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Ngā Kura Kaupapa Te Aho Matua Whānau Assurance Statement and Self-Audit Checklists - February 2025

## How to fill in the Self-Audit Checklists and Ngā Kura Kaupapa Māori Te Aho Matua Assurance Statement

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

Completing the checklists and the **NKKMTAMAS** is a useful process for your own self-review. Please read the [Guidelines for Board Assurance Statement - January 2025](https://ero.govt.nz/sites/default/files/media-documents/2024-12/Guidelines%20for%20Board%20Assurance%20Statement%20-%20January%202025%20-%20%5B629885%5D.pdf) before completing these forms. The accuracy and validity of the information your Whānau gives in the checklists and **NKKMTAMAS** 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 five checklists which cover the following areas:

[Self-Audit Checklist 1: Whānau Administration 2](#_Toc190181691)

[Self-Audit Checklist 2: Curriculum 5](#_Toc190181692)

[Self-Audit Checklist 3: Health, safety and welfare 9](#_Toc190181693)

[Self-Audit Checklist 4: Personnel 14](#_Toc190181694)

[Self-Audit Checklist Section 5 – Te Reo 18](#_Toc190181695)

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 Ngā Kura Kaupapa Māori Te Aho Matua Assurance Statement

(NKKMTAMAS).

After you have completed all the checklists please complete and sign the **NKKMTAMAS** (Attestation) section near the end of this document. The non-compliances section is for the Whānau to note areas where you are aware that you are not meeting legal requirements. There is space for the Whānau to outline the circumstances and the action you are taking on each issue. This information will be very useful for your own Whānau as well as for the review.

**Please remember to attach your checklists to your Ngā Kura Kaupapa Māori Te Aho Matua Assurance Statement**

# Self-Audit Checklist 1: Whānau Administration

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

|  | Please answer all questions and bullet points. Select N/A if not applicable to your kura. | Yes, No,  Unsure, N/A? |
| --- | --- | --- |
| 1 | **Whānau to monitor performance against strategic planning documents**  Has the Whānau monitored and evaluated its performance:   1. in achieving (or making progress towards achieving) its objectives in accordance with its strategic plan; and 2. in implementing its strategy in accordance with regulations made under [section 639](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=LMS172994#LMS172994) of the Act?   Note: the monitoring and evaluation must be carried out in accordance with regulations made under [section 639](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=LMS172994#LMS172994) of the Act. The Whānau must report on its performance in the annual report, in accordance with regulations made under [section 639](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) 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) | Select an Option.  Select an Option. |
|  |  |  |
| 2 | **Duty to report on progress and achievement of** .  Has the Whānau, together with the tumuaki and kaiako:   1. Used good quality\* assessment or aromatawai information to report to each ākonga at the kura and their whānau on ākonga progress and achievement? 2. Ensured that the reports must – 3. be written in plain language; and 4. include ākonga progress and achievement – 5. across any relevant foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; and 6. in numeracy and literacy or te reo matatini and pāngarau; and 7. provided at least twice a year.   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 ākonga and build a comprehensive picture of the learning of that ākonga.  [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) | Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option. |
|  |  |  |
| 3 | 1. On the basis of good quality assessment or aromatawai information\* (see above) has the Whānau reported to the kura community:   1. on the progress and achievement of ākonga as a whole, and 2. on the progress and achievement of groups (identified ākonga who are not progressing and/or achieving, or are at risk of not progressing/ achieving or who have special needs including gifted and talented ākonga); and 3. including the achievement of ākonga against plans and targets (*i.*e plans and targets for improving the progress and achievement of ākonga)?   2. Has the Whānau received regular and useful information about the achievement of ākonga in the kura? | Select an Option.  Select an Option.  Select an Option.  Select an Option. |
| 5 | Has the Whānau taken all reasonable steps to ensure that ākonga attend the kura when it is open for instruction?  [36 Students of registered schools required to attend whenever schools are open](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS171382) | Select an Option. |
|  | Has the Whānau ensured that the kura is open for instruction on the number of half-days, terms and times specified by the Minister by notice under the Regulations?  Note:  These regulations, which came into force on 6 June 2024, authorise the Minister of Education, by notice, to—   * specify term dates and the number of half-days on which kura must be open and provide for exceptions in particular cases: * allow the Whānau to vary the time at which any 1 or more half-days take place, subject to any specified preconditions or requirements: * allow the Whānau to run multiple timetable arrangements unconditionally or subject to any specified preconditions or requirements:   [Education (When State Schools Must Be Open and Closed) Regulations 2024](https://legislation.govt.nz/regulation/public/2024/0053/latest/LMS954818.html?search=ta_regulation%40regulation_E_rc%40rinf%40rnif_an%40bn%40rn_25_a&p=2) | Select an Option. |
| 6 | Does the Whānau ensure all procedures and practices relating to the stand-down/suspension/exclusion and/or expulsion of any ākonga are implemented in accordance with the relevant provisions of 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. |
| 7 | **Duty to prohibit the use or access of mobile phones**   1. Has the Whānau taken steps to prohibit ākonga from using or accessing mobile phones at all times while they are attending kura?   Note: the Whānau may do anything within its powers that it thinks necessary or desirable to implement the prohibition (for example the Whānau 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 ākonga of the kura who are undertaking courses of education, gaining work experience or making visits outside kura 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 Act)   1. Has the Whānau ensured that the prohibition does not apply to an ākonga to the extent that: 2. the Whānau is satisfied that the ākonga needs to use or access a mobile phone for a purpose connected with the health of the ākonga; or 3. for the purpose of assisting the ākonga in connection with any disability or learning support need; or 4. a registered kaiako determines that the ākonga needs to use or access a mobile phone for a specific educational task or purpose; or 5. the tumuaki determines that there are special circumstances that make it necessary for the ākonga to use or access a mobile phone (for example the ākonga is a teenage parent).   [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. |

## Additional information for Checklist 1: Whānau 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.

Click or tap here to enter text.

# Self-Audit Checklist 2: Curriculum

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

|  | Please answer all questions and bullet points (select ‘N/A’ if not applicable to your kura) | 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](https://legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81d95f34_127_25_se&p=1&sr=3) schools  (1) Ensured its primary objective in governing is that every ākonga at the kura is able to attain their highest possible standard in educational achievement; and  (2) To meet the primary objective, ensured that the kura:  (a) is a physically and emotionally safe place for all ākonga and kaimahi; and  (b) gives effect to relevant ākonga rights set out in the Act, the Bill of Rights Act 1990, and the Human Rights Act 1993; and  (c) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the kura; and  (d) is inclusive of and caters for ākonga with differing needs; and  (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          (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and         (iii) achieving equitable outcomes for ākonga.  (3) To meet the primary objectives, the Whānau:  (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)  (b) gives effect to its obligations in relation to:  (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and  (ii) teaching and learning programmes; and  (iii) monitoring and reporting ākonga progress; and   (c) performs its functions and exercises its powers in a way that is financially responsible; and  (d) complies with all of its other obligations under this or any other Act. | Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option. |
| 2 | Has the Whānau ensured the tumuaki and kaiako 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 kura ākonga 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 | Does the kura Whānau with **ākonga in Years 0 to 8** through its tumuaki and kaiako, structure their teaching and learning programmes and/or timetables for delivering the National Curriculum Statements, including this one, to provide:  a) 10 hours a week of teaching and learning focussed on supporting their progress and achievement in pānui and tuhituhi in a typical kura week, recognising the important contribution reo-a-waha development makes, particularly in the early phases of learning  b) 5 hours a week of teaching and learning focussed on supporting their progress in pāngarau in a typical kura week.  c) Where pānui, tuhi and /or pāngarau teaching and learning time is occurring within the context of National Curriculum Statements, progression of ākonga pānui, tuhituhi and /or pāngarau dispositions, knowledge and skills at the appropriate level must be explicitly and intentionally planned for and attended to.  d) While the terms pānui and tuhituhi are used, these expectations are inclusive of alternative methods of communication, including NZ Sign Language, augmentative and alternative communication (AAC) and Braille.  [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.  Select an Option.  Select an Option. |
| 4 | Has the Whānau  a) Ensured that the tumuaki and kaiako monitor and evaluate the performance of ākonga; and  b) Ensured the monitoring and evaluating includes, but is not limited to, monitoring and evaluating the performance of the ākonga 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)  ii) any qualifications system referred to in section 164(b) of the Act that is offered at the kura?  [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)  c) Ensured that information about ākonga performance is given to the whānau of the ākonga in a timely manner and in a form that is readily understandable?  d) Reported to the Secretary for Education, to its kura community, and to whānau on the performance of ākonga in accordance with any regulations under section 639 of the Act?  [Section 639 of the Act: Regulations relating to school 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%22%20\l%20%22LMS172994)  [Section 165 of the Act: Monitoring of and reporting on student performance](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%22%20\l%20%22LMS172994%22%EF%B7%9FHYPERLINK%20%22https://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) | Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option. |
| 5 | Through the analysis of good quality assessment, aromatawai information\*(refer to question 2, section 1), evaluated the progress and achievement of ākonga, giving priority first to ākonga progress and achievement in te reo matatini and pāngarau especially in years 1-8?  [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 1](https://web-assets.education.govt.nz/s3fs-public/2024-04/FULL-NELP-2020.pdf?VersionId=KI1hgMV3pmnjj.vvkOzujWh.fmZXdTHv) , 4 (MOE) | Select an Option. |
| 6 | Through the analysis of good quality assessment, aromatawai information\*(refer above), has the Whānau identified:   1. ākonga and groups of ākonga who are not achieving? 2. ākonga and groups of ākonga who are at risk of not progressing and/or achieving? 3. ākonga and groups of ākonga who have special needs (including gifted and talented ākonga)? 4. aspects of the curriculum which require particular attention?   e) developed and implemented teaching and learning strategies to address the needs of ākonga and aspects of the curriculum identified above?  [Section 127(2)(b) of the Act: Objectives of Boards in governing](https://legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81d95f34_127_25_se&p=1&sr=3) schools  [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,](https://web-assets.education.govt.nz/s3fs-public/2024-04/FULL-NELP-2020.pdf?VersionId=KI1hgMV3pmnjj.vvkOzujWh.fmZXdTHv) 2, 3 and 6 (MOE) | Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option. |
|  |  |  |
| 7 | Developed and implemented teaching and learning programmes providing all ākonga in years 1-10 with opportunities to achieve success in the following areas:   * + - * 1. Ngā Toi; and         2. Te Reo Maori; and         3. Hauora; and         4. Pāngarau; and         5. Pūtaiao; and         6. Tikanga ā-iwi (me Te Takanga o Te Wā); and   <https://kauwhatareo.govt.nz/en/resource/te-marautanga-o-aotearoa/tikanga-a-iwi/>   * + - * 1. Ngā Reo; and         2. Hangarau; and         3. Te Reo Pākehā; and  1. giving priority to ākonga achievement in Te Reo Matatini and pāngarau, especially in years 1-8; and   ii) giving priority to regular quality physical activity that develops movement skills for all ākonga, especially in years 1-6. | Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  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.

Click or tap here to enter text.

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

Completing this checklist gives ERO assurance that the Whānau has policies and procedures/guidelines/practices in place that facilitate the provision of a healthy and safe environment for ākonga and kaimahi 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 kura.

|  |  | Health and safety policies and procedures / guideline / practice are in place? | These practices are known, understood and effectively implemented |
| --- | --- | --- | --- |
|  | The Whānau has health and safety policies, and procedures/guidelines/practices in place for the following areas: | Yes, No,  Unsure, N/A? | Yes, No,  Unsure, N/A? |
| 1 | Providing a safe physical and emotional environment for ākonga.  [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. | Select an Option. |
| 2 | Management of complaints, including:   1. A policy 2. A system for monitoring complaints 3. A process for ensuring resolution 4. Practice of self-review of trends in complaints   [Good complaints handling by school Boards](https://www.ombudsman.parliament.nz/resources/good-complaints-handling-school-boards)  (Ombudsman website) | Select an Option.  Select an Option.  Select an Option.  Select an Option. | Select an Option.  Select an Option.  Select an Option.  Select an Option. |
| 3 | Promoting internet safety/security, including preventing cyber bullying. |  |  |
|  | 1. 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: Safe and responsible use in schools](https://web-assets.education.govt.nz/s3fs-public/2024-10/DigitalTechnologySafeAndResponsibleUseInSchs.pdf?VersionId=8yShgtICS1qaZio4DLDMoNs2z959blHb) (MOE)  [Keeping your school network safe](https://www.google.co.nz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwie_ZWNoueJAxWRT2wGHYb1JwY4ChAWegQIGBAB&url=https%3A%2F%2Fwww.cert.govt.nz%2Finformation-and-advice%2Fguides%2Fkeeping-your-school-network-safe%2F&usg=AOvVaw33wPVZHLjQagNy8w7J7K96&opi=89978449)  [Netsafe Education | The Kete | Supporting Schools And Kura | Netsafe](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnetsafe.org.nz%2Four-work%2Feducation&data=05%7C02%7CJuliette.Hayes%40ero.govt.nz%7C9e06e4de5af0412b510c08dd084c4228%7Cba8cb0bf974b4580b10477d78377502f%7C0%7C0%7C638675845852031211%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=sUvATtpSrTKRBm%2BuJ16ve4SaIocEQ1pfmih983QcYPw%3D&reserved=0) | Select an Option. | Select an Option. |
| 4 | 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. | Select an Option. |
| 5 | Visitors to the kura.  [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. | Select an Option. |
| 6 | An emergency plan, including pandemic planning, emergency/evacuation procedures, lockdowns, notification, ākonga duty of care, testing procedures.  [National Civil Defence Emergency Management Plan Order 2015](https://www.legislation.govt.nz/regulation/public/2015/0140/latest/DLM6486669.html)  [Prepare for an emergency or traumatic incident](https://www.google.co.nz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwib46_-o-eJAxWlUGcHHQDlDZUQFnoECBYQAQ&url=https%3A%2F%2Fwww.education.govt.nz%2Feducation-professionals%2Fschools-year-0-13%2Fhealth-and-safety%2Fprepare-emergency-or-traumatic-incident&usg=AOvVaw1UiScqCr0jw0rd74CWmz2R&opi=89978449) (MoE)  [Traumatic incidents](https://www.education.govt.nz/education-professionals/schools-year-0-13/managing-students/stand-downs-suspensions-exclusions-and-expulsions-guidelines-part-2/section-1-contingency-planning/traumatic-incidents#paragraph-2708) (MoE)  [Checking your property after a major incident](https://www.education.govt.nz/education-professionals/schools-year-0-13/facilities-and-operations/checking-your-property-after-major-incident) (MoE) | Select an Option. | Select an Option. |
| 7 | Welfare and safety of ākonga in off-site locations (where the kura is using premises outside the kura to provide education to ākonga 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. | Select an Option. |
| 8 | Behaviour management.  Good practice | Select an Option. | Select an Option. |
| 9 | Discipline procedures.  Good practice | Select an Option. | Select an Option. |
| 10 | Prohibiting the use of force by way or correction or punishment (corporal punishment) or secluding any ākonga enrolled or attending the kura.  [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. | Select an Option. |
| 11 | Policies and procedures that relate to ākonga who have special education needs are implemented without discrimination, ie, they are: |  |  |
|  | (a) objective, value diversity and are integrated within the kura curriculum; and | Select an Option. | Select an Option. |
|  | (b) regularly re-evaluated and developed to enhance effectiveness; and | Select an Option. | Select an Option. |
|  | (c) well-communicated to all kaimahi and whānau of ākonga and consistently applied; and | Select an Option. | 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 kura as people who do not; and  [34 Students with special educational needs have same rights to education at State Schools as others](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=LMS171367) | Select an Option. | 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. | Select an Option. |
|  | (iii) the NELPs; National Curriculum Statements, Foundation Curriculum Policy Statements and Special Education Guidelines. | Select an Option. | Select an Option. |
| 12 | (a) Through the tumuaki and kaiako, the Whānau currently provides anti-bullying programmes for ākonga; and | Select an Option. | Select an Option. |
|  | (b) those anti-bullying programmes include a focus on: |  |  |
|  | 1. racist bullying; and | Select an Option. | Select an Option. |
|  | 1. bullying of ākonga with special needs; and 2. homophobic bullying; and 3. transgender bullying; and 4. 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/our-work/legislation/education-and-training-act-2020/information-boards) (MOE  [Understanding student wellbeing in the educational setting](https://www.educationcounts.govt.nz/publications/pacific/understanding-student-wellbeing-in-the-educational-setting) (MOE) | Select an Option.  Select an Option.  Select an Option.  Select an Option. | Select an Option.  Select an Option.  Select an Option.  Select an Option. |
| 13 | **The Whānau has a child protection policy:**  **Note**: This is a mandatory requirement. |  |  |
|  | 1. that is written, and contains provisions on the identification and reporting of child abuse and neglect in accordance with [section 15](https://www.legislation.govt.nz/act/public/2014/0040/latest/link.aspx?id=DLM149467" \l "DLM149467) of the Oranga Tamariki Act 1989; and | Select an Option. | Select an Option. |
|  | (b) ensures that every contract the Whānau 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 Whānau member or Whānau employee. | Select an Option. | Select an Option. |
|  | (c) will be reviewed every three years; and | Select an Option. | Select an Option. |
|  | (d) is available on the kura website or is available on the kura premises if requested. | Select an Option. | 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)  [Child protection in schools - Ministry of Education](https://www.education.govt.nz/education-professionals/schools-year-0-13/health-and-safety/child-protection-schools) (MoE)  **Note:** Roles and responsibilities of kaimahi:  (i) **Kaimahi** are responsible to be vigilant, have knowledge and awareness of the indicators of neglect, potential or actual abuse and to report any concerns, suspicions or allegations of suspected abuse immediately in accordance with the kura Child Protection Policy.  (ii) all kaimahi will receive child protection training for the purpose of (i). |  |  |
| 14 | **Physical restraint**  To ensure that policy and procedures comply with physical restraint regulations, rules and guidelines, has the Whānau:  (a) Ensured that a kaiako or authorised kaimahi does not physically restrain a ākonga, unless the conditions set out in section 99(2) of the Act are met; and  (b) Followed the practice and procedure prescribed by the Ministry of Education’s Rules under section 100 of the Act; and  (c) Followed the guidelines on the use of physical restraint and behaviour management under section 101 of the Act.  [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)  [Minimising physical restraint in schools – rules and guidelines](https://www.education.govt.nz/school/student-support/special-education/behaviour-services-to-help-schools-and-students/minimising-physical-restraint-in-new-zealand-schools-and-kura) (MOE)  [Physical Restraint Guidelines - Gazette 2024](https://gazette.govt.nz/notice/id/2024-go6461)  [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) | Select an Option.  Select an Option.  Select an Option. | Select an Option.  Select an Option.  Select an Option. |
| 15 | Kura 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. | Select an Option. |
| 16 | Has the Whānau complied with the conditions prescribed by the Minister of Education by Gazette notice under section 53 of the Act in relation to ākonga 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. | Select an Option. |
| 17 | Has the kura Whānau complied with the conditions under which ākonga may get work experience, and health and safety responsibilities under the Health and Safety at Work Act?  [Work Experience Notice 2004](https://gazette.govt.nz/notice/id/2004-go7907) for the conditions and [Students on Work Experience: A health and safety guide for schools and employers](https://web-assets.education.govt.nz/s3fs-public/2024-08/SES-Students-on-Work-Experience-HS%5B1%5D.PDF?VersionId=N5cmOBWejxoEZKbwJmBk2NHhvGgPno3X) | Select an Option. | Select an Option. |
| 18 | The Whānau 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 kura.  **Note**: Select ‘N/A’ if not applicable.  [Education (Hostels) Regulations 2005](https://www.legislation.govt.nz/regulation/public/2005/0332/25.0/DLM362025.html)  [The Education (Hostels) Regulations 2005: Guidelines](https://web-assets.education.govt.nz/s3fs-public/2024-08/Education-Hostels-Regulations-JUN-2019.pdf?VersionId=DVJH1Kl67D4yQkMav2aCwPpRXtYHodTi) (MOE) | Select an Option. | Select an Option. |
| 19 | The Whānau complies with the Code of Practice for Pastoral Care of International ākonga (the Code).  **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. | 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.

Click or tap here to enter text.

# Self-Audit Checklist 4: Personnel

Completing this checklist gives ERO assurance that the Whānau 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 kura.

|  | The Whānau is meeting all its obligations for the following areas | Yes, No,  Unsure, N/A? |
| --- | --- | --- |
| 1 | **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 Whānau employed or engaged as a paid children’s worker\* the Whānau 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 Whānau must require an *identity referee* to authenticate/verify identity of the kaimahi. If the person’s name is different on a document in (b) the Whānau must require a supporting name change document from the person];  (c)\*\*searching the Whānau personnel records to check whether the identity is being used or has been used by any person currently or previously employed/engaged by the Whānau after the Whānau has sighted the documents in (a) or (b) including the matters under ‘Note’ above.  2) Criminal Convictions obtaining and considering vetting information from NZ Police,  Note: no need for Police vet if the person already had one in the last three years or person is a registered teacher  3) Other Information check by:  (a) obtaining and considering a chronological summary of work history for preceding five years from the person;  (b) whether the person is registered with the Teaching Council, and if so, the Whānau has confirmed this with the Teaching Council;  (c) obtaining and considering information from at least one referee (not related to the person or part of the extended family).  (d) any other information the Whānau considers relevant for risk assessment;  (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 Whānau in another role – write N/A in this case. | Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option. |
|  |  |  |
|  | 1. 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 ākonga worker or non-core ākonga worker. | Select an Option. |
|  | **Notes**:   * 1. \*Ākonga workers who are core workers work alone with or have primary responsibility or authority over ākonga, eg. kaiako, kaiāwhina or support staff. Also applies to persons undertaking unpaid ākonga work as part of educational or vocational training course. The above procedures also apply to non-core workers.   2. \*\*The purpose of paragraph 1(c) is to establish that the applicant is the sole claimant of the identity   3. For details the whānau should refer to the relevant provisions of the *Children’s Act 2014*, and regulations 5 – 8 of the *Children’s (Requirements for Safety Checks of Children’s Workers) Regulations 2015* – [www.legislation.govt.nz](http://www.legislation.govt.nz).   4. For more information visit:   [www.childrensactionplan.govt.nz](http://www.childrensactionplan.govt.nz), and [Children’s worker safety checking under the Children’s Act 2014 [PDF, 1.2 MB](http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Childrens-worker-safety-checking-under-the-Vulnerable-Children-Act-RC-v1-02.pdf)   * 1. Seek independent advice, eg from NZSBA if you are uncertain.   vi) Keep accurate records about each aspect of the safety checking process and have appropriate policies and procedures for the safety checking process. |  |
| 2 | **Police vetting**  In accordance with section 104 and Schedule 4 of the Act, the Whānau has:  a) obtained a Police vet for every person:  i) whom the Whānau appoints or intends to appoint to a position at the kura; and  (ii)who is to work at the kura during normal kura hours; and  (iii) who is not a registered kaiako or holder of a limited authority to teach [LAT]; and  (iv)before the person’s employment or engagement at the kura begins; and  (v) considered the information contained in the Police vet to assess whether the person would pose a risk to the safety of ākonga if the person were to carry out work at the kura; and  (vi) in carrying out the assessment taken into account any guidelines on risk assessment issued by the MOE.  b) Obtained a Police vetting of every contractor, or employee of a contractor who has, or is likely to have unsupervised access to ākonga at the kura during normal kura hours.  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 ākonga at the kura during normal kura hours.  d) Considered the information contained in the Police vetting to assess whether the person would pose a risk to the safety of ākonga if they had unsupervised access to ākonga at the kura.  e) In carrying out the assessment taken into account any guidelines on risk assessment issued by the MOE.  f) Obtained a Police vet every three years of every contractor or their employee noted above who still works at the kura.  [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)  [Risk assessments after a Police vet](https://www.education.govt.nz/education-professionals/schools-year-0-13/health-and-safety/risk-assessments-after-police-vet) | Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option.  Select an Option. |
| 3 | 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. |
| 4 | Ensured that it does not continue to employ in any teaching position, any person:  (a) whose registration as a kaiako has been cancelled, and who has not since been registered as a kaiako again; or  b) whose LAT has been cancelled, and who has not since been granted an authorisation again or registered as a kaiako; or  (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.  Select an Option.  Select an Option. |
|  |  |  |
| 5 | As employer, reported to the Teaching Council in compliance with the mandatory reporting requirements under the Education and Training Act 2020 in the following situations:  (a)when a kaiako has been dismissed for any reason;  [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)  (b)if within the previous 12 months before a kaiako resignation (including a fixed term position) or expiry of the kaiako fixed-term contract, the Whānau has advised, the kaiako that it was dissatisfied with, or intended to investigate, any aspect of the conduct of the kaiako or the kaiako competence;  [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)  (c)the Whānau receives a complaint about kaiako conduct or competence while he/she was an employee within 12 months after the kaiako ceases to be employed;  [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)  (d)the whānau has reason to believe that the kaiako has engaged in serious misconduct;  [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)  (e)the Whānau is satisfied that despite undertaking competency procedures with the kaiako, the kaiako has not reached the required level of competence.  [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.  Select an Option.  Select an Option.  Select an Option.  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.

Click or tap here to enter text.

# Self-Audit Checklist Section 5 – Te Reo

|  | Please tick all questions including bullet points. If questions are not applicable to your kura, please write N/A. | Yes, No,  Unsure, N/A? |
| --- | --- | --- |
| Has the Whānau, through the tumuaki and kaiako: | | |
| 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. |

## Additional information for Self-Audit Checklist 5: Te Reo

Enter any additional information here, or note as N/A. If your attention additional information to this form, make a note of it here.

Click or tap here to enter text.

Ngā Kura Kaupapa Māori Te Aho Matua Assurance Statement

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

Note: If the Whānau is also responsible for the governance of one or more ‘off-site locations’ (activity centre/teen parent unit/satellite class, or other), please list the units\* in the **List of off-site locations under the Whānau governance** below**.**

## Compliance Certification

The whānau has worked through the self-audit checklists, shared these with its kura community, and has attested below to meet the following:

|  |  |  |
| --- | --- | --- |
|  | **Compliance area** | **Yes/No/Unsure** |
| 1 | Whānau Administration | Select an Option. |
| 2 | Curriculum | Select an Option. |
| 3 | Health, safety and welfare | Select an Option. |
| 4 | Personnel | Select an Option. |
| 5 | Te Reo Māori | Select an Option. |

For areas of self-identified non-compliance and actions to be taken, refer to end of document.

## Attestation

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

|  |  |  |
| --- | --- | --- |
| **Whānau Presiding member** |  | **Tumuaki** |
| 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 Whānau governance

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

Click or tap here to enter text.

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

Note: The Act requires kura to seek approval from the Minister of Education to use an off-site location or host an off-site location for another kura. Once approval has been given, kura 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 ākonga receiving education at the off-site location. Refer – [www.education.govt.nz](http://www.education.govt.nz)

## 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:

Click or tap here to enter text.

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

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

Click or tap here to enter text.