

[Inclusive Education](#)

From

Guide: [The role of the board of trustees](#)

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Identify areas where students may need additional support](#)

Date

22 January 2019

Link

[www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/identify-areas-where-students-may-need-additional-support](http://www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/identify-areas-where-students-may-need-additional-support)

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## Review N.A.G. requirements

National administration guideline (NAG) 1 requires all schools to identify their students who are at risk of not achieving.

**NAG 1c** Each board, through the principal and staff, is required to, on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving
- ii. who are at risk of not achieving
- iii. who have special needs (including gifted and talented students), and
- iv. aspects of the curriculum which require particular attention.

**NAG 1d** Each board, through the principal and staff, is required to develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above.

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