline data:</b> 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

# How the charter guides other key documents



The charter should be the leading document in the school/kura that all plans, programmes and practices drop down from. For example, a board/ipoari should be able to clearly see how their principalltumuaki's agreement is led by the strategic outcomes, and seeks to achieve the school/kura's ultimate vision.

# Review

## Gather information

In order to plan for improvement in student achievement the board needs to understand clearly where the school is at now, where it wants to move to and what factors are likely to influence its progress.

### What, so what, now what?

What?	So what?	Now what?
What information and evidence have we gathered?	What can we learn from this?	What will we do in light of what we have learned?
Student achievement data: What is the current level of student achievement? Who are the students who are not achieving as they should?		
Community consultation: What are the aspirations and expectations of our community – parents, mana whenua, iwi, hapū, whānau, staff and students		
Environmental scan: Strengths, weaknesses, opportunities and threats, including what external factors may impact on the school?		
Trends: What trends and patterns do data from previous years tell us?		

#### Consider:

If your school is a member of a Community of learning I Kāhui Ako, what are the shared achievement challenges for the community, how will your school contribute towards achieving them and how will you incorporate them into your strategic planning.

\*At the time of writing, this Bill was yet to be passed



### As a board, consider...

1. Is our strategic planning and reporting schedule clearly planned and outlined in the board's 3-year review programme/workplan?
2. Do we really know, understand and base our governance on our school/kura's mission/vision and values?
3. What input did our community have into our mission/vision, values and strategic planning?
4. What input did our staff and students/lākonga have into our mission/vision, values and strategic planning?
5. Is our strategic plan sufficiently forward-looking for the next 2 to 3 years?
6. Are our strategic goals deliberately focused on our students?
7. Do our strategic outcomes clearly demonstrate our expectations for our students/lākonga, principal/tumuaki and staff?
8. Is there a clearly outlined link between our strategic outcomes and the annual (implementation) plans?
9. Are our targets focused on those students who are not achieving as they should be?
10. Do our budget, PLD planning, resourcing, staffing and performance management drop-down from our strategic and annual planning?
11. Is the principal/tumuaki's board reporting directly linked to the annual (implementation) plan at every meeting?

## Individual action plan:



As a result of attending this workshop are there any actions you/your board should be taking to improve or enhance your school | kura's strategic planning and effective governance practice?

Actions required	Documents needed	Assistance needed	Professional development





## Support and resources



### **New Zealand School Trustees Association**

Te Whakaroputanga Kaitiaki Kura o Aotearoa

[www.nzsta.org.nz](http://www.nzsta.org.nz)

0800 782 435

NZSTA Knowledge Hub

[www.nzstaknowledgehub.org.nz](http://www.nzstaknowledgehub.org.nz)

### **NZSTA Advisory and Support Centre, Governance**

[govadvice@nzsta.org.nz](mailto:govadvice@nzsta.org.nz)

### **NZSTA Advisory and Support Centre, Employment**

[eradvice@nzsta.org.nz](mailto:eradvice@nzsta.org.nz)

### **NZSTA Professional Development**

[pdadvice@nzsta.org.nz](mailto:pdadvice@nzsta.org.nz)

### **Kāhui Ako**

[www.nzsta.org.nz/communities-of-learning/](http://www.nzsta.org.nz/communities-of-learning/)

### **Ministry of Education**

[www.education.govt.nz/school/schools-planning-and-reporting](http://www.education.govt.nz/school/schools-planning-and-reporting)

### **Te Kete Ipurangi**

[www.tki.org.nz](http://www.tki.org.nz)