

NZ SKYDIVING SCHOOL SELF REVIEW 2025

TEO Information

New Zealand Skydiving School (MOE Number: 7380)	Code Contact: Megan Jackson – Course Administrator (school@skydiveauckland.com)
Enrolments Domestic = 22 International = 5	Author Fiona McLaren – Operations Manager, October 2025

Stage of implementation Key

Well implemented	Implemented	Developing	Early Stages
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SUMMARY OF PERFORMANCE			
Outcome	Area	Summary of Performance	Evidence
1	A learner wellbeing and safety system <i>How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?</i> <i>How effectively do we review the effectiveness of our learner wellbeing and safety practices?</i> <i>How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?</i> <i>How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?</i> <i>How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?</i> <i>How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?</i> <i>How effectively do we record, and report information on critical incidents and emergences at our organisation to the relevant stakeholders?</i> <i>How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?</i> <i>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i> <i>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</i>	Highly effective	- Safety Management System including SQR/Trend Data - Quality Management System - Wellbeing Strategic Plan incorporating taha hinengaro, taha tinana and taha wairua - Acceptance Documentation - Annual Self-Review - Quarterly Management Review Meetings - Monthly Tutor Meetings - Student Progression Reports - Advisory Group - Code Workshops - Emergency Response Plan & Emergency Action Plan Cards - Work Placement Induction Form - Safety Plan Assessment - DZSO/ Safety Manager - Work Placement Provider Surveys

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2	Learner voice <i>How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?</i> <i>How effectively do we work with learners to effectively respond to, and process complaints?</i> <i>How effectively do our current practices ensure that our complaints process is easily accessible to learners?</i> <i>How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?</i> <i>How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?</i> <i>How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?</i> <i>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i> <i>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</i>	Highly effective	• Student Progress Reports • Tiered intakes (juniors/seniors) • Small class sizes / high tutor to student ratio • Complaints procedure in student handbook, orientation day and student agreement • Monthly NZSS Meetings • Quarterly Management Review Meetings
3	Safe, inclusive, supportive, and accessible physical and digital learning environments <i>How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?</i> <i>How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?</i> <i>How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?</i> <i>How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?</i> <i>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i> <i>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</i>	Highly effective	• Student Agreement • NZSS Culture • Student Progress Reports • Tiered intakes (juniors/seniors) • Course Structure • Student Handbook • Orientation Day Program • Open Door Policy • Work Placement Module • Work Placement Review Meetings • Monthly Facilities Audit • Safety Management System • Staff training on inclusivity and mental health care

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4	Learners are safe and well <i>How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?</i> <i>How effectively do we assist our learners to manage their physical and mental health and to access support when needed?</i> <i>How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?</i> <i>How effectively do we support learners to manage their physical and mental health through information and advice?</i> <i>How effectively do our current practices identify and respond to learners who need additional support?</i> <i>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i> <i>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</i>	Highly effective	• Student Handbook • Travel and Accommodation document • Orientation Day Program • Drug and Alcohol policy • Enrolment Form • Open Door Policy • Student Progress Reports • Office Notice Board • Safety Management System - SQR • Monthly Tutor Meetings
Outcomes 5,6 and 7 are not applicable as NZSS does not offer student accommodation			
8	Responding to the distinct wellbeing and safety needs of international tertiary learners <i>How effectively do our practices under this Code respond to the distinct wellbeing and safety needs of our diverse international tertiary learners?</i> <i>How effectively do we access and integrate international tertiary learner voice into decisions around the planning and provision of our learner support services?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i>	Highly effective	• Student Progress Reports • International Student Handbook • Orientation Day Program • Monthly Facilities Audit • Safety Management System - SQR • Monthly Tutor Meetings • Open Door Policy • Small class sizes / high tutor to student ratio

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9	Prospective international tertiary learners are well informed <i>How effectively does our marketing and promotion material provide clear, sufficient and accurate information?</i> <i>How effectively do current practices ensure that prospective international tertiary learners can make informed choices about the study and services we provide?</i> <i>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i> <i>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</i>	Highly effective	• New Diploma Prospectus 2024 • Interview Form/Process • Application Form • Student Agreement • Orientation Day Program
10	Offer, enrolment, contracts, insurance and visa <i>How effectively do our current practices ensure the educational instruction offered to international tertiary learners is appropriate for their expectations, English language proficiency, academic ability and desired educational outcomes?</i> <i>How effectively do our current practices ensure that:</i> • international tertiary learners receive, as a minimum, the information outlined in this process before entering a contract? • this information is accurate, timely and tailored to the needs of prospective international tertiary learners? • our contracts of enrolment are fair and reasonable and contain the information and terms required by this process? • Terminations of of enrolments and disciplinary actions are in accordance with the principles of natural justice? • each of our international tertiary learners has the appropriate insurance for study in New Zealand? • each of our international tertiary learners has the necessary immigration status for study in New Zealand? • our international tertiary learners' fees are protected and that our refund policies are fair and reasonable? <i>How effectively do our current practices enable international tertiary learners to make well-informed enrolment decisions and to understand their enrolment contract prior to entering into it?</i> <i>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i> <i>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</i>	Highly effective	• Student Fee Protection (Public Trust Account) • Annual Document Review • Interview Form/Process • Application Form • Student Agreement • International Student Handbook • New Diploma Prospectus 2024 • Orientation Day Program • Enrolment Form

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11	International learners receive appropriate orientations, information and advice <i>How effectively do we ensure that our orientation programmes and ongoing advice to international tertiary learners support their achievement, wellbeing and safety?</i> <i>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i> <i>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</i>	Highly effective	• Student Agreement • Orientation Day Program • International Student Handbook • Diploma Prospectus • Interview Form/Process • International student buddy system
12	Safety and appropriate supervision of international tertiary learners <i>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</i> <i>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</i> <i>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</i>	Highly effective	• Small class sizes / high tutor to student ratio • Student Progress Reports • Open Door Policy • Work Placement Review Meetings • Safety Management System - SQR

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Gap Analysis & Action Plan

Organisational structures to support a whole-of-provider-approach to learner wellbeing and safety					
#	Area	Identified Gap	Action to be taken inc Date	Monitoring	Measurement
1	Upholding principles of the Treaty of Waitangi	No Māori translation signage (bathrooms, reception, etc)	Review signage and consider (if budget allows) new signage within next 6 months (May 26).		Relationships with IWI
		Limited relationship with local Iwi	Continue to try to develop relationships with local Iwi		# Māori translated signs

Aggregated data 2024

AREA	#
Critical Incidents An emergency event that may be potentially traumatic for learners/staff, causing distress or threatening their capacity to cope.	ZERO
Learner Complaints Learner complaint: An unresolved learner complaint that has been escalated directly to the CEO in writing (refer complaints procedure)	ZERO