

The National Administration Guidelines (NAGs)



Where to find the requirements formerly included in the NAGs from 1 January 2023

Many of the NAGs are reflected and/or are supported by the National Curriculum (The New Zealand Curriculum and Te Marautanga o Aotearoa), which remains in place. The National Curriculum is specified through foundation curriculum policy statements and national curriculum statements, and is gazetted as secondary legislation.

Through the refresh of national curriculum expectations for teaching and learning will be clarified. Implementing the refreshed curriculum will support schools and kura to give effect to the NELP in their locally developed curricula and marau ā-kura. Schools and kura will be supported to transition their monitoring and reporting to the refreshed curriculum.

Boards of designated character schools (**section 204 of the Education and Training Act 2020**) must also ensure their different character underpins the way the school or kura operates including in their local curriculum, teaching and learning programmes and in their strategic plan.

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| 1. Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa. | <p>Section 127(2)(a)</p> <p>The board must:</p> <p>a. have particular regard to the statement of national education and learning priorities issued under section 5</p> <p>Section 127(2)(b)</p> <p>The board must give effect to its obligations in relation to:</p> <p>i. any foundation curriculum statements, national curriculum statements, and national performance measures; and</p> <p>ii. teaching and learning programmes; and</p> <p>iii. monitoring and reporting students’ progress</p> <p>Section 164(a)</p> <p>The board of a school must ensure that the school’s principal and staff develop and implement teaching and learning programmes that:</p> <p>a. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90</p> | | |

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| <p>1a. Develop and implement teaching and learning programmes:</p> <ul style="list-style-type: none">i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6; | <p>Section 127(2)(b)</p> <p>To meet the primary objectives, the board must:</p> <p>b. give effect to its obligations in relation to:</p> <ul style="list-style-type: none">i. any foundation curriculum statements, national curriculum statements, and national performance measures; andii. teaching and learning programmes; andiii. monitoring and reporting students' progress; <p>Section 164 Teaching and learning programmes</p> <p>The board of a school must ensure that the school's principal and staff develop and implement teaching and learning programmes that:</p> <p>a. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90; and</p> <p>b. give the school's students access to a nationally and internationally recognised qualifications system.</p> | <p>There may be some planning and reporting regulations that cover teaching and learning programmes.</p> | <p>Priority 4</p> <p>Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy, te reo matatini and pāngarau</p> |
| <p>1b. Through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:</p> <ul style="list-style-type: none">i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa; | <p>Section 165 Monitoring of and reporting on student performance</p> <p>1. The board of a school must ensure that the school's principal and staff monitor and evaluate the performance of the school's students.</p> <p>2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:</p> <ul style="list-style-type: none">a. any foundation curriculum policy statements and national curriculum statements published under section 90; andb. any qualifications system referred to in section 164(b) that is offered at the school. <p>3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understandable.</p> <p>4. The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.</p> | <p>There may be additional planning and reporting regulations created to give more detail to what is laid out in the Act.</p> | <p>Priority 4</p> <p>Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy, te reo matatini and pāngarau</p> |

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| <p>1c. Through the analysis of good quality assessment information*, identify students and groups of students:</p> <ul style="list-style-type: none">i. who are not progressing and/or achieving;ii. who are at risk of not progressing and/or achieving;iii. who have special needs (including gifted and talented students); andiv. aspects of the curriculum which require particular attention; <p>1d. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;</p> | <p>Section 127(2)(b)</p> <p>To meet the primary objectives, the board must:</p> <p>b. give effect to its obligations in relation to:</p> <ul style="list-style-type: none">i. any foundation curriculum statements, national curriculum statements, and national performance measures; andii. teaching and learning programmes; andiii. monitoring and reporting students' progress; <p>Section 164 Teaching and learning programmes</p> <p>The board of a school must ensure that the school's principal and staff develop and implement teaching and learning programmes that:</p> <p>a. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90; and</p> <p>b. give the school's students access to a nationally and internationally recognised qualifications system.</p> <p>Section 165 Monitoring of and reporting on student performance</p> <p>1. The board of a school must ensure that the school's principal and staff monitor and evaluate the performance of the school's students.</p> <p>2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:</p> <ul style="list-style-type: none">a. any foundation curriculum policy statements and national curriculum statements published under section 90; andb. any qualifications system referred to in section 164(b) that is offered at the school. <p>3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understandable.</p> <p>4. The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.</p> | <p>There may be additional planning and reporting regulations created to give more detail to what is laid out in the Act.</p> | <p>Priority 1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Priority 2</p> <p>Have high aspirations for every learner/ ākonga, 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</p> <p>Priority 3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ ākonga, disabled learners/ ākonga and those with learning support needs</p> <p>Priority 4</p> <p>Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Priority 6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> |

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| 1e. In consultation with the school’s Māori community, develop and make known to the school’s community policies, plans and targets for improving the progress and achievement of Māori students; | <p>Section 127(1)(d)</p> <p>A board’s primary objectives in governing a school are to ensure that:</p> <p>d. the school gives effect to Te Tiriti o Waitangi, including by:</p> <ul style="list-style-type: none">i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; andii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; andiii. achieving equitable outcomes for Māori students. <p>Section 139 Preparing a strategic plan</p> <p>3. In preparing a strategic plan, the board must:</p> <p>a. consult:</p> <ul style="list-style-type: none">i. the school community; andii. the school’s staff; andiii. where appropriate, the school’s students. <p>The school community includes the parents, families and whānau of the school’s ākonga the Māori community associated with the school and any other relevant person or persons the board considers is relevant.</p> | | <p>Priority 5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> |
| 1f. Provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training. | <p>Section 103(a)-(b)</p> <p>The principal of a State school must take all reasonable steps to ensure that:</p> <p>a. students get good guidance and counselling; and</p> <p>b. students in year 7 and above are provided with appropriate career education and guidance that is designed to prepare them to join the workforce or undertake further education or training when they leave school;</p> | | |

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| <p>2. Each board of trustees, with the principal and teaching staff, is required to:</p> <p>a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;</p> <p>b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;</p> | <p>Section 138(1)-(2)</p> <p>1. A board must have the following strategic planning documents for its school:</p> <p>a. a strategic plan, for each 3-year period or for a shorter period determined by the Secretary, that sets out the board's strategy for achieving (or making progress towards achieving) its objectives during that period; and</p> <p>b. an annual implementation plan for each year that sets out how the board intends to implement that strategy during the year.</p> <p>2. A board must prepare its first strategic plan and annual implementation plan when required by regulations made under section 639 to do so.</p> <p>Annual reports are required to include a statement of variance which set out any variance between the school's performance and the achievement of the school's objectives set out in its strategic plan and annual implementation plan; and any matters required by regulations.</p> | <p>There may be additional planning and reporting regulations created to give more detail to what is laid out in the Act.</p> | |

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| <p>2c. On the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:</p> <ul style="list-style-type: none">i. in plain language, in writing, and at least twice a year; andii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau; | <p>Section 165(1)-(3)</p> <ol style="list-style-type: none">1. The board of a school must ensure that the school’s principal and staff monitor and evaluate the performance of the school’s students.2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to:<ul style="list-style-type: none">a. any foundation curriculum policy statements and national curriculum statements published under section 90; andb. any qualifications system referred to in section 164(b) that is offered at the school.3. The board must ensure that information about a student’s performance is given to a parent of the student in a timely manner and in a form that is readily understandable. | <p>New regulation 21 of the Education (School Boards) Amendment Regulations 2022 (gazetted 17 November 2022)</p> <p>Duty to report on progress and achievement of students</p> <ol style="list-style-type: none">1. The board of a school, together with the school’s principal and teaching staff must use good quality assessment or aromatawai information to report to each student at the school and their parents on the student’s progress and achievement.2. The reports must:<ul style="list-style-type: none">a. be written in plain language; andb. include the student’s progress and achievement—<ul style="list-style-type: none">i. across any relevant foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; andii. in literacy and mathematics or te reo matatini and pāngarau; andc. be provided at least twice per year.3. In this regulation, good quality, in relation to assessment or aromatawai information means that the information that draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of each student’s learning. | |
| <p>2d. On the basis of good quality assessment information*, report to the school’s community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.</p> | <p>Section 165(4)</p> <p>The board must report to the Secretary, to its school community, and to parents on the performance of the school’s students in accordance with any regulations made under section 639.</p> | <p>There may be additional planning and reporting regulations created to give more detail to what is laid out in the Act.</p> | |

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| <p>3. According to the legislation on employment and personnel matters, each board of trustees is required in particular to:</p> <p>a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and</p> <p>b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.</p> | <p>These provisions already existed in legislation, and have been carried over to the Education and Training Act 2020:</p> <p>The ability for boards to employ, suspend and dismiss staff and principals provided for in sections 128 and 129 respectively.</p> <p>Section 585 provides that the Employment Relations Act 2000 applies to the education service.</p> <p>Section 601 deals with some of the rights and duties of boards as employers.</p> | | <p>Priority 6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> |
| <p>4. According to legislation on financial and property matters, each board of trustees is also required in particular to:</p> <p>a. allocate funds to reflect the school's priorities as stated in the charter;</p> <p>b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and</p> <p>c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.</p> | <p>These provisions already existed in legislation, and have been carried over to the Education and Training Act 2020.</p> <p>Allocation and monitoring of funds is each board's responsibility however, section 127(3)(c) requires each board to perform its functions and to exercise its powers in a way that is financially responsible. Boards' annual financial statements are required to be audited annually.</p> | | |

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| <p>5. Each board of trustees is also required to:</p> <p>a. provide a safe physical and emotional environment for students;</p> | <p>Section 127(1)(b)</p> <p>A board's primary objectives in governing a school are to ensure that:</p> <p>b. the school:</p> <p>i. is a physically and emotionally safe place for all students and staff; and</p> <p>ii. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.</p> | | <p>Priority 1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> |
| <p>5. Each board of trustees is also required to:</p> <p>b. promote healthy food and nutrition for all students;</p> | <p>Has not been replaced in the Act.</p> | <p>New regulation 20 of the Education (School Boards) Amendment Regulations 2022 (Gazetted on 17 November 2022)</p> <p>Duty to promote healthy food and nutrition.</p> <p>The board of a school must promote healthy food and nutrition for all of the school's students.</p> | |
| <p>5. Each board of trustees is also required to:</p> <p>c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.</p> | <p>Schools must comply with all legislation.</p> | | |
| <p>6. Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.</p> | <p>Schools must comply with all legislation.</p> | | |

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| <p>7. Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.</p> | <p>Section 143 Preparing annual implementation plan</p> <p>1. A board must prepare an annual implementation plan that sets out how the board intends to implement that strategy during the year.</p> <p>2. The plan must:</p> <ul style="list-style-type: none">a. contain the information required by regulations made under section 639; andb. be prepared in accordance with those regulations. | <p>There may be additional planning and reporting regulations created to give more detail to what is laid out in the Act.</p> | |
| <p>8. Each board of trustees is required to provide a statement providing an analysis of any variance between the school’s performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.</p> | <p>Section 134(1)(a)</p> <p>A board must give the Secretary:</p> <ul style="list-style-type: none">a. a statement of variance by a date fixed by the Secretary each year. | <p>There may be additional planning and reporting regulations created to give more detail to what is laid out in the Act.</p> | |