



# BIRCHWOOD SCHOOL

*Together We Learn • Together We Grow  
Kotahi te ako • Kotahi te tipu*

## BOARD OF TRUSTEES

# Governance Handbook

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## Preamble

### *Introduction*

The board of trustees of Birchwood School is focused on the ongoing improvement of student progress and achievement. To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

The following are the board's agreed governance and management definitions which form the basis upon which both the working relationship and the board's policies are developed.

The following documentation outlines the board's governance framework and is aligned with the school's Charter values.

### *Governance*

The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.

Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership team with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.

The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school. The ongoing improvement of student progress and achievement is the board's focus.

### *Management*

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]

In developing the above definitions for Birchwood School the board was mindful of the following excerpts from the Education Act 1989:

#### **Education Act 1989, Section 75 and 76, and Section 65**

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.



s.76 Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

(a) Shall comply with the board's general policy directions; and

(b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

In order to carry out effective governance of the school the board has developed the following policy framework:



## **Part 1: The Charter**

The Birchwood School Charter is to be read in conjunction with this document.



## **Part 2: Governance Policies**

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. *(See 3 year review programme p37 - 39).*



# 1 Board Roles, Responsibilities & Relationships Policy

## 1.1 Board Role and Responsibilities

The board of trustees key areas of contribution are:

**Representation**

**Leadership**

**Accountability**

**Employer Role**

The board	Standard
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the Charter review process 1.2 The board sets the strategic aims and approves the annual plan and targets in line with MoE expectations 1.3 Regular board meetings include a report on progress towards achieving strategic aims 1.4 The Charter is the basis for all board decision making
2. Monitors financial management of the school and approves the budget	2.1 Satisfactory performance of school against budget 2.2 Budget approved by the first meeting each year
3. Monitors and evaluates student progress and achievement	3.1 Reports at each regular board meeting from principal on progress against annual plan highlight risk/success 3.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities 3.3 Board review schedule covering curriculum and student progress and achievement reports are followed
4. Effectively manages risk	4.1 Attend board meetings having read board papers and reports and ready to discuss them 4.2 Board meetings have a quorum 4.3 Remain briefed on internal/external risk environments and take action where necessary 4.4 Identify 'trouble spots' in statements of audit and take action if necessary 4.5 Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action
5. Ensures compliance with legal requirements	5.1 New members have read and understood: board induction pack; & requirements of board members 5.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 5.3 Accurate minutes of all board meetings, approved by board and signed by chair 5.4 Individual staff/student matters are always discussed in public excluded session
6. Attends board meetings and takes an active role as a trustee	6.1 Attendance at 80% of meetings (min.) 6.2 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c) 6.3 Board papers read prior to attending board meetings



7. Approves major policies and programme initiatives	7.1 Approved and minuted.
8. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	8.1 The Treaty of Waitangi is obviously considered in board decisions 8.2 The board is culturally responsive and inclusive
9. Approves and monitors personnel policy and procedures and acts as a good employer	9.1 Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements
10. Appoints, assesses the performance of and supports the principal	10.1 Principal's performance management system in place & implemented
11. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	11.1 Successful resolution of any disputes and conflicts referred
12. Represents the school in a positive, professional manner	12.1 Code of behaviour adhered to
13. Oversees, conserves and enhances the resource base	13.1 Property/resources meet the needs of the student achievement aims
14. Effectively hands over governance to new board/trustees at election time	14.1 New trustees provided with governance manual 14.2 New trustees fully briefed and able to participate following attendance at an orientation programme

## **1.2 Trustee Remuneration & Expenses**

The Board has the right to set the amount that the Chairperson and other Board members are paid for attendance at board meetings in recognition that these fees cover the expense of attending meetings. The Principal, as a member of the Board is entitled to the same payment as all other trustees except the Chairperson.

Therefore:

1. The Chairperson receives \$75.00 per board meeting
2. Elected board members receive \$55.00 per board meetings
3. There is no payment for working group or committee meetings
4. Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825.00 for the Chairperson. This equates to 8 meetings per year – approx. 2 per term.
5. Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval from the Board must first be sought.
6. All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring.



### **1.3 Trustees' Code of Behaviour**

The board is committed to ethical conduct in all areas of its responsibilities and authority.

Therefore Trustees shall:

1. Maintain and understand the values and goals of the school
2. Ensure the needs of all students and their achievement is paramount
3. Be loyal to the school and its mission
4. Publicly represent the school in a positive manner
5. Respect the integrity of the principal and staff
6. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
7. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
8. Ensure that individual trustees do not act independently of the board's decisions
9. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
10. Avoid any conflicts of interest with respect to their fiduciary responsibility
11. Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff
12. Recognise that only the chairperson (working within the board's agreed chairperson role description or delegation) or a delegate working under written delegation, can speak for the board
13. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
14. Be available to undertake appropriate professional development

I ..... have read and understood this 'Code of Behaviour Policy' and agree to follow and abide by it to the best of my ability.

Signature: .....

Date: .....



## **1.4 Conflict of Interest**

The standard of behaviour expected at Birchwood School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's integrity, and to protect the integrity and reputations of staff and board members. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of meetings or activities, staff and board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the room for the discussion and will not be permitted to vote on the question.

## **1.5 Chairperson's Role**

The chairperson of Birchwood School safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

### **The Chair:**

1. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
2. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
3. Leads the board members and develops them as a cohesive and effective team
4. Ensures that the work of the board is completed
5. Ensures that they act within board policy and delegations at all times and do not act independently of the board
6. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
7. Ensures that the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
8. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies
9. Ensures interactive participation by all board members
10. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s
11. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
12. Establishes and maintains a productive working relationship with the principal



13. Ensures that the principal's performance agreement and appraisal are completed on an annual basis
14. Ensures that concerns and complaints are dealt with according to the school's Concerns and Complaints Procedures
15. Ensures that any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint

### **The Deputy Chair:**

The Deputy Chairperson's role involves acting as Chairperson in the absence of the Chairperson.

## **1.6 Staff Trustee Role Description**

The staff trustee fulfils legislative requirements relating to board composition. The role of the staff trustee is to bring a staff perspective to board decision making.

As a trustee the staff trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

<b>Staff Trustee accountability measure</b>	<b>Standard</b>
1. To work within the board's Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff trustee is not a staff advocate 3.2 The staff trustee does not bring staff concerns to the board
4. The staff trustee is bound by the Trustee Code of Behaviour	4.1 The staff trustee acts within the code of behaviour
5. It is not expected that the staff trustee act as a staff delegate, or union delegate	5.1 The staff trustee does not bring staff issues to the board
6. It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board	6.1 No regular reports received unless a request has been made by the board on a specific topic.



## **1.7 The Relationship between the Board and the Principal**

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the Governance team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the board's agreed Code of Behaviour Policy should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the principal are delegated to the chair.
5. All reports presented to the board by the staff arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfil its role
11. The principal should be able to share their biggest concerns with the board.

## **1.8 The Relationship between the Chairperson and the Principal Policy**

The chairperson is the leader of the board and works on behalf of the board on a day to day basis with the principal. The relationship principles are to be read in conjunction with the following:

1. The board's agreed governance and management definitions
2. The board's Roles & Responsibilities
3. The Responsibilities of the Principal
4. The Chairperson's Role
5. The Trustees' Code of Behaviour

Relationship principles:

1. A positive, productive working relationship between the principal and the chair is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand that the chair has no authority except that granted by the board.
13. Understand that the chair should act as a sounding board for the principal both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.



## 1.9 Board Induction

The board is committed to ensuring continuity of business and a smooth transition when all trustees join the board. Therefore,

1. New trustees will receive a welcome letter on their joining the board which includes:
  - Where and when they can pick up their governance folder
  - The suggested date of the induction
  - The date of the next board meeting
  - Chair and principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
  - Charter – including the strategic and annual/operational plans
  - Policies
  - The current budget
  - The last ERO report
  - The last annual report
  - The triennial review programme
  - Any other relevant material
3. The chairperson or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The principal and chairperson or delegate, will brief all new members on the organisational structure of the school.
5. The principal will lead a site visit of the school.
6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chairperson with the new members. The review will include the following aspects:

- Did you feel welcomed onto the board?

Very welcome                      Welcome                      Not very welcome

Comment:.....  
.....  
.....

- Did you receive all necessary information in a timely manner?

Very timely                      Timely                      Not very timely

Comment:.....  
.....  
.....

- Did you find the induction with principal and board chair to be effective?

Very effective                      Effective                      Not very effective

Comment:.....  
.....  
.....

Please comment on how we could improve this induction process:

.....  
.....



## 2 Principal's Performance Appraisal Policy

The principal's performance is appraised on an annual basis with the objective of ensuring high quality educational opportunities for the students of the school. This process will:

1. Ensure that the principal's performance will be formally appraised on an annual basis.
2. The board chooses (in consultation with the Principal) to either appoint an independent consultant, who specialises in education and is able to review the effectiveness of the education provided or other suitable trustee.
3. Result in a written assessment of the principal's performance on an annual basis, identifying any training/professional development needs for the principal to undertake.
4. There will be three informal meetings during the review period between the principal and chairperson or delegate(s) to discuss progress.
5. The criteria for appraisal will be the objectives set in the performance agreement, the objectives being drawn from the school's strategic and annual operating plans, the principal's job description, professional standards and board policies on operations.
6. If there is any disagreement between the principal and the board as to the objectives, the board, after considering the principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chairperson or delegate(s) may seek feedback on the principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the principal has performed.
8. The chairperson or delegate(s) will report back formally once a year within Term 4 to the board a summary report on the result of the appraisal. This will be discussed in committee with the principal absent.
9. The performance agreement and results of the appraisal are confidential to the principal, the board and their agents unless both parties agree to wider distribution.
10. In the event of a dispute relating to the appraisal results, the board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the board will have responsibility for any final decision.



## 3 Board Meeting Policy

### 3.1 Meeting Process

The board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. are based on a prepared annual agenda. The agenda preparation is the responsibility of the chairperson. Copies of the agenda of the open (public) sessions will be posted on the Board of Trustees page on the school's website, and available at the meeting place for the public.
2. are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
  - make the reasons for excluding the public clear
  - reserve the right to include any non-board member it chooses

### 3.2 Meeting Procedure

(an \* denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings within the *Public Attending Board Meetings Procedure* (See section 3.3, p. 21).

#### General:

1. Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
2. The quorum shall be more than half the members of the board currently holding office.\*
3. Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.
4. The chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.\*
5. The chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
6. Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.\* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
7. Only trustees have automatic speaking rights.
8. The board delegates [and minutes] powers under Sections 15 & 17 of Education Act to the Disciplinary Committee.
9. The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
10. Board minutes will be taken by a non trustee paid on a commercial basis on contract.



Time of meetings:

1. Regular meetings commence at 5.15pm and conclude by 7.15pm.
2. A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
3. Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

- a) A special meeting may be called by delivery of notice to the chairperson signed by at least one third of trustees currently holding office.

Exclusion of the public:

- a) The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.\*

Public participation:

- a) The board meeting is a meeting held in public rather than a public meeting.
- b) Public participation is at the discretion of the chairperson.
- c) Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure* (See following page).

Motions/amendments:

- a) A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chairperson and are then open for discussion.\*
- b) Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting\*
- c) No further amendments may be accepted until the first one is disposed of\*
- d) The mover of a motion has right of reply\*
- e) A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment\*

Tabling documents

- a) When written information is used in support of a discussion, it should be tabled in advance where possible, so that it can be examined by those present. It then forms part of the official record.

Correspondence

- a) The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.
- b) The Chairperson will liaise with the principal regarding correspondence that requires action before every board meeting. This correspondence will be photocopied/scanned to board members no later than the Wednesday before the board meeting.

Termination of debate:

- a) All decisions are to be taken by open voting by all trustees present.



### Lying on the table

- a) When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

### Points of order

- a) Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

### Suspension of meeting procedures:

- a) The board's normal meeting procedures may be suspended by resolution of the meeting.

### Agenda

- a) agenda items are to be notified to the chair 7 days prior to the meeting
- b) Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- c) The order of the Agenda may be varied by resolution at the meeting.
- d) All matters requiring a decision of the board are to be agended as separate meeting items.
- e) All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agended documentation.
- f) The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- g) Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- h) Papers and reports are to be sent to the board 5 calendar days before the meeting

### Minutes

- a) The principal is to ensure that secretarial services are provided to the board.
- b) The minutes are to clearly show resolutions and action points and who is to complete the action.
- c) A draft set of minutes is to be completed and sent to the chair for approval within 5 working days of the board meeting before being distributed to trustees within 7 working days of the meeting.



**Example 1: Meeting Agenda**

<b>Board of Trustees Meeting Agenda – date</b>			
	<b>Policy Reference:</b>	<b>Led by:</b>	<b>Time:</b>
<b>1. Administration</b> 1.1 Present 1.2 Apologies 1.3 Declaration of interest			5 mins
<b>2. Strategic Decisions</b> 2.1 Strategic decisions made if required	Operational /Governance Policy xxxx		30-45 mins
<b>3. Strategic Discussions</b> 3.1 Ongoing summary of progress to date in relation to annual plan 3.2 Exploration of special issue or project eg budget, principal performance agreement/appraisal, delegations			45-60 mins
<b>4. Monitoring</b> 4.1 Board discussion 4.2 Expert presentation 4.3 Data analysis 4.4 Exploration of key result area eg goals 4.5 Finance and Audit Report			30-45 mins
<b>5. Identify Agenda Items for Next Meeting</b>			5-15 mins
<b>6. Administration</b> 6.1 Confirmation of minutes 6.2 Correspondence			5-15 mins
<b>7. Meeting Closure</b> 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			5-15 mins
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			



### **3.3 Public Attending Board Meetings Procedure**

*This procedure is to be available to public attending the board meeting or the chairperson shall instruct the public present of this procedure before the meeting is opened*

Welcome to the Birchwood School board of trustees meeting. We welcome public presence at our meetings and hope that you enjoy your time observing our board meeting.

In order that you understand the rules that apply to members of the public attending our meetings please read the following:

- a) Board meetings are not public meetings but meetings held in public.
- b) If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
- c) Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the Chairperson.
- d) Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest groups.
- e) No more than 2 speakers on any one topic. This number can be extended at the discretion of the board chair.
- f) Speakers are not to question the board and must speak to the topic.
- g) Board members will not address questions or statements to speakers.
- h) Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- i) If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff and parents of the school who are not trustees on the board.

Review schedule: Triennially

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## 4 Board Review of Governance Policy

### 4.1 *Trustee Review*

Trustees will participate in the review of board governance policies as per the triennial review schedule.

### 4.2 *Chairperson Review*

The board chair's position will be reviewed annually in November. The Chairperson's Role Policy will form the basis of this review and will be sent to all trustees. Once collated, by a Board nominated trustee, these results will be shared with the chair and recommendations included in the review report that is presented to the board.

### 4.3 *Board Review*

The performance of the board is measured by the outcomes from;

- the annual report
- the triennial review programme
- the ERO report
- any other means deemed appropriate by the board

Review schedule: Triennially

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## 5 Home & School Committee Policy

### 5.1 Intent

The board will actively support and promote a Home and School group.

### 5.2 Responsibilities

The Home & School group are responsible for:

- a) Fundraising
- b) Providing educational opportunities for parents / whanau
- c) Social activities
- d) Providing support to the school and its community

By:

- a) Providing a channel of communication for the school community
- b) Foster goodwill through organising social events that bring the school community and families together.
- c) Organise fundraising which will supplement the school's operational bulk grant to allow the purchase of items as approved by the Board of Trustees.

### 5.3 Operating Procedures:

- a) All activities will comply with Birchwood policies and strategic direction.
- b) The Board of Trustees will have a representative at the 'Home and School' meetings who will report back to the Board.
- c) Internal control of finance will be established to ensure that any errors or irregularities are discovered quickly. These controls will include:
  - The operation of a cash book accounting system.
  - Two signatures required on every cheque. The Chairperson, treasurer, secretary and /or Principal have authority to sign cheques.
  - Cheques being written out before any signature added.
  - Receipts being presented for reimbursement.
- d) A set of minutes including treasurers report being presented at each meeting and being available to the Board of Trustees.
- e) The 'Home and School' group will annually provide the BOT with a statement of the previous year's accounts at the end of the financial year.
- f) The 'Home and School' will be consulted as part of setting budget priorities.
- g) The net profit of each fundraising project, will be deposited to the Board accounts within 10 working days and recorded in the appropriate account. Deposited amounts will be minuted and advertised to the community.
- h) The working capital shall not exceed \$1,000 without the approval of the BOT.

Review schedule: Triennially

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## 6 Dealing with the Media (Publicity Statements)

All statements to the media regarding governance issues are the responsibility of the **chairperson** in consultation with the Principal. The BOT needs to ensure it speaks with one voice. The School has a Crisis Management Plan to be followed in the event of a death or major mishap and it is important all Board Trustees know how to deal with a call from a journalist.

The Process for dealing with phone call or communication from the media is as follows:

1. If a journalist calls wanting information, refer the call to the Principal / chairperson.
2. If the Principal / chairperson is not available, ask the journalist for the following information:
  - a. Their name and contact details
  - b. What organisation they work for and who else they have contacted
  - c. Whether they want an interview, background information, or a opinion.
  - d. Their deadline

**REMEMBER:** You never have to answer questions at anytime – and in fact it is not advisable to do so.

Review schedule: Triennially

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## **Governance Processes/Procedures**



## 1 Committee Principles

The board may set up committees/working parties to assist the board carry out its responsibilities and due process (e.g., staff appointments, finance, property, disciplinary).

### Education Act 1989, section 66

Gives the board the authority to delegate any of its powers to a special committee except the power to borrow money.

The board must document in the board minutes and in writing to each committee member the precise powers that are delegated to an individual committee. In addition the same delegation motion must name who has delegated authority. For example, the committee can:

- a) investigate and report their findings to the board.
- b) investigate and make any recommendations based on those findings to the board.
- c) investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the board what they did.

### Board committees:

1. are to be formed as and when required to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair.
4. help the board (not the staff) do its work.
5. other than the board discipline committee must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.
6. assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
7. have the chair and principal as ex officio members
8. are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
  - purpose
  - committee members
  - delegated authority

The following committees are currently established:

- Finance Committee
- Policy Review Committee
- Personnel Committee

Review schedule: Triennially

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## 1.1 Policy Review Committee Terms of Reference

### **Purpose:**

To monitor, on the board's behalf, compliance with board policies and external legislation. This includes:

1. supporting the board to review the effectiveness of the board's governance processes.
2. reviewing the effectiveness of systems for the assessment and management of areas of risk.
3. verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
4. commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the board.
5. reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the board.
6. ensuring implementation of the triennial review programme.

### **Committee Members:**

[at least 2 trustees; excludes the board chair and excludes the principal]

### **Meets:**

As required. The chair of this committee will report to the board as appropriate on the areas covered by the terms of reference and the triennial review programme.

### **Delegated Authority:**

The review committee is formally constituted as a committee of the board within these approved terms of reference and the delegated authority re the delegations list.

The committee shall be appointed by the board. The board may co-opt additional trustees to the committee as and when required.

Members of the management team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are requested to co-operate with any request made by the committee. The principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the board. [Note: NZSTA provides helpdesk and industrial advice free to trustees and boards.]

No individual member of the review committee can act without the directive of the committee as a whole.

Review schedule: Triennially

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## **1.2 Disciplinary Committee Terms of Reference**

### **Purpose:**

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

### **Committee members:**

All members of the board excluding the principal. The chair of the committee is the board chairperson or in the chairperson's absence will be determined by the committee. The quorum for the committee shall be two trustees.

### **Delegated Authority:**

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline committee of the board of trustees. The committee will:

:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the MoE guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the board as necessary.

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions at each board meeting by the principal.

Review schedule: Triennially

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## **1.3 Finance Committee Terms of Reference**

### **1.3.1 Responsibility of the Board**

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the principal.

The finance committee as a committee of the board is responsible for providing guidance to the principal for financial matters

### **1.3.2 Purpose of the Finance Committee**

The finance committee was formed to provide guidance to the principal in the financial management of the school.

### **1.3.3 Committee members:**

A maximum of two members of the board plus the principal. The Office Manager will also attend, provide information and record the minutes. The chair of the committee will be determined by the committee. The quorum for the committee shall be two trustees.

### **1.3.4 Delegated Authority**

The finance committee is responsible to the board for:

- a) recommending, In association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
- b) determining the level of budgetary discretion available to the principal.
- c) monitoring and reporting on the annual budget via the principal.
- d) reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
- e) assisting the principal to prepare a financial results report, where appropriate, which is to be provided to the board by the principal at every board meeting.
- f) recommending changes to financial policy.
- g) overseeing the preparation of the annual accounts for board approval.
- h) assisting the principal in reporting financial performance to parents and the community.
- i) providing input into the school's strategic plan.
- j) preparing special reports for consideration by the board.
- k) annually reviewing the school's risk management needs and insurance cover, and
- l) assessing and making recommendations to the board on requests for spending on individual items outside of budget.

### **1.3.5 Compliance Reporting**

The principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board, with recommendations on the actions required to meet compliance.



**1.3.6 Finance Committee Annual Calendar**

<b>Date</b>	<b>Action Required</b>
15 March	Finance committee self review and plan for the year
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
31 May	Community reporting on financial performance (Audited Annual Report)
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
31 October	Annual plan available as an input document for preparation of the budget
30 November	Initial annual budget recommendations submitted to the board
15 February	Revised annual budget (if required) submitted to the board for approval

Review schedule: Triennially

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## 2 Birchwood School Delegations List

Date of Minuted Delegation	Personnel	Delegated Authority	Term of Delegation
26/05/2015	<b>Disciplinary Committee</b> All current trustees bar the principal	See individual Committee Terms of Reference in the board's Governance Manual  That the Disciplinary Committee members aforementioned are delegated authority to implement the board's Disciplinary Committee Terms of Reference, as outlined in the board's Governance Manual.	Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
26/05/2015	<b>Finance Committee</b> Chris Herrick (P) Prue Smith Natalie Ogden-Bell	That the Finance Committee members aforementioned are delegated authority to implement the board's Finance Committee Terms of Reference, as outlined in the board's Governance Manual.	
26/05/2015	<b>Acting Principal</b> Paul Butterworth (DP) Sue Baillie (AP)	That the board directs that, except where the board, at its discretion, otherwise determines, the deputy principal (DP), in the first instance, or the assistant principal (AP) shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.	

Notes:

[T] = trustee;(P)= Principal, (DP) = Deputy Principal; (AP) = Assistant Principal

Review schedule: Annually

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## 3 Complaints

### ***Purpose***

To help the Board, parents, staff and pupils manage potentially difficult situations effectively and to the benefit to the school and pupils through a clear understanding of procedures to be followed in such situations.

### ***Complaints Process***

- a) In all cases concerns or queries should be raised directly with the person concerned if at all possible
- b) If issues remain unresolved then the matter should be raised with the Principal
- c) If the matter is still unresolved the Board Chairperson should be informed
- d) Where matters are referred to the Board Chairperson he or she will decide on what further action to take bearing in mind:
  - I. the need to deal with the matter in a way most likely to lead to an outcome fair and acceptable to all parties concerned
  - II. the need to inform the Board of matters for which it has direct responsibility
  - III. the need to see school management matters wherever possible resolved within the school

### ***3.1 Complaints Against A Staff Member***

#### ***3.1.1 Purpose***

The successful functioning of the school requires mutual respect and trust between the school staff and the parents/caregivers.

#### ***3.1.2 Procedures***

To establish clear and fair procedures for working through differences between parents and staff to resolve problems in a way which is fair to all concerned. The following procedures shall be followed:

1. In all cases concerns or queries should be raised directly with the person concerned if at all possible.
2. All unresolved complaints, whether written or verbal, will be directed to the Principal.
3. Such complaints will be referred to the staff member concerned for a reply within 7 days.
4. The Principal will, after considering the nature of the complaint, attempt to bring resolution between the parties.
5. If the parties concerned are unable to reach a mutually accepted resolution the Principal will advise the complainant to make a formal written complaint to the Board.
6. The Board will acknowledge receipt of the complaint.
7. The staff member will be given the opportunity to respond to the formal complaint, in writing, within 7 days.
8. The Principal will undertake a formal inquiry to help those concerned to define the problem and to reach a mutual resolution.



9. The Principal will inform the Board Chair of the action taken and/or being taken. This action will follow Board policy and legal responsibilities.
10. The Principal will keep the parties informed of action being taken so far as confidentiality/ appropriateness.
11. If resolution is not possible, further action will be taken in terms of the Board's Staff Disciplinary policy.
12. Any member of the Board of Trustees who is personally involved in the complaint may make a statement, answer questions, but not take part in the discussion on action being taken on the complaint. No person with any personal interest in the complaint shall be a member of any committee of inquiry.
13. All complaints shall be documented and filed by the Principal.
14. All business concerning the complaint will be held 'in committee'.
15. The Board reserves the right to issue a statement if such a statement is considered to be in the interests of the staff member concerned or the school community.

### **3.1.3 Conclusion**

Every effort should be made to respond promptly and effectively to complaints.

Review Cycle Triennially

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## **3.2 Complaints Against The Principal**

### **3.2.1 Purpose**

The Board recognises the need for clear and just procedures to deal with complaints against the principal in a way that maintains the rights of all parties and is in the best interests of the school as a whole.

### **3.2.2 Procedure**

To provide guidelines for the handling of formal complaints against the Principal, the procedure shall be:

1. In all cases, concerns or queries should be raised directly with the Principal if at all possible. If the matter remains unresolved the Board Chairperson should be informed.
2. All formal complaints against the Principal should be submitted in writing to the Board of Trustees and signed by the complainant.
3. Copies of letters of complaint will be given to the Principal for a written response.
4. The Board will acknowledge all complaints and inform complainants of any actions being taken to resolve issues. Mediation between the parties may be considered.
5. Where the Board considers that resolution is reasonable and effective both the complainant and the Principal will be advised that no further action is intended.
6. If the Board is unhappy with the outcome, it may recommend actions for the Principal to consider. The Principal will be invited to respond to the Board's recommendations.
7. In the case of allegations, which have disciplinary implications, the Board will convene a committee to investigate and report only on the substance of the complaint. Such a committee will include a professional or union representative nominated by the Principal, as well as a professional or STA adviser selected by the Board.
8. The committee will report in writing to the full Board detailing all consultation with the parties concerned and the content of any written submissions.
9. The Principal will be invited to respond to the report in writing.
10. The Board will consider the Principal's response. The Principal may make a statement, or answer questions, but he or she will not take part in the Board discussion related to the complaint.
11. The Principal will have the right to be represented at all meetings by a professional or union advocate of his or her choice.
12. All business concerning the complaint will be held 'in committee'.
13. The Board reserves the right to issue a statement if it considers such a statement in the best interests of either the Principal or the school community.
14. Any member of the Board of Trustees who is personally interested in the complaint may make a statement, or answer questions, but not take part in the formal discussion related to the complaint. No person with any personal interest in the complaint will be a member of any committee of inquiry.
15. While the formal procedures as set out above are available as a last resort, every effort should be made by all concerned to resolve the matter informally. The Chairperson of the Board has a key role in facilitating such a resolution.



**3.2.3 Conclusion**

The Board recognises the rights of individuals involved in a dispute, against the collective good of the school as a whole, and will ensure the principles of natural justice are adhered to.

Review Schedule: Triennially

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## 4 Trustee Register

Approved Number of Elected Parent Representatives = 5

Name	Phone/email	Position on Board [Note 1]	Type of Member [Note 2]	Start date	Current Term expires
Carlie Tahu		Trustee	Selected		May 2016
Chris Herrick		Principal	-		N/A
Damian Hardman		Staff Trustee	Elected	05/05/14	May 2016
Danielle Hampson		Trustee	Elected	6 June 2013	May 2016
Donna Ching-Tregidga		Deputy Chair	Elected	Dec 2014	Nov 2017
Ian Hussey	021 059 8655 / ianh74@windowslive.com	Chairperson	Elected	6 June 2013	May 2016
Natalie Ogden-Bell		Trustee	Elected	Dec 2014	Nov 2017

Note 1: Chairperson (CH), Commissioner (CMR), Member (ME), staff trustee (ST), Principal (P)

Note 2: Elected, selected, co-opted



## 5 Triennial Monitoring & Review Programme

2015	Board Meeting Dates / Work Plan								
	Term 1		Term 2			Term 3		Term 4	
	Tuesday 23 February 2015	Monday 23 March 2015	Monday 4 May 2015	Tuesday 2 June 2015	Monday 29 June 2015	Monday 10 August 2015	Monday September 2015	Monday 9 November 2015	Monday 14 December 2015
<b>Board Requirements</b>	Appoint Chair & Secretary. Annual Review. Sign BOT Code of Conduct.	Roll Returns. Annual Report to Auditor for 31 March.	Annual Report to MOE approved for 31 <sup>st</sup> May.		National Standards Roll Return 1 July			Review Strategic Plan for 2016	Draft Annual Plan Presented. Role of Chair Review. Confirm 2016 BOT Meeting Dates
<b>Charter</b>	Ratify 2014 Charter Review for 1 March to MOE							Draft 2016 Charter	
<b>Strategic Plans</b>									
<b>Student Progress &amp; Achievement</b>									
<b>Report to Parents / Consultation / Surveys</b>					Mid-year Reports EOTC Survey		Prepare & Approve Community Survey	Community Survey Report	
<b>Curriculum</b>						HHR			
<b>Whānau</b>									
<b>Policies</b>									
<b>Financial</b>	2015 Budget Approved	Monitor	Monitor	Monitor	Mid year review	Monitor	Monitor	1 <sup>st</sup> 2016 Budget Budget	Draft 2016 Budget Accepted
<b>HR</b>		2015 Principal Performance Agreement Approved		Informal Principal review report		Informal Principal review report		Informal Principal review report	Principal performance
<b>Board Induction &amp; PD</b>									



2016	Board Meeting Dates / Work Plan								
	Term 1		Term 2			Term 3		Term 4	
	Tuesday 23 February	Monday 23 March	Monday 4 May	Tuesday 2 June	Monday 29 June	Monday 10 August	Monday September	Monday 9 November	Monday 14 December
<b>Board Requirements</b>	Appoint Chair & Secretary. Annual Review. Sign BOT Code of Conduct.	Roll Returns. Annual Report to Auditor for 31 March.	Annual Report to MOE approved for 31 <sup>st</sup> May.		National Standards Roll Return 1 July			Review Strategic Plan for 2017	Draft Annual Plan Presented. Role of Chair Review. Confirm 2017 BOT Meeting Dates
<b>Charter</b>	Ratify 2016 Charter Review for 1 March to MOE							Draft 2017 Charter	
<b>Strategic Plans</b>									
<b>Student Progress &amp; Achievement</b>									
<b>Report to Parents / Consultation / Surveys</b>					Mid-year Reports EOTC Survey		Prepare & Approve Community Survey	Community Survey Report	
<b>Curriculum</b>						HHR			
<b>Whānau</b>									
<b>Policies</b>									
<b>Financial</b>	2016 Budget Approved	Monitor	Monitor	Monitor	Mid year review	Monitor	Monitor	1 <sup>st</sup> 2017 Budget Budget	Draft 2017 Budget Accepted
<b>HR</b>		2015 Principal Performance Agreement Approved		Informal Principal review report		Informal Principal review report		Informal Principal review report	Principal performance
<b>Board Induction &amp; PD</b>									



2017	Board Meeting Dates / Work Plan								
	Term 1		Term 2			Term 3		Term 4	
	Tuesday February	Monday March	Monday May	Tuesday June	Monday June	Monday August	Monday September	Monday November	Monday December
<b>Board Requirements</b>	Appoint Chair & Secretary. Annual Review. Sign BOT Code of Conduct.	Roll Returns. Annual Report to Auditor for 31 March.	Annual Report to MOE approved for 31 <sup>st</sup> May.		National Standards Roll Return 1 July			Review Strategic Plan for 2018	Draft Annual Plan Presented. Role of Chair Review. Confirm 2018 BOT Meeting Dates
<b>Charter</b>	Ratify 2017 Charter Review for 1 March to MOE							Draft 2018 Charter	
<b>Strategic Plans</b>									
<b>Student Progress &amp; Achievement</b>									
<b>Report to Parents / Consultation / Surveys</b>					Mid-year Reports EOTC Survey		Prepare & Approve Community Survey	Community Survey Report	
<b>Curriculum</b>						HHR			
<b>Whānau</b>									
<b>Policies</b>									
<b>Financial</b>	2017 Budget Approved	Monitor	Monitor	Monitor	Mid year review	Monitor	Monitor	1 <sup>st</sup> 2018 Budget Budget	Draft 2018 Budget Accepted
<b>HR</b>		2017 Principal Performance Agreement Approved		Informal Principal review report		Informal Principal review report		Informal Principal review report	Principal performance
<b>Board Induction &amp; PD</b>									



## **Part 3: Operational Policy**



# 1 Responsibilities of the Principal

## 1.1 Intent

The Principal is the professional leader of the school and works in partnership with the board of Trustees (The Board). As the board's chief executive the Principal will cause, facilitate and encourage all practice, activity or decision to be ethical, lawful, and prudent which respects the board's Charter, expressed value and commonly held professional ethic.

The principal's key contribution is **day-to-day management** of the school as per the management definition in the introduction to this governance manual.

## 1.2 Responsibilities

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chairperson of the board in consultation with the principal acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation. The responsibilities of the principal are to:

- a. Meet the requirements of the current job description
- b. Meet the requirements of the Principals' Professional Standards
- c. Act as the educational leader and day to day manager of the school within the law and in line with this and the following board policies.
- d. Develop an annual plan that is aligned with the board's strategic plan and meets both legislative requirements and any MoE expectations.
- e. Seek approval from the board each year for the annual plan so that MoE expected dates can be met.
- f. Implement the annual plan and give priority to the school's annual targets.
- g. Prepare and review operations within the boundaries of prudence and ethics established in the board operational policies and the Charter.
- h. Communicate with the community on operational matters where appropriate.
- i. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.
- j. Report to and inform the board on the compliance with BOT policies and any other information required for the board to act in its role.
- k. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000." [see STA Link 2001/01]
- l. Appoint, on behalf of the board, the Privacy Officer and **Equal Employment Opportunity (EEO) Officer**.

Only decisions made by the board acting as a board are binding on the Principal. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the Principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. Both parties work to ensure 'no-surprises'. The Principal is not restricted from using the expert knowledge of individual board members acting as volunteers.



### **1.3 Reporting to the Board**

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management. Therefore, the principal will:

- a. inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
- b. submit written reports covering the following management areas at each board meeting:
  - principal's management report including:
    - i. Annual Plan Report including
  - - the coordination and approval of the following reports:
    - i. Student Progress and Achievement Report
    - ii. Curriculum Report
    - iii. Personnel Report
    - iv. Finance Report
    - v. Property Report
    - vi. Principals Performance Agreement
- c. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
- d. seek board approval for any requests for discretionary staff leave of longer than three days
- e. seek board approval for any requests for staff travelling overseas on school business
- f. advise the board of any staff absences longer than five school days
- g. submit any monitoring data required in a timely, accurate and understandable fashion
- h. report and explain financial variance against budget in line with the board's expectations
- i. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
- j. report and explain roll variance against year levels and reasons on a per meeting basis
- k. present information in a suitable form
- l. inform the board when, for any reason, there is non-compliance of a board policy
- m. recommend changes in board policies when the need for them becomes known
- n. highlight areas of possible bad publicity or community dis-satisfaction
- o. coordinate management/staff reports to the board and present to the board under the principal's authority
- p. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
- q. report on any matter requested by the board and within the specified timeframe

### **1.4 Use of Volunteers**

The principal is not restricted from using the expert knowledge of individuals as volunteers which may include board members. The principal is responsible for implementation of the knowledge gained from these individuals. Where Board members are acting in this capacity, they are not acting as board members but as volunteers.



### **1.5 Professional Expenses**

A budget for professional expenses and for professional development will be established annually and be included in the budget. Spending within budget occurs at the discretion of the principal except in the case of overseas professional development. All overseas trips for professional development must be approved first by the board of trustees at least one term in advance of the event.

Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

### **1.6 Review Schedule**

This Policy was first ratified on \_\_\_\_\_21 September 2015\_\_\_\_\_

Review Cycle: Triennially

Next Review date by: \_\_\_\_\_



## **2 Student Achievement Policy**

### **2.1 Intent**

The School shall foster student achievement by providing programmes and learning experiences that ensure an appropriate coverage of the New Zealand Curriculum that will cater for each individual students' needs in a culturally, physically, and emotionally safe environment enabling them to become successful lifelong learners.

Through the curriculum, all our children shall know, understand and value a diverse range of cultures and to recognise the unique position of the Maori culture. Delivery of the curriculum shall be tailored to the needs and aspirations of our local community and each individual student with focus on student learning rather than curriculum delivery (NZSTA News, March 2014)

Assessment data and professional judgements shall be used to continuously improve outcomes for our students each year. (NZSTA News, March 2014)

### **2.2 Responsibilities**

Delivery of the curriculum shall foster student progress and achievement and meet all legislative requirements and Ministry and board expectations. Therefore the principal will:

- a. provide opportunities for success for all students in all learning areas and skill areas of the New Zealand Curriculum,
- b. give priority to student achievement in English and Mathematics across the curriculum,
- c. give priority to regular quality physical activity that develops movement skills for all students,
- d. report on progress and achievement of all students including information in relation to National Standards as per the board's three year work plan and agreed reporting formats,
- e. identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs,
- f. ensure there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting,
- g. consult with the school's Maori community about the policies/plans for improving the achievement of Maori students,
- h. seek board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made,
- i. ensure achievement of the Charter aims and targets.

### **2.3 Reporting**

The School shall Monitor, assess, record and report on children's progress and achievement (including National Standards) to the Board and community. This reporting shall occur twice a year and be in plain English in ways which inform the Board and parents and give direction to further learning through next steps and ways parents can support learning at home.

### **2.4 Review Schedule**

This Policy was first ratified on \_\_\_\_\_ 21 September 2015 \_\_\_\_\_

Initial Review: 12 Months from ratification:

Review Cycle: Triennially

Next Review date by: \_\_\_\_\_



### **3 Strategic Planning & Reporting to the Community**

#### **3.1 Intent**

The School are to maintain an ongoing partnership between the school and the community which will encourage and welcome the involvement and support of parents to help achieve and develop the schools' purpose and aims.

#### **3.2 Responsibilities**

The Principal will "ensure the purpose, aims and objectives in the Charter / Strategic Plan are being achieved through a planned programme of self-review which identifies priorities and plans ongoing development and improvement.

#### **3.3 Review Schedule**

This Policy was first ratified on \_\_\_\_\_21 September 2015\_\_\_\_\_

Initial Review: 12 Months from ratification:

Review Cycle: Triennially

Next Review date by: \_\_\_\_\_



## **4 Personnel Policy**

### **4.1 Intent**

The Board shall be an employer that provides equal opportunities in employment and staff development programmes so that high levels of performance and professional satisfaction are obtained.

### **4.2 Responsibilities**

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the principal will:

- a. ensure that employees are not discriminated against and use clearly job-related criteria, individual performance or qualifications in decision making.
- b. ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
- c. ensure that all required staff are registered or have a current Limited Authority to Teach.
- d. provide a smoke free environment
- e. provide for all staff an employment agreement
- f. provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans
- g. carry out annual performance appraisals
- h. meet current employment legislation
- i. meet the requirements of the Health and Safety in Employment Act 1992
- j. provide Protected Disclosure protection

### **4.3 Appointments**

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. Therefore, the principal will:

- a. meet legal requirements
- b. act as a good employer
- c. appoint the best person for the job
- d. determine the composition of the various appointment committees according to the schedule outlined below:
  - i. Appointment of the principal is the responsibility of the board which will determine the process.
  - ii. Appointment of the deputy-principal, assistant-principal, team leaders, office manager and property manager will involve an appointment committee consisting of the principal, the board chairperson and a further trustee (should the BOT feel the need to include one).



- iii. Appointment of permanent teacher will involve an appointment committee consisting of the principal, the board chairperson and the appropriate team leader and a further trustee (should the BOT feel the need to include one).
- iv. Unless determined otherwise by the board, appointment of all other, teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the principal.

#### **4.4 Review Schedule**

This Policy was first ratified \_\_\_\_\_21 September 2015\_\_\_\_\_

Initial Review: 12 Months from ratification:

Review Cycle: Triennially

Next Review date by: \_\_\_\_\_



## **5 Financial Management Policy**

### **5.1 Intent**

To allocate funds to reflect the school's priorities as stated in the Strategic Plan. To allocate sufficient short and long term funding so that the school is able to achieve its goals, student achievement targets, statutory obligations and maintenance of school assets.

### **5.2 Financial Planning**

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the principal. The principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference. This budget will include a professional development budget allocation for the principal and the staff.

Budgeting will reflect the annual plan, not risk financial jeopardy and show a generally acceptable level of foresight.

Thus the budget will:

- a. reflect the results sought by the board
- b. reflect the priorities as established by the board
- c. comply with the board's requirement of a balanced budget
- d. ensure adequate working capital
- e. demonstrate an appropriate degree of conservatism in all estimates

### **5.3 Financial Condition**

The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud cannot be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event. Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH).

Therefore, the principal shall:

- a. Not incur unauthorised debt
- b. Adhere to generally accepted accounting practices or principles
- c. Use tagged funds only for approved purposes
- d. spend only those funds that have been allocated in the fiscal year unless prior board approval to granted
- e. Ensure all money owed to the school is collected in a timely manner
- f. Make timely payment to staff and other creditors
- g. Not sell or purchase unauthorised property
- h. Ensure that all relevant government returns are completed on time
- i. Ensure that no one person has complete authority over the school's financial transactions
- j. Ensure for any purchase:
  - i. of over \$500.00 comparative prices and quality have been obtained
  - ii. of over \$500.00 an adequate review on ongoing costs, value and reliability is obtained
  - iii. of over \$1,000.00 on a single item board approval is sought.



## **5.4 Review Schedule**

This Policy was first ratified on \_\_\_\_\_21 September 2015\_\_\_\_\_

Initial Review: 12 Months from ratification:

Review Cycle: Triennially

Next Review date by: \_\_\_\_\_



## **6 Asset Management Policy**

### **6.1 Intent**

The School is to ensure a well maintained, safe, hygienic, functional and attractive school environment, and to plan for the ongoing developments of facilities to reflect modern learning environments.

### **6.2 Responsibilities**

Assets must be protected, adequately maintained and not unnecessarily risked. The board of trustees is responsible for over viewing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal shall:

- a. Ensure assets are appropriately insured
- b. Not allow unauthorised personnel or groups to handle funds or school property
- c. Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- d. Maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
- e. Ensure the implementation of the 10 year property maintenance plan
- f. Engage sufficient property maintenance contractors for the school within budget limitations
- g. Seek board approval for maintenance contracts over \$1,000 for any one contract
- h. Conduct competitive tenders for all contracting
- i. Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- j. Not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- k. Not invest or hold operating capital in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

### **6.3 Review Schedule**

This Policy was first ratified on \_\_\_\_\_21 September 2015\_\_\_\_\_

Initial Review: 12 Months from ratification:

Review Cycle: Triennially

Next Review date by: \_\_\_\_\_



## **7 Health & Safety Policy**

### **7.1 Intent**

The school is committed to providing a safe physical, emotional and cultural environment for students, staff and the community.

### **7.2 Responsibilities**

The Principal will:

- a. take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions
- b. promote zero tolerance to bullying
- c. ensure there are effective processes in place for dealing with bullying
- d. comply with the provisions of the Health and Safety in Employment Act 1992
- e. provide a smoke free environment
- f. ensure a risk analysis management system (RAMS) is carried out where and when appropriate
- g. seek approval from the Board for all overnight stays/camps
- h. consult with the community every two years regarding the health programme being delivered to students
- i. provide privacy of personal documentation held at the school
- j. advise the board chair of any emergency situations as soon as possible

### **7.3 Review Schedule**

This Policy was first ratified on \_\_\_\_\_21 September 2015\_\_\_\_\_

Initial Review: 12 Months from ratification:

Review Cycle thereafter: Triennially

Next Review date by: \_\_\_\_\_



## **8 Legal Responsibilities Policy**

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.



## Helpful Information:

### Websites

<a href="http://www.eduction.govt.nz">www.eduction.govt.nz</a>	<a href="http://www.edgazette.govt.nz">www.edgazette.govt.nz</a>	<a href="http://www.educationcouncil.org.nz">www.educationcouncil.org.nz</a>
<a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	<a href="http://www.legislation.govt.nz">www.legislation.govt.nz</a>	<a href="http://www.nztsa.org.nz">www.nztsa.org.nz</a>

### Acronyms

BoT	Board of Trustees
e-asTTle	Electronic-Assessment Tools for Teaching and Learning
ERO	Education Review Office
ICT	Information and Communications Technology
EOTC	Education Outside The Classroom
NZSTA	New Zealand School Trustees Association
OTJ	Overall Teacher Judgement
PD	Professional Development
SENCO	

### Definitions

Pedagogy	The art (and science) of teaching – the 'how' the teaching and learning occurs.
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