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Kura Motuhake Assurance Statement and Self-Audit Checklists - January 2024

## How to fill in the Self-Audit Checklists and Kura Motuhake Assurance Statement

As part of the review process, the Education Review Office (ERO) asks the Kura Motuhake of each Kura Kaupapa Māori to complete the **Self-Audit Checklists** and **Kura Motuhake Assurance Statement (KMAS)**. The information in each of these documents assists ERO in scoping and planning the review.

Completing the checklists and the KMAS is also a useful process for your own self-review. Please read the [Guidelines for Board Assurance Statement](https://ero.govt.nz/sites/default/files/media-documents/2023-02/Guidelines%20for%20Board%20Assurance%20Statement%20-%20January%202023%20-%20%5B629885%5D.pdf) before completing these forms. The accuracy and validity of the information your Board gives in the checklists and KMAS is important for the focus of the review.

Note that all references to ‘the Act’ relate to the Education and Training Act 2020.

## How to fill in the checklists

There are seven checklists which cover the following requirements areas:

[Self-Audit Checklist 1: Kura Motuhake Administration 2](#_Toc1445835184)

[Self-Audit Checklist 2: Curriculum 7](#_Toc911975795)

[Self-Audit Checklist 3: Health, safety and welfare 14](#_Toc1448994823)

[Self-Audit Checklist 4: Personnel 23](#_Toc886506427)

[Self-Audit Checklist 5: Finance 28](#_Toc1829597441)

[Self-Audit Checklist 6: Asset management 31](#_Toc1147668302)

[Self-Audit Checklist Section 7 – Te Reo 33](#_Toc524211567)

Please complete each section and add any further comments or explanations in the spaces provided. Attach any explanations or matters you’re unsure about.

## How to fill in the Kura Motuhake Assurance Statement

After you’ve completed all the checklists please complete and sign the KMAS on page 32. Page 34 of the KMAS is for your Kura Motuhake to note areas you’re aware of where you’re not meeting legal requirements. There’s space for your Kura Motuhake to outline the circumstances and the actions you’re taking on each issue. This information will be very useful for your own Kura Motuhake as well as for the review.

**Please remember to attach your checklists to your Kura Motuhake Assurance Statement**

# Self-Audit Checklist 1: Kura Motuhake Administration

Completing this checklist gives ERO assurance that the Kura Motuhake is acting in a transparent and democratic manner, and has appropriate policies and procedures in place to support this.

|  | Please answer all questions and bullet points | Yes, No, Unsure, N/A? |
| --- | --- | --- |
| 1 | Is the Board properly elected and constituted?* [Section 119 of the Act: 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)
 | Select an Option. |
| 2 | Are any conflicts of interest of Board members fully declared?* [Clause 10, Schedule 23 the Act: 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)
 | Select an Option. |
| 3 | 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)\*[**Specified offences**](https://www.legislation.govt.nz/act/public/2014/0040/latest/link.aspx?search=ta_act%40act_C_ac%40ainf%40anif_an%40bn%40rn_25_a&p=2&id=DLM5501909) – Schedule 2, Children’s Act 2014* [Schedule 23 amended](https://www.legislation.govt.nz/act/public/2023/0045/latest/link.aspx?id=LMS823969)
 | Select an Option. |
| 4 | Have newly-elected, coopted or appointed members confirmed to the Board that they are eligible to be Board members? * [Clause 11, Schedule 23 of the Act: 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)
 | Select an Option. |
| 5 | 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**: this 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. * [Section 168 of the Act: Board members must comply with code of conduct](https://www.legislation.govt.nz/act/public/2020/0038/latest/whole.html%22%20%5Cl%20%22LMS267718)
* [Code of conduct for school board members](https://www.education.govt.nz/school/boards-information/boards-of-schools-and-kura/code-of-conduct/) (MOE)
 | Select an Option. |
| 6 | Are Board meetings properly run? * [[Education (School Boards) Regulations 2020](https://www.legislation.govt.nz/regulation/public/2020/0193/latest/LMS382668.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1) clauses 10 - 17](https://www.legislation.govt.nz/regulation/public/2020/0193/latest/LMS382688.html?search=ta_regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=2)
* [Parts 7 and 8 of the Local Government Official Information and Meetings Act 1987](https://www.legislation.govt.nz/act/public/1987/0174/latest/whole.html#DLM123071)
 | Select an Option. |
| 7 | Has the Board appointed a member (not being the principal/staff or student representative) to preside at meetings?* [Education (School Boards) Regulations 2020](https://www.legislation.govt.nz/regulation/public/2020/0193/latest/LMS382668.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1) clause 11
 | Select an Option. |
| 8 | 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](https://www.legislation.govt.nz/act/public/1987/0174/latest/whole.html#whole)
* [Public Records Act 2005](https://www.legislation.govt.nz/act/public/2005/0040/latest/DLM345529.html)
 | Select an Option. |
| 9 | **Strategic planning and reporting**Has the Board prepared its first strategic plan and annual implementation plan as required by regulations made under section 639 (Ref section 138) of the Act? * [Section 639, section 138 of the Act: School strategic plan and implementation plan](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262279.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1" \l "LMS262279)
* [Education (School Planning and Reporting) Regulations 2023](https://legislation.govt.nz/regulation/public/2023/0155/latest/LMS858842.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1)
* [School planning and reporting: Te Whakangārahu Ngātahi](https://www.education.govt.nz/school/schools-planning-and-reporting/#sh-planning%20and%20reporting) (MOE)

**Note**: A Board must prepare its first strategic plan and annual implementation plan when required by regulations made under section 639 of the Act. 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. 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. 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 of the Act. The annually updated sections of a 2022 school charter must be updated no later than a date fixed by the Secretary.**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. | Select an Option. |
| 10 | **Preparing strategic plan** Has the Board prepared a strategic plan for every 3-year period, or for a shorter period determined by the Secretary, and submitted it to the Secretary in accordance with regulations made under section 639 of the Act?* [Section 639, section 139 of the Act: Preparing strategic plan](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262280.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1" \l "LMS262280)
* [Te Whakangārahu Ngātahi | Planning Together Toolkit](https://assets.education.govt.nz/public/Documents/School/Running-a-school/Planning-and-reporting/Te-Whakangarahu-Ngatahi-Toolkit-on-school-planning-and-reporting-for-boards-and-principals-July-2023.pdf) (MOE)

**Note:**(1) The strategic plan must comply with any regulations made under section 639 of the Act relating to the form and content of strategic plans.(2) In preparing a strategic plan, the Board must:(a) consult:(i) the school community; and(ii) the school’s staff; and(iii) where appropriate, the school’s students; and(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.(3) In preparing a strategic plan, the Board may consult any person, group, or organisation that it thinks fit to consult.(4) **Note**: This section is subject to section 138(3) of the Act 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.’(5) 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.(6) 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).* [Section 142 of the Act: Expiry of strategic plan](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262284.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1)
 | Select an Option. |
| 11 | In consultation with the school's Māori community, developed and made known to the school's community policies, plans and targets for improving the progress and achievement of Māori students.* [Section 127(1)(d) of the Act: Objectives of boards in governing schools](https://legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81d95f34_127_25_se&p=1&sr=3)
* [Section 139 of the Act: Preparing strategic plan](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262280.html?search=sw_096be8ed81d95f34_164_25_se&p=1)
* [NELP 5](https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf) (MOE)
 | Select an Option. |
| 12 | **Preparing annual implementation plan** Has the Board prepared an annual implementation plan:(a) which contains the information required by regulations made under section 639 of the Act; and(b) is prepared in accordance with those regulations?* [Section 639 of the Act: Regulations relating to schools and boards](https://legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1" \l "LMS172994)
* [Section 143 of the Act: Preparing annual implementation plan](https://legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1#LMS262285)
* [Education (School Planning and Reporting) Regulations 2023](https://legislation.govt.nz/regulation/public/2023/0155/latest/LMS858842.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1)

**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 under section 144 of the Act. * [Section 138(1)(b) of the Act: School strategic plan and annual implementation plan](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262279.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1#LMS262279)
* [Section 144 of the Act: Amending annual implementation plan](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262286.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1)
 | Select an Option. |
| 13 | **Strategic planning documents to be on Internet site**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?* [Section 146 of the Act: Strategic planning documents to be on Internet site](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262288.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
 | Select an Option. |
| 14 | **Board to monitor performance against strategic planning documents**Has the Board monitored and evaluated its performance: |  |
|  | (a) in achieving (or making progress towards achieving) its objectives in accordance with its strategic plan; and | Select an Option. |
|  | (b) in implementing its strategy in accordance with regulations made under section 639 of the Act?* [Section 639 of the Act: Regulations relating to schools and boards](https://legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1#LMS172994)
 | Select an Option. |
|  | **Note**: The monitoring and evaluation must be carried out in accordance with regulations made under section 639 of the Act. The Board must report on its performance in the annual report, in accordance with regulations made under section 639 of the Act.* [Education (School Planning and Reporting) Regulations 2023](https://legislation.govt.nz/regulation/public/2023/0155/latest/LMS858842.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1)
* [Section 145 of the Act: Board to monitor performance against strategic documents](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262287.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1#LMS262287)
 |  |
| 15 | **Duty to report on progress and achievement of students**Has the Board, together with the school’s principal and teaching staff: |  |
|  | (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? | Select an Option. |
|  | (2) Ensured that the reports must: |  |
|  | (a) be written in plain language; and | Select an Option. |
|  | (b) include the student’s progress and achievement:  |  |
|  | (i) across any relevant foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; and | Select an Option. |
|  | (ii) in literacy and mathematics or te reo matatini and pāngarau; and | Select an Option. |
|  | (c) provided at least twice a year. | Select an Option. |
|  | **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.* [Regulation 21 of Education (School Boards) Amendment Regulations 2022: Duty to report on progress and achievement of students](https://legislation.govt.nz/regulation/public/2022/0290/latest/LMS778054.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1#LMS778053)
 |  |
| 16 | (1) On the basis of good quality assessment information\* (see above) reported to the school’s community: |  |
|  | (a) on the progress and achievement of students as a whole, and | Select an Option. |
|  | (b) on the progress and achievement of groups (identified 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); and | Select an Option. |
|  | (c) including the progress and achievement of Māori students against plans and targets (ie, plans and targets for improving the progress and achievement of Māori students) | Select an Option. |
|  | (2) Has the Board received regular and useful information about the achievement of Māori students in the school? | Select an Option. |
| 17 | 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:(a) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying; and | Select an Option. |
|  | (b) 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; and | Select an Option. |
|  | (c) Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs; and | Select an Option. |
|  | (d) Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy; and | Select an Option. |
|  | (e) Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning; and | Select an Option. |
|  | (f) Develop staff to strengthen teaching, leadership and learner support capability across the education workforce; and | Select an Option. |
|  | (g) Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.* [The Statement of National Education and Learning Priorities (NELP) 2020](https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf) (MOE)
 | Select an Option. |
| 18 | Is the Board satisfied that the school has been open for instruction on the number of half-days, terms and times specified in Regulations? * [Education (When State Schools Must Be Open) Regulations 2022](https://legislation.govt.nz/regulation/public/2022/0302/latest/LMS772254.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=2)
 | Select an Option. |
| 19 | Is the Board satisfied student absences are correctly recorded, monitored and followed up? * [Section 36 of the Act:](https://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?id=LMS171382) Students required to attend whenever schools are open
* [Regulations 3/11 of the Education (School Attendance) Regulations 1951](https://legislation.govt.nz/regulation/public/1951/0181/4.0/DLM5709.html)
* [School responsibilities for student attendance](http://www.education.govt.nz/school/managing-and-supporting-students/managing-student-attendance/legal-responsibilities/#jump1) (MOE)
 | Select an Option. |
| 20 | 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 Act, the Education Stand-down, Suspensions, Exclusions, and Expulsion Rules 1999 and guidance issued by the Ministry of Education?* [Sections 78-89](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) of the Act: Standing-down, suspension, exclusion, or expulsion
 | Select an Option. |
| 21 | (a) Are there policies/procedures to ensure compliance with legislation, including the non-discrimination provisions in the Human Rights Act?  | Select an Option. |
|  | (b) Are these policies/procedures regularly reviewed, and implemented appropriately by the Board? * Good practice
 | Select an Option. |
| 22 | Has the principal taken all reasonable steps to ensure that: |  |
|  | (a) students get good guidance and counselling; and | Select an Option. |
|  | (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; and  | Select an Option. |
|  | (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 | Select an Option. |
|  | (ii) harming the student’s relationship with teachers or other students?* [Section 103 of the Act: Students at State schools must receive guidance and counselling](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS171477.html?search=sw_096be8ed81d95f34_103_25_se&p=1&sr=1)
 | Select an Option. |
| 23 | Has the Board complied with the Public Records Act 2005 in relation to the retention and disposal of school records?* [Archiving and disposing of school records](https://www.education.govt.nz/school/managing-and-supporting-students/archiving-and-disposing-of-school-records/) (MOE)
 | Select an Option. |
| 24 | Does the Board have guidelines relating to compliance with the Copyright Act 1994 and are they implemented? * Good practice
 | Select an Option. |
| 25 | **Duty to prohibit the use or access of mobile phones** 1. Has the Board taken steps to prohibit students from using or accessing mobile phones at all times while they are attending school?

Note: 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  [section 126](https://legislation.govt.nz/regulation/public/2023/0294/latest/link.aspx?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1&id=LMS284391" \l "LMS284391) 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  [section 53(2)](https://legislation.govt.nz/regulation/public/2023/0294/latest/link.aspx?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1&id=LMS171476" \l "LMS171476) of the Education and Training Act 2020 (the **Act**)).1. However the Board must ensure that the prohibition does not apply to a student to the extent that –
2. 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
3. for the purpose of assisting the student in connection with any disability or learning support need; or
4. a registered teacher determines that the student needs to use or access a mobile phone for a specific educational task or purpose; or
5. 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).
6. Has the board ensured that the prohibition takes effect no later than 29 April 2024?
* Ref: [Education (School Boards) Amendment Regulations 2023](https://legislation.govt.nz/regulation/public/2023/0294/latest/LMS927308.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1)
 | Select an Option.Select an Option.Select an Option.Select an Option.Select an Option.Select an Option. |

## Additional information for Checklist 1: Board administration

Enter any additional information here, or note as ‘N/A’. If you’re attaching additional information to this form, make a note of it here.

|  |
| --- |
|  |

# Self-Audit Checklist 2: Curriculum

Completing this checklist gives ERO assurance that the board is meeting the curriculum requirements. Note: the quality of curriculum delivery related to student achievement is considered by ERO elsewhere in the review.

|  | Please answer all questions and bullet points (select ‘N/A’ if not applicable to your school) | Yes, No, Unsure, N/A? |
| --- | --- | --- |
| 1 | **Under section 127 of the Education and Training Act 2020:*** [Section 127 of the Act: Objectives of boards in governing schools](https://legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81d95f34_127_25_se&p=1&sr=3)

(1) Ensured its primary objective in governing is that every student at the school is able to attain their highest possible standard in educational achievement; and | Select an Option. |
|  | (2) To meet the primary objective, ensured that the school: |  |
|  | (a) is a physically and emotionally safe place for all students and staff; and | Select an Option. |
|  | (b) gives effect to relevant student rights set out in the Act, the Bill of Rights Act 1990, and the Human Rights Act 1993; and | Select an Option. |
|  | (c) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and | Select an Option. |
|  | (d) is inclusive of and caters for students with differing needs; and | Select an Option. |
|  | (e) gives effect to Te Tiriti o Waitangi including by: |  |
|  | (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te reo Māori; and | Select an Option. |
|  | (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and | Select an Option. |
|  | (iii) achieving equitable outcomes for Māori students. | Select an Option. |
|  | (3) To meet the primary objectives, the Board: (a) has particular regard to the NELP under section 5 of the Act; and* [Section 5 of the Act: Minister may issue national education and learning priorities](https://legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1#LMS261289)
 | Select an Option. |
|  | (b) gives effect to its obligations in relation to: (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and | Select an Option. |
|  | (ii) teaching and learning programmes; and | Select an Option. |
|  | (iii) monitoring and reporting students’ progress; and | Select an Option. |
|  | (c) performs its functions and exercises its powers in a way that is financially responsible; and | Select an Option. |
|  | 1. complies with all of its other obligations under this or any other Act.
 | Select an Option. |
|  | **For questions 2 to 17, the Board is meeting its curriculum requirements as follows:** |  |
| 2 | Ensured the school’s principal and staff have developed and implemented teaching and learning programmes that:(a) give effect to any foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; and[Section 90 of the Act: Curriculum statements and national performance measures](https://legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1#LMS171470)(b) give the school’s students access to a nationally and internationally recognised qualifications system.[Section 164 of the Act: Teaching and learning programmes](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262183.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1) |  |
| Select an Option. |
| Select an Option. |
| 3 | 1. The National Curriculum for 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.

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:* 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.

(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.(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.**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.[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](https://gazette.govt.nz/notice/id/2023-go5904) | Select an Option.Select an Option. |
| 4 | (a) Ensured that the school’s principal and staff monitor and evaluate the performance of the school’s students; and | Select an Option. |
|  | (b) Ensured the monitoring and evaluating includes, but is not limited to, monitoring and evaluating the performance of the students in relation to: |  |
|  | (i) any foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; and* [Section 90 of the Act: Curriculum statements and national performance measures](https://legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1#LMS171470)
 | Select an Option. |
|  | (ii) any qualifications system referred to in section 164(b) of the Act that is offered at the school.* [Section 164(b) of the Act: Teaching and learning programmes](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262183.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
 | Select an Option. |
|  | (c) 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. | Select an Option. |
|  | (d) 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 of the Act. | Select an Option. |
|  | * [Section 639 of the Act: Regulations relating to schools and boards](https://legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1" \l "LMS172994)
* [Section 165 of the Act: Monitoring of and reporting on student performance](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262184.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
 |  |
| 5 | Through the analysis of good quality assessment information\*(refer question 15, section 1), the Board has 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: | Select an Option. |
|  | (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 Te Marautanga o Aotearoa.* [Section 164(b) of the Act: Teaching and learning programmes](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262183.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
* [Section 165 of the Act: Monitoring of and reporting on student performance](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262184.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
* [NELP 4](https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf) (MOE)
 | Select an Option. |
| 6 | Through the analysis of good quality assessment information\*(refer question 15, section 1), the Board has identified: |  |
|  | (a) students and groups of students who are not achieving; and | Select an Option. |
|  | (b) students and groups of students who are at risk of not progressing and/or achieving; and | Select an Option. |
|  | (c) students and groups of students who have special needs (including gifted and talented students); and | Select an Option. |
|  | (d) aspects of the curriculum which require particular attention.* [Section 127(2)(b) of the Act: Objectives of boards in governing schools](https://legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81d95f34_127_25_se&p=1&sr=3)
* [Section 164 of the Act: Teaching and learning programmes](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262183.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
* [Section 165 of the Act: Monitoring of and reporting on student performance](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262184.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
* [NELP 1, 2, 3 and 6](https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf) (MOE)
 | Select an Option. |
| 7 | Developed and implemented teaching and learning strategies to address the needs of students and aspects of the curriculum identified in question 6 above. | Select an Option. |
| 8 | 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 of the Act: Students at State schools must receive guidance and counselling](https://legislation.govt.nz/act/public/2020/0038/latest/LMS171477.html?search=sw_096be8ed81d95f34_164_25_se&p=1)
 | Select an Option. |
| 9 | (a) Ensured that teachers of students with disabilities, and other contact staff, have a sound understanding of the learning needs of students with disabilities. | Select an Option. |
|  | (b) Where necessary, put in place support systems centred on each individual with disabilities.* [New Zealand Disability Strategy](https://www.odi.govt.nz/nz-disability-strategy/) (Office for Disability Issues)
 | Select an Option. |
| 10 | Complied with the requirement to adopt a statement on the delivery of the health curriculum, at least once in every two years, after consultation with the school community.* [Section 91 of the Act: Board of State school must consult about health curriculum](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS171475.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
* [Relationships & sexuality education: Guide for teachers/leaders/boards: Years 1-8](https://hpe.tki.org.nz/assets/healthpe/pdfs/RSE%2BGuide%2By1-8.pdf) (MOE)
* [Relationships & sexuality education: Guide for teachers/leaders/boards: Years 9-13](https://hpe.tki.org.nz/assets/healthpe/pdfs/RSE%2BGuide%2By9-13.pdf) (MOE)
* [Health and Physical Education curriculum](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnzcurriculum.tki.org.nz%2FThe-New-Zealand-Curriculum%2FHealth-and-physical-education&data=05%7C01%7CShan.Pather%40ero.govt.nz%7C34b33fd0f9534143af1208dae2c044f9%7Cba8cb0bf974b4580b10477d78377502f%7C0%7C0%7C638071612665172045%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=DSenvAzXdNrUoGMiY4AUq8J4GmWxwwkb%2F9xqe67KGBA%3D&reserved=0) (MOE)
 | Select an Option. |
| 11 | Developed and implemented a curriculum, as expressed in *Te Marautanga o Aotearoa*, for students in Years 1-13: |  |
|  | (a) that takes account of **He Toi Mātauranga, He ManaTangata;** | Select an Option. |
|  | (b) that is underpinned by **Ngā Mātāpono Whānui**; | Select an Option. |
|  | (c) in which **Ngā Uara, Ngā Wāiaro** are encouraged and modelled and are explored by students; and | Select an Option. |
|  | (d) that supports students to develop **Te Ahua o ā Tātou Akonga**  | Select an Option. |
|  | 1. That supports students to gain confidence in **Te Reo Māori**
* The National Curriculum: Foundation Curriculum Policy Statements
* [NZ Gazette Notice No 157, 29 October 2009, page 3811: National Curriculum: Foundation Curriculum Policy Statements](https://gazette.govt.nz/notice/id/2009-go8817)
 | Select an Option. |
| 12 | Ensured that current practice meets the teaching and learning programmes based on *Te Marautanga o Aotearoa* for: |  |
|  | (a) Ngā Toi | Select an Option. |
|  | (b) Te Reo Maori  | Select an Option. |
|  | (c) Hauora  | Select an Option. |
|  | (d) Pāngarau  | Select an Option. |
|  | (e) Pūtaiao  | Select an Option. |
|  | (f) Tikanga ā-iwi (me Te Takanga o Te Wā)* <https://kauwhatareo.govt.nz/en/resource/te-marautanga-o-aotearoa/tikanga-a-iwi/>.
 | Select an Option. |
|  | (g) Ngā reo;  | Select an Option. |
|  | (h) Hangarau\* | Select an Option. |
|  | 1. Te Reo Pākeha
2. giving priority to student achievement in literacy and numeracy, especially in years 1-8?
3. 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](http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa)\* Note: Kura will be able to integrate this new digital technologies curriculum content into their teaching/learning programmes.Ensured that current practice meets the requirement to base teaching and learning programmes on Te Marautanga o Aotearoa if the school has chosen to adopt the foundation curriculum policy statements based on Te Marautanga o Aotearoa.* [Digital Technologies curriculum content and support](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology) (MOE)
 | Select an Option.Select an Option.Select an Option. |
| 13 | Developed and implemented teaching and learning programmes: |  |
|  | (a) providing all students in years 1-10 with opportunities to achieve for success in the following areas: | Select an Option. |
|  | (i) Ngā Toi  | Select an Option. |
|  | (ii) Te Reo Maori  | Select an Option. |
|  | (iii) Hauora  | Select an Option. |
|  | (iv) Pāngarau | Select an Option. |
|  | (v) Pūtaiao | Select an Option. |
|  | (vi)Tikanga ā-iwi (me Te Takanga o Te Wā); * <https://kauwhatareo.govt.nz/en/resource/te-marautanga-o-aotearoa/tikanga-a-iwi/>.
 | Select an Option. |
|  | (vii) Ngā reo | Select an Option. |
|  | (viii)Hangarau;  | Select an Option. |
|  | (ix) Te Reo Pākehā | Select an Option. |
|  | (b) giving priority to student achievement in literacy and numeracy, especially in years 1-8, and | Select an Option. |
|  | (c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.* [Section 127 of the Act: Objectives of boards in governing schools](https://legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81d95f34_127_25_se&p=1&sr=3)
* [Section 164 of the Act: Teaching and learning programmes](https://legislation.govt.nz/act/public/2020/0038/latest/LMS262183.html?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
* [NELP 4](https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf) (MOE)
 | Select an Option. |
| 14 | Worked towards offering students opportunities for learning second or subsequent languages (Years 7-10).* [The New Zealand Curriculum](https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology) (Learning Languages)(MOE)
 | Select an Option. |
| 15 | For schools using Te Marautanga o Aotearoa, developed and implemented a curriculum, as expressed in Te Marautanga o Aotearoa, for students in Years 1-13: |  |
|  | (a) that supports students to develop **Te Āhua o ā Tātou Ākonga**; and | Select an Option. |
|  | (b) that is underpinned by **Ngā Mātāpono Whānui**; and | Select an Option. |
|  | (c) in which **Ngā Uara, Ngā Waiaro** are encouraged and modelled and are explored by students; and | Select an Option. |
|  | (d) that supports students to gain confidence in **Te Reo Māori**; and | Select an Option. |
|  | (e) that takes account of He Toi Mātauranga, He ManaTangata.* [NZ Gazette Notice No 157, 29 October 2009, page 3811: National Curriculum: Foundation Curriculum Policy Statements](https://gazette.govt.nz/notice/id/2009-go8817)
 | Select an Option. |
| 16 | For schools using Te Marautanga o Aotearoa, developed and implemented teaching and learning programmes providing all students in years 1-10 with opportunities to achieve for success in the following areas: |  |
|  | (a) Ngā Toi; and | Select an Option. |
|  | (b) Te Reo Māori; and | Select an Option. |
|  | (c) Hauora; and | Select an Option. |
|  | (d) Pāngarau; and | Select an Option. |
|  | (e) Pūtaiao; and | Select an Option. |
|  | (f) Tikanga ā-iwi (me Te Takanga o Te Wā); and* <https://kauwhatareo.govt.nz/en/resource/te-marautanga-o-aotearoa/tikanga-a-iwi/>
 | Select an Option. |
|  | (g) Ngā Reo; and | Select an Option. |
|  | (h) Hangarau; and | Select an Option. |
|  | (i) Te Reo Pākehā; and | Select an Option. |
|  | (i) giving priority to student achievement in literacy and numeracy, especially in years 1-8; and | Select an Option. |
|  | (ii) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6. | Select an Option. |
| 17 | Developed and implemented teaching and learning programmes based on Te Marautanga o Aotearoa in a bilingual class or classes where Māori in one of the languages of instruction.**Note**: schools with a bilingual class or classes may develop and implement the teaching and learning programmes.* [NZ Gazette Notice No 157, 29 October 2009, page 3811: National Curriculum: Foundation Curriculum Policy Statements](https://gazette.govt.nz/notice/id/2009-go8817) see page 3812
 | Select an Option. |

## Additional information for Checklist 2: Curriculum

Enter any additional information here, or note as ‘N/A’. If you’re attaching additional information to this form, make a note of it here.

|  |
| --- |
|  |

# Self-Audit Checklist 3: Health, safety and welfare

Completing this checklist gives ERO assurance that the board has policies and procedures/guidelines/practices in place that facilitate the provision of a healthy and safe environment for students and staff and that protects their welfare, including complying with legislative requirements under the Act. You should seek professional advice if unsure about specific matters, especially in the application of the health and safety at work legislation.

**Please answer all questions and bullet points. Select ‘N/A’ if questions are not applicable to your school.**

|  | The Board has health and safety policies, and procedures/guidelines/practices in place for the following areas | Yes, No, Unsure, N/A? |
| --- | --- | --- |
| 1 | Providing a safe physical and emotional environment for students.* [Section 127(1) and (2) of the Act: Objectives of boards in governing schools](https://legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81d95f34_127_25_se&p=1&sr=3)
 | Select an Option. |
| 2 | Preventing and reporting child abuse. (Also refer to question 25)  | Select an Option. |
| 3 | Cross cultural awareness.* [NELP 2](https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf) (MOE)
 | Select an Option. |
| 4 | Complaints.* [Good complaints handling by school boards of trustees](https://www.ombudsman.parliament.nz/sites/default/files/2019-03/Good%20complaints%20handling%20by%20school%20boards%20of%20trustees.docx) (Ombudsman website)
 | Select an Option. |
| 5 | Collection, storage, use, access and disposal of personal information.* [Privacy Act 2020](https://www.legislation.govt.nz/act/public/2020/0031/latest/LMS23223.html)
 | Select an Option. |
| 6 | (a) Promoting internet safety/security, including preventing cyber bullying. | Select an Option. |
|  | (b) Has the Internet Safety Policy needed to be applied in the last year? **Note**: Select ‘N/A’ if no reason to apply any aspect of the policy in the last year.* [Digital technology – A safe-use guide for schools](https://www.education.govt.nz/school/digital-technology/ict-incidents/digital-technology-guide-for-schools/) (MOE)
* [Your school's ICT network](http://www.education.govt.nz/school/digital-technology/your-schools-ict-network/) (MOE)
* [Resources for educators to foster safer online communities](https://www.netsafe.org.nz/advice/education/) (Netsafe)
* Good practice
 | Select an Option. |
| 7 | Preventing sexual harassment.* [Sections 62 and 68 Human Rights Act 1993: Sexual harassment](https://www.legislation.govt.nz/act/public/1993/0082/latest/whole.html#DLM304651)
* [Sections 108, 117, 118 Employment Relations Act 2000](https://www.legislation.govt.nz/act/public/2000/0024/latest/DLM60340.html)
 | Select an Option. |
| 8 | Dealing with parents who are subject to court orders affecting day-to-day care of, or contact with, a child at school.* Good practice
 | Select an Option. |
| 9 | First aid/notification of accidents, in particular, recording of all accidents.* [Health and Safety at Work Act 2015](https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html)
* [Health and Safety at Work (General Risk and Workplace Management) Regulations 2016](https://www.legislation.govt.nz/regulation/public/2016/0013/latest/DLM6727530.html)
 | Select an Option. |
| 10 | Managing and recording/administering medication.* Good practice
 | Select an Option. |
| 11 | Dealing with smoking, vaping, drugs and alcohol, and notices prohibiting smoking and vaping at all times are displayed in the school premises.* [Section](https://legislation.govt.nz/act/public/1990/0108/latest/link.aspx?search=ta_act_S_ac%40ainf%40anif_an%40bn%40rn_25_a&p=2&id=DLM223933) 7A, Smokefree Environments and Regulated Products Act 1990
 | Select an Option. |
| 12 | Meeting the requirements of the Health (Immunisation) Regulations 1995.**Note**: Select ‘N/A’ if not applicable.* [Immunisation Guidelines for Early Childhood Services and Primary Schools](https://www.healthed.govt.nz/resource/immunisation-guidelines-early-childhood-services-and-primary-schools-%E2%80%93-english-version) (Health Ed)
 | Select an Option. |
| 13 | Promoting healthy food and nutrition. * [Regulation 20 of Education (School Boards) Amendment Regulations 2022](https://legislation.govt.nz/regulation/public/2022/0290/latest/LMS778054.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1#LMS778050)
 | Select an Option. |
| 14 | Protection for staff and students from excessive UV radiation exposure over the summer months.* Good practice
 | Select an Option. |
| 15 | Visitors to the school.* [Health and Safety at Work Act 2015](https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html)
* [Health and Safety at Work (General Risk and Workplace Management) Regulations 2016](https://www.legislation.govt.nz/regulation/public/2016/0013/latest/DLM6727530.html)
 | Select an Option. |
| 16 | The Code of Practice for School Exempt Laboratories approved by the NZ Association of Science Educators, about the use of hazardous substances for the teaching of science and technology.* [HSNO codes of practice for hazardous substances](https://worksafe.govt.nz/topic-and-industry/hazardous-substances/guidance/hazardous-substances-cop/) (WorkSafe)
 | Select an Option. |
| 17 | The Code of Ethical Conduct for the use of Animals in research and teaching in schools.* [Use of Animals in Teaching and Schools](https://nzase.org.nz/animal-ethics/use-of-animals-in-teaching-and-schools/) (NZ Schools’ Animal Ethics Committee)
 | Select an Option. |
| 18 | Developing an emergency plan, including pandemic planning emergency/evacuation procedures, lockdowns, notification, duty of care for students, testing procedures.* [National Civil Defence Emergency Management Plan Order 2015](https://www.legislation.govt.nz/regulation/public/2015/0140/latest/DLM6486669.html)
* Good practice
* [Preparing for emergencies, traumatic incidents, evacuations and lockdowns](http://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/preparing-for-emergencies-and-traumatic-incidents/) (MOE)
* [Emergencies and traumatic incidents](http://www.education.govt.nz/school/student-support/emergencies/) (MOE)
* [Checking your property after a major incident](http://www.education.govt.nz/school/property/state-schools/day-to-day-management/checking-your-property-after-a-major-incident/) (MOE)
 | Select an Option. |
| 19 | 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).* [Section 117(5) of the Act: State schools may use off-site locations approved by Minister](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS171538.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1)
 | Select an Option. |
| 20 | Behaviour management. * Good practice
 | Select an Option. |
| 21 | Discipline procedures.* Good practice
 | Select an Option. |
| 22 | Prohibiting the use of force by way or correction or punishment (corporal punishment) or secluding any student enrolled or attending the school.* [Section 98 of the Act: Prohibition on corporal punishment and seclusion in schools](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS197125.html?search=sw_096be8ed81d95f34_98_25_se&p=1&sr=1)
 | Select an Option. |
| 23 | (a) The Board has regularly reviewed the policies and procedures/guidelines/practices linked to health and safety in questions 2 – 22 above, and; | Select an Option. |
|  | (b) satisfied itself, through reports that these policies and procedures/guidelines/practices have been implemented appropriately. * Good practice
 | Select an Option. |
| 24 | Policies and procedures that relate to students who have special education needs are implemented without discrimination, ie, they are: |  |
|  | (a) objective, value diversity and are integrated within the school curriculum; and | Select an Option. |
|  | (b) regularly re-evaluated and developed to enhance effectiveness; and | Select an Option. |
|  | (c) well-communicated to all staff and families, whānau of students and consistently applied; and | Select an Option. |
|  | (d) comply with:  |  |
|  | (i) section 34 of the Act: 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 students who do not; and* [Section](https://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?id=LMS171367) 34 of the Act: Students with special educational needs have same rights as others
 | Select an Option. |
|  | (ii) section 19 of the NZ Bill of Rights Act: 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 | Select an Option. |
|  | (iii) the NELP; National Curriculum Statements, Foundation Curriculum Policy Statements and Special Education Guidelines. | Select an Option. |
| 25 | (a) Through the principal and teaching staff, the Board currently provides anti-bullying programmes for students; and | Select an Option. |
|  | (b) those anti-bullying programmes include a focus on: |  |
|  | (i) racist bullying; and | Select an Option. |
|  | (ii) bullying of students with special needs; and | Select an Option. |
|  | (iii) homophobic bullying; and | Select an Option. |
|  | (iv) transgender bullying; and | Select an Option. |
|  | (v) sexual harassment.* [Section 127(1) of the Act: Objectives of boards in governing schools](http://www.legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1#LMS274508)
* [NELP 1](https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf) (MOE)
* [Inclusive education](https://www.education.govt.nz/school/student-support/inclusive-education/) (MOE)
* [Student wellbeing](https://www.education.govt.nz/school/student-support/student-wellbeing/) (MOE)
 | Select an Option. |
| 26 | **The Board has a child protection policy:****Note**: This is a mandatory requirement. |  |
|  | (a) that is written, and contains provisions on the identification and reporting of child abuse and neglect in accordance with section 15 of the Oranga Tamariki Act 1989; and | Select an Option. |
|  | (b) 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; and**Note**: Independent person excludes a Board member or Board employee. | Select an Option. |
|  | (c) will be reviewed every three years; and | Select an Option. |
|  | (d) is available on the school’s website or is available on the school premises if requested. | Select an Option. |
|  | * [Section 15 of the Oranga Tamariki Act 1989: Reporting of child abuse](https://www.legislation.govt.nz/act/public/1989/0024/latest/DLM149467.html#DLM149467)
* [Sections 18 and 19 of the Children’s Act 2014: School boards’ child protection policies](https://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501668.html?search=ad_act%40bill%40regulation%40deemedreg_children%27s+act_____25_ac%40bc%40rc%40dc%40apub%40aloc%40apri%40apro%40aimp%40bgov%40bloc%40bpri%40bmem%40rpub%40rimp_ac%40bc%40rc%40ainf%40anif%40bcur%40rinf%40rnif_h_ew_se_&p=1)
* [Part 6 of the Children’s Act 2014 - a practical guide: Child protection policies](https://www.education.govt.nz/assets/Uploads/VCAPracticalGuide.pdf) (MOE)
 |  |
| 27 | The Board is aware of its obligations and has complied with the food safety laws which require schools to ensure that food they sell or serve is safe and suitable to eat.**Note**: depending on the type of food service provided, some schools will have additional obligations.* [Food safety for schools and kura (Food Act 2014](http://www.education.govt.nz/school/health-safety-and-wellbeing/managing-risks-and-hazards-at-school/food-safety-for-schools-and-kura-food-act-requirements/) (MOE)
* [Schools - What does the Food Act mean for me?](https://www.mpi.govt.nz/document-vault/5260) (MPI: Full list of food activities that need to be registered or are exempt)
 | Select an Option. |
| 28 | 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 Act: |  |
|  | (a) comply with the \*Rules regulating the practice and procedure made by the Secretary for Education under section 113 of the Act; and | Select an Option. |
|  | (b) have regard to the guidelines issued by the Secretary for Education under section 114 of the Act for the exercise of their powers and functions under sections 105 to 114. | Select an Option. |
|  | **Note**: Refer to [www.legislation.govt.nz](http://www.legislation.govt.nz) for sections 105 to 114 Part 3, [Subpart 4] of the Act and the \*Education (Surrender, Retention, and Search) Rules 2013; [www.education.govt.nz](http://www.education.govt.nz) for guidelines issued by the Secretary for Education]. This Rules continue to apply under Schedule 1, clause 4 of the Act.* [105 to 114, Part 3, Subpart 4 of the Act: Searches and surrender of property](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=LMS284386)
* [Education (Surrender, Retention, and Search) Rules 2013](https://legislation.govt.nz/regulation/public/2013/0469/latest/DLM5744101.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=1)
* [Guidelines for the surrender and retention of property and searches](https://www.education.govt.nz/assets/Documents/School/Guidelines-for-the-surrender-and-retention-of-property-and-searches.pdf) (MOE)
 |  |
| 29 | **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 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 (eg, worker training records, risks identified in appropriate register, copy of H&S policy printed at reception). |  |
|  | (1) The Board has ensured, so far as is reasonably practicable: |  |
|  | (a) the health and safety of workers while at work, by taking appropriate action; and | Select an Option. |
|  | (b) a healthy and safe working environment is provided for independent contractors and their workers (eg, cleaners, trades people, repair people) who enter the school premises; and | Select an Option. |
|  | (c) other people (eg, students, parents, visitors etc) are protected from risks arising from work and activities at the school; and | Select an Option. |
|  | (d) workers, students, and volunteers are protected from risks arising from activities while away from the school, such as when on excursions, or school camps; and | Select an Option. |
|  | (e) the provision and maintenance of a work environment is without risks to health and safety; and | Select an Option. |
|  | (f) the provision and maintenance of safe plant and structures; and | Select an Option. |
|  | (g) the provision and maintenance of safe systems of work; and | Select an Option. |
|  | (h) the safe use, handling, and storage of plant, substances, and structures; and | Select an Option. |
|  | (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. | Select an Option. |
|  | (2) The Board has 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; and**Note**: Select N/A if the event has not occurred. | Select an Option. |
|  | (b) records of notifiable events are kept for at least 5 years; and | Select an Option. |
|  | (c) there is a risk identification and control process that eliminates or minimises the identified risks; and | Select an Option. |
|  | (d) it receives regular reporting on its compliance with the HSWA. | Select an Option. |
|  | \***Note**: this checklist is non-exhaustive. For self-review based on section 36 of the HSWA, see the questions under Tool 2 – Board of Trustees’ Checklist in the Ministry of Education’s guide: * [Health and Safety At Work Act 2015, A practical guide for boards of trustees and school leaders](https://www.education.govt.nz/assets/Documents/Ministry/Initiatives/Health-and-safety/Tools/Health-and-Safety-at-Work-Act-2015-practical-guide.pdf) (MOE)

The Board should seek professional advice if it is uncertain about specific matters. |  |
| 30 | (a) Does the 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? | Select an Option. |
|  | (b) If the answer to the above 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? **Note**: Select ‘N/A’ if not applicable.* \*[Guidelines for schools developing a firearms policy](https://www.education.govt.nz/assets/Documents/Firearms/Firearms-in-Schools-Guidelines-and-Tool-Kit.pdf) (MOE)
* [Quick guide to the Firearms in Schools Guidelines](http://www.education.govt.nz/assets/Documents/Firearms/Quick-guide-to-the-Firearms-in-Schools-Guidelines.pdf) (MOE)
 | Select an Option. |
| 31 | Managing crisis situations including pandemic planning.* [Student wellbeing](http://www.education.govt.nz/school/student-support/student-wellbeing/) (MOE)
 | Select an Option. |
| 32 | School trips/education outside the classroom – risk management procedures.* [Education Outside The Classroom Guidelines](https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines) (MOE)
* [Health and Safety at Work Act 2015](https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html)
* [Health and Safety at Work (General Risk and Workplace Management) Regulations 2016](https://www.legislation.govt.nz/regulation/public/2016/0013/latest/DLM6727530.html)
 | Select an Option. |
| 33 | Has the Board complied with the conditions prescribed by the Minister of Education by Gazette notice under section 53 of the Act in relation to students who undertake work-based learning or work experience?* [Section 53 of the Act: 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)
* [NZ Gazette Notice No 158, 2 December 2004 page 3919: Work Experience Notice](https://gazette.govt.nz/notice/id/2004-go7907)
 | Select an Option. |
| 34 | Has the Board complied with the conditions\* under which students may get work experience, and health and safety responsibilities under the HSWA?**Note**: Select ‘N/A’ if not applicable.* \*[NZ Gazette Notice No 158, 2 December 2004 page 3919: Work Experience Notice](https://gazette.govt.nz/notice/id/2004-go7907)
* [Students on Work Experience: A health and safety guide for schools and employers](https://www.education.govt.nz/assets/Uploads/SES-Students-on-Work-Experience-HS.PDF) (MOE)
 | Select an Option. |
| 35 | The Board is satisfied, 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.* [Education (Hostels) Regulations 2005](https://www.legislation.govt.nz/regulation/public/2005/0332/25.0/DLM362025.html)
* [The Education (Hostels) Regulations 2005: Guidelines](https://www.education.govt.nz/school/property-and-transport/school-facilities/running-a-hostel/education-hostel-regulations-guidelines/) (MOE)
 | Select an Option. |
| 36 | Policies and procedures are documented to ensure compliance with the Education Pastoral Care of Tertiary and International Learners Code of Practice 2021. **Note**: Select ‘N/A’ if not applicable.* [Education Pastoral Care of Tertiary and International Learners Code of Practice 2021](https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Tertiary-and-International-Learners-Code-2021/Education-Pastoral-Care-of-Tertiary-and-International-Learners-Code-of-Practice-2021.docx)
 | Select an Option. |
| 37 | The Board complies with the Code of Practice for Pastoral Care of International Students (the Code)\* particularly in terms of processes for: |  |
|  | (a) Marketing and promotion [clauses 56/57 of Code]; and | Select an Option. |
|  | (b) Managing and monitoring education agents [clauses 58/59 of Code]; and | Select an Option. |
|  | (c) Offer, enactment, contracts, and insurance [clauses 60/61/62/63/64/65/66 of Code]; and | Select an Option. |
|  | (d) Immigration matters [clauses 67/68 of Code]; and | Select an Option. |
|  | (e) Orientation [clauses 69/70 of Code]; and | Select an Option. |
|  | (f) Safety and wellbeing [clauses 71/72 of the Code]; and | Select an Option. |
|  | (g) International school learners under 18 [clause 73 of the Code]; and | Select an Option. |
|  | (h) International school learners under 10 years [clause 74 of the Code]; and | Select an Option. |
|  | (i) International school learners at risk or with additional learning needs [clause 75 of the Code]; and | Select an Option. |
|  | (j) Accommodation [clause 76 of the Code]; and | Select an Option. |
|  | (k) Safety checks and appropriate checks [clause 77 of the Code]; and | Select an Option. |
|  | (l) Learner support, advice and services [clauses 78/79 of the Code]; and | Select an Option. |
|  | (m) Managing withdrawal and closure [clauses 80/81 of the Code]; and | Select an Option. |
|  | (n) Dealing with complaints [clauses 82/83 of the Code].* [Education Pastoral Care of Tertiary and International Learners Code of Practice 2021](https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Tertiary-and-International-Learners-Code-2021/Education-Pastoral-Care-of-Tertiary-and-International-Learners-Code-of-Practice-2021.docx)
 | Select an Option. |
| 38 | **The following legislation and guidelines apply for questions 38 to 47:*** [Education (Physical Restraint) Rules 2023](https://assets.education.govt.nz/public/MOE-Physical-Restraint-Rules-FINAL.pdf)\* (MOE)
* [Aramai He Tētēkura | Arise our Future Generations: A guide to understanding distress and minimising the use of physical restraint](https://assets.education.govt.nz/public/MOE-Physical-Restraint-Guidelines-FINAL-Web-singles.pdf)\* (MOE)
* [Responding to ākonga distress without restraint](https://www.education.govt.nz/school/student-support/special-education/behaviour-services-to-help-schools-and-students/responding-to-akonga-distress-without-restraint/) (MOE)
* [Section 99 of the Act: Limits on use of physical restraint at registered schools](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS375831.html?search=sw_096be8ed81d95f34_101_25_se&p=1)
* [Section 100 of the Act: Rules on use of physical restraint at registered schools](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS376536.html?search=sw_096be8ed81d95f34_101_25_se&p=1)
* [Section 101 of the Act: Guidelines on use of physical restraint and behaviour management](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS376537.html?search=sw_096be8ed81d95f34_101_25_se&p=1&sr=2)

**Note**: \*The Physical Restraint Rules and Guidelines on minimising the use of physical restraint in schools came into force on 7 February 2023 — these supersede the 2017 rules and guidelines.‘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 section 99(4) of the Act). |  |
|  | (a) Ensured that a teacher or authorised staff member does not physically restrain a student, unless the conditions set out in section 99(2) of the Act are met; and | Select an Option. |
|  | (b) Follows the practice and procedure prescribed by the Ministry of Education’s Rules under section 100 of the Act; and  | Select an Option. |
|  | (c) Follows the guidelines on the use of physical restraint and behaviour management under section 101 of the Act. | Select an Option. |
| 39 | **Application of the new Physical Restraint Rules and Guidelines, school policies [Rule 4]** |  |
|  | (a) The Board has 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 Act, including a process for managing complaints. **Note**: The policy must be in place by 7 May 2023. | Select an Option. |
|  | (b) The Board has 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. | Select an Option. |
| 40 | **Authorisation of staff members who are not teachers [Rule 5]** |  |
|  | (a) The Board has 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 | Select an Option. |
|  | (b) every authorisation under sub-clause (1) must be in writing; and | Select an Option. |
|  | (c) the employee has been given a copy of the authorisation; and  | Select an Option. |
|  | 1. the Board may, by written notice to the employee, revoke an authorisation at any time (if the situation arose).
 | Select an Option. |
| 41 | **Information to be made available [Rule 6]**The Board has ensured that the following documents are available to the school community:  |  |
|  | (a) Guidelines issued by the Secretary under section 101 of the Act | Select an Option. |
|  | (b) the names and positions of any authorised staff members; and  | Select an Option. |
|  | 1. the school’s policy on reducing student distress and the use of physical restraint under Rule 4.
 | Select an Option. |
| 42 | **Keeping records [Rule 7]** |  |
|  | (a) The Board keeps written records of every instance of physical restraint of a student; and | Select an Option. |
|  | (b) The Board is aware that any record must be kept for a minimum period of 10 years from the date of last action. | Select an Option. |
| 43 | **Developing support plans for the prevention of physical restraint [Rule 8]**(a) The Board has ensured that a support plan for preventing student distress and de-escalating crisis situations is put in place for any student: |  |
|  | (i) 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 | Select an Option. |
|  | (ii) who is subject to the use of physical restraint more than once in a term; or | Select an Option. |
|  | (iii) at the request of the student’s parents or caregivers. | Select an Option. |
|  | (b) The Board has 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. | Select an Option. |
| 44 | **Notifying the use of physical restraint [Rule 9]**The Board has ensured that when a student has been physically restrained the student’s parents or caregivers are: |  |
|  | (a) notified as soon as possible about the incident of physical restraint; and | Select an Option. |
|  | (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. | Select an Option. |
| 45 | **Monitoring the use of physical restraint [Rule 10]** |  |
|  | (a) The Board has taken reasonable steps to ensure that:  |  |
|  | (i) any student who has been physically restrained, and | Select an Option. |
|  | (ii) any staff member who has used physical restraint, has their physical and psychological wellbeing monitored so that appropriate support can be provided if adverse impacts from the restraint occur?**Note**: Select ‘N/A’ if the situation has not arisen. | Select an Option. |
|  | (b) The Board has ensured that records kept under Rule 7 are analysed so that trends including increased use of physical restraint can be identified, and appropriate responses to minimise physical restraint developed. | Select an Option. |
| 46 | **Reporting on the use of physical restraint [Rule 11]** |  |
|  | (a) The Board has 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. | Select an Option. |
|  | (b) Every staff member who uses physical restraint has completed a staff physical restraint incident report, and the Board has placed a copy of the form in the student’s file and provided a copy to the student’s parents and/or caregivers. | Select an Option. |
| 47 | **Training and support for staff [Rule 12]**The Board is aware that it must ensure: |  |
|  | (a) 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; and  | Select an Option. |
|  | (b) 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; and | Select an Option. |
|  | (c) 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; and | Select an Option. |
|  | (d) 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. | Select an Option. |

## Additional information for Checklist 3: Health, safety and welfare

Enter any additional information here, or note as ‘N/A’. If you’re attaching additional information to this form, make a note of it here.

|  |
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|  |

# Self-Audit Checklist 4: Personnel

Completing this checklist gives ERO assurance that Kura Motuhake has policies/procedures and practices in place for good personnel practice and legal compliance.

**Please answer all questions and bullet points. Select ‘N/A’ if questions are not applicable to your school.**

|  | The Board is meeting all its obligations for the following areas | Yes, No, Unsure, N/A? |
| --- | --- | --- |
| 1 | (a) Operates an employment policy that complies with the principle of being a good employer; and | Select an Option. |
|  | (b) makes that policy (including the equal employment opportunities programme) available to its employees; and | Select an Option. |
|  | (c) ensures its compliance with that policy (including its equal employment opportunities programme); and | Select an Option. |
|  | (d) reports in its annual report\* on the extent of its compliance.  | Select an Option. |
|  | **Note**: Section 597(2) of the Act defines the meaning of ‘good employer’* [Section 597 of the Act: Personnel provisions in relation to education service](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=LMS242159)
 |  |
| 2 | Has 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; and | Select an Option. |
|  | (ii) applicants are registered for teaching positions; and | Select an Option. |
|  | (iii) for non-teaching positions, a safety check including Police Vet has been carried out; and | Select an Option. |
|  | (iv) the background of an applicant’s character, competence, qualifications, and experience is carefully checked; and | Select an Option. |
|  | (v) original or certified documents are properly sighted; and | Select an Option. |
|  | (vi) certified documents are authenticated by persons authorised to do so; and | Select an Option. |
|  | (b) the job/role descriptions; and | Select an Option. |
|  | (c) induction procedures into the school; and | Select an Option. |
|  | (d) provision for professional development. | Select an Option. |
|  | * [Section 599 of the Act: Performance of Teachers](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=LMS267847)
* [Section 600 of the Act: Equal employment opportunities](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=LMS267849)
* Good practice
* MOE Guidelines
 |  |
| 3 | Has used the Principal Eligibility Criteria (PEC) issued by the Minister of Education under section 617 of the Act. The purpose of the PEC is to:* ensure consistency in the skills, competencies, knowledge and expertise that applicants demonstrate; and
* support better understanding of the background and experience needed for school leadership among persons aspiring to the role of a principal as part of their future career; and
* provide confidence to boards in making appointments; and
* signal the importance of the principal across the wider school system.

**Note** the above applies to principals of **state or state-integrated schools from March 2024.**You can access the criteria issued [here](https://assets.education.govt.nz/public/Documents/School/people-and-employment/principals-and-teachers/Principal-Eligibility-Critiera_.pdf).In making an appointment to the position of principal a board must apply any of the criteria issued and may also apply any specific additional criteria developed by the board under [section 618](https://legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS272556#LMS272556). | Select an Option.Select an Option.Select an Option.Select an Option. |
| 4 | Ensured that persons without a practising certificate are not permanently appointed to a teaching position.* [Section 92(2) of the Act: Restrictions on appointment of teachers](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=LMS176239)
 | Select an Option. |
| 5 | **Children’s Act 2014 - Safety Checking of Workforce*** [Sections 25, 26 and 27 of the Children’s Act 2014: Safety checks of children’s workers](https://www.legislation.govt.nz/act/public/2014/0040/latest/whole.html?search=ad_act%40bill%40regulation%40deemedreg_children%27s+act_____25_ac%40bc%40rc%40dc%40apub%40aloc%40apri%40apro%40aimp%40bgov%40bloc%40bpri%40bmem%40rpub%40rimp_ac%40bc%40rc%40ainf%40anif%40bcur%40rinf%40rnif_h_ew_se_&p=1#DLM5501707)
* [Regulations 5 – 8 of the Children’s (Requirements for Safety Checks of Children’s Workers) Regulations 2015](https://www.legislation.govt.nz/regulation/public/2015/0106/latest/DLM6482207.html)

For persons that the Board employed or engaged as a paid children’s worker\* the Board has undertaken the following checks: |  |
|  | (1) Identity Confirmation, by (a) or (b), **AND** (c): |  |
|  | (a) using an electronic identity credential to check that the identity is not claimed by someone else; or | Select an Option. |
|  | (b) checking: (i) an original primary identity document (eg, NZ passport); and | Select an Option. |
|  | (ii) a secondary identity document (eg, NZ driver licence); | Select an Option. |
|  | **Note**: If there are no photos of the person in the documents in (b), the Board must require an identity referee 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. |  |
|  | (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. | Select an Option. |
|  | (2) Criminal Convictions by obtaining and considering vetting information from NZ Police.**Note**: No need for Police vetting if the person already had one in the last three years or the person is a registered teacher.  | Select an Option. |
|  | (3) Other Information check by: |  |
|  | (a) obtaining and considering a chronological summary of work history for preceding five years from the person; and | Select an Option. |
|  | (b) whether person is registered with the Teaching Council, and if so, the Board has confirmed this with the Teaching Council; | Select an Option. |
|  | (c) obtaining and considering information from at least one referee (not related to the person or part of the extended family) and | Select an Option. |
|  | (d) any other information the Board considers relevant for risk assessment; | Select an Option. |
|  | (e) interviewed the person, in person or by telephone or other communication technology.**Note**: The requirements in 3(a), (c), (d) and (e) do not apply if the person is currently employed or engaged by the Board in another role – select ‘N/A’ in this case. | Select an Option. |
|  | (4) Risk Assessment by 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. | Select an Option. |
| 5A | **Periodic rechecking** Has the board carried out a safety check of existing children’s workers within 3 years of the date of the last safety check as follows:* Verification of identity (including previous identities)?
 | Select an Option. |
| * Third party checks with their professional registration body or licensing authority (as appropriate)
 | Select an Option. |
| * A new Police vet; and
 | Select an Option. |
| * A risk assessment
* [Periodic safety checks of children’s workers](https://legislation.govt.nz/act/public/2014/0040/latest/link.aspx?search=ta_act%40act_C_ac%40ainf%40anif_an%40bn%40rn_25_a&p=2&id=DLM5501709)
 | Select an Option. |
|  | **Notes**:(i) \*Children’s workers who are core workers 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. The above procedures also apply to non-core workers.(ii) \*\*The purpose of paragraph 1(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 Children’s Act 2014, Regulations 5 – 8 of the Children’s (Requirements for Safety Checks of Children’s Workers) Regulations 2015.(iv) Seek independent advice (eg, from NZSTA) if you are uncertain.(v) Keep accurate records about each aspect of the safety checking process, and have appropriate policies and procedures |  |
| 6 | In accordance with section 104 and Schedule 4 of the Act, the Board has: (a) Obtained a Police vetting for every person:(i) whom the Board appoints or intends to appoint to a position at the school; and(ii) who is to work at the school during normal school hours; and(iii) who is not a registered teacher or holder of a limited authority to teach (LAT); and(iv) before the person’s employment or engagement at the school begins; and(v) 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(vi) in carrying out the assessment taken into account any guidelines on risk assessment issued by the MOE. | Select an Option.Select an Option.Select an Option.Select an Option.Select an Option.Select an Option. |
|  | (b) Obtained a Police vetting for 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. | Select an Option. |
|  | (c) Ensured that the Police vetting is obtained before the contractor or their employee noted above has, or is likely to have, unsupervised access to children at the school during normal school hours. | Select an Option. |
|  | (d) Considered the information contained in the Police vetting to assess whether the contractor, or their employee, would pose a risk to the safety of children if they had unsupervised access to children at the school. | Select an Option. |
|  | (e) In carrying out the assessment taken into account any guidelines on risk assessment issued by the MOE. | Select an Option. |
|  | (f) Obtained a Police vetting every three years of every contractor or their employee noted above who still works at the school.* [Section 104 of the Act: Required Police vetting](http://www.legislation.govt.nz/act/public/2020/0038/latest/whole.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1#LMS200424)
* [Clauses 9,10, 11 and 12 Schedule 4 of the Act: Police Vetting](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=LMS176165)
* [August 2023 changes to Police vetting requirements](https://www.education.govt.nz/school/people-and-employment/principals-and-teachers/risk-assessments-for-police-vets-under-the-education-and-training-act-2020/#changes)
* \*[Guidelines for risk assessments of school staff and contractors](https://www.education.govt.nz/school/people-and-employment/principals-and-teachers/risk-assessments-for-police-vets-under-the-education-and-training-act-2020/#guidelines) (MOE)
 | Select an Option. |
| 7 | Has ensured that all employees maintain proper standards of integrity, conduct, and concern for: |  |
|  | (a) the public interest; and | Select an Option. |
|  | (b) the wellbeing of students attending the school. | Select an Option. |
|  | * [Section 597(3) of the Act: Personnel provisions in relation to education service](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=LMS242159)
* [Ngā Tikanga Matatika Ngā Paerewa](https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf) (Teaching Council – apply to all practising teachers)
 |  |
| 8 | 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 Act.* [Section 578 of the Act: Payroll service](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=LMS172517)
 | Select an Option. |
| 9 | Has annually assessed the principal against all the professional standards for principals.* NZ Ed Gazette: and relevant employment agreement
 | Select an Option. |
| 10 | Complied with section 580 of the Act and the relevant Principals’ Collective Agreement (ie, sought the written consent of the Secretary for Education) before paying any additional remuneration to the principal.* [Section 580 of the Act: Restrictions on payment of salaries of regular teachers by boards of payrolled 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=LMS172522)
 | Select an Option. |
| 11 | 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 | Select an Option. |
|  | (b) whose LAT has been cancelled, and who has not since been granted an authorisation again or registered as a teacher; or  | Select an Option. |
|  | (c) whose practising certificate or LAT is suspended by the Disciplinary Tribunal.* [Section 93(1) of the Act: Restrictions on continued employment of teachers](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=LMS177671)
 | Select an Option. |
| 12 | Has taken into account matters prescribed by the Secretary for Education for assessing the performance of teachers.* [Section 599 of the Act: Performance of teachers](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=LMS267847)
* Relevant Collective Employment Agreement
 | Select an Option. |
| 13 | As employer, reported to the Teaching Council in compliance with the mandatory reporting requirements under the Act in the following situations: **Note**: Select ‘N/A’ if not applicable. |  |
|  | (a) When a teacher has been dismissed for any reason; * [Section 489: Mandatory reporting of dismissals and resignations](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=LMS172226)
 | Select an Option. |
|  | (b) If, within the 12 months before a teacher’s resignation (including a fixed-term position) or expiry of the teacher’s fixed-term contract, the Board had advised the teacher that it was dissatisfied with, or intended to investigate, any aspect of the teacher’s conduct or teacher’s competence; * [Section 489: Mandatory reporting of dismissals and resignations](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=LMS172226)
 | Select an Option. |
|  | (c) The Board receives a complaint about the teacher’s conduct or competence while he/she was an employee within 12 months of after the teacher ceases to be employed;* [Section 490: Mandatory reporting of complaints received about former employees](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=LMS172227)
 | Select an Option. |
|  | (d) The Board has reason to believe that the teacher has engaged in serious misconduct;* [Section 491: Mandatory reporting of possible serious misconduct](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=LMS172228)
 | Select an Option. |
|  | (e) The Board is satisfied that despite undertaking competency procedures with the teacher, the teacher has not reached the required level of competence.* [Section 492: Mandatory reporting of failure to reach required level of competence](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=LMS172229)
 | Select an Option. |
| 14 | Implemented appropriate internal procedures for receiving and dealing with information about serious wrongdoing under the Protected Disclosures (Protection of Whistleblowers) Act 2022.* [Protected Disclosures (Protection of Whistleblowers) Act 2022](https://legislation.govt.nz/act/public/2022/0020/latest/whole.html)
 | Select an Option. |

## Additional information for Checklist 4: Personnel

Enter any additional information here, or note as ‘N/A’. If you’re attaching additional information to this form, make a note of it here.

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# Self-Audit Checklist 5: Finance

Completing this checklist gives ERO assurance that Kura Motuhake has policies/procedures and practices to track and report income and expenditure.

**Please answer all questions and bullet points. Select ‘N/A’ if questions are not applicable to your school.**

|  | The Board is meeting all its obligations for the following areas | Yes, No, Unsure, N/A? |
| --- | --- | --- |
| 1 | Performed its functions and exercised its powers in a way that is financially responsible.* [Section 127(2)(c) of the Act: Objectives of boards in governing schools](https://legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81d95f34_127_25_se&p=1&sr=3)
 | Select an Option. |
| 2 | Prepared a budget that reflects the school’s priorities.* [Financial Information for Schools Handbook](https://assets.education.govt.nz/public/Financial-Information-for-Schools-Handbook-April-2023.pdf) (MOE)
 | Select an Option. |
| 3 | Ensured that TFEA funding is used to promote student achievement.* [Operational funding](http://www.education.govt.nz/school/funding-and-financials/resourcing/operational-funding/) (MOE)
* [Targeted funding for educational achievement](https://www.education.govt.nz/school/funding-and-financials/resourcing/operational-funding/operational-funding-components/#Educachieve) (MOE)
 | Select an Option. |
| 4 | Ensured that SEG funding is used to benefit students with moderate special learning and behavioural needs.* [Operational funding](http://www.education.govt.nz/school/funding-and-financials/resourcing/operational-funding/) (MOE)
* [Special education grant](https://www.education.govt.nz/school/funding-and-financials/resourcing/operational-funding/operational-funding-components/#specialgrant) (MOE)
 | Select an Option. |
| 5 | Ensured that funding and staffing generated by ORS students is used for the benefit of those students.* [Operational funding components](https://www.education.govt.nz/school/funding-and-financials/resourcing/operational-funding/operational-funding-components/) (MOE)
* [Ongoing Resourcing Scheme](https://www.education.govt.nz/school/funding-and-financials/resourcing/entitlements-for-the-ongoing-resourcing-scheme/) (MOE)
 | Select an Option. |
| 6 | Ensured that all financial gifts can be appropriately accounted for and applied to the purpose for which they were given.* [Section 159 of the Act: Gifts](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=LMS289491)
* [Section 167 of the Crown Entities Act 2004: Gifts](https://www.legislation.govt.nz/act/public/2004/0115/latest/whole.html?search=qs_act%40bill%40regulation%40deemedreg_crown_resel_25_h&p=1#DLM330573)
* [Financial Information for Schools Handbook](https://assets.education.govt.nz/public/Financial-Information-for-Schools-Handbook-April-2023.pdf) (MOE)
 | Select an Option. |
| 7 | Ensured investment is in accordance with section 154 of the Act and appropriate provisions of the Crown Entities Act 2004 relating to investments.* [Section 154 of the Act: Restrictions on acquisition of securities](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=LMS289486)
* [Sections 160-161, and 197 Crown Entities Act 2004: Financial products](https://www.legislation.govt.nz/act/public/2004/0115/latest/whole.html?search=qs_act%40bill%40regulation%40deemedreg_crown_resel_25_h&p=1#DLM330565)
* [Financial Information for Schools Handbook](https://assets.education.govt.nz/public/Financial-Information-for-Schools-Handbook-April-2023.pdf) (MOE)
 | Select an Option. |
| 8 | Ensured that it has complied with section 155 of the Act, and appropriate provisions of the Crown Entities Act 2004 relating to borrowing.* [Section 155 of the Act: Restrictions on borrowing](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=LMS289487)
* [Sections 160/162 of the Crown Entities Act 2004: Financial products](https://www.legislation.govt.nz/act/public/2004/0115/latest/whole.html?search=qs_act%40bill%40regulation%40deemedreg_crown_resel_25_h&p=1#DLM330565)
* [Regs 11, 12 of the Crown Entities (Financial Powers) Regulations 2005](https://www.legislation.govt.nz/regulation/public/2005/0068/7.0/DLM319722.html)
* [Financial Information for Schools Handbook](https://assets.education.govt.nz/public/Financial-Information-for-Schools-Handbook-April-2023.pdf) (MOE)
 | Select an Option. |
| 9 | **Donation scheme** – Boards that opt-in to the scheme must follow the requirements of the donations scheme as below: |  |
|  | (a) 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 its final decision.**Note**: Boards wanting to opt in must make the decision each year. | Select an Option. |
|  | (b) Ensured that it will not ask parents, caregivers, families and whānau for any donations, except for overnight camps. | Select an Option. |
|  | (c) Clarified to parents, caregivers, families and whānau that it can require payment for items or services that are extra-curricular. | Select an Option. |
|  | (d) 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, caregiver, family or whānau chooses not to make a donation. | Select an Option. |
|  | **Note**: A ‘school camp’ is any curriculum-related activity where students are expected to stay overnight as part of that activity. Parents, caregivers, family and 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.* [Section 551 of the Act: Discretionary grants to boards](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=LMS259697)
* [Section 552 of the Act: Minister may prescribe exemptions to mandatory condition](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=LMS259698)
* [Schools and kura with an EQI of 432 and above choosing to opt-in to donations](https://www.education.govt.nz/school/funding-and-financials/fees-charges-and-donations/schools-and-kura-with-an-eqi-of-432-and-above-choosing-to-opt-in-to-the-donations-scheme/) (MOE)
 |  |
| 10 | Ensured that accounting records are kept that: |  |
|  | (a) correctly record and explain the transactions of the school; and | Select an Option. |
|  | (b) will, at any time, enable the financial position of the school to be determined with reasonable accuracy; and | Select an Option. |
|  | (c) will enable the Board members to ensure that the financial statements of the school comply with generally accepted accounting practice; and | Select an Option. |
|  | (d) will enable the financial statements of the school to be readily and properly audited.* [Section 168 of the Crown Entities Act 2004: Accounting records to be kept](https://www.legislation.govt.nz/act/public/2004/0115/latest/DLM330574.html?search=qs_act%40bill%40regulation%40deemedreg_crown_resel_25_h&p=1)
 | Select an Option. |
| 11 | Ensured that annual accounts are prepared and audited as required by the Public Finance Act 1989 and section 152 of the Act.* [Public Finance Act 1989](https://www.legislation.govt.nz/act/public/1989/0044/latest/DLM160809.html?search=ts_act%40bill%40regulation%40deemedreg_Public+Finance+Act+1989+_resel_25_a&p=1)
* [Section 152: Board to be financially responsible](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=LMS289484)
 | Select an Option. |
| 12 | Met its obligations for submitting an annual report:  |  |
|  | (a) Prepared its annual report (which includes the total remuneration paid to school principals employed by the Board); and * [Section 134(2) of the Act: Statements of variance and annual reports](https://legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS262217)
 | Select an Option. |
|  | (b) Forwarded its annual report to the Secretary of Education; and* [Section 134 of the Act: Statements of variance and annual reports](https://legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS262217)
 | Select an Option. |
|  | (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 of the Act: Annual report to be made available](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=LMS177765)
 | Select an Option. |
| 13 | Submitted its annual financial statements to the Auditor-General within 90 days after the end of each financial year. * [Section 135 of the Act: Audit](https://legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act%40act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS177764)
 | Select an Option. |

## Additional information for Checklist 5: Finance

Enter any additional information here, or note as ‘N/A’. If you’re attaching additional information to this form, make a note of it here.

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# Self-Audit Checklist 6: Asset management

Completing this checklist gives ERO assurance that has policies/procedures and practices to provide a safe and healthy learning environment.

**Please answer all questions and bullet points. Select ‘N/A’ if questions are not applicable to your school.**

|  | The Board is meeting all its obligations for the following areas | Yes, No, Unsure, N/A? |
| --- | --- | --- |
| 1 | Provided access and facilities for persons with disabilities to and within buildings.* [Sections 117-120 of the Building Act 2004: Access to buildings by persons with disabilities](https://www.legislation.govt.nz/act/public/2004/0072/latest/DLM306889.html?search=qs_act%40bill%40regulation%40deemedreg_Building+Act+2004_resel_25_h&p=1)
* [Schedule 2 of the Building Act 2004: Provision of access for persons with disabilities](https://www.legislation.govt.nz/act/public/2004/0072/latest/DLM309341.html?search=qs_act%40bill%40regulation%40deemedreg_Building+Act+2004_resel_25_h&p=1)
 | Select an Option. |
| 2 | 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.* [Clause 17 of the Property Occupancy Document](https://assets.education.govt.nz/public/Documents/Primary-Secondary/Property/Roles-and-responsibilities/Property-Occupancy-Document-POD-2022.pdf) (MOE)
* [Section 161 of the Act: Occupancy of buildings](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS325634.html?search=sw_096be8ed81d95f34_161_25_se&p=1&sr=2)
* [Board’s role and responsibilities](https://www.education.govt.nz/school/property-and-transport/roles/state-schools/#baord) (MOE)
 | Select an Option. |
| 3 | Received monthly reports on monitoring, maintenance and hazards, and is satisfied with compliance. * Good practice re Health and Safety at Work legislation
* [Health and Safety at Work Act 2015](https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html)
* [Health and Safety at Work (General Risk and Workplace Management) Regulations 2016](https://www.legislation.govt.nz/regulation/public/2016/0013/latest/DLM6727530.html)
* [Clause 17 of the Property Occupancy Document](https://assets.education.govt.nz/public/Documents/Primary-Secondary/Property/Roles-and-responsibilities/Property-Occupancy-Document-POD-2022.pdf) (MOE)
 | Select an Option. |
| 4 | Checked that the swimming pool meets MOE’s requirements. Young children have drowned by stumbling into unfenced or poorly fenced swimming pools. Boards have an obligation to secure their swimming pools.* [Build, replace or remove a school pool: Fences and signage](https://www.education.govt.nz/school/property-and-transport/school-facilities/swimming-pools/build-replace-or-remove-a-school-pool/#fences) (MOE)
 | Select an Option. |
| 5 | Prepared and reviewed a 10-year property plan covering maintenance and capital property requirements in accordance with MOE guidelines.* [Clause 7 of the Property Occupancy Document](https://assets.education.govt.nz/public/Documents/Primary-Secondary/Property/Roles-and-responsibilities/Property-Occupancy-Document-POD-2022.pdf) (MOE)
 | Select an Option. |
| 6 | Confirmed that Board-managed projects remain within the allocated budget.* [Property Occupancy Document](https://assets.education.govt.nz/public/Documents/Primary-Secondary/Property/Roles-and-responsibilities/Property-Occupancy-Document-POD-2022.pdf) (MOE)
 | Select an Option. |
| 7 | Recently reviewed its evacuation procedures/scheme and is satisfied with compliance.* [Fire Safety, Evacuation Procedures, and Evacuation Schemes Regulations 2018](https://www.legislation.govt.nz/regulation/public/2018/0096/latest/whole.html)
* [Clause 20 of the Property Occupancy Document](https://assets.education.govt.nz/public/Documents/Primary-Secondary/Property/Roles-and-responsibilities/Property-Occupancy-Document-POD-2022.pdf) (MOE)
* [Developing an evacuation scheme or procedure](http://www.education.govt.nz/school/property/state-schools/design-standards/fire-safety-design/#developing) (MOE)
 | Select an Option. |
| 8 | Received assurance at intervals of not more than six months that a trial evacuation has occurred.* [Regulation 29 of the Fire Safety, Evacuation Procedures, and Evacuation Schemes Regulations 2018](https://www.legislation.govt.nz/regulation/public/2018/0096/latest/whole.html#LMS46412)
 | Select an Option. |
| 9 | Made provision for post-disaster and relief.* Good practice
* [Checking your property after a major incident](https://education.govt.nz/school/property/state-schools/day-to-day-management/checking-your-property-after-a-major-incident/) (MOE)
 | Select an Option. |

## Additional information for Checklist 6: Asset management

Enter any additional information here, or note as ‘N/A’. If you’re attaching additional information to this form, make a note of it here.

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# 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, N/A? |
| --- | --- | --- |
| Has the board, through the principal and staff: |
| 1 | Ensured compliance for teaching in te reo Māori? | Select an Option. |
| 2 | Attested and acknowledged level 1 immersion and taught at least 80% in te reo Māori? | Select an Option. |

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

|  |
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|  |

Kura Motuhake Assurance Statement

|  |  |
| --- | --- |
| To:  | The Chief Review Officer |
|  | **Education Review Office (ERO)**  |
| From: | Kura Motuhake (or Board) |
|  | Click or tap here to enter text. **(the Kura)** |

**Note**: If the board is also responsible for the governance of one or more off-site locations[[1]](#footnote-2) (for example, activity centre, teen parent unit, satellite class, or other), please list these on page 355.

## Compliance Certification

Has Kura Motuhake 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 | Board administration  | Select an Option. |
| 2 | Curriculum  | Select an Option. |
| 3 | Health, safety and welfare | Select an Option. |
| 4 | Personnel  | Select an Option. |
| 5 | Finance | Select an Option. |
| 6 | Assets | Select an Option. |
| 7  | Te Reo Māori | Select an Option. |

For areas of self-identified non-compliance and actions to be taken, see page 35.

## Attestation

Kura Motuhake, Presiding member and the principal have taken all reasonable steps to meet their legal requirements, including for offsite locations (if any) as listed, and requirements detailed in Ministry of Education circulars and other documents. Where non-compliance has been identified, measures are being taken to remedy this.

|  |  |  |
| --- | --- | --- |
| **Kura Motuhake Presiding member** |  | **Principal** |
| Click or tap here to enter text. |  | Click or tap here to enter text. |
| Name |  | Name |
|  |  |  |
| Signature |  | Signature |
| Click or tap here to enter text. |  |  |
| Date: Click or tap to enter a date. |  | Date: Click or tap to enter a date. |

### List of off-site locations under the Kura Motuhake governance

Enter any off-site locations. For example, activity centre, teen parent unit, satellite class, or other. Enter ‘N/A’ if not applicable.

|  |
| --- |
|  |

**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[[2]](#footnote-3). 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.

## Non-compliances

This page is for you to note any areas you’re aware of where you’re not meeting legal requirements, and what actions you’re taking to resolve this. Enter any identified areas of non-compliances.

#### Identified areas of non-compliance:

|  |
| --- |
|  |

#### Actions being taken to address non-compliance:

Enter all actions being taken to address areas of non-compliance.

|  |
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1. 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). [↑](#footnote-ref-2)
2. Refer to MOE website: www.education.govt.nz [↑](#footnote-ref-3)