

Self-Audit Checklist   
Section 1 – Board Administration

*Section title – Board Administration – and numbering cross reference to the August 2020 Board Assurance Statement*

Contents

[**Days open for instruction, attendance and discipline 15-19** (early review) 2](#_Toc62466947)

[Board Meetings 1-6 (over time review) 5](#_Toc62466948)

[Strategic Planning 8-14, 7 (over time review) 6](#_Toc62466949)

[Role of the Principal 20 (over time review) 8](#_Toc62466950)

[Copyright and Public Records 21-22 (over time review) 9](#_Toc62466951)

# **Days open for instruction, attendance and discipline 15-19 (early review)**

| **Please tick all questions including bullet points or write N/A if not applicable.** | | *Yes* | *No* | *Unsure* |
| --- | --- | --- | --- | --- |
| 15 | Is the board satisfied that the school has been open for instruction on the number of half-days, terms and times specified in *Schedule 21 E&T Act 2020; NAG 6*].  [Schedule 21](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS176167)  [When State schools must be open](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS176167) |  |  |  |
| 16 | Is the board satisfied student absences are correctly recorded, monitored and followed up? [s 36 E&T Act 2020; NAG 6; Education School Attendance Regulations 1951].  [36 Students of registered schools required to attend whenever schools are open](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS171382)  <http://www.education.govt.nz/school/managing-and-supporting-students/managing-student-attendance/legal-responsibilities/#jump1> |  |  |  |
| 17 | Does the board ensure all procedures and practices relating to the stand-down/suspension/exclusion and/or expulsion of any student are implemented in accordance with the relevant provisions of the Education and Training Act 2020, the Education Stand-down, Suspensions, Exclusions, and Expulsion Rules 1999 and guidance issued by the Ministry of Education? [sections 78 to 89 E&T Act 2020].  [78 Purpose of sections 79 to 89](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS203542) |  |  |  |
| 18 | Are there policies/procedures to ensure compliance with legislation, including the non-discrimination provisions in the Human Rights Act? |  |  |  |
| Are these policies/procedures regularly reviewed, and implemented appropriately by the board? [Good practice]. |  |  |  |
| 19 | Has the board complied with the conditions prescribed by the Minister of Education by Gazette notice under section 53 of the Education and Training Act 2020 in relation to students who undertake work-based learning or work experience?  [NZ Gazette Notice No 158, 2 December 2004 page 3919 - [Work Experience Notice](https://gazette.govt.nz/notice/id/2004-go7907) and [Students on Work Experience: A health and safety guide for schools and employers](http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/risk-identification-assessment-and-management/students-on-work-experience/) [Write N/A if not applicable]  [53 courses, work experience, and visits outside school premises](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS171476) |  |  |  |

|  |  |
| --- | --- |
| **Further thoughts** | |
| Thinking about the whole array of attendance and discipline are there aspects where the board can see the need for improvement? | **Comments/notes** |
| Some things to consider:  Monitoring attendance to maximise presence  Checking on the whereabouts of absent students  Analysis and summary of attendance trends and patterns  (and sharing this with the Board)  Guidance and support for students and caregivers during and following disciplinary procedures  Analysis of disciplinary trends and patterns  (and sharing this with the Board)  (Please cross reference to the section on Health and Safety where there is some duplication, for example with reference to regular review and requirements in relation to students going on work experience (as well as student wellbeing and behaviourmentioned above). |  |
| Space for further comments as needed | |
|  | |

# Board Meetings 1-6 (over time review)

| **Please tick all questions including bullet points or write N/A if not applicable.** | | *Yes* | *No* | *Unsure* |
| --- | --- | --- | --- | --- |
| 1 | Is the board properly elected and constituted? *[section 119 Education and Training Act 2020].*  [119](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS177784) [Constitution of boards of State schools](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS177784) |  |  |  |
| 2 | Are any conflicts of interest of board members fully declared?  [Clause 10, Schedule 23 E&T Act 2020].  [10 Financial interests that disqualify persons from being board members](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS177823) |  |  |  |
| 3 | Are board meetings properly run? [Parts 7/8 Local Government Official Information and Meetings Act 1987]. |  |  |  |
| Has the board appointed a trustee (not being the principal/staff or student representative) to preside at meetings? [*Ref: Clause 41(1), Part 4, Schedule 6 to the Education Act 1989*]  **Note:** *Clauses 40 and 41 of Schedule 6 of the Education Act 1989 in relation to school board meetings and procedures continue to apply. Refer to clause 7(2), Schedule 1, Education and Training Act 2020 – Saving provisions*.  Refer: Education (School Boards) Regulations 2020 |  |  |  |
| 4 | Are minutes of board meetings properly kept (especially minutes of meetings that exclude the public – commonly called “in committee”)? [Good practice; Local Government Official Information and Meetings Act 1987, Public Records Act 2005]. |  |  |  |
| 5 | Does the charter reflect the purposes set out in section 61(2) of the Education Act 1989 (i.e. establish the mission, aims, objectives, directions, and targets of the board that give effect to the national education guidelines), and provide a base against which the board’s actual performance can be assessed?  *s61 Ed Act 1989 – Schedule 1, clause 7 E&T Act 2020 Saving Provision*  [7 Saving provisions](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS277923) |  |  |  |
| 6 | Have newly elected, co-opted or appointed trustees confirmed to the board that they are eligible to be trustees? [*Clause 11, Schedule 23 E&T Act 2020*]  [11](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS177824) [Requirements before appointment](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS177824) |  |  |  |

# Strategic Planning 8-14, 7 (over time review)

| **Please tick all questions including bullet points or write N/A if not applicable.** | | *Yes* | *No* | *Unsure* |
| --- | --- | --- | --- | --- |
| 8 | Developed a strategic plan which documents how they are giving effect to the NEGs through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development? *[NAG 2(a)].* |  |  |  |
| 9 | Maintained 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? *[NAG 2(b)].*  \*Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum. |  |  |  |
| 10 | On the basis of good quality assessment information\* (see above) reported to students and their parents on progress and achievement of individual students | | | |
| 1. in plain language, in writing, and at least twice a year; and |  |  |  |
| 1. 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? [NAG 2(c)] |  |  |  |
| On the basis of good quality assessment information\* (see above) reported to the school’s community: | | | |
| 1. on the progress and achievement of students as a whole, and |  |  |  |
| 1. on the progress and achievement of groups (identified through NAG 1(c) (i.e. students who are not progressing and/or achieving, or are at risk of not progressing/achieving or who have special needs including gifted and talented students). |  |  |  |
| 1. including the progress and achievement of Māori students against plans and targets referred to in NAG 1(e) (*i.e. plans and targets for improving the progress and achievement of Māori students*) *] [NAG 2(d)]* |  |  |  |
| **Received regular and useful information about the achievement of Māori students in the school?** |  |  |  |
| 11 | Completed an annual update of the school charter, provided the Secretary for Education with a copy of the updated school charter before 1st March each year. [NAG 7] |  |  |  |
| 12 | Provided to the Secretary for Education before 1st March each year, 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 when providing the updated charter under NAG 7. [NAG 8] |  |  |  |
| 13 | Does the school’s charter include aims/directions/objectives as set out section 61 of the Education Act 1989; *Schedule 1, clause 7 E&T Act 2020 Saving Provision*?  [7](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS277923) [Saving provisions](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS277923) |  |  |  |
| 14 | Did the board’s annual report include a statement which provides an analysis of any variance between the school’s performance and the achievement of the school’s objectives set out in its strategic plan and the relevant aims, objectives, directions, priorities or targets set out in the school charter [section 87(2)(e) Ed Act 1989 and *Schedule 1, clause 7 E&T Act 2020 Saving Provision* ?  [7](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS277923) [Saving provisions](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS277923) |  |  |  |
| 7 | Has the board met all the requirements for planning and reporting? *[School Charter; s 61 Ed Act 1989 – Schedule 1, clause 7 E&T Act 2020 Saving Provision]*.  [7](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS277923) [Saving provisions](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS277923) |  |  |  |

# Role of the Principal 20 (over time review)

| **Please tick all questions including bullet points or write N/A if not applicable.** | | *Yes* | *No* | *Unsure* |
| --- | --- | --- | --- | --- |
| 20 | Has the principal taken all reasonable steps to ensure that – | | | |
| 1. students get good guidance and counselling? |  |  |  |
| 1. 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? |  |  |  |
| 1. a student’s parents is told of matters that, in the principal’s opinion are: | | | |
| 1. preventing or slowing the student’s progress through school? Or |  |  |  |
| 1. harming the student’s relationship with teachers or other students? |  |  |  |
| [*Reference section 103 Education and Training Act 2020*]  [103](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS171477) [Students at State schools must receive guidance and counselling and their parents must be told about certain things](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS171477) | | | |

# Copyright and Public Records 21-22 (over time review)

| **Please tick all questions including bullet points or write N/A if not applicable.** | | *Yes* | *No* | *Unsure* |
| --- | --- | --- | --- | --- |
| 21 | Does the board have guidelines relating to compliance with the Copyright Act 1994 and are they implemented? [Good practice]. |  |  |  |
| 22 | Has the board complied with the Public Records Act 2005 in relation to the retention and disposal of school records?  Further information:  [School records retention/disposal information pack [PDF, 1.3 MB]](https://education.govt.nz/assets/Documents/School/Running-a-school/2016-SchoolRecordsRetentionDisposalv2.pdf)  [Circular 2006/19 - school records retention and disposal](https://education.govt.nz/ministry-of-education/publications/education-circulars/2006-circulars/circular-200619-school-records-retention-and-disposal/) |  |  |  |

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| **Further thoughts** |
| Thinking about board meetings, strategic planning and the role of the principal in providing school governance, are there areas where the board can see room for improvement? |
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