

Board Assurance Statement and Self-Audit Checklists

January 2026

How to fill in the Self-Audit Checklists and Board Assurance Statement

As part of the review process, the Education Review Office (ERO) asks the school board of each school to complete the **Self-Audit Checklists** and **Board Assurance Statement (BAS)**. The information in each of these documents assists ERO in scoping and planning the review.

Completing the checklists and the BAS is also a useful process for your own self-review. The accuracy and validity of the information your Board gives in the checklists and BAS 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 four checklists which cover the following areas:

Self-Audit Checklist 1: Board administration	2
Self-Audit Checklist 2: Curriculum	6
Self-Audit Checklist 3: Health, safety and welfare	12
Self-Audit Checklist 4: Personnel	19

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 Board Assurance Statement

After you’ve completed all the checklists please complete and sign the BAS on page 20. Page 22 of the BAS is for your Board to note areas you’re aware of where you’re not meeting legal requirements. There’s space for your Board to outline the circumstances and the actions you’re taking on each issue. This information will be very useful for your own Board as well as for the review.

Please remember to attach your checklists to your Board Assurance Statement

Self-Audit Checklist 1: Board administration

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

	Please answer all questions and bullet points	Yes, No, Unsure, N/A?
1	<p>Board to monitor performance against strategic planning documents</p> <p>Has the Board monitored and evaluated its performance:</p> <ul style="list-style-type: none"> (a) in achieving (or making progress towards achieving) its objectives in accordance with its strategic plan; and (b) in implementing its strategy in accordance with regulations made under section 639 of the Act? <p>Section 639 of the Act: Regulations relating to schools and boards</p> <p>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.</p> <p>Education (School Planning and Reporting) Regulations 2023</p> <p>Section 145 of the Act: Board to monitor performance against strategic documents</p>	
2	<p>Duty to report on progress and achievement of students</p> <p>Has the Board, together with the school’s principal and teaching staff:</p> <ul style="list-style-type: none"> (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? (2) Ensured that the reports must: <ul style="list-style-type: none"> (a) be written in plain language; and (b) include the student’s progress and achievement: <ul style="list-style-type: none"> (i) across any relevant foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; and (ii) in literacy and mathematics or te reo matatini and pāngarau; and (c) provided at least twice a year? <p>Note: *Good quality, in relation to assessment or aromatawai information, means that the information draws on a range of evidence to evaluate the progress and achievement of each student and build a comprehensive picture of that student’s learning.</p> <p>Regulation 21 of Education (School Boards) Amendment Regulations 2022: Duty to report on progress and achievement of students</p>	
3	<ul style="list-style-type: none"> (1) To meet it’s paramount objective, has the board ensured that every student is able to attain their highest possible standard in educational achievement? Ref: section 127(1). (2) To meet the paramount objective, has the board met the following supporting objectives to ensure that: <ul style="list-style-type: none"> (a) the school uses good quality assessment*(see above) and aromatawai information to monitor and evaluate students’ progress and achievement, including any assessment or aromatawai specified in a foundation curriculum policy statement? Ref: section 127(2)(b) (b) the school is inclusive of, and caters for students with differing needs Ref: section 127(2)(d) (c) (i) it seeks to achieve equitable outcomes for Māori students; and (ii) takes all reasonable steps to provide for students to be taught, and to learn, in te reo Māori, on request of their parents or immediate caregivers; and (iii)takes reasonable steps to ensure that the policies and practices for the school reflect New Zealand’s cultural diversity 	

	Yes, No, Unsure, N/A?
<p>Please answer all questions and bullet points</p> <p>(d) it performs its functions and exercise its powers in a way that is financially responsible? Ref: section 127(2)(g)</p> <p>(e) complies with all of its other obligations under this or any other legislation? Ref: section 127(2)(i)</p> <p>Paramount objective means the highest-priority objective</p> <p>Supporting objective means an objective that is essential and supports the paramount</p> <p>127 Paramount objective of boards in governing schools</p>	
<p>4 Has the Board ensured that the school is open for instruction on the number of half-days, terms and times specified by the Minister by notice under the Regulations?</p> <p>Note: These regulations, which came into force on 6 June 2024, authorise the Minister of Education, by notice, to:</p> <ul style="list-style-type: none"> • specify term dates and the number of half-days on which schools must be open and provide for exceptions in particular cases: • allow a board to vary the time at which any 1 or more half-days take place, subject to any specified preconditions or requirements: • allow a board to run multiple timetable arrangements unconditionally or subject to any specified preconditions or requirements: <p>Education (When State Schools Must Be Open and Closed) Regulations 2024</p>	
<p>5 Has the board taken all reasonable steps to ensure that the school’s students attend the school when it is open? (section 36(2) and to meet the paramount objective, has the board met the supporting objective to give effect to this obligation to take all reasonable steps to ensure students attendance [section 127(2)(a)]</p> <p>For the purposes of section 36(2), the board understands that a student attends the school on any day if, on the day</p> <p>(a) it has been open for 4 hours or more; and</p> <p>(b) the student has been present for 4 hours or more when it is open for instruction</p> <p>Section 36: Requirements to ensure students attend when school is open for instruction</p>	
<p>6 (a) Has the principal of the state school ensured that the attendance record (for a student) records the student’s attendance for each half-day that the school is open for instruction?</p> <p>Note: If the student is no longer attending school, the principal must record the last day of attendance, and that the student no longer attends school on a permanent basis or the student has been unjustifiably absent from the school for 20 consecutive school days or more, <u>unless</u> the principal has been informed that the student’s absence is temporary.</p> <p>(b) Has the principal ensured that the attendance record is provided to the Secretary (MOE) –</p> <p>(i) at the end of each school day; and</p> <p>(ii) in the form and manner specified in rules made under section 237A of the Act.</p> <p>Education (School Attendance) Regulations 2024</p> <p>These regulations apply only to State schools (other than distance schools) on and after—</p> <p>(a) 1 July 2025, in relation to a State school that is governed by a specified kura board:</p> <p>(b) 1 January 2025, in relation to any other State school.</p>	

7	<p>Attendance management plan (AMP)</p> <p>(a) Does the board have an attendance management plan for its school?</p> <p>(b) Does the attendance management plan -</p> <p>(i) Set out a strategy and a process for the school for the school to identify and respond to student absences, for the purpose of returning students to attendance (as required under section 36) and</p> <p>(ii) Comply with any regulations made under section 638 relating to the content of attendance management plans?</p> <p>Ref: section 137A</p> <p>(c) In preparing an AMP, did the board have regard to any guidelines on the management of school attendance issued by the Secretary for Education?</p> <p>Ref: section 137B</p> <p>(d) Has the Board reviewed its AMP in accordance regulations made under section 638?</p> <p>(e) Following the review, has the board -</p> <p>(i) readopted the plan; or</p> <p>(ii) adopted a new or</p> <p>(iii) amended plan.</p> <p>Ref: section 137C</p> <p>(f) Has the board ensured that its AMP is available to the public on an Internet site maintained by or on behalf of the board?</p> <p>Ref: section 137D</p> <p>Attendance management plan</p> <p>Preparing attendance management plan</p> <p>Review of attendance management plan</p> <p>Attendance management plan to be on Internet site</p> <p>Attendance management plans – Ministry of Education</p>	
8	<p>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?</p> <p>Sections 78-89 of the Act: Standing-down, suspension, exclusion, or expulsion</p>	
9	<p>Duty to prohibit the use or access of mobile phones</p> <p>(a) Has the Board taken steps to prohibit students from using or accessing mobile phones at all times while they are attending school?</p> <p>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 of the Act)</p> <p>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) of the Education and Training Act 2020 (the Act)).</p> <p>(b) Has the Board ensured that the prohibition does not apply to a student to the extent that:</p> <p>(i) the board is satisfied that the student needs to use or access a mobile phone for a purpose connected with the student’s health; or</p> <p>(ii) for the purpose of assisting the student in connection with any disability or learning support need; or</p>	

- | | |
|--|--|
| <ul style="list-style-type: none">(iii) a registered teacher determines that the student needs to use or access a mobile phone for a specific educational task or purpose; or(iv) the principal determines that there are special circumstances that make it necessary for the student to use or access a mobile phone (for example the student is a teenage parent). | |
|--|--|

[Education \(School Boards\) Amendment Regulations 2023](#)

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	<p><u>Paramount objective of board in governing schools.</u></p> <p>To meet the paramount objective has the board met the supporting objective to give effect to its obligations in relation to:</p> <ul style="list-style-type: none"> (i) any foundation curriculum statements, national curriculum statements, and national performance measures, and (ii) teaching and learning programmes; and (iii) monitoring and reporting students' progress <p>Paramount objective means the highest-priority objective Supporting objective means an objective that is essential and supports the paramount Ref: section 127(2)(f). Section 127 – Paramount objective of boards in governing schools</p>	
2	<p>Has the Board ensured the school's principal and staff have developed and implemented teaching and learning programmes that:</p> <ul style="list-style-type: none"> (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 (b) give the school's students access to a nationally and internationally recognised qualifications system? Section 164 of the Act: Teaching and learning programmes 	

	Please answer all questions and bullet points (select 'N/A' if not applicable to your school)	Yes, No, Unsure, N/A?
3	<p>Does the school Board with students in Years 0 to 8 through its principal and staff, structure their teaching and learning programmes and/or timetables for delivering the National Curriculum Statements, including this one, to provide:</p> <p>(a) 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?</p> <p>(b) 5 hours a week of teaching and learning focussed on supporting their progress in maths in a typical school week?</p> <p>(c) Where reading, writing and /or maths teaching and learning time is occurring within the context of National Curriculum Statements, progression of student's reading, writing and /or maths dispositions, knowledge and skills at the appropriate level must be explicitly and intentionally planned for and attended to.</p> <p>(d) While the terms reading and writing are used, these expectations are inclusive of alternative methods of communication, including NZ Sign Language, augmentative and alternative communication (AAC) and Braille.</p> <p>Foundation Curriculum Policy Statements and National Curriculum Statements / Ngā Kaupapa Here Tauāki Tūāpapa Marautanga me ngā Tauāki Marautanga ā-Motu - 2023-go5904 - New Zealand Gazette</p> <p>Has the school board now started to implement:</p> <p>(i) The refreshed English Years 0-10 curriculum (content, progressions, teaching sequences, and assessment expectations)?</p> <p>(ii) The refreshed Mathematics & Statistics Years 0-10 curriculum (new structure, progressions, and updated achievement expectations)?</p> <p>The Gazette notice formally making Years 0-10 English, Mathematics & Statistics, Te Reo Rangatira and Pāngarau for use from the start of 2026 is now published: Foundation Curriculum Policy Statements and National Curriculum Statements / Ngā Tauāki Tūāpapa mō ngā Kaupapa Here Marautanga me ngā Tauāki Marautanga ā-Motu - 2025-sl7165 New Zealand Gazette</p> <p>The foundation curriculum policy statements and national curriculum statements come into force on 1 January 2026 for all state and state-integrated schools, except for those run by a specified kura board.</p>	
4	<p>Has the Board:</p> <p>(a) Ensured that the school's principal and staff monitor and evaluate the performance of the school's students; and</p> <p>(b) Ensured the monitoring and evaluating includes, but is not limited to, monitoring and evaluating the performance of the students in relation to:</p> <p>(i) any foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; and</p> <p>Section 90 of the Act: Curriculum statements and national performance measures</p> <p>(ii) any qualifications system referred to in section 164(b) of the Act that is offered at the school?</p> <p>Section 164(b) of the Act: Teaching and learning programmes</p>	

	Please answer all questions and bullet points (select 'N/A' if not applicable to your school)	Yes, No, Unsure, N/A?
	<p>(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?</p> <p>(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.</p> <p>Section 639 of the Act: Regulations relating to schools and boards Section 165 of the Act: Monitoring of and reporting on student performance</p>	
5	<p>Through the analysis of good quality assessment information*(refer question 2, section 1), has the Board evaluated the progress and achievement of students, giving priority first to student progress and achievement in literacy and numeracy especially in years 1-8?</p> <p>Section 164(b) of the Act: Teaching and learning programmes Section 165 of the Act: Monitoring of and reporting on student performance</p>	

6	Please answer all questions and bullet points (select 'N/A' if not applicable to your school)	Yes, No, Unsure, N/A?
7	<p>Through the analysis of good quality assessment information*(refer above), has the Board identified:</p> <ul style="list-style-type: none"> (a) students and groups of students who are not achieving; and (b) students and groups of students who are at risk of not progressing and/or achieving; and (c) students and groups of students who have special needs (including gifted and talented students); and (d) aspects of the curriculum which require particular attention (e) developed and implemented teaching and learning strategies to address the needs of students and aspects of the curriculum identified above? <p>Section 127(2)(b) of the Act: Paramount objective of boards in governing schools Section 164 of the Act: Teaching and learning programmes Section 165 of the Act: Monitoring of and reporting on student performance</p>	
	<p>For schools using The New Zealand Curriculum, has the Board:</p> <ul style="list-style-type: none"> (a) given priority to student progress and achievement in literacy and numeracy, especially in years 1-8, and (b) developed and implemented teaching and learning programmes that provide all students in years 1-10 with opportunities to progress and achieve for success in the following areas: <ul style="list-style-type: none"> (i) The Arts; and (ii) English; and (iii) Health and Physical Education; and (iv) Mathematics and Statistics; and (v) Science; and (vi) Social Sciences (including Aotearoa New Zealand’s histories); and (vii)Technology; and (c) given priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6. <p>Section 127(2)(f) of the Act: Paramount objective of boards in governing schools Section 164 of the Act: Teaching and learning programmes</p>	

8	<p>For schools using Te Marautanga o Aotearoa, has the Board developed and implemented teaching and learning programmes providing all students in years 1-10 with opportunities to achieve for success in the following areas:</p> <ul style="list-style-type: none"> (a) Ngā Toi; and (b) Te Reo Māori; and (c) Hauora; and (d) Pāngarau; and (e) Pūtaiao; and (f) Tikanga ā-iwi (me Te Takanga o Te Wā); and https://kauwhatareo.govt.nz/en/resource/te-marautanga-o-aotearoa/tikanga-a-iwi/ (g) Ngā Reo; and (h) Hangarau; and (i) Te Reo Pākehā; and <ul style="list-style-type: none"> (i) giving priority to student achievement in literacy and numeracy, especially in years 1-8; and (ii) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6. 	
9	<p>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.</p> <p>Note: schools with a bilingual class or classes may develop and implement the teaching and learning programmes.</p> <p>NZ Gazette Notice No 157, 29 October 2009, page 3811: National Curriculum: Foundation Curriculum Policy Statements see page 3812</p>	

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 policies and procedures/guidelines/practice in place for the following areas	These practices are known, understood and effectively implemented
	Please answer all questions and bullet points (select 'N/A' if not applicable to your school)	Yes, No, Unsure, N/A?	Yes, No, Unsure, N/A?
1	<p>To meet its paramount objective, has the board met the supporting objective to ensure the school:</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the NZ Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school?</p> <p>Paramount objective means the highest-priority objective</p> <p>Supporting objective means an objective that is essential and supports the paramount</p> <p><u>Section 127(2)(c) of the Act: Paramount objective of boards in governing schools</u></p>		
2	<p>Management of complaints, including:</p> <p>(a) a policy</p> <p>(b) a system for monitoring complaints</p> <p>(c) a process for ensuring resolution</p> <p>(d) practise of self review of trends in complaints</p> <p>Good complaints handling by school boards (Ombudsman website)</p>		
3	<p>Promoting internet safety/security, including preventing cyber bullying.</p> <p>(a) Has the Internet Safety Policy needed to be applied in the last year?</p> <p>Note: Select 'N/A' if no reason to apply any aspect of the policy in the last year.</p> <p>Digital technology: Safe and responsible use in schools (MOE)</p> <p>Keeping your school network safe (MOE)</p> <p>Netsafe Education The Kete Supporting Schools And Kura Netsafe</p> <p>Good practice</p>		

		The Board has health and safety policies, and policies and procedures/guidelines /practice in place for the following areas	These practices are known, understood and effectively implemented
	Please answer all questions and bullet points (select 'N/A' if not applicable to your school)	Yes, No, Unsure, N/A?	Yes, No, Unsure, N/A?
4	<p>First aid/notification of accidents, in particular, recording of all accidents.</p> <p>Health and Safety at Work Act 2015 Health and Safety at Work (General Risk and Workplace Management) Regulations 2016</p>		
5	<p>Visitors to the school.</p> <p>Health and Safety at Work Act 2015 Health and Safety at Work (General Risk and Workplace Management) Regulations 2016</p>		
6	<p>Developing an emergency plan, including pandemic planning emergency/evacuation procedures, lockdowns, notification, duty of care for students, testing procedures.</p> <p>National Civil Defence Emergency Management Plan Order 2015 Good practice Planning and Preparing for Emergencies (MoE) Managing emergencies and traumatic incidents checklist (MoE) Checking your property after a major incident (MoE)</p>		
7	<p>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).</p> <p>Section 117(5) of the Act: State schools may use off-site locations approved by Minister</p>		
8	<p>Behaviour management.</p> <p>Good practice</p>		
9	<p>Discipline procedures.</p> <p>Good practice</p>		
10	<p>Prohibiting the use of force by way or correction or punishment (corporal punishment) or secluding any student enrolled or attending the school.</p> <p>Section 98 of the Act: Prohibition on corporal punishment and seclusion in schools</p>		

		The Board has health and safety policies, and policies and procedures/guidelines /practice in place for the following areas	These practices are known, understood and effectively implemented
	Please answer all questions and bullet points (select 'N/A' if not applicable to your school)	Yes, No, Unsure, N/A?	Yes, No, Unsure, N/A?
11	<p>Policies and procedures that relate to students who have special education needs are implemented without discrimination, ie, they are:</p> <p>(a) objective, value diversity and are integrated within the school curriculum; and</p> <p>(b) regularly re-evaluated and developed to enhance effectiveness; and</p> <p>(c) well-communicated to all staff and families, whānau of students and consistently applied; and</p> <p>(d) comply with:</p> <p>(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 34 of the Act: Students with special educational needs have same rights as others</p> <p>(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</p> <p>(iii) National Curriculum Statements, Foundation Curriculum Policy Statements and Special Education Guidelines.</p>		
12	<p>(a) Through the principal and teaching staff, the Board currently provides anti-bullying programmes for students; and</p> <p>(b) those anti-bullying programmes include a focus on:</p> <p>(i) racist bullying; and</p> <p>(ii) bullying of students with special needs; and</p> <p>(iii) homophobic bullying; and</p> <p>(iv) transgender bullying; and</p> <p>(v) sexual harassment.</p> <p>Section 127(2)(c) of the Act: Paramount objective of boards in governing schools</p>		

The Board has a child protection policy:

- (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
- (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.

- (c) will be reviewed every three years; and
- (d) is available on the school’s website or is available on the school premises if requested.

[Section 15 of the Oranga Tamariki Act 1989: Reporting of child abuse](#)

[Sections 18 and 19 of the Children’s Act 2014: School boards’ child protection policies](#)

[Part 6 of the Children’s Act 2014 - a practical guide: Child protection policies](#)(MOE)

Note: Roles and responsibilities of Staff:

- (i) Staff 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 school’s Child Protection Policy.
- (ii) All staff will receive child protection training for the purposes of (i)

14	<p>Physical restraint</p> <p>(a) To ensure reducing student distress that policy and procedures comply with physical restraint regulations, rules and guidelines</p> <p>(b) 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</p> <p>(c) Followed the practice and procedure prescribed by the Ministry of Education’s Rules under section 100 of the Act; and</p> <p>(d) Followed the guidelines on the use of physical restraint and behaviour management under section 101 of the Act.</p> <p>Education (Physical Restraint) Rules 2023* (MOE) Aramai He Tētēkura Arise our Future Generations: A guide to understanding distress and minimising the use of physical restraint* (MOE) Minimising physical restraint in schools – rules and guidelines (MOE) Physical Restraint Guidelines - Gazette December 2024 Section 99 of the Act: Limits on use of physical restraint at registered schools Section 100 of the Act: Rules on use of physical restraint at registered schools Section 101 of the Act: Guidelines on use of physical restraint and behaviour management</p>		
15	<p>School trips/education outside the classroom – risk management procedures.</p> <p>Education Outside The Classroom Guidelines (MOE) Health and Safety at Work Act 2015 Health and Safety at Work (General Risk and Workplace Management) Regulations 2016</p>		
16	<p>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?</p> <p>Section 53 of the Act: Courses, work experience, and visits outside school premises NZ Gazette Notice No 158, 2 December 2004 page 3919: Work Experience Notice</p>		
17	<p>Has the Board complied with the conditions* under which students may get work experience, and health and safety responsibilities under the HSWA?</p> <p>Note: Select ‘N/A’ if not applicable.</p> <p>*NZ Gazette Notice No 158, 2 December 2004 page 3919: Work Experience Notice Students on Work Experience: A health and safety guide for schools and employers</p>		
18	<p>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.</p> <p>Education (Hostels) Regulations 2005 The Education (Hostels) Regulations 2005: Guidelines (MOE)</p>		

19	<p>The Board complies with the Code of Practice for Pastoral Care of International Students (the Code)</p> <p>Note: Select 'N/A' if not applicable.</p> <p>Education Pastoral Care of Tertiary and International Learners Code of Practice 2021</p>		
----	--	--	--

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.

Self-Audit Checklist 4: Personnel

Completing this checklist gives ERO assurance that the Board 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	<p>Children’s Act 2014 - Safety Checking of Workforce</p> <p>Sections 25, 26 and 27 of the Children’s Act 2014: Safety checks of children’s workers Regulations 5 – 8 of the Children’s (Requirements for Safety Checks of Children’s Workers) Regulations 2015</p> <p>For persons that the Board employed or engaged as a paid children’s worker* the Board has undertaken the following checks:</p> <p>(1) Identity Confirmation, by (a) or (b), AND (c):</p> <ul style="list-style-type: none"> (a) using an electronic identity credential to check that the identity is not claimed by someone else; or (b) checking: <ul style="list-style-type: none"> (i) an original primary identity document (eg, NZ passport); and (ii) a secondary identity document (eg, NZ driver licence); <p>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.</p> <ul style="list-style-type: none"> (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. <p>(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.</p> <p>(3) Other Information check by:</p> <ul style="list-style-type: none"> (a) obtaining and considering a chronological summary of work history for preceding five years from the person; and (b) whether person is registered with the Teaching Council, and if so, the Board 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) and (d) any other information the Board considers relevant for risk assessment; (e) interviewed the person, in person or by telephone or other communication technology. <p>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.</p>	

	Yes, No, Unsure, N/A?
<p>The Board is meeting all its obligations for the following areas</p> <p>(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.</p> <p>Notes:</p> <p>(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.</p> <p>(ii) **The purpose of paragraph 1(c) is to establish that the applicant is the sole claimant of the identity.</p> <p>(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.</p> <p>(iv) Seek independent advice (eg, from NZSBA) if you are uncertain.</p> <p>(v) Keep accurate records about each aspect of the safety checking process, and have appropriate policies and procedures.</p>	
<p>2 Police vetting</p> <p>In accordance with section 104 and Schedule 4 of the Act, the Board has:</p> <p>(a) Obtained a Police vetting for every person:</p> <ul style="list-style-type: none"> (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. <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(e) In carrying out the assessment taken into account any guidelines on risk assessment issued by the MOE.</p> <p>(f) Obtained a Police vetting every three years of every contractor or their employee noted above who still works at the school.</p> <p>Section 104 of the Act: Required Police vetting Clauses 9,10, 11 and 12 Schedule 4 of the Act: Police Vetting August 2023 changes to Police vetting requirements Risk assessment after police vetting (MoE)</p>	
<p>3 Ensured that persons without a practising certificate are not permanently appointed to a teaching position.</p> <p>Section 92(2) of the Act: Restrictions on appointment of teachers</p>	

	The Board is meeting all its obligations for the following areas	Yes, No, Unsure, N/A?
4	<p>Ensured that it does not continue to employ in any teaching position, any person:</p> <ul style="list-style-type: none"> (a) whose registration as a teacher has been cancelled, and who has not since been registered as a teacher again; or (b) whose LAT has been cancelled, and who has not since been granted an authorisation again or registered as a teacher; or (c) whose practising certificate or LAT is suspended by the Disciplinary Tribunal. <p>Section 93(1) of the Act: Restrictions on continued employment of teachers</p>	
5	<p>As employer, reported to the Teaching Council in compliance with the mandatory reporting requirements under the Act in the following situations:</p> <p>Note: Select 'N/A' if not applicable.</p> <ul style="list-style-type: none"> (a) When a teacher has been dismissed for any reason; Section 489: Mandatory reporting of dismissals and resignations (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 (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 (d) The Board has reason to believe that the teacher has engaged in serious misconduct; Section 491: Mandatory reporting of possible serious misconduct (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 	

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.

Board Assurance Statement

To: The Chief Review Officer
Education Review Office (ERO)

From: The Board of Trustees (or Board)
(the school)

Note: If the Board is also responsible for the governance of one or more off-site locations¹ (for example, activity centre, teen parent unit, satellite class, or other), please list these on page 24.

Compliance Certification

Has the Board 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	
2	Curriculum	
3	Health, safety and welfare	
4	Personnel	

For areas of self-identified non-compliance and actions to be taken, see page 2225.

Attestation

The Board and the principal have taken all reasonable steps to meet their legal requirements, including for off-site 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.

Presiding member

Name

Signature

Date:

Principal

Name

Signature

Date:

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)].

List of off-site locations under the Board's 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 school². 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.

[section 117 - State schools may use off-site locations approved by Minister](#)

² Refer to MOE website: 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:

Actions being taken to address non-compliance:

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