

Creating a more graduated range of interventions

The Ministry of Education has an important role, on behalf of all New Zealanders, in supporting schools that are experiencing difficulties to get back on track. The previous statutory intervention system had a limited range of responses and didn't allow the Ministry to provide effective early support to schools and kura.

Source: Ministry of Education factsheet

Changes have been made to the interventions framework, so schools and kura can get quicker and more tailored support from the Ministry to get back on track when they are struggling. There are now four new levels of intervention as well as the existing options.

What thresholds need to be met for a statutory intervention?

The Secretary of Education must have:

1. reasonable grounds for concern about the operation of the school | kura or the welfare or educational performance of its students; or
2. reasonable grounds to believe there is a risk to the operation of the school | kura or the welfare or educational performance of its students.

What are the new intervention options?

- A case conference between the board, management and Ministry (threshold 1).
- A specialist audit where a third party assesses the situation (threshold 1).
- A performance notice requiring a remedy of a breach of performance (threshold 1).
- A statutory appointee to the board as an additional trustee to guide the board back to self-governance (threshold 2).

What does the board need to do now?

Develop a general awareness of the intervention levels only, unless the board is in discussion with the Ministry over its performance, in which case, a full awareness of the levels and their implications would be needed.

Where do I find this in the Act?

Part 7A.

When do the changes take effect?

These provisions took effect from 19 May 2017.

Where do I get advice?

NZSTA will continue to update and advise you through factsheets, newsletters, and our website.

You can call **0800 782 435** or email actupdates@nzsta.org.nz.