

Summary of education goal and actions



About the Strategy

The New Zealand Disability Strategy 2026-2030 is New Zealand's third disability strategy. It sets out the Government's commitment to all disabled people and tāngata whaikaha Māori (Māori disabled people).

The Ministry of Disabled People – Whaikaha led the work on the strategy. Cabinet agreed the 5 priority outcome areas for the strategy. Content for the strategy was developed with input from disability groups, and by working groups made up of disability community members, sector experts, and officials from relevant government agencies. Public consultation was held on a draft of the strategy, then Cabinet agreed the final version of the strategy.

The strategy covers a 5-year period, from 2026 to 2030, to focus government agencies on meaningful and practical actions that will drive change for disabled people and tāngata whaikaha Māori.

The strategy includes:

- **A vision and principles** to set the direction for the strategy, and guide work across government for disabled people.
- **5 priority outcome areas** of education, employment, health, housing and justice. Each priority outcome area has **a goal** and **actions**.
- **A monitoring approach**, to measure government's progress delivering the strategy.

Summaries of each part of the strategy

People who want to read the full New Zealand Disability Strategy 2026-2030 can find it on the Ministry of Disabled People – Whaikaha website (www.whaikaha.govt.nz).

The Ministry has also produced summaries of each part of the strategy, for people who do not want to read the whole strategy. These summaries are:

- Vision, principles and other key information
- Goal and actions for education
- Goal and actions for employment
- Goal and actions for health
- Goal and actions for housing
- Goal and actions for justice

This document is a summary of the education goal, how progress towards the education goal will be measured, and the education actions.



► Education goal



The strategy has a goal for education. The goal is:

Every learner is supported to attend, participate and progress in education. There is a high expectation that all learners – including disabled learners – will achieve their potential in the education setting of their choice.

► Measuring progress towards the education goal

Progress on the goal for education will be measured using these indicators:

- Percentage of disabled adults (aged 15-64 years) with a school qualification or higher.
- Percentage of disabled young people (aged 12-18+ years) attending secondary school who attend school most or all of the time. Note that the Government's

attendance target for education is: “By 2030, 80% of students are present for more than 90% of the term”. This data is not currently disaggregated for disabled students.

- Percentage of disabled young people (aged 15-24 years) in employment, education, or training.
- Percentage of disabled young people (aged 12-18+ years) attending secondary school who agreed or strongly agreed that people expect them to do well at school, kura, or education provider.
- Percentage of disabled adults (aged 15-64) who held high trust for the education system (7 or higher on a 0-10 scale).



What success in education means

For disabled people, success in education means:

- a) Educators **plan to meet the needs of all learners**, including disabled learners.
- b) The education system has **high expectations for all disabled learners** to attend, progress and achieve in their learning goals.
- c) **Learning support is delivered in a timely and effective way**, with a skilled and capable specialist and support staff workforce, so **disabled learners are supported to engage with their education and experience success**.
- d) Early intervention services work to **identify learning support needs early** and can work with children in a timely and effective way.
- e) **Kaupapa Māori education settings have access to curriculum, assessment and learning support interventions** delivered by a culturally capable and trained workforce.
- f) Learning support needs are **identified and responded to early**.
- g) **Data is gathered to support understanding the progress of disabled learners**, allocation of services and supports, and working with their families.
- h) **Disabled learners are supported by effective in-school co-ordination and planning** of the support they need to succeed.
- i) **Learner centred transitions throughout early childhood education and schooling are planned early**, include the learner, family and whānau, and are monitored and supported.
- j) **Tertiary education providers are supported to implement disability action plans** that include learner voice.



Education actions

The strategy has a set of actions for education. The actions are:

1. Put \$266 million into early intervention services, so children's learning support needs are identified earlier, and families don't have to wait as long for support.
2. Look at new ways to provide targeted and specialist learning support, including working with private providers and community organisations to reduce wait times.
3. Improve the learning support system so it is easier for educators, families and learners to use by:
 - funding a Learning Support Coordinator for all schools with learners in Years 1-8
 - making application processes for learning support easier.
4. Invest funding into more specialist school satellite classrooms to provide choice for parents.
5. Work with the Ministry of Disabled People – Whaikaha to develop improvements in teacher training that support teachers to meet the needs of disabled students.
6. Work with the Ministry of Disabled People – Whaikaha to look for ways to improve accountability for schools and school boards by reporting on learning and achievement outcomes of all disabled learners.
7. Use existing funding to support Kaupapa Māori settings to access tools, knowledge and skills so they can meet the needs of their disabled ākonga (students) with high quality programmes.
8. Work with the Ministry of Disabled People – Whaikaha to look for ways to identify disabled learners in education data so their needs and progress are better understood.
9. The Tertiary Education Commission (TEC) will continue monitoring provider progress on implementing their Disability Action Plans. The TEC will consult with disabled student representative groups including the National Disabled Students' Association on how this function is implemented.