

TEACHER'S GUIDE: ARATOHU KAIAKO >

LGNZ's School Voting programme

// Kaupapa Pōti ā-Kura a LGNZ





Today's students are tomorrow's council leaders and decision makers. Local Government New Zealand wants to help build their understanding of how our democracy gives every person a voice and a vote.

Through the 2025 School Voting programme, tamariki can experience local council elections first-hand as voters – and learn more about how they can shape the community in which they live.

The School Voting programme is for years 7-10 and is designed by Local Government New Zealand (LGNZ) as part of our Vote2025 campaign. It's designed to enhance real-world learning, empower students and support kaiako/teachers.

To enable school voting, we provide you with the resources you need to plan and run an election in your classroom in October. The programme is designed to align with the civics education theme in the current school curriculum. While the approach is designed to mirror the electoral processes used by councils, there is also flexibility available in how you choose to run the election in your classroom.

School voting gives students the opportunity to use a real-world process with actual candidates and to learn about what's important to them. Through this programme they can identify the most pressing issues for their community, decide which candidates best represent what's important to them, and 'vote'.

We believe this activity contributes to students' understanding of the way in which our democratic institutions work and the vital role citizens play. Every voice and every vote matters.

Thank you for participating in LGNZ's School Voting programme for 2025.

Ngā mihi,

Sam Broughton
LGNZ President

CONTENTS

NGĀHIRANGI

Welcome to the 2025 School Voting programme	p/4
When and how to run school voting	p/5
Sending feedback to us	p/5
2025 Key dates	p/6
Steps for running your election	p/8
Useful links	p/25
Template 1 – class electoral roll	p/29
Template 2 – example of a School Voting paper	p/30
Template 3 – STV result sheet	p/32
Template 4 – Report cover sheet	p/33

Welcome to the 2025 School Voting programme

It's fantastic that your school is participating!

School voting gives tamariki, our future voters, a chance to learn about our democracy and how it can empower people by discussing what's important to them, voting for candidates on real issues, and comparing their results against the official election results.

This guide has everything you need to run school voting with your class and takes you through the work needed in the lead-up to an election. Please feel free to adjust the programme to suit your needs – you may wish to actively engage with local candidates or get students to think about how they'd present themselves if they were a candidate.

These resources have been designed to mirror the election happening in your area – you'll receive the same voting as other enrolled voters in your community. However, you may choose to adopt either a 'first past the post' system of voting, or the 'single transferable vote' system – it's up to you.

When and how to run school voting

Āhea, me pēhea hoki e whakahaere i te pōti ā-kura

Your school will be emailed PDFs of the Youth Voting ballot papers relevant to your area from Tuesday 9 September 2025, so that you can give each student a ballot paper with the same candidates and same voting process as the real elections in your community.

You can run school voting anytime between Tuesday 9 October to Friday 10 October (noting that term three holidays occur between Saturday 20 September and Sunday 5 October). You might want to consider advance voting for students who know they won't be at school on the day school voting is held, usually Friday 10 October.

You'll need an extra ballot paper as this becomes your school's voting result sheet.

Ballot boxes must remain sealed until Monday 13 October.

Please note, some councils run the Single Transferable Voting system and others run First Past the Post. For the ease of this exercise, we'll leave the decision to you on which one you want to use. You can read more about the different voting systems later in this guide.

Sending feedback to us

Te whakahoki kōrero mai ki a mātou

Feedback from students and teachers is important to us!

We'll send you a link to a quick and easy survey closer to the time.

If you have any photos or stories from your election, we'd love to see them – [please email us](#).

2025 key dates

Ngā rā matua 2025

School voting

1 August

School voting programme registrations close.

6 August (or soon after)

Candidate names are now public – check your council's website or contact your local Electoral Officer.

9-22 September 2025

Each teacher registered for school voting will be emailed a copy of their relevant voting papers.

9 September-11 October

School voting occurs

Voting closes 4pm on Friday 10 October. Once voting has taken place, all ballot boxes must stay sealed until the following Monday.

13 October

Students open the ballot boxes on Monday 13 October, count their votes and compare the results to the local government (adult) election results.

Teachers do evaluation with students and return the feedback digitally.

Local government elections

1 July

Candidate nominations open. Election period begins and special rules apply to local government practices and communications.

1 August

Candidate nominations and voter enrolments close.

6 August (or soon after)

Public notice of candidates' names.

9-22 September 2025

Voting documents delivered via post to eligible voters.

9 September-11 October

Election period

11 October

Voting closes at 12 noon. Counting starts and preliminary results announced by respective councils as soon as possible.

STEPS FOR RUNNING YOUR ELECTION >

Ngā hikoinga mō te whakahaere i tō
Pōtitanga



Step one: Introducing key democratic concepts and vocabulary



Hipanga Tuatahi: Te whakaatu i ngā ariā manapori matua me te kupu hou

Encouraging students to get involved starts with ensuring a shared level of understanding around why this is important.

Concepts to cover with students include:

1. What is local government and local democracy

- > Local government is how communities make democratic decisions about how their towns, cities and regions will work and how they'll develop and thrive. It refers to the activities of organisations known as local authorities – city, regional and district councils, as well as community and local boards.
- > It is our most fundamental level of democracy – enabling individuals, whānau and communities, through their elected representatives, to make decisions about the way their district, city or region works today and for the future.
- > Today, councils have a unique role as they are the only form of government with responsibility for a specific geographic area or rohe – a role often known as 'place making' or 'place shaping'.
- > The structure and function of local government recognises and reflects that no two areas are the same but are instead diverse and unique – with different people and cultures, natural and built environments, resources, and businesses. Nor do any two communities have the same issues or aspirations – meaning local voices must be the source of local solutions.
- > City, district, and regional councils play a broad range of roles:
 - + They develop plans and make decisions on how to manage your local area, including the natural and urban environment, and where to spend money that's been gathered from you, mostly by way of rates, which every homeowner pays to the council each year.
 - + This means defining rules, responsibilities and funding for local services and activities including schools, libraries, and parks; planning for where houses, businesses, green areas, and streets will go; rules around buildings; managing your rubbish and recycling; organising roads, parking, and cycleways; providing business support, delivering pest control and supporting and promoting the arts and culture in each community to raise pride and encourage respect and inclusion.
 - + Other important activities include making and enforcing bylaws (local laws) such as those around dog control, liquor licensing and noise control; civil defence planning and preparing communities for emergencies.
- > More formally, the Local Government Act 2002 (the Act) provides councils a broad purpose, which is to:
 - + enable democratic local decision-making and action by, and on behalf of, communities.
 - + to promote the social, economic, environmental, and cultural wellbeing of communities in the present and future.

2. Why democracy and voting matters

- > Democracy enables individuals, whānau and communities, through their elected representatives, to make decisions about the way their district, city or region works today and for the future.
 - > Local government gives all people a voice and a space to be heard by decision makers.
 - > Voting matters because no one else sees things like you do.
 - > Voting gives you a chance to have a say about what's important to you and your whanāu.
-

3. Representation and why diversity is important

- > Representation is about speaking on behalf of individuals and organisations in your community, and acting in the best interests of the area as a whole. As a councillor or community board member that means you've been selected by your community to make decisions that consider the wider context and the needs of both current and future generations.
- > Representing your community involves forming relationships, such as with local iwi and hapū, community groups and organisations, and empowering them to play an active role in local democracy. It's about creating a culture of inclusion and belonging and ensuring all voices are heard.
- > The only way that democracy can truly serve the people is when the diversity that exists within the community is reflected in the kōrero where decisions are made. That's why there needs to be people from a range of backgrounds present, so every community is reflected.

4. Elected roles in local government

> **Mayor (Te Koromatua)**

- + The Mayor is usually the most high-profile role in any council. They're often called on by the media to talk about things that are happening in our communities.
- + The role of Mayor is possibly the most demanding and challenging of all local government positions. Mayors are directly elected by voters.
- + The size of the job differs depending on the size of the district or city, with Mayors of larger communities working full-time.
- + Regardless of the area worked in, a Mayor's job is varied, involving long hours and a wide range of duties. The Mayor is expected to lead the development of their council's plans, policies and budgets. They are also responsible for chairing hui, taking a public stand on local issues, attending public events and being available to meet with people in the community.
- + The role of Mayor can vary between councils. For example, the Mayor of Auckland Council has a range of executive powers that are not available to other Mayors, such as the right to have an independent Mayoral office and to appoint their deputy and the chairs of committees. The Mayor is normally the spokesperson for the council as well. In addition to these roles the Mayor has civil defence responsibilities and is also a Justice of the Peace (while holding office).

> **Councillor (Mema Kaunihera)**

- + A councillor is someone elected by people in the community to represent their views and help make decisions about the future of their rohe. The role of councillor can again be both rewarding and demanding.
- + The role of a councillor in a city or district council is different to the role in a regional council due to the different range of services delivered and the proximity to communities. It is a very public role, and they are often seen as leaders of the community.
- + A councillor in a city or district tends to be more involved in community matters. Councillors in regional councils have a larger focus on regulatory and environmental matters.
- + Councillors must juggle various workloads and balance competing interests as both decision-makers and community advocates.
- + If you are elected to a Māori ward or constituency, representing Māori and mana whenua is a critical role.



➤ **Community board member (Ngā mema poari hapori)**

- + Community boards give neighbourhoods and specific communities, such as rural areas, a voice within their councils.
- + A community board member represents a smaller part of the community, and the role varies depending on the level of responsibility their council has delegated.
- + Their minimum role is to make recommendations to their governing bodies on policies, bylaws, and strategies reflecting the views of the communities they represent.
- + The primary role of a community board member is to represent and advocate for the interests of their communities, liaise with community organisations and government agencies, and maintain an overview of the local services provided by the council. Community boards can also make written and oral submissions to their council on local issues.

➤ **Local board member (Auckland only) (Mema poari ā-takiwā)**

- + Local boards make decisions on a range of local and neighbourhood matters, provide local leadership, and build strong local communities. Local boards provide important local input into region-wide strategies and plans.
- + Every three years local boards prepare a three-year plan that informs Auckland Council's Long-Term Plan. Each year they negotiate an agreement with the governing body about the delivery and funding of services in their local areas.

5. Voting systems: First Past the Post and Single Transferable Vote

Please note: For ease of delivery, schools can choose which style of voting to use in this exercise and are not required to use the same form of voting as their community.

- > **Single Transferable Voting (STV):** An electoral system where voters rank candidates in order of preference by placing a 1 after their first choice, 2 after their second choice, 3 after their third choice, and so on, for as many preferences as the voter wants to rank. To get elected, candidates need to reach a quota of the votes. This is based on the total number of votes cast and the number of people needed to be elected to fill all the vacant positions.
- > [Learn more about STV here.](#)
- > **First Past the Post (FPP):** An electoral system where voters place a tick next to the name of the candidate you are voting for. The candidate with the most votes wins. Most Councils use FPP.

For more information on all things local government and elections, check out www.votelocal.co.nz.

Key vocabulary

Ballot box

The box at a polling station that voters place ballot papers into. The ballot box is sealed before voting starts and can't be opened until after voting closes.

Ballot paper

The paper where voters mark their choice at the election.

Electoral roll

The list of all the students in a class compiled by the class-appointed Registrar of Electors.

Step two: Roles for students to play

Hipanga Rua: Ngā tūranga mā ngā ākongako wai ngā kaitono



Encouraging students to be actively involved means they can be more engaged in the process. By appointing students to certain roles in the election process they can take greater ownership of the process. **The below is just a guide – feel free to amend the process to reflect the age and capacity of students in your classroom.**

You will need:

- > **An electoral officer** – a single person needed to oversee the event and ensure the election runs smoothly.
- > **A Registrar of Electors** – a person required to produce the electoral roll in time for the election (see page 11 for guidance on creating an electoral roll) and oversee registration on election day (Template 1).
- > **Electoral officials** – these people perform several tasks, so you'd need at least three, maybe more.
 - + To ensure the polling station is run effectively and correct procedure is followed.
 - + To help advertise the election through distributing leaflets and creating posters.
 - + To oversee any provisions for advance voting for those students who know they won't be at school when voting is held.
 - + To help count the votes on Monday 13 October.

You could also appoint:

- + **A journalist** – to take photos and write a small summary of the event.
- + **A publicist** – to take responsibility for advertising the election and ensuring students know where and when to vote.



Step three: Learning about the candidates



Hipanga Toru: Te mōhio ko wai ngā kaitono

How to find out more about candidates in your area

You can visit your council's website to learn about who is standing for election in your community and area. Councils will publicly release the names of candidates standing on Wednesday 6 August.

Don't hesitate to invite candidates to speak to your class or organise a panel where students communicate the policies of the different candidates they can vote for. However this is not a requirement and is completely optional.

You could also use [Policy.nz](https://www.policy.nz/) to learn about candidates. [Policy.nz](https://www.policy.nz/) is an online tool for helping voters decide who to vote for in local elections. It's nationwide, politically neutral and easy to use.

Students can use it to learn about who is standing and compare their policies on a range of issues. Students can save the policies they like and see how they compare.

However, it's a candidate's choice to be listed and not all candidates will be found there – you can find a full list of candidates on your council's website from Wednesday 6 August.

Using Policy.nz with students

Policy.nz is a website that enables candidates to explain who they are and what they stand for. It gathers essential information about the policies and candidates of those standing for local government and parliamentary elections in one place, so that voters can be well informed. By putting your address into the website, you can find out who's standing and what their policies are.

1. Go to www.policy.nz
2. Find your local election by entering an address or navigating using the menu
3. Switch through the election list to learn about each local government election in your area, and the responsibilities of different roles, like Mayor and Councillor
4. Toggle to 'Candidates' to learn about who is standing and why
5. Toggle to 'Policies' to see what the candidates stand for
6. Browse policies across a range of topics and issues
7. Save policies by clicking the heart icon.

Having classroom discussions using Policy.nz

Policy.nz can support discussions about a range of issues from the environment to the arts to rates and the importance of people standing for election.

Teachers should encourage students to ask questions and challenge their assumptions. Policy.nz can help students to move away from for/against arguments and foster critical thinking about local issues.

Some questions to start classroom discussions:

- > Based on the policies for each major topic, can you tell what priorities each candidate has? Let's discuss.
- > Select an issue that you're interested in or will affect your community, and compare the policies between two candidates. What are the differences in the policy? How do you think these will affect your community?
- > On an issue that interests you – save the policies that you agree with by clicking the heart icon. Explain what you see as the benefits of these policies. Discuss this with another person in the class. Have you learned anything new about this person because of this discussion? Have you learned something about yourself because of this discussion?
- > As a class, select an issue that affects children and young people. Save the policies that you think will clearly benefit children and young people. Do you have any suggestions for how to make the policies on your issue more beneficial for young people?

Step four: Preparing for election day



Hipanga Whā: Te whakarite mō te rā pōti

Preparing the electoral roll

Your appointed Registrar of Electors will need to create an electoral roll for your class.

Using Template 1, record each student's first name and surname and give everyone a registration number. This number will be used on Election Day to maintain anonymity while ensuring votes are valid.

Spread the word about your election

Students will need to know exactly where they need to go to vote on election day, and when to vote.

They will also need to know how to vote – using the first past the post approach or single transferable vote.

In 2025 STV is being used to elect members of these local authorities:

- | | |
|---------------------------------------|---|
| > Kaipara District Council | > Marlborough District Council |
| > Tauranga City Council | > Dunedin City Council |
| > Ruapehu District Council | > Far North District Council (1st time) |
| > New Plymouth District Council | > Gisborne District Council (1st time) |
| > Palmerston North City Council | > Hamilton City Council (1st time) |
| > Kāpiti Coast District Council | > Nelson City Council (1st time) |
| > Porirua City Council | > Central Otago District Council |
| > Wellington City Council | |
| > Greater Wellington Regional Council | |

Advance voting

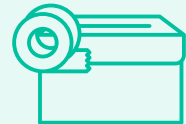
Some students may already know that they won't be present on voting day. To enable these students to participate, you could let them vote in advance – this is called advance voting.

Create a ballot box

As this is a secret ballot, the ballot box needs to be secure so that once votes are put in the box, they can't be easily removed. A simple ballot box can be created using an empty A4 photocopy paper box.



1. Cut out a rectangular slot of 13cm long and 1.5cm wide in the centre of the lid.



2. Put the lid back on the box and seal this with tape.

Create a polling station

As this is a secret ballot, make sure that pupils have private voting areas. You can create these by putting up partitions or spacing to create separate booths.

Step five: Election Day

Hipanga Rima: Te Rā Pōti



When students enter the polling station they need:

1. Their names to be marked off on the electoral roll by the appointed Registrar of Electors
 - + Ask their name
 - + Rule a line through their name on the electoral roll with red pen
 - + Write their allocated number in the top right-hand corner of their ballot paper with a pen (this will ensure that voters are unable to vote twice).
2. To be given their ballot paper
3. To be directed to the nearest vacant polling booth, where they can vote in private
4. Once students have cast their vote, they place their ballot paper in the ballot box.

An example of a school voting ballot paper is at the end of this guide (Template 2).

This is the formal process – but teachers should feel free to adjust the process to reflect classroom circumstances.

Step six: Counting the results



Hipanga Ono: Te kaute i ngā hua

Official local government elections close Saturday 11 October while school votes need to be counted on Monday 13 October.

How to do the count:

- > Your electoral officials need to open the sealed ballot box and help count the votes on Monday 13 October.
- > Count and record the number of ballot papers. This should match the number of ballot papers issued on election day (you can check this against your electoral roll). It's your choice to use either the First Past the Post (FPP) or the Single Transferable Vote system (STV) for counting.
- > Put all the ballot papers that have not been completed correctly into a separate pile. If you can't tell who they intended to vote for, the votes are invalid.
- > Start counting depending on whether you are using the STV system or the FPP system.

Counting votes under the First Past the Post (FPP) system

1. Taking each election in turn (e.g. Mayor, Council etc), sort the ballot papers into piles for each of the various candidates.
2. Check each ballot paper to make sure that it's been correctly filled in.
3. The votes for each candidate should be counted and recorded by the electoral official. The total of all candidates' votes should equal the total votes cast. Another electoral official should then recount the same pile to ensure the result is correct.
4. The candidate(s) with the most votes wins the election.
5. Carry out the same process for every position on your ballot paper.
6. Once your class result sheet is completed, give it to your school's Electoral Officer for them to collate the overall school results.

Counting votes under the Single Transferable Voting (STV) system

Counting STV votes is more complicated than FPP votes. Even though you'll be using a manual system to count your class STV votes, in real elections, votes are processed and counted on a specialised computer system.

Using the STV result sheet (see Template 3 of this guide):

1. Set up the counting table: along one long edge of the table, place a label for each candidate and one for 'non-transfers'. You need room in front of each label for two piles of voting documents.
2. From the electoral roll count the number of people who have voted. Write this number in the 'received' votes at the top right of the STV result sheet.
3. Check each ballot paper to make sure that it's been correctly filled in. Correctly filled in means that:
 - a) There is a 1 against one candidate
 - b) If there are more numbers, they're sequential (2, 3, 4, and so on)
 - c) Put the papers that haven't been filled in correctly into a separate pile because they're invalid.
4. Count the number of valid ballot papers and the number of invalid ballot papers to record on the STV result sheet.
5. Add the two together and check this total number against the number of votes received to be sure you have all the ballot papers.
6. Calculate the quota needed for a candidate to be elected.
 - a) Take the total number of valid votes and then divide it by the number of seats to be filled + 1.
 - b) Add one to this answer to get the quota.
 - c) For example: 40 student votes / (one position for mayor + 1) + 1 = **21 is the quota.**
7. Sort all the valid ballot papers into piles by first preference (1), in front of the appropriate candidate label on the counting table.
8. Count all the first preferences for each candidate and record on the STV result sheet.
 - a) Check each count.
 - b) Total the votes received for all candidates and write in the 'valid votes' row at the bottom of the column. Check that the total is the same as the total number of valid ballot papers.



9. Has any candidate reached the quota?
- a) **If yes**, that candidate is elected. Record the winner on the result sheet. The count is now finished.
 - b) **If no**, then eliminate the candidate with the fewest votes. On the STV result sheet write 'out' in the next 'action/transfer' column beside that candidate and draw a line through all unfilled columns to the right.
 - a) Re-allocate this candidate's votes. To do this look at each ballot paper in the pile for that candidate and place it in a pile for the candidate with the next preference. Keep these transfers in a pile in front of the votes that candidate has already received. If the next preference is for a candidate that has been eliminated, keep moving through preferences until you find a candidate who is still in the contest. If there are no further preferences marked, put them in the 'non-transfer' pile.
 - b) Count the number in each new pile (including non-transfer), check the count and write on the STV result sheet in the 'action/transfer' column. Total the number of votes in this 'action/transfer' column and write in the 'transferred votes' row. Check that this number is the same as the number received by the candidate that has just been eliminated.
 - c) Once you are sure of the numbers, add the ballot papers in each new pile to the existing pile of ballot papers for each candidate. Put a blank sheet of paper on top of each pile (using another colour can be useful). This step is a precaution against forgetting to keep the transferred papers in a separate pile before counting them.
 - d) Add the new votes to the total already received by each candidate and record on the result sheet in the next 'round' column. Add the totals for all candidates (but not the non-transfers) and record on the STV result sheet at the bottom of the column in the 'valid votes' row.
 - e) Add the number of valid votes to all previous non-transfer totals and check this number against the original number of valid votes (top right corner).
 - f) Re-calculate the quota. Divide the total for all candidates (in the previous step) by [number of positions to be filled + 1] then add 1 to the answer to get the quota. Record the new quota on the STV result sheet at the bottom of that column. If there were any non-transfers in the last round it will be a lower value than the previous quota; if there were no non-transfers, it will be the same value as in the last round.
 - g) Return to the top of instruction 8 above.



Step seven: Announcing and comparing the results

Hipanga Whitu: Te whakaputa me te whakataurite i ngā hua



On Monday 13 October, count the results and announce them as soon as possible to your students.

You could compare them to the actual local government election results and discuss with students what the results mean to them.

You can view the results of the actual election on your council website.

USEFUL LINKS >

Ngā hononga whaihua

Council websites

Te Ika-a-Māui North Island

- > Auckland Council
- > Bay of Plenty Regional Council
- > Carterton District Council
- > Central Hawke's Bay District Council
- > Far North District Council
- > Gisborne District Council
- > Greater Wellington Regional Council
- > Hamilton City Council
- > Hastings District Council
- > Hauraki District Council
- > Hawke's Bay Regional Council
- > Horizons Regional Council
- > Horowhenua District Council
- > Hutt City Council
- > Kaipara District Council
- > Kāpiti Coast District Council
- > Kawerau District Council
- > Manawatu District Council
- > Masterton District Council
- > Matamata-Piako District Council
- > Napier City Council
- > New Plymouth District Council
- > Northland Regional Council
- > Ōpōtiki District Council
- > Ōtorohanga District Council
- > Palmerston North City Council
- > Porirua City Council
- > Rangitikei District Council
- > Rotorua Lakes Council
- > Ruapehu District Council
- > South Taranaki District Council
- > South Waikato District Council
- > South Wairarapa District Council
- > Stratford District Council
- > Taranaki Regional Council
- > Tararua District Council
- > Taupō District Council
- > Tauranga City Council
- > Thames-Coromandel District Council
- > Upper Hutt City Council
- > Waikato District Council
- > Waikato Regional Council
- > Waipā District Council
- > Wairoa District Council
- > Waitomo District Council
- > Whanganui District Council
- > Wellington City Council
- > Western Bay of Plenty District Council
- > Whakatāne District Council
- > Whangarei District Council

Te Waipounamu

South Island

- > Ashburton District Council
- > Buller District Council
- > Central Otago District Council
- > Chatham Islands Council
- > Christchurch City Council
- > Clutha District Council
- > Dunedin City Council
- > Environment Canterbury
- > Environment Southland
- > Gore District Council
- > Grey District Council
- > Hurunui District Council
- > Invercargill City Council
- > Kaikōura District Council
- > Mackenzie District Council
- > Marlborough District Council
- > Nelson City Council
- > Otago Regional Council
- > Queenstown Lakes District Council
- > Selwyn District Council
- > Southland District Council
- > Tasman District Council
- > Timaru District Council
- > Waimakariri District Council
- > Waimate District Council
- > Waitaki District Council
- > West Coast Regional Council
- > Westland District Council

Additional websites

www.legislation.govt.nz – for information about the legislation.

www.stv.govt.nz – for information about single transferable voting.

TEMPLATES >

Tātauirā

Template 1 – Class electoral roll

School Voting – 2025 Local Government Elections

Name of school:

Registration Number	First Name	Surname
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Template 2 – Example of a School Voting paper















LOCAL ELECTIONS 2016

The Electoral Officer KIDS VOTING

Anytown City Council
ELECTING THE MAYOR

☒ **FPP – THIS IS A FIRST PAST THE POST ELECTION**

Tick ☒ the circle next to **one (1)** candidate you want to vote for. The candidate names are listed randomly for this election.

<input type="radio"/>	CANDIDATE, One <small>(Party/Affiliation)</small>		101
<input type="radio"/>	CANDIDATE, Two <small>(Party/Affiliation)</small>		102
<input type="radio"/>	CANDIDATE, Three <small>(Party/Affiliation)</small>		103
<input type="radio"/>	CANDIDATE, Four <small>(Party/Affiliation)</small>		104
<input type="radio"/>	CANDIDATE, Five <small>(Party/Affiliation)</small>		105
<input type="radio"/>	CANDIDATE, Six <small>(Party/Affiliation)</small>		106
<input type="radio"/>	CANDIDATE, Seven <small>(Party/Affiliation)</small>		107
<input type="radio"/>	CANDIDATE, Eight <small>(Party/Affiliation)</small>		108
<input type="radio"/>	CANDIDATE, Nine <small>(Party/Affiliation)</small>		109
<input type="radio"/>	CANDIDATE, Ten <small>(Party/Affiliation)</small>		110
<input type="radio"/>	CANDIDATE, Eleven <small>(Party/Affiliation)</small>		111
<input type="radio"/>	CANDIDATE, Twelve <small>(Party/Affiliation)</small>		112
<input type="radio"/>	CANDIDATE, Thirteen <small>(Party/Affiliation)</small>		113
<input type="radio"/>	CANDIDATE, Fourteen <small>(Party/Affiliation)</small>		114

You can vote in up to 3 elections using this voting document

Any city

- ▶ Mayor
- ▶ Any Ward
- ▶ Anytown Community Board

How to vote

Please read the instructions carefully.

There are two types of electoral system used for these elections

☒ the **FIRST PAST THE POST** system where you tick candidate names

☐ the **SINGLE TRANSFERABLE VOTING** system where you rank the candidates using numbers


If you make a mistake that you can't correct clearly, contact the electoral officer and ask for a new voting document.

The candidates' surnames may not be in alphabetical order for all elections.

Note - it is an offence under the Local Electoral Act to interfere with a person who is about to vote to influence how he or she should vote; or to deface, fraudulently mark or destroy, or otherwise interfere with a voting document without authority, or to vote more than once.

After you vote

- After voting, fold the voting document and place it in the sealed ballot box.
- All kids voting documents must be completed and in the sealed box by 3.30pm on Saturday, 8 October 2016.

















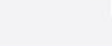
 For assistance call
0800 555 555

Anytown City Council
Any Ward
ELECTING 3 COUNCILLORS

☒

FPP – THIS IS A FIRST PAST THE POST ELECTION

Tick ✓ the circle next to candidates you want to vote for. You can tick **up to three (3)** candidates.
The candidate names are listed randomly for this election.












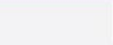
<input type="radio"/>	CANDIDATE, One (Party/Affiliation)		201
<input type="radio"/>	CANDIDATE, Two (Party/Affiliation)		202
<input type="radio"/>	CANDIDATE, Three (Party/Affiliation)		203
<input type="radio"/>	CANDIDATE, Four (Party/Affiliation)		204
<input type="radio"/>	CANDIDATE, Five (Party/Affiliation)		205
<input type="radio"/>	CANDIDATE, Six (Party/Affiliation)		206
<input type="radio"/>	CANDIDATE, Seven (Party/Affiliation)		207
<input type="radio"/>	CANDIDATE, Eight (Party/Affiliation)		208
<input type="radio"/>	CANDIDATE, Nine (Party/Affiliation)		209
<input type="radio"/>	CANDIDATE, Ten (Party/Affiliation)		210
<input type="radio"/>	CANDIDATE, Eleven (Party/Affiliation)		211
<input type="radio"/>	CANDIDATE, Twelve (Party/Affiliation)		212
<input type="radio"/>	CANDIDATE, Thirteen (Party/Affiliation)		213
<input type="radio"/>	CANDIDATE, Fourteen (Party/Affiliation)		214
<input type="radio"/>	CANDIDATE, Fifteen (Party/Affiliation)		215
<input type="radio"/>	CANDIDATE, Sixteen (Party/Affiliation)		216
<input type="radio"/>	CANDIDATE, Seventeen (Party/Affiliation)		217

Anytown City Council
Anytown Community Board
ELECTING 5 BOARD MEMBERS

☒

FPP – THIS IS A FIRST PAST THE POST ELECTION

Tick ✓ the circle next to candidates you want to vote for. You can tick **up to five (5)** candidates.
The candidate names are listed randomly for this election.

<input type="radio"/>	CANDIDATE, One (Party/Affiliation)		301
<input type="radio"/>	CANDIDATE, Two (Party/Affiliation)		302
<input type="radio"/>	CANDIDATE, Three (Party/Affiliation)		303
<input type="radio"/>	CANDIDATE, Four (Party/Affiliation)		304
<input type="radio"/>	CANDIDATE, Five (Party/Affiliation)		305
<input type="radio"/>	CANDIDATE, Six (Party/Affiliation)		306
<input type="radio"/>	CANDIDATE, Seven (Party/Affiliation)		307
<input type="radio"/>	CANDIDATE, Eight (Party/Affiliation)		308
<input type="radio"/>	CANDIDATE, Nine (Party/Affiliation)		309
<input type="radio"/>	CANDIDATE, Ten (Party/Affiliation)		310
<input type="radio"/>	CANDIDATE, Eleven (Party/Affiliation)		311
<input type="radio"/>	CANDIDATE, Twelve (Party/Affiliation)		312

**Voting closes 12 midday,
Saturday, 8 October, 2016**

This is an accurate return, signed:

Template 4 – Report cover sheet

COVER SHEET >

Name of school:

Number of students on the Electoral Roll:

Number of ballot papers received:

Number of invalid ballot papers:

Please attach this cover sheet to your school's result sheet – one copy of the ballot papers is to be used as a Results sheet. You'll need one result sheet per class.

Ko Tatou
LGNZ.