

Requirements for Boards (Transitional Statement, in effect until 1 January 2027)

A board's primary objectives¹ in governing a school are to ensure:

- Every student is able to attain their highest possible standard in educational achievement
- The school:
 - Is physically and emotionally safe
 - Gives effect to relevant student rights
 - Takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school
- The school is inclusive of, and caters for, students with differing needs, and
- The school gives effect to Te Tiriti o Waitangi, including by –
 - Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - Achieving equitable outcomes for Māori students.

To meet its primary objectives, a board must have particular regard to the [National Education and Learning Priorities \(NELP\)](#)² and ensure the school's principal and staff develop and implement a curriculum for students in years 1-13^{3 4}:

- That is guided by the Vision set out on page 8
- That is underpinned by the Principles set out on page 9
- In which the Values set out on page 10 are encouraged and modelled and explored by students
- That supports students to develop the five Key Competencies set out on pages 12-13
- That provides all students with effectively taught learning and teaching programmes in the learning areas listed below.
 - English, as specified on page 18
 - the Arts as specified on pages 20-21
 - Health and Physical Education, as specified on pages 22-23. Also, at least once every 2 years, after consulting the school community, the board must adopt a statement on the delivery of the health curriculum⁵
 - Mathematics and Statistics, as specified on page 26
 - Science, as specified on pages 29-29
 - Technology, as specified at <https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology>; and
 - Social Sciences including Aotearoa New Zealand histories, as specified at <https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Social-sciences/>.

Changes have been made to how boards plan and report their performance ([Education and Training Act 2020, ss 134-146](#) and Education (School Planning and Reporting) Regulations 2023). These changes came into effect on 1 January 2023 and 1 August 2023 respectively. The broad aims of the changes are to ensure boards are focused on meeting their primary objectives, giving effect to Te Tiriti o Waitangi, and having particular regard to the NELP.

Each board must:

- Have
 - a 3 year strategic plan developed in consultation with their school community, that sets out how the board will meet their primary objectives (set out in the Education and Training Act 2020).
 - an annual implementation plan that sets annual targets and actions for working towards their strategic goals
 - an annual report that reports on the school's finances and progress over the last year including:
 - An evaluation and analysis, in plain language, of the school's students' progress and achievement as assessed across any foundation curriculum policy statements and national curriculum statements, and based on good quality assessment
 - A report on how the board has given effect to Te Tiriti o Waitangi, including the progress and achievement of Māori students and the progress made towards making instruction available in tikanga and te reo Māori

noting:

- a board's first strategic plan for its school only has a life-span of 2 years. The first strategic plan under the Education (school planning and reporting) Regulations 2023, must be prepared to take effect from 1 January 2024, and the second one must be prepared to take effect from 1 January 2026
- detailed content requirements for the strategic and annual implementation plans and annual reports are further outlined in the Regulations
- Ensure the strategic plan is submitted to the Secretary of Education and published before 1 March in the year in which the plan takes effect
- Ensure the annual implementation plan is prepared and published before 31 March each year
- Ensure the school's principal and staff monitors and evaluate the performance of the school's students in relation to, at least, the curriculum and any qualifications system offered at the school
- Ensure information about a student's performance is given to the student and a parent in a timely manner (at least twice a year) and in a form that is readily understandable (written in plain language). Information about the student's performance must be across the curriculum, and in literacy and mathematics, and based on good quality assessment information; and

Further guidance is available at [Schools' planning and reporting](#)

Developing and delivering a high-quality school curriculum is at the heart of board planning for their school. In their first strategic plans, boards should be planning for successful implementation of the refreshed national curriculum.

Further Guidance about the curriculum

When designing and reviewing their curriculum, schools select achievement objectives from each learning area in response to the identified interests and learning needs of their students. For learning in digital technologies, schools need to provide teaching and learning opportunities in line with the progress outcomes from the technology learning area. For learning in Aotearoa New Zealand's Histories (part of Social Sciences), schools need to provide teaching and learning opportunities that weave together what students need to Understand Know and Do and support progression in line with progress outcomes.

All schools with students in years 7-10 should be working towards offering students opportunities for learning a second or subsequent language. Teaching programmes should be based on the learning languages statement found on pages 24-25 and the achievement objectives for this learning area. Teaching programmes for students in years 11-13 should be based, in the first instance, on the appropriate national curriculum statements.

Transition to refreshed national curriculum

As described at [Changes to The New Zealand Curriculum | Curriculum Refresh \(education.govt.nz\)](#), the New Zealand Curriculum is being progressively refreshed. The social sciences learning area was the first learning area to be refreshed as part of the wider refresh and includes the new Aotearoa New Zealand's histories (ANZH) content. While the new ANZH content must be taught in schools from 1 January 2023 there is no requirement for schools to implement the remainder of the refreshed Social Science curriculum until the beginning of 2027.

As the New Zealand Curriculum is refreshed, all eight Learning Areas will be progressively released along with resources to support understanding and implementation. The English and mathematics and statistics learning areas were released in mid 2023, and will need to be implemented in 2025. The remaining learning areas will need to be implemented in 2027. **As Learning Areas are released, boards, principals, teachers and schools should become familiar with the content, and plan for how they will implement the new curriculum.**

¹ Education and Training Act 2020, Section 127 (1)

² Education and Training Act 2020, Section 127 (2a)

³ Education and Training Act 2020, Section 164 and Gazette Notices GN2009-go8817, GN2009-go8814, GN2017-go6474 and GN2022-go4492

⁴ Page numbers in the following bullets and in the Further Guidance section below are referring to page numbers in the current 2007 *New Zealand Curriculum*.

⁵ Education and Training Act 2020, section 91