

## Cabinet Paper material

### Proactive release

Minister & portfolio Hon Tracey Martin, Associate Minister of Education  
Name of package The Learning Support Action Plan 2019-2025  
Date considered 8 April 2019  
Date of release 26 July 2019

#### These documents have been proactively released:

##### **Cabinet paper: The Learning Support Action Plan 2019-2025**

Date considered: 3 April 2019, Social Wellbeing Committee  
Author: Ministry of Education

##### **Analysis of Engagement Feedback**

Date considered: 3 April 2019, Social Wellbeing Committee  
Author: Ministry of Education

[This document has been released in full here.](#)

##### **Learning Support Action Plan 2019-2025**

Date considered: 3 April 2019, Social Wellbeing Committee  
Author: Ministry of Education

[This document has been released in full here.](#)

##### **Social Wellbeing Committee Minute – SWC-19-MIN-0032**

Date considered: 3 April 2019  
Author: Cabinet Office

##### **Cabinet Minute – CAB-19-MIN-0139**

Date considered: 8 April 2019  
Author: Cabinet Office

#### Material redacted

Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

The applicable withholding grounds under the Act are as follows:

Section 9(2)(f)(iv) to protect the confidentiality of advice tendered by Ministers of the Crown and officials

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of

this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

Proactively Released by the Associate Minister of Education

## BUDGET SENSITIVE / INDUSTRIAL RELATIONS IMPACTS

Office of the Minister of Education

Office of the Associate Minister of Education

Chair, Cabinet Social Wellbeing Committee

### The Learning Support Action Plan 2019 - 2025

#### Proposal

1. This paper seeks Cabinet's agreement to the Learning Support Action Plan 2019 – 2025 and its release in early May 2019.

#### Executive Summary

2. This Government has a vision for an inclusive education system where every child feels a sense of belonging, is present and makes progress. Their wellbeing is safeguarded and promoted, learning is a life-long journey, and disabled children and young people and those with additional needs get the right support at the right time. Children and young people, their families and whānau need to have confidence that this will be achieved at whichever school or early childhood service they wish to attend.
3. We know we are not there yet. The need to better support disabled children and young people and those with additional learning needs is widely accepted, and there is strong agreement across the education sector and key stakeholders about priorities for further improvement and investment.
4. To address this, Cabinet agreed to public consultation on the draft Disability and Learning Support Action Plan (CAB-18-MIN-0449 refers). In response to feedback from some parents, we have changed the name of the Action Plan to "*the Learning Support Action Plan 2019 – 2025*" (the Action Plan).
5. The Action Plan sets out the improvements we want to make to learning support that, along with the Learning Support Delivery Model currently being implemented, will improve learning support and deliver on the recommendations of the 2016 Select Committee "*Inquiry into identification and support for children and young people with dyslexia, dyspraxia and autism spectrum disorders in primary and secondary schools*".
6. The Action Plan will be implemented over several years to strengthen the provision of learning support, with a specific focus on children and young people with moderate needs. It includes six key priorities that will make the biggest difference to strengthen provision. These priorities are expected to have widespread benefits for children, young people and their families, whānau and teachers. They build on the \$283 million investment made through Budget 2018 which focussed on strengthening supports for children and young people with high and complex needs. This Action Plan deliberately focuses on making specific improvements for those children and young people with **moderate needs** who have not been well supported in the past, particularly through priorities four and five. The priorities are:

- 6.1. priority 1: implementation of Learning Support Coordinators in schools and kura;
  - 6.2. priority 2: strengthening screening and the early identification of additional learning needs;
  - 6.3. priority 3: strengthen early intervention;
  - 6.4. priority 4: resources, flexible supports and services for neurodiverse children<sup>1</sup> and young people;
  - 6.5. priority 5: meeting the needs of gifted children<sup>2</sup> and young people; and
  - 6.6. priority 6: improving education for children and young people at risk of disengaging from education.
7. There are other initiatives in education that will improve how the education system supports children and young people with learning support needs. This work includes: building school leaders' knowledge on the right of children and young people to enrol and receive education; building teacher confidence and capability; supporting wellbeing; improved data and information sharing; getting the network of provision right; and transitions into and out of school. It may also be timely to look at how accountability mechanisms can address practice and systems that are found to be inconsistent or potentially discriminatory.
8. We want Cabinet to note that the shift required in Learning Support cannot be achieved in isolation. It requires the Action Plan to be integrated with and considered in the other system reviews and medium term strategies and initiatives underway in the education sector and across government.

## Background

9. In 2016, there was a Select Committee 'Inquiry into identification and support for children and young people with dyslexia, dyspraxia and autism spectrum disorders in primary and secondary schools'. We heard that schools are inconsistent and variable in their approach to supporting students with learning support needs, and the capability and capacity of teachers, teacher aides and other specialist support providers varies widely between schools.
10. The Select Committee's report highlighted the importance of raising teachers' capability and identifying additional learning needs earlier. It also called for an improved range of supports and services for neurodiverse children and young people with moderate needs, those who may be at risk of disengaging from education, and their parents and whānau.

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<sup>1</sup> Neurodiversity is a broad term that includes (but is not limited to) dyslexia, dyspraxia, dyscalculia, dysgraphia, autism spectrum disorder, Foetal Alcohol Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, trauma related disorders, auditory or visual processing disorders and anxiety

<sup>2</sup> The definition and understanding of giftedness itself is complex and covers a range of different types of ability. Definitions of giftedness can vary within and between cultures. For Māori and Pacific peoples identity, language and culture are core to the understanding of and response to giftedness.

11. New Zealand's education system is in a period of significant change. Throughout 2018, this Government undertook a number of reviews of current education settings, and sought feedback from parents, whānau, communities, children and young people. In 2019, we are acting on this information and moving from 'review' to 'do'.
12. The Learning Support Action Plan (the Action Plan) reflects this shift. In September 2018, Cabinet agreed to public consultation on the draft Disability and Learning Support Action Plan (CAB-18-MIN-0449 refers). We have completed this public consultation and have made changes to reflect the feedback received, including changing the plan's name to "*the Learning Support Action Plan 2019 – 2025*". The feedback recommended removing the word 'disability' from the title to reflect some parents' concerns and ensure no one felt singled-out or as though the focus is on a child or young person's deficits. While removing "disability" from the title we acknowledge that many in the disability community do not view the term "disability" or "disabled" as a deficit term but an expression of identity and diversity. We want to highlight the needs of disabled children to participate and achieve and ensure the Plan responds to these needs. However, we also acknowledge that this plan has a focus on moderate needs and recognise the government's work reflected in the New Zealand Disability Strategy 2016 – 2026<sup>3</sup>, Disability Action Plan 2019 – 2022, work underway on the Disability Support System Transformation<sup>4</sup>, Whāia Te Ao Mārama (the Māori Disability Action Plan)<sup>5</sup>, and Faiva Ora 2016–2021 National Pasifika Disability Plan.
13. The Action Plan will, in combination with these strategies, support New Zealand to progress its international human rights obligations under the United Nations Convention on the Rights of the Child (UNCROC)<sup>6</sup> and the Convention on the Rights of Persons with Disabilities (UNCRPD).<sup>7</sup>
14. The Ministry of Education (the Ministry) received 736 responses to the online survey, and 112 email submissions. The Ministry also carried out 56 engagement meetings. The feedback received came from a range of interested individuals and groups including representatives of those with different levels of ability and disability, educators, families and whānau, young people, Māori and Pacific people, refugees and migrants, and people living in both urban and rural settings. The full analysis of submissions is attached as Appendix Two.

### **The Learning Support Delivery Model**

15. The new Learning Support Delivery Model (the Delivery Model) will be in all communities at various stages of implementation by the end of 2019. This new way of working will provide the infrastructure needed to further strengthen delivery of support for children and young people, and their families and whānau.

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<sup>3</sup> As agreed by Cabinet, disabled people have provided a set of five indicators that are intended to measure how effectively we are realising the Education Outcome in the New Zealand Disability Strategy. We will consider how we will measure these indicators as a contribution to understanding the progress being made from the perspective of children and young people and their families.

<sup>4</sup> The Ministry of Health is leading the cross-government approach to test the prototype for the disability support system transformation. The prototype, called Mana Whaikaha, was started in the MidCentral District Health Board's area in October 2018. The Ministry of Education is working with the other key agencies to ensure that disabled people and their whānau have greater choice and control over their lives and supports.

<sup>5</sup> This Ministry of Health led work supports tāngata whaikaha to achieve their aspirations and to reduce the barriers they face.

<sup>6</sup> UNCROC gives all children the right to a free primary school education

<sup>7</sup> UNCRPD gives people with disabilities the right to access an inclusive, quality education on an equal basis with others

16. The Delivery Model is based around a single plan to support each child or young person to achieve their learning goals. It creates flexibility in the types of support provided. It allows for data-sharing between agencies and schools. The Delivery Model also brings together local education and service providers, other government agencies' services, and people from the community and iwi to identify needs and set learning support priorities for the children and young people.

### Learning Support Action Plan 2019 – 2025 priorities

17. The Learning Support Action Plan continues to build on the positive progress of the Delivery Model. It includes six strategic priorities that will make the biggest difference over the next several years to strengthen the provision of learning support. The Action Plan is attached as Appendix One.
18. These six priorities are strongly informed by the recommendations made by all Government Parties to the Select Committee *"Inquiry into identification and support for children and young people with dyslexia, dyspraxia and autism spectrum disorders in primary and secondary schools"*.
19. These priorities are expected to have widespread benefits for children, young people and their families, whānau and teachers. They **build on** the \$283 million investment made through Budget 2018 which focussed on strengthening supports for children and young people with high and complex needs. This Action Plan is deliberately focusing on and making specific improvements for those children and young people with **moderate needs** who have not been well supported in the past. This includes children and young people who are **neurodiverse, gifted and/or at risk of disengaging from education**.
20. It will be vital to work with Māori to ensure the system supports Māori learners. Responding to Māori within the context of their whānau, and respecting and building on Māori learners' identity, culture and language, are fundamental to this work. We will work with Pacific communities to ensure that the needs of Pacific children and young people are met.

### Learning Support Coordinators in schools and kura

21. Cabinet has agreed to fund approximately 600 full-time teacher equivalents for the new Learning Support Coordinator (LSC) role from Budget 2019 (CAB-18-MIN-0526 refers). This first tranche of LSCs will be implemented in the 2020 school year. LSCs will be registered, experienced teachers.
22. LSCs will operate at a leadership level within schools and kura to identify and plan for the disability and learning support needs of children and young people. The LSC role will focus on five areas associated with learning support needs:
  - 22.1. support for students in schools and kura
  - 22.2. working with kaiako/teachers in schools and kura
  - 22.3. support relationships between the school/kura and parents, family and whānau
  - 22.4. working with other LSCs across the cluster or Kāhui Ako, and connecting with a range of services through the Learning Support Delivery Model

22.5. working as part of the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress.

23. s 9(2)(f)(iv) [REDACTED] This intensive allocation approach will ensure the LSCs are largely allocated to schools and kura at a 1:500 ratio of LSCs to children and young people.

24. s 9(2)(f)(iv) [REDACTED] As final allocations are made the Ministry will assess these clusters to identify whether there are distance or geographic factors that may be a barrier to implementing the LSC role or whether the allocated number of roles is enough to overcome these barriers.

25. This approach will ensure that the LSC roles are able to operate with the intended infrastructural and network support that the Delivery Model provides. It will also enable the Ministry to see how the role works in different settings and allow for refinements before further tranches are implemented.

26. Officials are working with stakeholders, including unions, on the role description, employment arrangements and guidance on how the role will operate. The Associate Minister of Education will announce the allocation of the first tranche of LSC roles in June along with information on how the role will operate (see paragraph 63). The staffing order to authorise schools to employ the allocated LSCs will be submitted to Cabinet in early August. The actions relating to the LSC role are outlined on pages 20 – 21 of the Action Plan.

#### *Screening and the early identification of additional learning needs*

27. This Government is committed to identifying children and young people's learning support needs early so that they can receive the right support at the right time. To achieve this, we need to develop evidence-based screening tools which focus on early identification of learning needs (not diagnosis). These actions are outlined on pages 22 – 24 of the Action Plan.

#### *Strengthening early intervention*

28. Having a good start in life has a huge impact on later educational achievement. It also has long term health, social and wellbeing impacts. We will identify the mix, volume and additional types of services that are needed to support children. This will include looking at what information and support families and whānau need and will build on the new services for young children introduced since 2017 and the additional investment made in early intervention through Budget 18.

29. The Ministry will work with other agencies to integrate and provide greater flexibility across the services and supports they deliver. The Ministry is currently doing this in its work to support Mana Whaikaha – the MidCentral Prototype for disability system transformation led by the Ministry of Health.

30. The Ministry is also working with Te Kohanga Reo National Trust (TKRNT) to co-design an awareness campaign to ensure that kaiako, parents and whānau are aware of (and confident to access) learning support (particularly for behaviour, speech and language/communication and autism). These actions are outlined on pages 25 – 26 of the Action Plan. *Flexible supports for neurodiverse children and young people*
31. The Select Committee Inquiry called for an improved range of supports and services for neurodiverse children and young people, and their parents and whānau and teachers and educators.
32. The actions for this priority focus on the need to have the right services and supports in place at the right time for these children and young people to help set them up for better life outcomes. These actions are outlined on pages 27 – 30 of the Action Plan.

#### *Meeting the learning needs of gifted children and young people*

33. It is important that the diversity of giftedness is recognised and supported. Many gifted children and young people develop at different rates to their peers and their emotional, intellectual and physical development can be variable. This can increase feelings of being different or not fitting in. Some gifted children and young people have anxiety and depression, or may be bored, angry and isolated.
34. We want to ensure gifted children and young people have access to a range of learning opportunities that challenge them and help them to succeed. These actions are outlined on pages 31 and 32 of the Action Plan.

#### *Improving education for children and young people at-risk of disengaging*

35. We are working with the education sector, Māori, Pacific peoples, disability support organisations and other key stakeholders to co-design more adaptable, flexible supports to prevent disengagement of children and young people from education<sup>8</sup>, improve supports for those that need them, and ensure better support is available to assist successful re-engagement. These actions are outlined on pages 33 and 34 of the Action Plan.

#### **Supporting initiatives**

36. In addition to these six key priorities, there is other work that will support the improvements being sought in learning support. This work includes:
  - 36.1. *Building knowledge on the right to enrol and receive education* – the Ministry will work with education and disability sector groups, and parent groups, to ensure all Boards of Trustees and school leaders build knowledge, understanding and awareness of the rights of children and young people who are disabled or need additional learning support to enrol in and receive an education from their local school.
  - 36.2. *Building teacher confidence and capability* – focusing on teacher professional learning and development to improve teaching practice to support disabled children and young people and those with learning support needs.

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<sup>8</sup> Some of the causes of children and young people becoming disengaged from school include: social alienation, economic disadvantage and/or financial pressures, caring responsibilities family dysfunction, cognitive/learning difficulties; disability; trauma; health conditions; and mental health concerns.



- 36.3. *Wellbeing* – building on existing programmes to improve supports that address wellbeing, bullying prevention and mental health. These supports will reflect a Māori world view of wellbeing<sup>9</sup>, and respond to the barriers to wellbeing experienced by Māori and Pacific children and young people in the education system, as well as those with disabilities and additional learning needs.
- 36.4. *Improved data and information sharing* – working to bring individual learners' information together in one place, allowing a view of the educational needs of children and young people at a school, community and national level. The design of a data infrastructure will be sensitive to the rights of all learners, including those with disabilities and additional learning needs.
- 36.5. *Getting the network right* –taking a more strategic and planned approach to learning support provision within the overall education network. This includes a community-based approach to identifying needs and sharing resources and expertise across schools, kura, special and residential schools, satellite units and at-risk and learning support facilities. We want to make a range of options and settings available to meet the needs of children and young people and their parents and whānau wherever possible.
- 36.6. *Transitions into and out of school* – identifying and addressing gaps so that support and funding remain uninterrupted as children move from early learning into school. We will also work to ensure that young people with additional learning needs and disabled young people in secondary school have appropriate supports to facilitate access to flexible and targeted pathways.

### **Cross-agency alignment**

37. The Ministry will work with other agencies, including Ministry of Health and Oranga Tamariki–Ministry for Children, to ensure services and supports for disabled children and young people and those needing additional supports to learn are aligned. This will mean identifying opportunities to remove barriers and create greater flexibility across services and supports funded by different agencies.
38. The Ministry is one of a number of agencies supporting the Ministry of Health-led Mana Whaikaha Disability Support System Transformation to ensure that disabled children and their families and whānau have seamless access to cross-agency support, including education, health and income support.
39. The Ministry also contributes to the cross-agency implementation of the Foetal Alcohol Spectrum Disorder Action Plan. This plan is being implemented over three years from 2016 – 2019 with four priority areas: prevention, early identification, support and evidence.

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<sup>9</sup> For example, Te Kōhanga Reo National Trust recommended the inclusion of an indigenous framework for understanding and supporting wellbeing. That framework includes pou tuawhā: which focuses on the wellbeing of our mokopuna and their whānau, expressed as ā-wairua (spiritual wellbeing), ā-whatumanawa (emotional wellbeing), ā-tinana (physical wellbeing), [and] ā-hinengaro (cognitive / intellectual wellbeing).

## Child and Youth Wellbeing Strategy

40. This Action Plan supports the cross-government Child and Youth Wellbeing Strategy which will commit Government to actions to improve the wellbeing of all children and young people, including government-wide approaches to address child and youth mental wellbeing, discrimination and bullying. The Strategy will be informed by the findings of the Mental Health Inquiry Report.

### Financial Implications

41. Implementing the Action Plan will have associated costs. Most of these costs cannot be reprioritised from within Vote Education or enabled through improvements in the way services are delivered. A phased implementation approach will be needed for the Action Plan. We will seek the funding required over successive Budgets.
42. Where possible, existing baseline funding has been committed to support the initial work on priorities. The tables below outline the work streams currently supported within baselines.

#### Funding already committed

43. Cabinet has already committed \$217 million in operating and \$95 million in capital to support the implementation of the first tranche of approximately 600 full-time equivalents for the LSC to be in place for the start of the 2020 school year (CAB-18-MIN-0526 refers).
44. In December 2018, Cabinet also agreed (SWC-18-MIN-0191) to invest \$1.08 million from Ministry underspends to fund the first three years of the Napier Managed Move Service for primary aged children at risk of disengaging from school.

Baseline funding committed for January to July 2019

Priority 2 – Screening and early identification of need	
Initial research and development of a school entry assessment prototype for English and Māori medium.	\$360,000
Investigation and development of an identification and learning design tool for gifted learners	\$120,000
Priority 4 – Flexible supports and services for neurodiverse children and young people	
Update existing resources including guidance for teaching neurodiverse children and young people, resources on dyslexia and positive behaviour guidance.	\$260,000
Priority 5 – Meeting the needs of gifted children and young people	
Partially fund One Day Schools	\$500,000
Expand online learning modules	\$50,000
Establish scholarships	\$50,000
Provision for out-of-school experiences	\$400,000
Ongoing evaluation and monitoring with gifted expert group	\$60,000

### *Budget 2019 funding being sought for Action Plan priorities*

45. We are seeking funding through Budget 2019 for a number of initiatives that will support the action plan implementation:

- Learning Support Coordinator role – including salary, training and operating costs as well as associated property costs
- s 9(2)(f)(iv) [REDACTED]
- Early intervention – addressing critical cost pressures from rising demand for support
- Improving provision for learners at risk of disengagement from school – addressing critical cost pressures in alternative education, attendance service and service academies
- s 9(2)(f)(iv) [REDACTED]
- An enhanced package of support for gifted learners.

46. These bids are still subject to final Cabinet decisions, including possible scaling.

### *Additional funding required through Budget 19 and future Budgets*

47. In addition to Action Plan priorities, there are a number of Budget 19 bids to address other critical cost and demand pressures in learning support, including maintaining access to education for deaf and hard of hearing children and young people, English for Speakers of Other Languages (ESOL), and residential special schools.
48. Subject to decisions by Cabinet, if any of the Budget initiatives (above) for Action Plan priorities are deferred, they will need to be sought through future Budgets. Cabinet has previously noted that additional funding will be sought through future Budgets for extending the Learning Support Coordinator role to all schools (CAB-18-MIN-0526 refers).

### **Consultation**

49. The State Services Commission, Treasury, Education Review Office (ERO), Ministry for Women, Ministry for Pacific Peoples, Te Puni Kōkiri, Ministry of Health, Oranga Tamariki–Ministry for Children, Ministry of Social Development, New Zealand Police and Office for Disability Issues were consulted on this paper. The Department of the Prime Minister and Cabinet was informed about this paper.
50. The Ministry received feedback from The Treasury, Oranga Tamariki-Ministry for Children, Office for Disability Issues, Ministry of Health, Education Review Office, State Services Commission and the New Zealand Police. Overall the feedback was supportive of the Action Plan.

51. The Treasury considers that the release of the Learning Support Action Plan (the Plan) should be delayed until after Budget 2019. Releasing the Plan before Budget 2019 will raise public and sectoral expectations around funding of the Plan this Budget. This may reduce the flexibility of Cabinet to consider the Plan, and the associated Budget 2019 bids, relative to other Government priorities. The Ministry of Education will need to carefully manage public and sectoral expectations that the pace of implementation of the Plan will be dependent on securing funding in future Budgets, particularly given that Cabinet has not been provided with information on the amount of future funding required to progress the Plan.

#### *Minister's response*

52. The purpose of a medium term Action Plan is to set out the plan for improvement that is subject to future funding. The Action Plan makes it clear that we cannot do everything at once and that the rollout of the actions are subject to future funding decisions.
53. Change on this scale cannot be undertaken in one Budget round, and it is not appropriate to constrain Government action to the scope of one funding round. Accordingly, I recommend the approach set out in the Action Plan to Cabinet for approval.

#### **Legislative Implications**

54. There will be legislative impacts for the first tranche of LSC roles as they are funded through the Ministry's staffing order process. The LSC role will be incorporated into the annual staffing order, which is a regulation that is updated every year.

#### **Human Rights**

55. The proposals in this paper are consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.

#### **Gender Implications**

56. There are no gender implications arising from the proposals in this paper.

#### **Child Impact**

57. New Zealand made a commitment under the United Nations Convention on the Rights of the Child to consider the views of children and young people at all levels of decision-making.
58. As the outcomes and purpose of the Action Plan will have a direct impact on children, young people and their whānau, a core principle of the Action Plan engagements was to hear from children and young people directly. This is aligned with Article 12 of UNCRC, which states that children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.
59. The Ministry held discussions with a range of children and young people, including those who are blind, deaf, have learning disabilities, are neurodiverse or in Alternative Education, Teen Parent Units and Corrections facilities.

## Disability Perspective

60. The disability sector strongly supports strengthening disability and learning support. The proposals in this paper are consistent with the principle inherent in the United Nations Convention on the Rights of Persons with Disabilities and the New Zealand Disability Strategy 2016-2026, of people with disabilities getting an excellent education.
61. The disability sector, alongside the gifted and neurodiverse groups, will be fully involved in any opportunities for co-design. We will ensure that the implementation of the Learning Support Action Plan is well aligned with the range of other disability initiatives underway, such as:
- 61.1. the New Zealand Disability Strategy 2016-2026 outcome of people with disabilities getting an excellent education;
  - 61.2. developing and implementing measures for the education outcome and indicators in the New Zealand Disability Strategy 2016-2026;
  - 61.3. the Disability Support System Transformation;
  - 61.4. Whāia Te Ao Mārama (the Māori Disability Action Plan);
  - 61.5. Faiva Ora 2016–2021 National Pasifika Disability Plan; and
  - 61.6. the new Disability Action Plan 2019-2022 will provide the opportunity to link and support some of the initiatives in the Learning Support Action Plan.

## Publicity

62. We intend to seek agreement for a pre-Budget announcement of the final Action Plan in early May, subject to Budget decisions. If Budget funding is unavailable for Action Plan priorities, we will announce the Action Plan following the Budget announcements.
63. We intend to announce the allocation of the first tranche of LSC roles to schools and kura in June, along with details of how the role will operate.

## Proactive Release

64. Once the Action Plan has been released, this Cabinet paper will be released with the appropriate redactions made.

## Report Backs

s 9(2)(f)(iv)

65. s 9(2)(f)(iv)

66. Since then, Cabinet agreed to fund the first tranche of approximately 600 FTEs for the LSC role from Budget 2019 (CAB-18-MIN-0526 refers). s 9(2)(f)(iv)

#### *Monitoring and Evaluation Strategy for Learning Support*

67. In 2018, Cabinet directed the Ministry to report back to the Minister of Finance and Minister of Education on a monitoring and evaluation strategy for learning support. The strategy will be used to assess the effectiveness of learning support within the education system.
68. The report to Ministers identified gaps and unevenness in the data currently accessible to the Ministry. Outcomes and evaluation questions have been drafted and the indicators and measures are now being developed. These will align with relevant cross-government wellbeing, health and disability indicators and measures. We expect it will take 3-5 years for comprehensive data to be available and monitoring and evaluation to be fully in effect. The Ministry will provide annual updates on progress.
69. The report also noted the agreement of the Ministry and ERO to work together to ensure independent assessment of the monitoring and evaluation strategy for learning support and underlying evaluation.
70. As part of strategic planning for its national evaluation programme, ERO will work with the Ministry to identify further evaluation requirements to support the realisation of the Action Plan priority goals, and implementation of the plan.

#### **Recommendations**

71. The Minister of Education and Associate Minister of Education recommend that the Committee:
- 1 **note** that Cabinet approved the Minister of Education and Associate Minister of Education approval to consult on the Disability and Learning Support Action Plan (the Action Plan) (CAB-18-MIN-0449 refers);
  - 2 **note** that targeted consultation on the draft Action Plan closed on 31 October 2018;
  - 3 **agree** to the final Learning Support Action Plan attached as Appendix One;
  - 4 **note** that we intend to seek approval for a pre-Budget announcement and release of the Action Plan in early May, subject to recommendation 8 below;
  - 5 **note** that the pre-Budget release of the Action Plan could include the announcement of some Budget 2019 learning support bids which support the delivery of actions in the plan;
  - 6 **note** that Cabinet agreed to fund a first tranche of approximately 600 full-time equivalent Learning Support Coordinators from Budget 2019 (CAB-18-MIN-0526);

7

s 9(2)(f)(iv)

8

**note** that the Ministry is seeking funding through Budget 2019 to begin implementation of the Action Plan;

9

**note** that the remaining funding for the implementation of the Action Plan will require future Budget funding and that this will be sought over successive Budgets;

10

**authorise** the Minister of Education and Associate Minister of Education to make changes to the timing of priorities and editorial changes to the Action Plan before it is released to reflect Budget decisions; and

11

**agree** that the Minister of Education and Associate Minister of Education will progress implementation of the Action Plan, subject to securing funding through Budget 2019 and future budgets.

Authorised for lodgement

Hon Chris Hipkins  
**Minister of Education**

Hon Tracey Martin  
**Associate Minister of Education**



# Cabinet Social Wellbeing Committee

## Minute of Decision

*This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.*

### The Learning Support Action Plan 2019-2025

**Portfolios**                      **Education / Associate Education (Hon Tracey Martin)**

On 3 April 2019, the Cabinet Social Wellbeing Committee (SWC):

- 1        **noted** that in September 2018, SWC agreed to consultation on the Disability and Learning Support Action Plan (the Action Plan) [SWC-18-MIN-0126];
- 2        **noted** that targeted consultation on the draft Action Plan closed on 31 October 2018;
- 3        **agreed** to the final Action Plan attached as Appendix One to the submission under SWC-19-SUB-0032;
- 4        **noted** that the Minister of Education and the Associate Minister of Education (Hon Tracey Martin) (the Associate Minister) intend to seek approval for a pre-Budget announcement and release of the Action Plan in early May 2019;
- 5        **noted** that the pre-Budget release of the Action Plan could include the announcement of some Budget 2019 learning support bids which support the delivery of actions in the plan;
- 6        **noted** that in October 2018, Cabinet agreed to fund a first tranche of approximately 600 full-time equivalent Learning Support Coordinators from Budget 2019 [CAB-18-MIN-0526];
- 7        s 9(2)(f)(iv) [REDACTED]
- 8        **noted** that the Ministry of Education is seeking funding through Budget 2019 to begin implementation of the Action Plan;
- 9        **noted** that the remaining funding for the implementation of the Action Plan will require future Budget funding and that this will be sought over successive Budgets;
- 10       **authorised** the Minister of Education and the Associate Minister to make changes to the timing of priorities and other minor and editorial changes to the Action Plan before it is released to reflect Budget decisions;



- 11 **agreed** that the Minister of Education and the Associate Minister progress implementation of the Action Plan, subject to securing funding through Budget 2019 and future budgets.

Jenny Vickers  
Committee Secretary

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**Present:**

Rt Hon Jacinda Ardern  
Rt Hon Winston Peters  
Hon Kelvin Davis  
Hon Grant Robertson  
Hon Phil Twyford  
Hon Chris Hipkins  
Hon Andrew Little  
Hon Carmel Sepuloni (Chair)  
Hon Dr David Clark  
Hon Nanaia Mahuta  
Hon Stuart Nash  
Hon Jenny Salesa  
Hon Damien O'Connor  
Hon Tracey Martin  
Hon Aupito William Sio  
Hon Julie Anne Genter  
Jan Logie, MP

**Officials present from:**

Office of the Prime Minister  
Department of the Prime Minister and Cabinet  
Office of the Chair  
Officials Committee for SWC

**Hard-copy distribution:**

Minister of Education  
Associate Minister of Education (Hon Tracey Martin)



# Cabinet

## Minute of Decision

*This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.*

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### Report of the Cabinet Social Wellbeing Committee: Period Ended 5 April 2019

On 8 April 2019, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 5 April 2019:

[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
SWC-19-MIN-0032	<b>The Learning Support Action Plan 2019-2025</b> Portfolios: Education / Associate Education (Hon Tracey Martin)	CONFIRMED
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]

[REDACTED]

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Michael Webster  
Secretary of the Cabinet

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Cabinet Social Wellbeing Committee