



EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

WHĀNAU ASSURANCE STATEMENT AND SELF-AUDIT CHECKLISTS

January 2024

Education Review Office
Box 2799 Wellington, New Zealand
Phone 04 499 2489 Fax 04 499 2482
info@ero.govt.nz - www.ero.govt.nz

How to fill out the Self-Audit Checklists and Whānau Assurance Statement

As part of the review process, the Education Review Office (ERO) asks the whānau of each kura kaupapa Māori to complete the **Self-Audit Checklist** and the **Whānau Assurance Statement (WHAS)**. The information in each of these documents assists ERO in the scoping and planning of the review.

Completing the checklists and the WHAS is a useful process for your own self-review. Please read the **Assurance Guidelines** (available [here](#)) before completing these forms. The accuracy and validity of the information your board gives in the checklists and WHAS is important for the focus of the review.

How to fill in the checklists

The checklists cover requirements of key interest to ERO in the following areas:

- Whānau administration
- Curriculum
- Health, safety and welfare
- Personnel
- Finance
- Asset management
- Te Reo Māori

Please complete each sheet and add any further comments or explanations on the sheet of paper provided. Please use extra paper if you need to. Attach any explanations or matters you are unsure about to the relevant sheet.

How to fill in the Whānau Assurance Statement

After you have completed all the checklist sheets please complete and sign the WHAS. The second page of the WHAS is for your whānau to note areas where you are aware that you are not meeting legal requirements. There is space for your whānau to outline the circumstances and the action you are taking on each issue. This information will be very useful for your own whānau as well as for the review.

Please remember to attach your checklists to your Whānau Assurance Statement.

Whānau Assurance Statement

To: The Chief Review Officer, Education Review Office

From: The Whānau _____ (Kura)

Note: If the whānau is also responsible for the governance of one or more 'off-site locations' (activity centre/teen parent unit/satellite class, or other), please list the units* on the next page.

Compliance Certification

Has the whānau taken all reasonable steps to meet its legal requirements including those detailed in Ministry of Education Circulars and other documents related to:

	Compliance Area	Yes	No	Unsure
1	Whānau Administration			
2	Curriculum			
3	Health, Safety and Welfare			
4	Personnel			
5	Finance			
6	Assets			
7	Te Reo Māori			

Areas of self-identified non-compliance and actions to be taken: see next page.

Attestation:

The whānau and the principal have taken all reasonable steps to meet their legal requirements [including for the off-site locations as listed*(if any)], and requirements detailed in Ministry of Education Circulars and other documents. The whānau adheres to *Te Aho Matua* and acknowledges TRN as the kaitiaki of *Te Aho Matua*. Where non-compliance has been identified, measures are being taken to remedy this.

Whānau

Presiding member
Name
Signature
Date

Principal
Name
Signature
Date

* List of off-site locations (example - activity centre/teen parent unit/satellite class, or other) under

the whānau governance:

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* An 'off-site location' is when a school is using premises outside of the school to provide education to one or more students on a long-term or full-time basis [refer section 117(6) of the Education and Training Act 2020 (the Act)].

Note: The Act requires schools to seek approval from the Minister of Education to use an off-site location or host an off-site location for another school. Once approval has been given, schools must enter into an agreement with the Secretary for Education before using that off-site location. This change will formalise arrangements for off-site locations and make it clearer who is responsible for the education, safety and welfare of the students receiving education at the off-site location. Refer – www.education.govt.nz

* [Please write N/A if not applicable]

This page is for you to note areas where you are aware that you are not meeting legal requirements and to advise any action you are taking.

Identified area(s) of non-compliance:

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Action being taken to address non-compliance:

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What does ERO want to know?

ERO wants to know that the whānau is acting in a transparent and democratic manner and has appropriate policies and/or procedures to support this. **Note:** References are in brackets where appropriate.

Self-Audit Checklist

Section 1 – Whānau Administration

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? <i>[section 119 Education and Training Act 2020 'the Act']</i> . 119 Constitution of boards of State schools			
2.	Are any conflicts of interest of board members fully declared? <i>[Clause 10, Schedule 23 of the Act 2020]</i> . 10 Financial interests that disqualify persons from being board members			
3.	Does every member of the Board comply with the code of conduct for board members issued under section 166 of the Act by the Minister? Note: The code of conduct came into force on 21 June 2023 as specified by gazette notice under section 166(3) of the Act. Refer to the MOE website for guidance. Code of conduct for school board members [Ref section 168 of the Act].			
4.	Are board meetings properly run? Clause 12 Board meetings and Parts 7/8 Local Government Official Information and Meetings Act 1987			
	Has the board appointed a member (<u>not</u> being the principal/staff or student representative) to preside at meetings? <i>[Ref: Clause 11 Education (School Boards) Regulations 2020]</i> Note: the Education (School Boards) Regulations 2020, clauses 10 to 19 deal with matters relating to board meeting procedures. Refer: Education (School Boards) Regulations 2020			
5.	Are minutes of board meetings properly kept (especially minutes of meetings that exclude the public – commonly called “in committee”)? <i>[Good practice; Local Government Official Information and Meetings Act 1987, Public Records Act 2005]</i> .			
6.	Have newly elected, co-opted or appointed trustees confirmed to the board that they are eligible to be board members? <i>[Clause 11, Schedule 23 of the Act 2020]</i> . 11 Requirements before appointment			

6A	<p>Has the Board ensured that a person who has been convicted of a specified offence* identified in Schedule 2 of the Children’s Act 2014 is not eligible to be a board member unless that person has obtained a pardon or been granted an exemption under clause 5 Schedule 23 of the Act? (Note: this requirement applies from 22/2/2024)</p> <p>*Specified offences – Schedule 2, Children’s Act 2014</p> <p>Schedule 23 amended</p>			
<p>Please tick all the question including bullet points or write N/A if not applicable.</p>		Yes	No	Unsure
7.	<p>Strategic planning and reporting</p> <p>Has the board prepared its first strategic plan and annual implementation plan as required by regulations* made under section 639 of the Education and Training Act 2020? (Ref: section 138)?</p> <p>Note:</p> <p>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>If, at the commencement of section 138 on 1/1/2023, a board has a charter in effect for the 2022 year, the charter is to be treated as the board’s first strategic plan.</p> <p>If a board’s strategic plan is its 2022 school charter, the statement of variance is not required to include a comparison with an annual implementation plan.</p> <p>However, a board with a 2022 school charter as its strategic plan must continue to update the annually updated sections of its charter until its first annual implementation plan is required under regulations made under section 639.</p> <p>The annually updated sections of a 2022 school charter must be updated no later than a date fixed by the Secretary.</p> <p>Ref: section 138</p> <p>*Education (School Planning and Reporting) Regulations 2023</p> <p>Note: strategic plan means a strategic plan described in section 138(1)(a) of the Act and required to be prepared by a board under section 139 of the Act</p> <p>School planning and reporting – Ministry of Education</p>			
8.	<p>Preparing strategic plan (section 139 Education and Training Act 2020)</p> <p>1) A board must prepare a strategic plan for every 3-year period, or for a shorter period determined by the Secretary, and submit it to the Secretary in accordance with regulations made under section 639.</p> <p>2) The strategic plan must comply with any regulations made under section 639 relating to the form and content of strategic plans.</p> <p>3) In preparing a strategic plan, the board must—</p> <p>(a) consult—</p> <p>(i) the school community; and</p> <p>(ii) the school’s staff; and</p> <p>(iii) where appropriate, the school’s students; and</p>			

8. (cont)	(iv) any other persons required by the regulations; and			
	(b) comply with any other regulations relating to the development of strategic plans; and			
	(c) in the case of a State integrated school, ensure that the plan reflects the school's special character; and			
	(d) in the case of a designated character school, ensure that the plan reflects the school's different character or, in the case of a Kura Kaupapa Māori, its special characteristics.			
	(e) In preparing a strategic plan, the board may consult any person, group, or organisation that it thinks fit to consult.			
	Note: This section is subject to section 138(3) which says: If, at the commencement of this section 138 (on 1/1/2023), a board has a charter in effect for the 2022 year, the charter is to be treated as the board's first strategic plan. Under section 142(2) of the Act the school charter expires when replaced by a strategic plan adopted in accordance with regulations made under section 639.			
	(f) If there is no new plan to replace the expired plan, the expired plan continues to apply for a period approved by the Secretary for Education(section 142 of the Act). Te Whakangārahu Ngātahi Planning Together Toolkit			
9.	Preparing annual implementation plan (section 143 Education and Training Act 2020) Has the board prepared an annual implementation plan: (i) which contains the information required by regulations made under section 639 of the Ed & Training Act 2020; and			
	(ii) is prepared in accordance with those regulations? Ref: 143 * Education (School Planning and Reporting) Regulations 2023 Note: annual implementation plan means an annual implementation plan described in section 138(1)(b) of the Act and required to be prepared by the board under section 143 of the Act The board may amend its annual implementation plan (section 144 of the Act)			

Please tick all the questions including bullet points or write N/A if not applicable.		Yes	No	Unsure
10.	<p>Board to monitor performance against strategic planning documents (section 145 of the Act)</p> <p>Has the board monitored and evaluated its performance –</p> <p>(a) in achieving (or making progress towards achieving) its objectives in accordance with its strategic plan; and</p>			
	<p>(b) in implementing its strategy in accordance with regulations made under section 639</p> <p>Note: the monitoring and evaluation must be carried out in accordance with regulations made under section 639</p> <p>The board must report on its performance in the annual report, in accordance with regulations made under section 639.</p> <p>*Education (School Planning and Reporting) Regulations 2023</p> <p>Section 145</p>			
11.	<p>Strategic planning documents to be on Internet site (section 146 of the Act)</p> <p>Has the board ensured that its strategic plan and annual implementation plan are available to the public on an internet site maintained by or on behalf of the board? (Ref: s 146)</p>			
12.	<p>Duty to report on progress and achievement of students. Has the board, together with the school’s principal and teaching staff:</p> <p>1. Used good quality assessment or aromatawai information to report to each student at the school and their parents on the student’s progress and achievement?</p>			
	<p>2. Ensured that the reports must –</p> <p>(a) be written in plain language; and</p>			
	<p>(b) include the student’s progress and achievement –</p> <p>i) across any relevant foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; and</p>			
	<p>ii) in literacy and mathematics or te reo matatini and pāngarau; and</p>			
	<p>(c) provided at least twice a year.</p> <p>Note: *good quality, in relation to assessment or aromatawai information, means that the information draws on a range of evidence to evaluate the progress and achievement of each student and build a comprehensive picture of that student’s learning.</p> <p>Ref: Regulation 21 of Education (School Boards) Amendment Regulations 2022</p>			

Please tick all the questions including bullet points or write N/A if not applicable.		Yes	No	Unsure
13.	On the basis of good quality assessment information*(see question 12 above) reported to students and their parents on the achievement of individual students:			
	(a) in plain language, in writing, and at least twice a year; and			
	(b) across The National Curriculum, as expressed in Te Marautanga o Aotearoa, including te reo matatini and pāngarau?			
	On the basis of good quality assessment information* (see above) has the board reported to the school's community:			
	(a) on the progress and achievement of students as a whole, and			
	(b) on the progress and achievement of groups (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),			
	(c) including the achievement of Māori students against plans and targets (i.e plans and achievement of Māori students)?			
	Has the board received regular and useful information about the achievement of Māori students in the school?			
14.	Has the board complied with having particular regard to the Statement of National Education and Learning Priorities (NELP) including when developing/reviewing their strategic goals to align to NELP priorities) as follows:			
	1) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying?			
	2) 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?			
	3) Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs?			
	4) Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy?			
	5) Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning?			
	6) Develop staff to strengthen teaching, leadership and learner support capability across the education workforce?			
14. (Cont)	7) Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work?			

	Ref; Download the Statement of National Education and Learning Priorities (NELP) 2020			
Please tick all the 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 for at least the minimum required number of half-days, terms and times specified in specified in Education (When State Schools Must Be Open) Regulations 2022			
16.	Is the board satisfied student absences are correctly recorded, monitored and followed up? [s 36 E&T Act 2020; Education School Attendance Regulations 1951]. 36 Students of registered schools required to attend whenever schools are open 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? [ss 78 to 89 Ed & Training Act 2020]. 78 Purpose of sections 79 to 89			
18.	1) Are there policies/procedures to ensure compliance with legislation, including the non-discrimination provisions in the Human Rights Act?			
	2) Are these policies/procedures regularly reviewed and implemented appropriately? [Good practice].			
19.	Has the board complied with the conditions prescribed by the Minister of Education by <i>Gazette</i> notice under section 53 of the Education and Training Act 2020 in relation to students who undertake work-based learning or work experience? 53 Courses, work experience, and visits outside school premises NZ Gazette Notice No 158, 2 December 2004 page 3919 - Work Experience Notice and Students on Work Experience: A health and safety guide for schools and employers			
20.	Has the principal taken all reasonable steps to ensure that: a) Students get good guidance and counselling?			
	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?			
	c) A student's parent is told of matters that, in the principal's opinion are: i). preventing or slowing the student's progress through school? Or			
20.(Cont)	ii) harming the student's relationship with teachers or other students?			

	[Ref: section 103 Education and Training Act 2020] <u>103 Students at State schools must receive guidance and counselling and their parents must be told about certain things</u>			
21	<p>Duty to prohibit the use or access of mobile phones</p> <p>(a) Has the Board taken steps to prohibit students from using or accessing mobile phones at all times while they are attending school? <u>Note:</u> the Board may do anything within its powers that it thinks necessary or desirable to implement the prohibition (for example the board may make bylaws under <u>section 126</u> of the Act) The prohibition will also apply to students of the school who are undertaking courses of education, gaining work experience or making visits outside school premises (by virtue of <u>section 53(2)</u> of the Education and Training Act 2020 (the Act)).</p> <p>(b) However the Board must ensure that the prohibition does not apply to a student to the extent that –</p> <ul style="list-style-type: none"> (i) the board is satisfied that the student needs to use or access a mobile phone for a purpose connected with the student’s health; or (ii) for the purpose of assisting the student in connection with any disability or learning support need; or (iii) a registered teacher determines that the student needs to use or access a mobile phone for a specific educational task or purpose; or (iv) the principal determines that there are special circumstances that make it necessary for the student to use or access a mobile phone (for example the student is a teenage parent). <p>(c) Has the board ensured that the prohibition takes effect no later than 29 April 2024?</p> <p>➤ Ref: <u>Education (School Boards) Amendment Regulations 2023</u></p>			
Please tick all the questions including bullet points or write N/A if not applicable.		Yes	No	Unsure
22.	<p>Has the board complied with the Public Records Act 2005 in relation to the retention and disposal of school records?</p> <p>[Further information:]</p> <p>School records retention/disposal information pack [PDF, 1.3 MB]</p> <p>Circular 2006/19 - school records retention and disposal</p>			
23.	Does the board have guidelines relating to compliance with the Copyright Act 1994 and are they implemented? <i>[Good practice]</i> .			

Is there any further information you would like to provide in relation to Section 1 - Board Administration?

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Self-Audit Checklist

Section 2 - Curriculum

Please tick all questions including bullet points. If questions are not applicable to your school please write N/A.		Yes	No	Unsure
1.	<p>Has the board, under section 127 of the Education and Training Act 2020:</p> <p>127 Objectives of boards in governing schools</p> <p>Ensured its primary objective in governing that every student at the school is able to attain their highest possible standard in educational achievement? And</p>			
	<p>To meet the primary objective ensured that the school:</p> <p>(a) is a physically and emotionally safe place for all students and staff; and</p>			
	<p>(b) gives effect to relevant student rights set out in the E&T Act 2020, the Bill of Rights Act 1990, and the Human Rights Act 1993; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</p>			
	<p>(c) is inclusive of and caters for students with differing needs; and</p>			
	<p>(d) gives effect to Te Tiriti o Waitangi including by –</p> <p>i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te reo Māori; and</p>			
	<p>ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p>			
	<p>iii) achieving equitable outcomes for Māori students?</p>			
	<p>To meet the primary objectives, does the board have particular regard to the NELP under section 5; and</p> <p>(e) give effect to its obligations in relation to –</p> <p>i) any foundation curriculum statements, national curriculum statements, and national performance measures; and</p>			

Please tick all questions including bullet points. If questions are not applicable to your school please write N/A.		Yes	No	Unsure
1. (Cont)	ii) teaching and learning programmes; and			
	iii) monitoring and reporting students' progress; and			
	(f) perform its functions and exercise its powers in a way that is financially responsible; and			
	(g) Comply with all of its other obligation under this or any other Act?			
	For question 2 – 14, has the board: (References to 'the Act' means the Education and Training Act 2020).			
2.	<p>(i).The National Curriculum for schooling schooling is being updated to make explicit the expectation that all primary and intermediate schools are teaching 10 hours of reading and writing (or pānui and tuhituhi) and 5 hours of maths (or pāngarau) in a typical school week</p> <p>The teaching and learning of reading, writing and maths is a priority for all schools. So that all students are getting sufficient teaching and learning time for reading, writing and maths, each school board with students in Years 0 to 8 must through its principal and staff, structure their teaching and learning programmes and/or timetables for delivering the National Curriculum Statements, including this one, to provide:</p> <ul style="list-style-type: none"> • 10 hours a week of teaching and learning focussed on supporting their progress and achievement in reading and writing in a typical school week, recognising the important contribution oral language development makes, particularly in the early phases of learning • 5 hours a week of teaching and learning focussed on supporting their progress in maths in a typical school week. <p>(ii) Where reading, writing and /or maths teaching and learning time is occurring within the context of National Curriculum Statements, progression of student's reading, writing and /or maths dispositions, knowledge and skills at the appropriate level must be explicitly and intentionally planned for and attended to.</p> <p>(iii) While the terms reading and writing are used, these expectations are inclusive of alternative methods of communication, including NZ Sign Language, augmentative and alternative communication (AAC) and Braille.</p> <p>Note: The above applies for all schools and kura from 1/1/2024, except for specialist schools (from 1/1/2025) and kura run by a specified kura board (from 22/7/2024). A specified kura means Kura Kaupapa Māori; a designated character school with a character that is hapu- or iwi-based or that affiliates with Ngā Kura ā-Iwi o Aotearoa; a designated integrated school with a special character that is hapu-or iwi-based.</p>			

	<ul style="list-style-type: none"> • Foundation Curriculum Policy Statements and National Curriculum Statements / Ngā Kaupapa Here Tauākī Tūāpapa Marautanga me ngā Tauākī Marautanga ā-Motu - 2023-go5904 - New Zealand Gazette 			
	<p>Ensured that the school's principal and staff developed and implemented 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>Ref: section 164</p>			
3.	<p>(1) Ensured that the school's principal and staff monitor and evaluate the performance of the school's students? And</p>			
	<p>(2) Does the monitoring and evaluating include, but is not limited to, monitoring and evaluating the performance of the students in relation to—</p> <p>(a) any foundation curriculum policy statements and national curriculum statements made under section 90; and</p>			
	<p>(b) any qualifications system referred to in section 164(b) that is offered at the school.</p>			
	<p>(3) Ensured 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) Reported to the Secretary for Education, to its school community, and to parents on the performance of the school's students in accordance with any regulations under section 639.</p> <p>Ref: section 165</p>			

Please tick all questions including bullet points. If questions are not applicable to your school please write N/A.		Yes	No	Unsure
4.	Developed and implemented teaching and learning programmes: Providing all students in years 1-10 with opportunities to achieve success in the following areas:			
	(a) Ngā Toi			
	(b) Te Reo Maori			
	(c) Hauora			
	(d) Pāngarau			
	(e) Pūtaiao			
	(f) Tikanga ā-iwi (me Te Takanga o Te Wā) https://kauwhatareo.govt.nz/en/resource/te-marautanga-o-aotearoa/tikanga-a-iwi/			
	(g) Ngā Reo			
	(h) Hangarau			
	(i) Te Reo Pākehā			
	i) giving priority to student achievement in literacy and numeracy, especially in years 1-8?			
	ii) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6? Section 127(2)(b); s 164 of the Act; NELP 4.			
5.	Through the analysis of good quality assessment information*(refer to question 12, section 1), evaluated the progress and achievement of students, giving priority first to:			
	(a) student progress and achievement in literacy and numeracy especially in years 1-8 and then to: (b) 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 <i>Te Marautanga o Aotearoa</i> ? Sections 164(b), 165 of the Act, NELP 4			

Please tick all questions including bullet points. If questions are not applicable to your school please write N/A.		Yes	No	Unsure
6.	Through the analysis of good quality assessment information*(refer to question 12, section 1above), identified: (a) students and groups of students who are not achieving?			
	(b) students and groups of students who are at risk of not progressing and/or achieving?			
	(c) students and groups of students who have special needs (including gifted and talented students)?			
	(d) aspects of the curriculum which require particular attention? section 127(2)(b), sections 164/165, NELP 1, 2, 3 and 6.			
7.	Developed and implemented teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 6 above?			
8.	In consultation with the school's Māori community, developed and made known to the school's community, policies and/or procedures, plans and targets for improving the achievement of Māori students? S 127(1)(d), s 139 and NELP 5.			
9.	Provided 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? [section 103 Ed & Training Act 2020]			
10.	(a) Ensured that teachers of students with disabilities, and other contact staff, have a sound understanding of the learning needs of students with disabilities?			
	(b) Where necessary, put in place support systems centred on each individual with disabilities? [NZ Disability Strategy in Schools].			

Please tick all questions including bullet points. If questions are not applicable to your school please write N/A.		Yes	No	Unsure
11.	Ensured that current practice meet the teaching and learning programmes based on <i>Te Marautanga o Aotearoa</i> for:			
	(a) Ngā Toi			
	(b) Te Reo Maori			
	(c) Hauora			
	(d) Pāngarau			
	(e) Pūtaiao			
	(f) Tikanga ā-iwi (me Te Takanga o Te Wā) https://kauwhatareo.govt.nz/en/resource/te-marautanga-o-aotearoa/tikanga-a-iwi/ .			
	(g) Ngā Reo			
	(h) Hangarau *			
	(i) Te Reo Pākehā i) giving priority to student achievement in literacy and numeracy, especially in years 1-8?			
	ii) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6?.			
* Hangarau Matihiko curriculum content and support * Note: Kura will be able to integrate this new digital technologies curriculum content into their teaching/learning programmes.				
12.	Developed and implemented a curriculum, as expressed in <i>Te Marautanga o Aotearoa</i> , for students in Years 1-13:			
	(a) that supports students to develop Te Āhua o ā Tātou Ākonga			
	(b) that is underpinned by Ngā Mātāpono Whānui			
	(c) in which Ngā Uara, Ngā Waiaro are encouraged and modelled and are explored by students			
	(d) that supports students to gain confidence in Te Reo Māori			
(e) that takes account of He Toi Mātauranga, He ManaTangata				
13	Worked towards offering students opportunities for learning second or subsequent languages (Years 7-10)? [<i>The New Zealand Curriculum</i>].			

The following is to assist the Whānau with self-review.

Whānau should have in place policies and procedures/guidelines/practices that facilitate the provision of a healthy and safe environment for students and staff that protects their welfare. *You should seek professional advice if unsure about specific matters especially in the application of health and safety at work legislation.*

Please tick all questions including bullet points or write N/A if not applicable

Self-Audit Checklist

Section 3 – Health, Safety and Welfare

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
Does the Board have Health and Safety policies and Procedures /guidelines / practices linked to:				
1.	Providing a safe physical and emotional environment for students? <i>Section 127(1)and (2) Education and Training Act 2020]</i>			
2.	Child abuse? (prevention and reporting) Also refer to question 25 below.			
3.	Behaviour management? <i>[Good practice].</i>			
4.	Discipline procedures? <i>[Good practice].</i>			
5.	Dealing with smoking, vaping, drugs and alcohol? Are notices prohibiting smoking and vaping at all times displayed in the school premises? <i>[section 7A , Smokefree Environments and Regulated Products Act 1990]</i>			
6.	Management and recording/administering of medication? <i>[Good practice].</i>			
7.	Duty to promote healthy food and nutrition: Has the board ensured that it must promote healthy food and nutrition for all of the school's students? Ref: Regulation 20 of Education (School Boards) Amendment Regulations 2022			
8.	Prohibiting the use of force? (corporal punishment) <i>[s 98 Education and Training Act 2020].</i> 98 Prohibition on corporal punishment and seclusion in registered schools			
9.	Cross cultural awareness? <i>[Good practice].</i> <i>NELP 2</i>			
10.	Dealing with parents who are subject to court orders affecting day to day care of, or contact with, a child at school? <i>[Good practice].</i>			

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
11.	Complaints? Good complaints handling by school boards of trustees , Download PDF 299 KB			
12.	(a) Internet safety including cyber bullying? And			
	(b) Has the Internet Safety Policy been implemented in the last year? [Write N/A if no reason(s) to implement policy in the last year] [Good practice].			
Download a copy of Bullying prevention and response: A guide for schools; https://www.netsafe.org.nz/advice/education/ Digital technology safe use guide for schools and Your school's ICT network				
13.	The Code of Practice for School Exempt Laboratories approved by the Environment Risk Management Authority about the use of hazardous substances for the teaching of science and technology? [Refer: Code of Practice for School Exempt Laboratories (WorkSafe website)].			
	The Code of Ethical Conduct for the use of Animals in research and teaching in schools? refer Use of Animals in Teaching and Schools			
14.	Ensuring that the requirements of the Health (Immunisation) Regulations 1995 are met? [Write N/A if not applicable] Refer: Immunisation Guidelines for Early Childhood Services and ...			
15.	Protection for staff and students from excessive UV radiation exposure over the summer months? [Good practice].			
16.	Prevention of sexual harassment? [ss 62, 68 Human Rights Act 1993; ss 108, 117, 118 Employment Relations Act 2000].			
17.	Collection, storage, access and disposal to personal information? [Privacy Act 2020].			
18.	First aid/notification of accidents – recording of all accidents as required by Health and Safety at Work Act and regulations?			
19	Development of an emergency plan, including pandemic planning, emergency/evacuation procedures, lockdowns, notification, student duty of care, testing procedures [National Civil Defence Emergency Plan Order 2015; Good practice]. Preparing for emergencies, traumatic incidents, evacuations and lockdowns Emergencies and traumatic incidents and Checking your property after a major incident . [MOE website]			
20	Management of crisis situations including pandemic planning?			

	[Good practice]. Refer Student wellbeing			
Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
21.	School trips/education outside the classroom – risk management procedures? [<i>Health and Safety at Work 2015 and regulations - EOTC Guidelines</i>].			
22.	Welfare and safety of students in off-site locations (where the school is using premises outside the school to provide education to students on a long-term or full-time basis. [<i>section 117(5) Education and Training Act 2020</i>] 117 State schools may use off-site locations approved by Minister			
23.	Visitors to the school? [Health and Safety at Work Act 2015 and regulations].			
24.	(a) Has the board regularly reviewed the policies and procedures/ guidelines/ practices linked to health and safety in questions 1 – 23 above, and			
	(b) Satisfied itself, through reports that these policies and procedures/guidelines/ practices have been implemented appropriately? [<i>Good practice</i>]			
25.	Does the Board: (a) Through the principal and teaching staff, currently provide anti-bullying programmes for students? and			
	(b) Do those anti-bullying programmes include a focus on:			
	i) Racist bullying?			
	ii) Bullying of students with special needs?			
	iii) Homophobic bullying?			
	iv) Transgender bullying?			
	v) Sexual harassment? [Good practice]. [Refer to section 127(1) E&T Act 2020] [Refer: Inclusive education ; Student wellbeing]			
26.	Has the Board: Ensured that its policies, practices and procedures on surrender and retention of property and searches of students by the principal, teachers and authorised staff members under sections 105 to 114, Part 3, subpart 4 of the Education and Training Act 2020:			
	(a) comply with the *Rules regulating the practice and procedure made by the Secretary for Education under s 113? and			
	(b) have regard to the guidelines issued by the Secretary for Education			

	under s 114 for the exercise of their powers and functions under sections 105 to 114 of the E&T Act 2020?			
26. (Cont)	[Note: Refer to www.legislation.govt.nz for sections 105 to 114 of the <i>Education and Training Act 2020</i> and the *Education (Surrender, Retention and Search) Rules 2013, and www.education.govt.nz for the guidelines issued by the Secretary for Education]. The Rules continue to apply under Schedule 1, clause 4 of the E&T Act 2020. Education (Surrender, Retention, and Search) Rules 2013 Guidelines for the surrender and retention of property and searches Subpart 4—Searches and surrender of property			
Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
27.	Satisfied itself, through reports from hostel management, that the hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school? <i>[Education (Hostels) Regulations 2005]. Write N/A if not applicable.</i>			
28	Has the board ensured policies and procedures that relate to students who have special education needs are implemented without discrimination, i.e. they are:			
	(a) Objective, value diversity and are integrated within the school curriculum;			
	(b) Regularly re-evaluated and developed to enhance effectiveness;			
	(c) Well-communicated to all staff and families, whānau of students and consistently applied;			
	(d) In compliance with: i). the Education and Training Act 2020 (section 34), that people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at State schools as people who do not; and 34 Students with special educational needs have same rights to education at State schools as others			
	ii). The NZ Bill of Rights Act (section 19), that everyone has the right to freedom from discrimination on the grounds of disability in terms of section 21(h) of the Human Rights Act 1993; and iii) The NELPs, National Curriculum Statements, Foundation Curriculum Policy Statements and Special Education Guidelines.			
Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
29.	Does the board have a child protection policy* that – (a) Is written, and contain provisions on the identification and reporting of child abuse and neglect in accordance with section 15 of the Oranga Tamariki Act 1989; and			

	<p>(b) the board ensures that every contract the board enters into with an independent person requires the person as soon as is practicable to adopt (and to review in accordance with paragraph (c) a child protection policy if the person is a provider of children’s services and some or all of the contract or arrangement is about providing children’s services?</p> <p>Note independent person excludes a board member or board employee. (refer section 15 of the Children’s Act 2014); and</p>			
	<p>(c) will be reviewed every three years?</p>			
	<p>(d) is available on the school’s website or is available on the school premises on request?</p>			
	<p>[Reference sections 18 and 19 Children’s Act 2014. Refer to Part 6 of Children’s Act 2014 - a practical guide for assistance]</p> <p>[*Note: the policy is a mandatory requirement].</p>			
30.	<p>Documented and implemented policies and procedures to ensure compliance with the Education Pastoral Care of Tertiary and International Learners Code of Practice 2021? <i>[Write N/A if not applicable].</i></p> <p>Note: The Education Pastoral Care of Tertiary and International Learners Code of Practice 2021</p>			
31.	<p>As signatory to the Code of Practice for the Pastoral Care of International Students*, ensured that it is complying with the Code particularly in terms of processes for student welfare:</p>			
	(a) Marketing and promotion [clauses 56/57 of Code]			
	(b) Managing and monitoring education agents [clauses 58/59 of Code]			
	(c) Offer, enactment, contracts, and insurance [clauses 60/61/62/63/64/65/66 of Code]			
	(d) Immigration matters [clauses 67/68 of Code]			
	(e) Orientation [clauses 69/70 of Code]			
	(f) Safety and wellbeing [clauses 71/72]			
	(g) International school learners under 18 [clause 73]			
31 (Cont)	(h) International school learners under 10 years [clause 74]			
	(i) International school learners at risk or with additional learning needs [clause 75]			
	(j) Accommodation [clause 76]			
	(k) Safety checks and appropriate checks [clause 77]			

	(l) Learner support, advice and services [clauses 78/79]			
	(m) Managing withdrawal and closure [clauses 80/81]			
	(n) Dealing with complaints [clauses 82/83] * Refer Education Pastoral Care of Tertiary and International Learners Code of Practice 2021			
Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
32.	Health and Safety at Work Act 2015 [HSWA] The HSWA imposes a number of duties on the Board of Trustees (as an entity) as they are responsible for controlling risks in the school workplace. The following checklist* provides a means for the Board to assess its performance against the duties specified in the HSWA. Note: When answering the questions the board needs to ensure that there is evidence of compliance.			
	1) Has the school board ensured, so far as is reasonably practicable:			
	(a) The health and safety of workers while at work?			
	(b) That a healthy and safe working environment is provided for independent contractors and their workers (e.g cleaners, trades people, repair people) who enter the school premises?			
	(c) That other people (such as students, parents, visitors etc) are protected from risks arising from work and activities at the school?			
	(d) That workers, students, and volunteers are protected from risks arising from activities while away from the school, such as when on excursions, or school camps?			
	(e) The provision and maintenance of a work environment that is without risks to health and safety?			
	(f) The provision and maintenance of safe plant and structures?			
	(g) The provision and maintenance of safe systems of work?			
	(h) The safe use, handling, and storage of plant, substances, and structures?			
	(i) The provision of adequate facilities for the welfare at work of workers in carrying out work for the school, including ensuring access to those facilities?			
	2) Has the board ensured that:			
(a) Notifiable events are reported to Worksafe as soon as possible after the event, such as notifiable injuries or illnesses that would usually require the person to be admitted to hospital for immediate treatment or within 48 hours of the injury or exposure to a substance? [write N/A if the event has not occurred]				
32. (Cont)				

	(b) Records of notifiable events are kept for at least 5 years? [write N/A if the event has not occurred]			
	(c) There is a risk identification and control process that eliminates or minimises the identified risks			
	(d) It receives regular reporting on its compliance with the HSWA?			
	<p>*Note this checklist is non-exhaustive, for your self-review based on section 36 of the HSWA, and questions under Tool 2 (Toolbox) – Board of Trustees’ Checklist in the Ministry of Education’s publication, <i>Health and Safety At Work Act 2015, A practical guide for boards of trustees and school leaders</i>.</p> <p>You can download the publication in the MOE’s website - health and safety practical guide for boards of trustees and school leaders</p> <p>The board should also seek professional advice if it is uncertain about specific matters.</p>			
Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
33	<p>Has the school board complied with the conditions under which students may get work experience, and health and safety responsibilities under the Health and Safety at Work Act?</p> <p>[Refer Work Experience Notice for the conditions and Students on Work Experience: A health and safety guide for schools and employers]</p> <p>Write N/A if not applicable</p>			
34.	<p>Is the school board aware of its obligations and complied with the new food safety laws which require schools to ensure that food they sell or serve is safe and suitable to eat?</p> <p>Note: depending on the type of food service provided, some schools will have additional obligations.</p> <p>Please refer to: Food safety for Schools and Kura (Food Act 2014);</p> <p>MPI’s school leaflet Schools - What does the Food Act mean for me? (external link) has the full list of food activities that need to be registered or are exempt.</p>			
35.	<p>Does the school board allow or intend to allow the supervised presence and use of firearms on and off school premises as part of students’ education or sporting activities?</p>			
Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
35.	<p>If the answer to the above (35.) is ‘Yes’, does the board comply with the guidelines* which support boards to understand their roles and responsibilities, and ensure compliance with the appropriate legislation</p> <p>Refer* Firearms in Schools Guidelines and Tool Kit and Quick guide to the Firearms in Schools Guidelines</p> <p>Write N/A if not applicable.</p>			
	<p>If the answer to the above (35.) is ‘Yes’, does the board comply with the guidelines* which support boards to understand their roles and responsibilities, and ensure compliance with the appropriate legislation</p>			

	Write N/A if not applicable.			
	Refer* Firearms in Schools Guidelines and Tool Kit and Quick guide to the Firearms in Schools Guidelines			
36.	Physical Restraint Note: references to “the Act” means the Education and Training Act 2020 Has the school board -			
	(a) Ensured that a teacher or authorised staff* member does not physically restrain* a student, unless the conditions set out in s99(2) are met and			
	(b) Follow the practice and procedure prescribed by the Ministry of Education’s Rules under Section 100 and			
	(c) Guidelines on the use of physical restraint and behaviour management under s 101 of the Education and Training Act 2020? *Note: the definition “physically restrain” means to use physical force to prevent, restrict, or subdue the movement of the student’s body or part of the student’s body against the student’s will. “Authorised staff member” means an employee of the school who is trained and authorised by the board to use physical restraint in accordance with the section [refer s99(4) E&T Act]			
	<u>Application of the new Physical restraint Rules**:</u> 36. 1) School policies [Rule 4] (a) Does the school board have a policy on reducing student distress and the use of physical restraint that has regard to the guidelines issued by the Secretary under section 101 of the Ed & Training Act 2020, including a process for managing complaints? [Note: the policy must be in place by 7 May 2023]			
(b) Has the school board taken reasonable steps to ensure that parents and caregivers, students, school staff and the school community know about the school’s policies on student distress and the use of physical restraint?				

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
36. (Cont)	36. 2) Authorisation of staff members who are not teachers [Rule 5]			
	(a) Has the board authorised an employee, who is not a teacher, and who has been trained in accordance with Rule 12, to use physical restraint in accordance with section 99 of the Act; and			
	(b) That every authorisation under sub-clause (1) must be in writing. And			
	(c) Has the board given the employee a copy of the authorisation. and			
	(d) That the board may, by written notice to the employee, revoke an authorisation at any time (if the situation arose)?			
	36. 3) Information to be made available [Rule 6]			
	(a) Has the school board ensured that the following documents are available to the school community:			
	(b) Guidelines issued by the Secretary under section 101 of the Act			
	(c) the names and positions of any authorised staff members; and			
	(d) the school's policy on reducing student distress and the use of physical restraint under Rule 4.			
	36. 4) Keeping records [Rule 7]			
	(a) Does the board keep written records of every instance of physical restraint of a student.			
	(b) Is the board aware that any record must be kept for a minimum period of 10 years from the date of last action?			
	36. 5) Developing support plans for the prevention of physical restraint [Rule 8]			
	(1) Has the board ensured that a support plan for preventing student distress and de-escalating crisis situations is put in place for any student:			
	(a) who the board identifies as having a high likelihood of being involved in a crisis situation where the physical restraint may be used on them; or			
(b) who is subject to the use of physical restraint more than once in a term; or				
(c) at the request of the student's parents or caregivers?				
(2) Has the board ensured that the student's parents or caregivers provide written informed consent if a section on physical restraint is appended to the student's support plan?				
Please tick all questions including bullet points. If questions are not applicable to	Yes	No	Unsure	

your school, please write N/A.				
36. (Cont)	36. 6) Notifying the use of Physical Restraint [rule 9] Has the board ensured that when a student has been physically restrained the student's parents or caregivers are: <ul style="list-style-type: none"> (a) notified as soon as possible about the incident of physical restraint; and 			
	<ul style="list-style-type: none"> (b) provided with a reasonable opportunity to actively participate in a debrief about the incident, including how it was managed with regard to guidelines, within three working days of the incident or later by mutual agreement? 			
	36. 7) Reporting on the use of physical restraint [Rule 11] (1) Has the board reported every incident of physical restraint to the Ministry of Education, including the information in Appendix 1, using the online form, their Student Management System or by completing and emailing the form attached to these Rules as Appendix 1?			
	(2) Has every staff member who uses physical restraint completed a staff physical restraint incident report. Has the board placed a copy of the form in the student's file and provided a copy to the student's parents and/or caregivers?			
	36. 7) Training and support for staff [Rule 12] Is the board aware that it must ensure: <ul style="list-style-type: none"> (1) that from 7 February 2024, teachers and authorised staff members have completed the online module on the content of the Guidelines issued under section 101 of the Act? 			
	<ul style="list-style-type: none"> (2) that from 7 February 2025, teachers and authorised staff members are supported and trained in identifying stress triggers, understanding unmet needs and preventing, minimising and responding to student distress; 			
	<ul style="list-style-type: none"> (3) teachers that the board identifies as having a high likelihood of needing to use physical restraint are trained in appropriate physical holds by accredited physical restraint practitioners? 			
	<ul style="list-style-type: none"> (4) that every authorised staff member (who is not a teacher) has been trained in appropriate physical holds by accredited physical restraint practitioners prior to their authorisation. <p>**Note: New rules and guidelines on understanding ākonga distress and minimising the use of physical restraint in schools came into force on 7 February 2023 - these supersede the 2017 rules and guidelines.</p> <p>For further information including the new online reporting form refer to MOE website: Minimising the use of physical restraint in New Zealand schools and kura</p>			

What does ERO want to know?

The board should have personnel policies/procedures and practices.

Self-Audit Checklist

Section 4 – Personnel

Good practice or legal compliance suggests that the board should have:

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
1.	Does the Board – (a) operate an employment policy that complies with the principle of being a good employer; and			
	(b) make that policy (including the equal employment opportunities programme) available to its employees; and			
	(c) ensure its compliance with that policy (including its equal employment opportunities programme) and report in its annual report* on the extent of its compliance. [Ref: *section 597(1) Education and Training Act 2020. Section 597(2) of the E&T Act defines the meaning of ‘good employer’] Personnel provisions in relation to education service 597 General principles			
	In addition to the above has the Board ensured that all employees maintain proper standards of integrity, conduct, and concern for – (d) the public interest; and			
	(e) the well-being of students attending the school. [Ref: s 597(3) Education and Training Act 2020] Personnel provisions in relation to education service 597 General principles			
2.	Has the Board taken into account matters prescribed by the Secretary for Education for assessing the performance of teachers? [s 599 Education and Training Act 2020; and relevant; Collective Employment Agreement]. 599 Performance of teachers			

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
3.	Documents showing that suitable human resource management practices are implemented including: (a) Selection and appointment procedures showing that:			
	i) the appointment panel has the proper delegation from the board			
	ii) applicants are registered for teaching positions			
	iii) for non-teaching positions, a Police Vet has been carried out			
	iv) the background of an applicant's character, competence, qualifications, and experience is carefully checked			
	v) original and certified documents are properly sighted			
	vi) Certified documents are authenticated by persons authorised to do so.			
	(b) the job/role descriptions			
	(c) induction procedures into the kura;			
	(d) provision for professional development			
	[Section 599/600 Education and Training Act 2020/ Good Practice/MOE Guidelines] 599 Performance of teachers 600 Equal employment opportunities			
4.	Annually assessed the principal against all the professional standards for principals? [NZ Ed Gazette: and relevant employment agreement].			
5.	Safety Checking of Workforce (Children's Act 2014) For <i>persons</i> that the Board employed or engaged from 1 July 2015 as a paid <i>children's worker*</i> , has the board undertaken the following checks: Identity Confirmation, either by:			
	(a) using an electronic identity credential to check that the identity is not claimed by someone else; <u>or</u>			
	(b) checking an original primary identity document (eg NZ passport);and a secondary identity document (eg NZ driver licence);			
	[Note: if there are no photos of the person in the documents in (b), the board must require an <i>identity referee</i> to authenticate/verify identity of the staff. If the person's name is different on a document in (b) the board must require a supporting name change document from the person];			
Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure

	(c) **searching the board’s personnel records to check whether the identity is being used or has been used by any person currently or previously employed/engaged by the board after the board has sighted the documents in (a) or (b) including the matters under ‘Note’ above			
	Criminal Convictions			
	(d) obtaining and considering information from NZ Police vet			
	[Note: no need for Police vet if the person already had one in the last three years or person is a registered teacher]			
	Other Information			
	(e) obtaining and considering a chronological summary of work history for preceding five years from the person; and			
	(f) whether person is registered with the Teaching Council, and if so, board has confirmed this with the Teaching Council;			
	(g) obtaining and considering information from at least one referee (not related to the person or part of the extended family) and			
	(h) any other information the board considers relevant for risk assessment;			
	(i) interviewed the person, in person or by telephone or other communication technology;			
	[Note: the requirements in (e), (g),(h) and (i) do not apply if the person is currently employed or engaged by the board in another role – write N/A in this case]			
	Risk Assessment			
	(j) evaluation of all the information above to assess the risk the potential children’s worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children’s worker or non-core children’s worker.			
	<p>Note:</p> <ul style="list-style-type: none"> i). *<i>Children’s workers</i> who are <i>core workers</i> work alone with or have primary responsibility or authority over children, eg teachers, teacher aides or support staff. Also applies to persons undertaking unpaid children’s work as part of educational or vocational training course. ii). **The purpose of paragraph (c) is to establish that the applicant is the sole claimant of the identity iii). For details the board should refer to the relevant provisions of the <i>Children’s Act 2014</i>, and regulations 5 – 8 of the <i>Children’s (Requirements for Safety Checks of Children’s Workers) Regulations 2015</i> – www.legislation.govt.nz. iv). For more information visit: www.childrensactionplan.govt.nz, and Children’s worker safety checking under the Children’s Act 2014 [PDF, 1.2 MB] v). Seek independent advice, eg from NZSTA if you are uncertain. 			

	Keep accurate records about each aspect of the safety checking process and have appropriate policies and procedures for the safety checking process.			
Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
6.	Kept all records for the purposes of the payroll service and given the Secretary for Education all information in accordance with section 578 of the Education and Training Act 2020? 578 Payroll service			
7.	Ensured that persons without a practising certificate are not permanently appointed to a teaching position? <i>[section 92(2) of the Education and Training Act 2020].</i> 92 Restrictions on appointment of teachers			
8.	Ensured that it does not continue to employ in any teaching position, any person:			
	(a) whose registration as a teacher has been cancelled, and who has not since been registered as a teacher again; or			
	(b) whose LAT has been cancelled, and who has not since been granted an authorisation again or registered as a teacher; or			
	(c) whose practicing certificate or LAT is suspended by the Disciplinary Tribunal?			
<i>[Reference section 93(1) of the Education and Training Act 2020].</i> 93 Restrictions on continued employment of teachers				
9.	Police vetting In accordance with s 104 of the E&T Act, has the board obtained a Police vet for every person:			
	(a) whom the board appoints or intends to appoint to a position at the school; and			
	(b) who is to work at the school during normal school hours; and			
	(c) who is not a registered teacher or holder of a limited authority to teach [LAT]; and			
	(d) before the person's employment or engagement at the school begins?			
	(e) considered the information contained in the Police vet to assess whether the person would pose a risk to the safety of children if the person were to carry out work at the school; and			
	(f) in carrying out the assessment taken into account any guidelines on risk assessment issued by the MOE? and			
(g) every three years of every person noted above who still works at the school?				

	<p>Contractors and their employees</p> <p>Has the board obtained a Police vet of every contractor, or employee of a contractor who has, or is likely to have unsupervised access to students at the school during normal school hours?</p>			
<p>Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.</p>		Yes	No	Unsure
<p>9. (Cont)</p>	<p>Has the board ensured that the Police vet is obtained <u>before</u> every contractor or their employee noted above has, or is likely to have unsupervised access to students at the school during normal school hours? and</p>			
	<p>considered the information contained in the Police vet to assess whether the person would pose a risk to the safety of children if the person were to carry out work at the school; and</p>			
	<p>in carrying out the assessment taken into account any guidelines on risk assessment issued by the MOE*?</p>			
	<p>Has the board obtained a Police vet every three years of every contractor or their employee noted above who still works at the school?</p>			
	<p><i>Reference: Clauses 9, 10, 11, and 12 Schedule 4 Education and Training Act 2020.</i></p> <p>104 Required Police vetting Schedule 4 Police Vetting August 2023 changes to Police vetting requirements *Guidelines for risk assessments of school staff and contractors (MOE)</p>			
<p>10.</p>	<p>As employer, reported to the Teaching Council in compliance with the mandatory reporting requirements under the Education and Training Act 2020 in the following situations: <i>[Write N/A if not applicable]</i>.</p>			
	<p>(a) when a teacher has been dismissed for any reason (section 489)? 489 Mandatory reporting of dismissals and resignations</p>			
	<p>(b) when a teacher resigns or the expiry of the teacher's fixed-term position, if within the previous 12 months, the board had advised the teacher that it was dissatisfied with, or intended to investigate, any aspect of the conduct of the teacher or the teacher's competence (section 489)? 489 Mandatory reporting of dismissals and resignations</p>			
	<p>(c) the board receives a complaint about the teacher's conduct or competence while he/she was an employee within 12 months of the teacher leaving (section 490)? 490 Mandatory reporting of complaints received about former employees</p>			
	<p>(d) the board has reason to believe that the teacher has engaged in serious misconduct (section 491)? 491 Mandatory reporting of possible serious misconduct</p>			

What does ERO want to know?

Whānau should have policies/procedures to track and report income and expenditure.

Self-Audit Checklist

Section 5 – Finance

As part of this process, has the board:

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
1.	Has the board performed its functions and exercised its powers in a way that is financially responsible? (section 127(2)(c); and			
	Ensured that annual accounts are prepared and audited as required by the Public Finance Act 1989 and s 152 E&T Act 2020? 152 Board to be financially responsible			
2.	Donation scheme – Boards that opt-in to the scheme must follow the requirements of the donations scheme as below:			
	(a) Has the board consulted with its school community and reflected their views when making the decision about whether to opt-in to the scheme or not and let the school community know it's final decision?			
	(b) Note: Boards wanting to opt in must make the decision each year			
	(c) Has the Board ensured that it will not be ask parents, caregivers, families/whānau for any donations, except for overnight camps?			
	(d) Has the Board clarified to parents, caregivers, families/whānau that it can require payment for items or services that are extra-curricular?			
	(e) Has the board ensured that students cannot be stopped from attending a camp if it is part of the school's core learning programme (curriculum) and a parent chooses not to make a donation? A 'school camp' is any curriculum-related activity where students are expected to stay overnight as part of that activity. Parents, caregivers, and family/whānau can choose to pay none, some or all of the school camp donation. If they choose not to make a donation, a child cannot be stopped from attending a camp if it is part of the school's curriculum. Ref: Sections 551 and 552 Education and Training Act 2020 Schools and kura with an EQI of 432 and above choosing to opt-in to the donations scheme ...gifts/koha), except for overnight school camps. The school donations... https://www.education.govt.nz/school/funding-and-financials/fees-charges-and-donations/schools-and-kura-with-an-egi-of-432-and-above-choosing-to-opt-in-to-the-donations-scheme/ 551 Discretionary grants to boards 522 Minister may prescribe exemptions to mandatory condition			

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
For questions 3 – 12, has the board				
3.	Prepared a budget that reflects the school's priorities? Managing school finances			
4.	Ensured that accounting records are kept that:			
	(a) correctly record and explain the transactions of the school?			
	(b) will, at any time, enable the financial position of the school to be determined with reasonable accuracy?			
	(c) will enable the trustees to ensure that the financial statements of the school comply with generally accepted accounting practice?			
	(d) will enable the financial statements of the school to be readily and properly audited?			
	[s 168 Crown Entities Act 2004]			
5.	Submitted its annual financial statements to the Auditor-General within 90 days after the end of each financial year? s. 135			
6.	(a) Prepared its annual report in accordance with section 134(2) of the Education Act and Training Act 2020 (which includes the total remuneration paid to school principals employed by the board)? ; and			
	(b) Forwarded its annual report to the Secretary of Education? [section 134(1) of the Education and Training Act 2020]?			
	(c) Ensured that the annual report is available to the public on an internet site maintained by or on behalf of the board? [section 136 Education and Training Act 2020] 136 Annual report to be made available			
7.	Ensured investment is in accordance with s 154 of the Education and Training Act 2020 and appropriate provisions of the Crown Entities Act 2004 relating to investments? [ss 160-161, 197 Crown Entities Act 2004]. 154 Restrictions on acquisition of securities For guidance refer to MOE's financial information for schools handbook: Financial Information for Schools Handbook and any updates.			
8.	Ensured that all financial gifts can be appropriately accounted for and applied to the purpose for which they were given? [s 159 E&T Act 2020; s 167 Crown Entities Act]. 159 Gifts Refer to MOE's FISH handbook cited in question 7 for guidance.			
Please tick all questions including bullet points. If questions are not applicable to		Yes	No	Unsure

What does ERO want to know?

ERO wants to know that the whānau has policies/procedures to provide to provide a safe and healthy learning environment.

Self-Audit Checklist

Section 6 – Asset Management

As part of this process, has the board:

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
1.	Implemented a maintenance programme and property management policy to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students? <i>clause 17 Property Occupancy Document- section 161 Education and Training Act 2020. Board role and responsibilities</i>			
2.	Confirmed that board managed projects remain within the allocated budget? <i>[Property Occupancy Document].</i>			
3.	Received regular reports on monitoring, maintenance and hazards and is the board satisfied with compliance? <i>[Good practice re Health and Safety in Employment Act 1992; cl 17 Property Occupancy Document].</i>			
4.	Received regular reports on monitoring, maintenance and hazards and is the board satisfied with compliance? <i>[Good practice re Health and Safety in Employment Act 1992; cl 17 Property Occupancy Document].</i>			
5.	Recently reviewed its evacuation procedures/scheme and is the board satisfied with compliance? <i>[Fire Safety, Evacuation Procedures, and Evacuation Schemes Regulations 2018, clause 20 Property Occupancy Document].</i> Refer: Developing an evacuation scheme or procedure			
6.	Received assurance at intervals of not more than six months, that a trial evacuation has occurred? <i>[Reg 29 Fire Safety, Evacuation Procedures, and Evacuation Schemes Regulations 2018].</i>			
7.	Made provision for post disaster and relief? <i>[Good practice].</i> For guidance refer to: [Checking your property after a major incident] .			
8.	Checked that the swimming pool meets the requirements set out in the MOE's website; www.education.govt.nz <i>[Write N/A if not applicable].</i>			
9.	Prepared and reviewed a 10-year property plan covering maintenance and capital property requirements in accordance with Ministry of Education guidelines? <i>[clause 7 Property Occupancy Document].</i>			

What does ERO want to know?

ERO wants to know that the whānau has policies/procedures to encourage Te Reo immersion in schools.

Self-Audit Checklist
Section 7 – Te Reo

Please tick all questions including bullet points. If questions are not applicable to your school, please write N/A.		Yes	No	Unsure
<i>Has the whānau, through the principal and staff:</i>				
1.	Ensured compliance for teaching in te reo Māori?			
2.	Attested and acknowledged level 1 immersion and taught at least 80% in te reo Māori?			

Is there any further information you would like to provide in relation to Section 7 – Te Reo?

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