



**Board Handbook
2017**

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INTRODUCTION

These governance policies outline how the Board of Trustees 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.

Trustees have a governance role, in contrast to staff and teachers who have a management role. Governance relates to setting a strategic direction that allows management to achieve the goals we have for our school. Trustees oversee the overall function of the school, setting in place policies and procedures that ensure our school is run in the best interests of our students and our community.

The board's primary objective is:

- (1) to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) To meet the primary objective, the board must—
 - (a) ensure that the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) is inclusive of and caters for students with differing needs; and
 - (b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and
 - (c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and
 - (e) comply with all of its other obligations under this or any other Act.

The board's key areas of contribution are to:

- set and, as needed, modify the vision, mission, and values of the school
- protect the special character/values of the school
- ensure a sensible and feasible strategic plan
- approve and monitor the annual plan
- develop and review the general policy direction
- monitor and evaluate student learning outcomes
- appoint, assess the performance of, and support the principal
- act as a good employer
- provide financial stewardship
- oversee, conserve, and enhance the resource base
- approve major policies and programme initiatives
- manage risk
- commit to a programme of professional development that includes new trustee induction
- build a broad base of community support
- exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

BOT, BOP, TSTB –What Does It All Mean?

As a state integrated school, the Ministry of Education does not own the property, boarding or special character rather the Trinity Schools' Trust Board (TSTB) does and therefore provides the overall governance direction on these in line with the Integration Agreement and associated amendments. The TSTB Board is comprised of the proprietor representative(s) from each of the schools along with the principals, local Anglican Church representative(s) and elected and co-opted personnel.

The Board of Trustees (BOT) of the School is constituted in a manner similar to any New Zealand state school board of trustees. The board consists of:

- the principal,
- a staff trustee
- a student trustee (in secondary schools)
- elected parent trustees
- an Integrated Schools Proprietors' representative(s), in our case, the Trinity Schools' Trust Board, has two representatives
- any co-opted person the board deems necessary to provide the expertise that may not otherwise be available or to represent the board and parent community in a manner that may not otherwise be possible.

The Proprietors, The Trinity Schools Trust Board delegates proprietor responsibilities to a Board of Proprietors (BOP). The BOP is in fact the BOT minus the student representative and this board deals exclusively with proprietor matters.

As outlined in the Memorandum of understanding and the he Service Level Agreement outlines where the BOT and BOP are contracting from each other.

The Integration Agreement

Integrated schools were once private schools established to provide education with a special character. By the free choice of the proprietors and in agreement with the government, some private schools have become part of (integrated into) the State system of education in New Zealand.

The Proprietor has an obligation to preserve and safeguard the School's special character. The Trinity Schools' Proprietor Board (TSTB) sets policy and procedures to upgrade each school's capital works and building programme. The Proprietor responsibilities are described in the Private Schools Conditional Integration Act 1975 and the Integration Agreement for the school.

The Board of Proprietors acts for the TSTB in in regard to its special character and property obligations. The Special Character statement in the Integration Agreement reads as follows:

This Church affiliation includes providing a Religious Studies programme as an integral part of the school curriculum. Pupils are required to participate in the worshipping life of the school. The Anglican tradition, as expressed by the New Zealand Prayer Book and in conformity with the Bible, is the foundation of the practice of worship. The upholding of a strong moral code based on Christian standards and values is an essential element of the school's character.

S Matthew's is a day and boarding school. Integral to its Special Character is the unity of the day and boarding components achieved by offering a programme of religious, cultural and recreational pursuits in which all pupils are expected to fully participate.

Preferential enrolment is given, with approval of the Proprietor and the Bishop of Wellington in his capacity as Visitor to the Proprietor, or his nominee, to pupils who accept and whose families accept the education of a special character outlined above.

The Special Character of the school is supported by all in the school community and there is a strong association with the other two schools through chaplaincy.

Charter – Strategic Plan and Annual Plan

The charter is an undertaking by the Board of Trustees (BOT) to ensure that the school is managed, organised, conducted and administered in order to meet its stated mission, goals and objectives and student achievement targets. The charter gives effect to the Ministry of Education National Education Guidelines which includes National Administration Guidelines (NAGs) and National Educational Goals (NEGs). The charter also gives effect to the BOT's own priorities. The Charter intentions are implemented through a strategic plan from which an annual plan of objectives is established. It is expected that the BOT will consult with parents, the proprietors (integrated schools) and Maori communities within the school community. The charter is the guiding document for the school and as such must be approved by the government by the 1st of March each year. It is the basis for BOT activity, self-review and external ERO and Audit Office reviews.

- (1) Every board must, prepare and maintain a school charter.
- (2) The purpose of a school charter is to establish the mission, aims, objectives, directions, and targets of the board that will give effect to the Government's national education guidelines and the board's priorities, and provide a base against which the board's actual performance can later be assessed.
- (3) A school charter must contain the following sections:
 - (a) a section that includes—
 - (i) the aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture; and
 - (ii) the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parents ask for it:
 - (b) a long-term strategic planning section that—
 - (i) establishes the board's aims and purposes; and
 - (ii) establishes for the next 3 to 5 years the board's aims, objectives, directions, and priorities for intended student outcomes, the school's performance, and use of resources; and
 - (iii) includes any aims or objectives that designate the school's special characteristics or its special character (within the meaning of this Act):
 - (c) an annually updated section that—
 - (i) establishes for the relevant year the board's aims, directions, objectives, priorities, and targets relating to intended student outcomes, the school's performance, and use of resources; and
 - (ii) sets targets for the key activities and achievement of objectives for the year.
- (4) A school charter must include the board's aims, objectives, directions, priorities, and targets in the following categories:
 - (a) student achievement, including the assessment of students against any national standard published under [section 60A\(1\)\(ba\)](#);
 - (b) the board's activities aimed at meeting both general government policy objectives for all schools, being policy objectives set out or referred to in national education guidelines, and specific policy objectives applying to that school;
 - (c) the management of the school's and board's capability, resources, assets, and liabilities, including its human resources, finances, property, and other ownership matters;
 - (d) other matters of interest to the public that the Minister may determine.
- (5) A school charter must—
 - (a) contain all annual or long-term plans the board is required to have or has prepared for its own purposes; or
 - (b) contain a summary of each plan or a reference to it.

NATIONAL ADMINISTRATIVE GUIDELINES (NAGS)

National Administration Guidelines are specifically for boards of trustees and list requirements that will enable them to follow sound governance practices to ensure that the National Education Goals (NEG's) are met.

NAG I Curriculum Requirements

The Board of Trustees will foster student achievement by providing teaching and learning programmes which incorporate the national curriculum as expressed in the New Zealand curriculum 2007 or Te Marautanga o Aotearoa.

The Board, through the principal and staff, will:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- b. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
- c. on the basis of good quality assessment information, identify students and groups of students:
 - i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG 2 Documentation and Self Review

The Board of Trustees, with the principal and teaching staff, will:

- a) develop a strategic plan which documents how they are giving effect to the national education guidelines through their policies, plans and programmes, including those for curriculum, national standards, assessment and staff professional development;
- b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c) report to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole and of groups (identified through nag 1(c) above) including the achievement of Māori and Pasifika students against the plans and targets referred to in nag 1(e).

NAG 2A National Standards

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- a. report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement;
 - iii. planned actions for lifting achievement; and
 - iv. how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.
- d. report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

NAG 3 Employer Responsibilities

According to the legislation on employment and personnel matters, Board of Trustees will in particular:

- a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4 Financial and Property Management

According to legislation on financial and property matters, the board of trustees will:

- a) allocate funds to reflect the school's priorities as stated in the charter,*
- b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and*
- c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.*

NAG 5 Health and Safety

Board of Trustees will:

- a) provide a safe physical and emotional environment for students;*
- b) promote healthy food and nutrition for all students; and*
- c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.*

NAG 6 Administration

The Board of Trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

NAG 7 Charter

The board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8 Annual Objectives & Reporting

The board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NATIONAL EDUCATION GOALS

In recognition of the fundamental importance of education, the government has set the following goals for the education system of New Zealand

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

If you are ever unsure please refer to the following documents or seek clarification from the Board Chair or independent advice from NZSTA www.nzsta.org.nz

Trusteeship: A guide for school trustees 2016

Making a difference: Trustee Handbook

Handbook for a Proprietor of a State Integrated School

PART FOUR GOVERNANCE POLICIES

GOVERNANCE 1: BOARD ROLES AND RESPONSIBILITIES

The board of trustees' key areas of contribution are focused on four outcome areas:

Representation
Leadership
Accountability
Employer Role

The board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the annual plan review process 1.2 The board sets/reviews the strategic aims on a triennial basis. 1.3 The board approves the annual plan and targets and ensures it is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular board meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all board decision making
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Protects the special character of the school	3.1 Special character is obviously considered in all board decisions 3.2 Special character report is included at every board meeting as part of the principal's report
4. Appoints, assesses the performance of and supports the principal	4.1 Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the school	5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of school against budget
6. Effectively manages risk	6.1 The board has an effective governance model in place 6.2 The board remains briefed on internal/external risk environments and takes action where necessary 6.3 The board identifies 'trouble spots' in statements of

The board	The Standards
	<p>audit and takes action if necessary</p> <p>6.3 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action</p>
<p>7. Ensures compliance with legal requirements</p>	<p>7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members</p> <p>7.2 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</p> <p>7.3 Accurate minutes of all board meetings, approved by board and signed by chair</p> <p>7.4 Individual staff/student matters are always discussed in public excluded session</p> <p>7.5 Board meetings have a quorum</p>
<p>8. Ensures trustees attend board meetings and take an active role</p>	<p>8.1 Board meetings are effectively run</p> <p>8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them</p> <p>8.3 Attendance at 80% of meetings (min.)</p> <p>8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)</p>
<p>9. Approves major policies and programme initiatives</p>	<p>9.1 Approve programme initiatives as per policies</p> <p>9.2 The board monitors implementation of programme initiatives</p>
<p>10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage</p>	<p>10.1 The Treaty of Waitangi is obviously considered in board decisions</p> <p>10.2 The board, principal and staff are culturally responsive and inclusive</p>
<p>11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer</p>	<p>11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements)</p> <p>11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct</p> <p>11.3 Ensures there is ongoing monitoring and review of all personnel policies</p>
<p>12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures</p>	<p>12.1 Successful resolution of any disputes and conflicts referred</p>
<p>13. Represents the school in a positive, professional manner</p>	<p>13.1 Code of behaviour adhered to</p>

The board		The Standards	
14.	Oversees, conserves and enhances the resource base	14.1	Property/resources meet the needs of the student achievement aims
15.	Effectively hands over governance to new board/trustees at election time	15.1	New trustees provided with governance manual and induction
		15.2	New trustees fully briefed and able to participate following attendance at an orientation programme
		15.3	Appropriate delegations are in place as per s66 Education Act
		15.3	Board and trustees participate in appropriate professional development

ROLES WITHIN THE BOARD

Chair

Each board must elect a chair. Whilst there is no legislative “job description” the chair provides a pivotal role, is responsible for ensuring the work of the board gets done, and for overseeing the activities of other trustees. Any trustee, with the exception of the principal, staff trustee, and student trustee, can be elected chair.

The chair is required to develop and maintain a productive working relationship with the principal to ensure the smooth and efficient running of the school.

It is usual for the chair to be responsible for chairing board meetings. The chair retains the responsibility for planning meetings and ensuring that follow up work is done as required.

Principal

The principal is a full member of the board, the educational professional leader of the school, the CEO, and the board’s chief adviser. This can be at times difficult as the principal is an employee, delegated employer, and a member of the employing body.

Staff trustee

The staff trustee is first and foremost a trustee, making decisions on behalf of all stakeholders at the school, using all the information available. The staff trustee brings a staff perspective to issues under discussion and must vote as a trustee.

The relationship between the staff trustee and the principal is very important. They need to ensure there are “no surprises” at board meetings and that there is a clear process developed for reporting decisions to the staff.

Student trustee

The student trustee is first and foremost a trustee, making decisions on behalf of all stakeholders at the school using all the information available. The student trustee brings a student perspective to issues under discussion but ultimately must vote as a trustee. The relationship between the student trustee and the principal is very important. They need to ensure there are “no surprises” at board meetings and that there is a clear process developed for reporting decisions to the students.

Parent trustees

Trustees are elected to ensure the best possible outcomes for all students at the school. It is vital that parent trustees do not simply focus on their own children or on specific areas of responsibility or interest. Parent trustees, whether they are actually parents of students at the school or not, are there to bring a parent perspective to the board table. This does not necessarily mean they need to vote the way the parent community would like them to vote, as they are privy to far more information than parents, and need to base any decisions on all the information at hand.

Proprietors' appointees

These trustees are appointed by the proprietor to assist in preserving the special character and property of the school and are full members of the board with full responsibility and accountability requirements.

Co-opted trustees are full members of the board with equal voice, vote, and accountabilities. They are usually co-opted to fill skill gaps.

In addition to general trustee duties, a trustee will be required to be on any number of the Board's subcommittees. The responsibilities of these subcommittees are outlined in Appendix I of this handbook

GOVERNANCE 2: RESPONSIBILITIES OF THE PRINCIPAL

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

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 chair of the board 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:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Communicate and participate in the Trinity Schools structure.
14. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
15. Keep the board informed of information important to its role.
16. Report to the board as per the boards reporting policy requirements.
17. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
www.legislation.govt.nz/act/public/2000/0007/latest/DLM53466.html
18. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.
www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/Employers/EmployingStaff/EqualEmploymentOpportunities.aspx

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. 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. All parties work to ensure “no-surprises”.

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

GOVERNANCE 3: DISCIPLINARY PROCESS IN RELATION TO THE PRINCIPAL

In the event the board receives a complaint in writing and signed regarding the principal or determines that policy violation(s) may have occurred in the first instance the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal).

Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

If the Board of Trustees cannot or does not wish to resolve the problem directly, the matter shall go to mediation

Any complaints regarding non-compliance of regulations can be referred to the Ministry of Education

GOVERNANCE 4: PRINCIPAL PROFESSIONAL EXPENSES

A budget for professional expenses and for professional development will be established annually in accordance with the principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved 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.

Established June 2017
Last Reviewed
Review May 2020

Distributed to Board:
Distributed to Staff:
Office Copy
Made available to public:

GOVERNANCE 5: 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 by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. 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.
2. submit written reports covering the following management areas for each board meeting:
 - a. principal's management report including:
 - i. NAG 1 Pupil Achievement
 - ii. NAG 2 Strategic Goals
 - iii. NAG 3 Personnel
 - iv. NAG 4 Health and Safety
 - v. NAG 5 Property and Finance
 - vi. Annual Plan Variance Report
 - vii. Strategic Plan Key Performance Indicators
 - and,
 - b. the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. submit any monitoring data required in a timely, accurate and understandable fashion
5. report and explain financial variance against budget in line with the board's expectations
6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. report and explain roll variance against year levels and reasons on a per meeting basis
8. present information in a suitable form – not too complex or lengthy
9. inform the board when, for any reason, there is non-compliance of a board policy
10. recommend changes in board policies when the need for them becomes known
11. highlight areas of possible bad publicity or community dis-satisfaction
12. coordinate management/staff reports to the board and present to the board under the principal's authority
13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
14. report on any matter requested by the board and within the specified timeframe

GOVERNANCE 6: TRUSTEES' CODE OF BEHAVIOUR

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

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the school and its mission
5. Publicly represent the school in a positive manner
6. Respect the integrity of the principal and staff
7. 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
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
13. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development
16. Assume sub-committee responsibilities as nominated by the Board
17. Be familiar with National Educational Goals (NEG's) and National Administrative Guidelines (NAG's) and the Board's responsibilities in regard to these goals and guidelines.
18. Contribute to, and be familiar with the School's Strategic Plan and its annual plan.
19. Be familiar with the School's Charter which is the key guiding document for the Board

I, xxxxxxxx, 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:

GOVERNANCE 7: TRUSTEE REMUNERATION AND EXPENSES

The board has the right to set the amount that the chair and other board members are reimbursed for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The principal, as a member of the board is entitled to the same payment as all other trustees except the chair. Currently at School;

- 1 The chair receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the board of trustees. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring

GOVERNANCE 8: CONFLICT OF INTEREST

The standard of behaviour expected 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 ability to protect the integrity and reputations of board members and meet legislative requirements. 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 in committee file and will be updated as appropriate.

In the course of board meetings, 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 meeting for the discussion and will not be permitted to vote on the question.

GOVERNANCE 9: CHAIR'S ROLE DESCRIPTION

The chair of the Board of Trustees 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. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board*
2. 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
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures the work of the board is completed
6. Ensures they act within board policy and delegations at all times and do not act independently of the board
7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
9. 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*
10. Ensures interactive participation by all board members
11. 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 and is the official signatory for the annual accounts*
12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
13. Establishes and maintains a productive working relationship with the principal
14. Ensures the principal's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
16. Ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint

** Legislative Requirement*

GOVERNANCE 10: STAFF/STUDENT TRUSTEE ROLE DESCRIPTION

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

As a trustee the staff/student 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.

Staff/Student Trustee accountability measure	Standard
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/student trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff/student 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/student trustee is not a staff/student advocate 3.2 The staff/student trustee does not bring staff/student concerns to the board
4. The staff/student trustee is bound by the Trustee Code of Behaviour	4.1 The staff/student trustee acts within the code of behaviour
5. It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic or significant issue.

Note:

Trustees are to verbalise additional items to the Principal Report as appropriate.

Trustees are to prepare a written report where there are approvals required or a substantial item to be considered by the BOT.

GOVERNANCE 11: THE ROLE OF THE PROPRIETOR'S APPOINTEES

The Proprietor Appointee trustee fulfils legislative requirements relating to board composition. The role and responsibilities of the Proprietor trustee is the same as the other elected members as well as

1. To assist the Board to carry out its obligations to ensure: that the school remains true to its special character as defined in the Integration Agreement, and that it fulfils the primary objective for which it was founded. The primary objective of providing education with a special character has implications for the appointment of teachers, the enrolment of students, the Religious Education programme and for matters relating to the school's special character.
2. They are an important channel of communication between the school and the proprietor.
3. They assist the board in ensuring that the Proprietor's property is kept in good order, repair and condition. They need to ensure that the proportion of the Operations Grant which is designed to cover repair and maintenance of the Proprietor's buildings is used for this purpose.
4. They report to the Proprietor on the progress of the school, in writing, at least annually or more often if requested or if the need arises.

GOVERNANCE 12: 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 leadership 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 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 (unless specifically requested by the board) 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. The board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The principal should be able to share their biggest concerns with the board.

GOVERNANCE 13: PRINCIPAL'S PERFORMANCE MANAGEMENT

It is the policy of School Board of Trustees to establish a performance agreement with the principal each year* and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the boards and optionally, at the board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one per each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
5. The principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report, in accordance with the principal's views, or let the report stand, with the principal's comments attached.
9. The chair/delegate(s)/consultant will present the final report/summary back to the board the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit and further discussion may continue among the board.
10. The principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

* Legal requirement

Signature

I, _____, have been informed of the performance review policy and procedures of _____ School Board.

Signature _____ Date _____

GOVERNANCE 14: THE RELATIONSHIP BETWEEN THE CHAIR AND THE PRINCIPAL

The chair 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 line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities
3. The Responsibilities of the principal
4. The Chair's Role Description
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 the chair has no authority except that granted by the board.
13. Understand that the chair and principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

GOVERNANCE 15: 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 chair. Sufficient copies of the agenda of the open (public) session will be posted on the board of trustees' notice board and available at the meeting place for the public.
2. Meetings are held as calendared up to ten times per year
3. The chair shall be elected at the first meeting of each year, except an election year. In an election year the chair shall be elected at the first meeting following the election
4. 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.
5. The quorum for a meeting must be at least half of the trustees currently holding office.
6. Apologies from trustees unable to attend a meeting will be recorded in the minutes. A trustee who misses three consecutive minutes without prior leave of the board ceases to be a member of the board
7. A trustee who identifies a conflict of interest must declare it before any discussion of the matter begins. This should be recorded in the minutes and the trustee should withdraw from the meeting while the matter is discussed, not discuss the matter with the board or attempt to influence the vote, and not vote on the matter
8. The majority of board decision making is based on consensus discussion and confirmation by voting:
9. Voting to decide a motion requires a simple majority
10. A trustee can request that his or her vote is recorded in the minutes
11. The chair has a vote on every matter, and where there is a tied vote, a casting vote
12. A meeting may exclude the public (move into committee) if it wishes to discuss public-excluded business. Rules for doing this are laid out in the Local Government Official Information and Meetings Act 1987. Members of the public, including media, are excluded from the meeting when it moves into committee, unless specifically invited to stay
13. 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
14. Can be held via audio, audio and visual, or electronic communication providing:
 - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

GOVERNANCE 16: MEETING PROCEDURE

Board meetings;

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non-trustee paid on a commercial basis as part of an existing contract or stand alone.
- The quorum shall be more than half the members of the board currently holding office.*
- 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.*
- The chair 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.*
- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- 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.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
- The amount the chair and other board members are paid for attendance at board meetings is set by the board. Currently the chair receives \$xxxx per board meeting and board members receive \$xxx per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.

Time of meetings:

- Regular meetings commence at 4pm and conclude by xxxxxpm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

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

Exclusion of the public:

- 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:

- The board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting.
Public Attending Board Meetings Procedure (See p. 12).

Motions/amendments:

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

Tabling documents

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

Correspondence

- 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.

Termination of debate:

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

Lying on the table

- 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

- 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:

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

Agenda:

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

Minutes

- The principal is to ensure that secretarial services are provided to the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the chair for approval within 3 working days of the board meeting before being distributed to trustees within 7 working days of the meeting.

(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*.

16.1 Public Attending Board Meetings Procedure

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings.

In order that members of the public understand the rules that apply to then attending board meetings these procedures will be provided and followed unless otherwise authorised by the board.

- 1 Board meetings are not public meetings but meetings held in public.
- 2 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.
- 3 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 board.
- 4 Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 No more than 3 speakers on any one topic.
- 6 Speakers are not to question the board and must speak to the topic.
- 7 Board members will not address questions or statements to speakers.
- 8 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 9 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, students and parents of the school who are not trustees on the board.

16.2 Meeting Agenda



St Matthew's Board of Trustees Meeting
To be held on DAY DATE MONTH YEAR
At 4.00pm in the Judy Young Centre

AGENDA

1.	Welcome:	
1.1	Opening Prayer – Kiri Gill	4.00pm to
1.2	Present	4.10pm
1.3	Apologies	
1.4	Declarations of Interest	
2.	Presentations:	
2.1		4.10pm to
2.2		4.40pm
3.	Administration:	
3.1	Confirmation of Minutes	4.40pm to
3.2	Correspondence	4.50pm
3.3	Acknowledgements	
4.	Academic Focus	
4.1	Principal's Report	4.50pm to
4.2	Approvals	5.45pm
4.3	Other matters of significance	
	BREAK	
5.	Reports (part one):	
5.1	Information Only reports	6.10pm to
	Special Character report – May Croft	6.25pm
5.2	Boarding report – Nicola Warren	
5.3	Health and Safety	
6.	Strategic Focus	
6.1		6.25pm to
6.2		7.00pm
6.3		
7.	Reports (part two)	
7.1		7.00pm
7.2		7.20pm

8. 8.1 8.2 8.3 8.4	Monitoring Focus	7.20pm to 7.40pm																											
9.	Matters arising from minutes <table border="1"> <thead> <tr> <th>Action</th><th>Person Responsible</th><th>Deadline</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <hr/>	Action	Person Responsible	Deadline																									7.40pm to 7.50pm
Action	Person Responsible	Deadline																											
10.	Any Other Business																												
11 11.1 11.2	Matters regarding the St Matthew's Board of Proprietors Property Report Boarding Report	7.50pm to 8.00pm																											
	Next meeting 4pm on Thursday 14 September 2017																												

Notes:

- For other papers to appear on the agenda they need to be tabled with Tracey at least 1 week prior to the board meeting e.g.:
 - Staff Trustee to arrange the presentations by the Head of Department.
 - Strategic Focus papers, which are required for each discussion topic.
 - Monitoring Focus papers for Senior College Governance Committee, Principals Appraisal Committee and Discipline Committee.

16.3 Evaluation of meeting on [date] chaired by [name]

- 1 How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all **Very well**
1 2 3 4 5

Comment:

- 2 How satisfied are you with how the team worked as a group?

Not at all **Very well**
1 2 3 4 5

Comment:

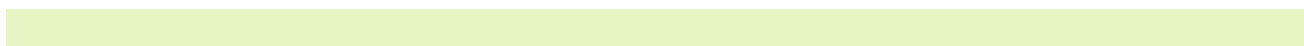
- 3 How satisfied are you with your participation and contribution as an individual?

Not at all **Very well**
1 2 3 4 5

Comment:

- 4 Is there anything that you believe would improve our meeting process?

Name: (Optional).....



GOVERNANCE 17: BOARD INDUCTION

The board is committed to ensuring continuity of business and a smooth transition when 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
 - Integration Agreement
 - Policies
 - Overview of TSTB
 - Memorandum of Understanding with TSTB
 - Service Level Agreement with TSTB
 - AIS Handbook
 - The current budget
 - The last ERO report
 - The last annual report
 - The triennial review programme
 - Any other relevant material
 - Copy of the last School Review
3. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The principal and chair or delegate, will brief all new members on the organisational structure of the school.
5. The principal will conduct 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 chair 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?

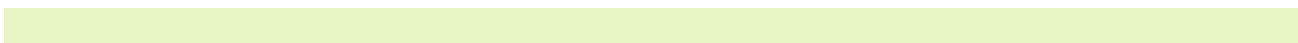
Very effective

Effective

Not very effective

Comment: _____

Please comment on how we could improve this induction process:



GOVERNANCE 18: BOARD REVIEW

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

- the annual report
- the triennial review programme
- the Education Review Office (ERO) report
- the Special Character Review
- the Health and Safety Audit
- any other means deemed appropriate by the board

GOVERNANCE 19: COMMITTEES

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

Section 66 gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Section 66 for further information.

Board committees:

1. Are to be used sparingly 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. 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:

- Review Committee
- Discipline Committee
- Finance Committee
- Property Committee
- Boarding Committee
- Legislative Committee
- Senior College Committee

Committee Terms of Reference

19.1 Review Committee Terms of Reference

Purpose:

To monitor, on the board's behalf, compliance with board policies, strategic goals 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.

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

19.2 Student 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 and student trustee. The chair of the committee is the board chair or in the chair's absence will be determined by the committee. The quorum for the committee shall be no fewer than three trustees. No trustee should sit on the Disciplinary committee if there is deemed to be a conflict of interest.

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.

The Guidelines for Principals and Boards of Trustees on Stand-Downs, Exclusions and Expulsions (2009) provides in-depth guidance on the procedures to be followed in the case of serious disciplinary matters.

19.3 Finance Committee Terms of Reference

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 on financial matters largely guided by NAG 4. This committee may be amalgamated with the Property Committee.

Purpose of the Finance Committee

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

Delegated Authority

The finance committee is responsible to the board for:

1. Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
2. Determining the level of budgetary discretion available to the principal.
3. Monitoring and reporting on the annual budget via the principal, monthly.
4. Reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
5. 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.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Overseeing internal control procedures for prudent financial management.
9. Monitoring overdue accounts.
10. Approving the annual accounts.
11. Assisting the principal in reporting financial performance to parents and the community.
12. Providing input into the school's strategic plan.
13. Preparing special reports for consideration by the board.
14. Annually reviewing the school's risk management needs and insurance cover
15. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.

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.

Finance Committee Annual Calendar

Date	Action Required
February	Finance committee self review and plan for the year
March	Annual accounts prepared and forwarded to the auditors.
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
May	Community reporting on financial performance
June	Ensure any issues raised by the auditor have been addressed
August	Annual review of risk management needs and insurances
September	Annual plan available as an input document for preparation of the budget
October	Initial annual budget recommendations submitted to the board
November	Revised annual budget (if required) submitted to the board for approval

19.4 Property Committee

The Property Committee's role is guided by NAG 4 along with Finance. NAG 4 states that the BOT shall **“Comply with the negotiated conditions of any asset management agreement, and implement a maintenance programme to insure that the school's buildings and facilities provide a safe, healthy learning environment for students.”**

The Property Committee is comprised of the Principal, Property Manager, and two BOT members. Members of the Proprietor Board (TSTB) are involved from time to time. This committee may be amalgamated with the Finance Committee.

The Roles of Property committee:

- Prepare a prioritised Capital budget for all school facilities, with items over \$30k to have a Business case prepared for the TSTB. This will be done with guidance and input from the Finance committees.
- Prepare a Ten Year maintenance plan for all school facilities and grounds, and update annually
- Fully inspect all school facilities and grounds annually, as part of preparing the above
- In conjunction with the Architect, oversee any major capital works being carried out on site, in conjunction with representatives from the TSTB.
- Fully support the initiatives suggested by the Property manager and Principal who will have consulted with the various HOD's and Boarding Managers.
- Maintain non-integrated facilities, a number of which fall under the responsibility of the BOP. This responsibility is jointly managed by both the BOP and BOT.

19.5 Boarding Committee

The Boarding House sub-committee is a committee of the Board of Proprietors (BOP) established to provide a forum for the Director of Boarding to meet with BOP members and the Principal to deal with matters relating to governance issues of the Boarding Houses. Membership of the committee is comprised of the Principal, the director of boarding and BOP appointees. The Chairman shall be a BOP trustee. Meetings are held prior to the first Board meeting of each term, and on any other occasion as necessary. The primary roles are summarised as follows:

- Ensure that the boarding experiences of all students ensures effective integration into all aspects of school life;
- Ensure the specific needs of International Students are met;
- Ensure the Boarding House Handbook information is correct and current;
- To receive a report from the Director of Boarding;
- Maintain an overview of the Boarding House website page;
- Ensure policy and procedures are reviewed and consistent with legislative requirements;
- Be informed of any Health and Safety issues;
- Be informed of any Dining Room issues;
- Contribute to the College's strategic plan by implementing an Annual Objective Plan;
- Consider maintenance and capital works requirements and recommend priorities to the BOP;
- Review and recommend to the BOT Finance Sub-committee, an annual boarding budget taking into account the requirements for each house and boarding generally.

19.6 Legislation and Review Committee

The Legislation, Audit & Review Committee is tasked with ensuring trustees are meeting all their obligations across a broad spectrum of legislation relating to our school and the education system. The committee is comprised of the Principal and at least two other trustees, and will meet as and when necessary. The primary roles are summarised as follows:

- Recognition of the various legislation that needs to be complied with
- The development of procedures and policies that ensures compliance with that legislation
- Regular review of those procedures and policies
- Health and Safety, to ensure students and staff have a safe physical and emotional learning environment. The committee in conjunction with the Principal shall:
 - Take reasonable steps to protect students from unsafe or unhealthy conditions
 - Provide a smoke free environment
 - Ensure a Risk Analysis Management System (RAMS) is carried out where and when appropriate.
 - Consult with the community regarding the health programme being delivered to students
 - Provide privacy of personal documentation held at school

The Board Compliance, NAGs and Legislation summary (Appendix 4) will provide any references necessary.

19.7 Senior College Governance Committee

The Rathkeale St Matthew's Senior College is an arrangement between the two schools. It has no legal status, does not receive Ministry of Education special funding and is not provided for in any way external to the operations of the two schools.

A Senior College Governance Committee (SCGC) acts on behalf of each school and provides appropriate advice and guidance regarding Senior College operations and provides the interface between each School's board of Trustees / Board of Proprietors and the Trinity Schools' Board. The SCGC consists of the principal, the BOT / BOP Chair and a board member from each school and an independent TSTB member. It will also include the head of the Senior College who may or not be one or both of the principals.

The SSCGC will meet once a term throughout the year and address the following priorities:

- oversee the update and implementation of the Senior College Operating Agreement
- maintain a Senior College Strategic Plan and ensure annual objectives are set to meet the stated goals
- generally, be assured that the Senior College programme is serving the needs of students in Year 12 and 13 from both schools while allowing each school to retain its individual character and ethos.

The Senior College Executive Committee comprising of senior management and senior deans from both schools is responsible for the day to day management of the Senior College.



GOVERNANCE 20: DELEGATIONS

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	Delegated Authority See individual Committee Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing

GOVERNANCE 21: CONCERNS AND COMPLAINTS

Purpose

To provide a procedure for complaints concerning school staff or students to be processed in a manner just and fair to all concerned consistent with the process of natural justice.

Guidelines

1. All formal complaints (including any complaints about Board of Trustees & Board of Proprietor Members) shall be referred to the Principal in the first instance.
2. All formal complaints regarding the Principal shall be referred to the Board Chair in the first instance.
3. The BOT has been delegated Proprietor functions on an agency basis as agent of the Board of Proprietors (AOP) by the Trinity Schools Trust Board (TSTB) and the scope of these delegated functions are defined in the TSTB Agency Agreement with the school and the associated policy and procedure expectation statements.
4. One or more TSTB trustees, in addition to BOT/ AOP appointed trustees may be appointed to hear complaints concerning the Special Character, the Principal, the Chaplain or the BOT/ AOP Chair.

Requirements

1. All issues where a student, parent or staff member has a complaint shall wherever possible be aired face to face with the affected parties. Relevant personnel e.g. HOD, Principal, may be used to facilitate/mediate affected parties. Where solutions cannot be arrived at, then a formal complaint may be made.
2. All formal complaints shall be submitted in writing and signed and all such complaints shall be acknowledged. Unsigned or anonymous complaints shall be disregarded.
3. All parties to the formal complaint shall be kept informed throughout.
4. Complaints shall be resolved as expeditiously as possible, taking account of the urgency of the complaint. Where urgency is essential, timeframes contained in this procedure may be waived.
5. All information concerning the formal complaint shall be confidential to the parties directly involved, as well as the BOT / AOP (if involved) and the members of the TSTB (if involved).
6. If any BOT or TSTB member is personally associated with a complaint, they must be excluded from the process. In situations where the BOT Chair is directly involved, the Deputy Chair shall act in his/her place.
7. If a formal complaint is referred to the BOT, a Complaints Panel shall be constituted as the decision-making body for that complaint.
8. If the Board of Trustees cannot or does not wish to resolve the problem directly, the matter shall go to mediation
9. Any complaints regarding non-compliance of regulations can be referred to the Ministry of Education
10. A register of formal complaints shall be held by the Principal.

The Process

1. All formal complaints shall be referred to the Principal who is responsible for:
 - (a) Ensuring all parties specified in a formal complaint have received a written copy of the complaint (5 working days)
 - (b) Dealing with the complaint as quickly as possible
 - (c) Ensuring that all parties to a formal complaint sign the minutes of all meetings
2. If the problem remains unresolved, the complainant shall be invited to approach the BOT/ AOP
3. The BOT/ AOP shall establish a Complaints Panel to hear the complaint and such a Complaints Panel shall consist of three members.
4. The BOT/ AOP shall advise the complainant of the composition of the Complaints Panel and its meeting schedule (10 working days' notice of meeting).
5. If the BOT/ AOP cannot or does not wish to resolve the problem directly, the matter shall go to mediation
6. A Mediator shall be appointed as agreed by the parties involved and the terms of reference and procedure will be established by the Mediator. If the parties cannot agree on a Mediator, the President for the time being of the Wellington District Law Society or his nominee shall appoint a Mediator.
7. A report shall be provided for the BOT on the resolution and subsequent action(s) with respect to substantive complaints.
8. In appropriate cases the parties involved with a complaint may seek a review by the TSTB of a BOT/ AOP decision. The TSTB shall examine the decision and the procedure that led to it. Where manifest error has resulted, the TSTB shall require the BOT/AOP to rehear the complaint.

Note

Where the above processes do not produce a decision satisfactory to one or more parties, they will then have recourse to other agencies, e.g. Teachers Council, OSH, PPTA, etc.

GOVERNANCE 22: TRUSTEE REGISTER

This register will be updated when any trustee joins or leaves the board or the board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives = xx

Mid-term election cycle Yes/No Date of board meeting where change was made:

Name	Phone/email	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, principal

Note 2: If the board opts into or out of mid-term election cycle please ensure it is noted here and the MOE are advised

Note 3: Complete form (Appendix F) for informing MOE and NZSTA

CHAIRPERSON _____ DATE _____

PART FOUR: OPERATIONAL POLICY

These operational policies outline how the Board of Trustees will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its focus to improve student achievement in a safe environment.

OPERATIONAL 1: INTEGRATION POLICY

Purpose:

To outline areas where as a State Integrated School the Board of Trustees must work with the Board of Proprietors.

Overview:

- Staff Appointments
- Attendance Dues
- Board of Proprietors
- Enrolment
- Property
- Finance
- Student Welfare
- Boarding
- Special Character
- Community Use
- Pastoral Care
- Religious Education
- Chapel
- Inclusivity

The Memorandum of Understanding between the two Boards details delegations and expectations at both a governance and operational level.

OPERATIONAL 2: CURRICULUM DELIVERY POLICY

Purpose:

To ensure the school curriculum embraces the requirements of the National Curriculum and provides a wide ranging and challenging choice of subjects and activities with a future focus.

Guidelines:

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

1. Achievement of the Charter aims and targets
 - a. Delivery of education which will challenge and encourage students to seek excellence in every aspect of their lives – academic, spiritual, cultural, social and sporting.
 - b. The curriculum is progressive. It builds on past understandings and experiences,
 - c. Monitoring and evaluation of students' progress guides teacher planning.
 - d. Learning how to learn in an inclusive environment is an integrated part of the school's programme.
2. Compliance with the National Administration Guidelines
3. There is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. That board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing or new courses are made.
5. An annual evaluation by department of performance for the previous year and a plan for the coming year is submitted in Term One.
6. A triennial presentation to the board from each area of the curriculum.

OPERATIONAL 3: PRINCIPAL POLICY

Purpose:

To guide the Board of Trustees employment responsibilities.

Overview:

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

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 chair of the board 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:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development

10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Communicate and participate in the Trinity Schools structure.
14. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
15. Keep the board informed of information important to its role.
16. Report to the board as per the boards reporting policy requirements.
17. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
<http://www.legislation.govt.nz/act/public/2000/0007/latest/DLM53466.html>
18. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/Employers/EmployingStaff/EqualEmploymentOpportunities.aspx>

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. 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. All parties work to ensure “no-surprises”.

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

Reporting to the Board:

The principal reports in writing 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 by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. 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.
2. submit written reports covering the following management areas for each board meeting:
 - principal’s management report including:
 - i. NAG 1 Pupil Achievement
 - ii. NAG 2 Strategic Goals
 - iii. NAG 3 Personnel

- iv. NAG 4 Health and Safety
 - v. NAG 5 Property and Finance
 - vi. Annual Plan Variance Report
 - vii. Strategic Plan Key Performance Indicators
- and,
- the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
 4. submit any monitoring data required in a timely, accurate and understandable fashion
 5. report and explain financial variance against budget in line with the board's expectations
 6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
 7. report and explain roll variance against year levels and reasons on a per meeting basis
 8. present information in a suitable form – not too complex or lengthy
 9. inform the board when, for any reason, there is non-compliance of a board policy
 10. recommend changes in board policies when the need for them becomes known
 11. highlight areas of possible bad publicity or community dis-satisfaction
 12. coordinate management/staff reports to the board and present to the board under the principal's authority
 13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
 14. report on any matter requested by the board and within the specified timeframe

Complaints:

In the event the board receives a complaint regarding the principal or determines that policy violation(s) may have occurred in the first instance the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal). Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Principal Expenses:

A budget for professional expenses and for professional development will be established annually in accordance with the principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved 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.

OPERATIONAL 4: PERSONNEL POLICY

Purpose:

To ensure the school is a good employer.

Delegations:

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 must ensure:

1. that all employment related legislative requirements are applied
2. equity in all facets of school life.
3. all employees know their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
4. a smoke free environment is provided
5. that employment records are maintained and that all employees have written employment agreements unless covered by the Collective Agreement.
6. that employee leave is effectively managed and reported so
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
 - b. board approval is sought for any requests for discretionary staff leave with pay
 - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 5 days
 - d. board approval is sought for any requests for staff travelling overseas on school business
 - e. The Board Chair and Principal have discretionary power to grant leave in extraordinary circumstances.
 - f. the board is advised of any staff absences longer than 3 school days
7. that performance agreements are established for all staff and that reviews are undertaken annually.
8. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
9. staff personal information is kept confidential.
10. the requirements of the Health and Safety at Work Act 2015 are met

11. Advice is sought as necessary from NZSTA advisers where employment issues arise



OPERATIONAL 5: APPOINTMENTS POLICY

Purpose:

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.

Guidelines:

In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with procedures on safety checking, police vetting and screening.

All appointments must reflect the requirements of the Human Rights Act.

All vacancies must be advertised in line with legislation.

Therefore, the principal must ensure that they:

1. determine the composition of the various appointment committees according to the schedule outlined below:
 - a. Appointment head of departments/senior teachers will involve an appointment committee consisting of the principal, Senior Management, Board of Trustee and Proprietor Representatives and a further staff (should the Principal feel the need to include).
 - b. 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 in consultation with the board chair or delegate where deemed necessary.
2. have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

The Appointment of the Principal and Deputy Principal/Assistant Principal is the responsibility of the board which will determine the process

Principal

- (a) The whole Board and Proprietor Board Representatives shall establish the appointment criteria.

The advertisement for the position of Principal shall state that a willingness and ability to take part in appropriate religious instruction and a willingness and ability to uphold the special character shall be a condition of appointment.

- (b) The whole Board shall appoint an appointments committee which may also include a paid professional and other personnel from outside the BOT. The TSTB must be represented.
- (c) The appointments committee shall short list, interview and reference check until 2 or 3 candidates have been selected for final consideration.
- (d) The whole board shall interview the final candidates and make the appointment following a minimum of two reference checks.

Deputy Principal/Assistant Principal

- (a) The whole board shall appoint an appointments committee which shall include the Principal, TSTB & BOT representation.
 - (b) The Appointments Committee shall draw up a short list, interview, reference check and make a recommendation to the whole Board.
 - (c) The Principal will provide a letter of acceptance and contract to the successful candidate.
 - (d) If there is no appropriate applicant the vacancy will be re-advertised and the process will begin again.

Chaplain

- (a) The whole board shall appoint an appointments committee which shall include the Principal, TSTB & BOT representation.
- (b) The Appointments Committee shall draw up a short list, interview, reference check and make a recommendation to the whole Board.
- (c) The Principal will provide a letter of acceptance and contract to the successful candidate.
- (d) If there is no appropriate applicant the vacancy will be re-advertised and the process will begin again.

OPERATIONAL 6: FINANCIAL PLANNING POLICY

Purpose:

1. To make optimal use of the financial resources available to achieve the Charter Goals of the School.
2. To ensure accountability for and control of the School's financial resources.
3. To ensure that legislative and other requirements related to financial management are fully complied with.

Overview:

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's and budget to the principal. The principal, in association with the Finance Committee, is responsible for:

1. recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the budget should:

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply where the board's requirement is for a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates

OPERATIONAL 7: FINANCIAL REPORTING POLICY

Purpose:

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.

Therefore, the principal must ensure that:

2. Monitor actual revenue and expenditure against budget, including cashflow, demonstrated by appropriate and timely reporting to the Board.
3. To ensure all expenditure and commitment of expenditure is within approved delegations.
When making any purchase:
 - of over \$xxxx, comparative prices are sought
 - of over \$xxxx an adequate review on ongoing costs, value and reliability is undertaken
 - of over \$xxxx on a single item board approval is first sought
4. To ensure that appropriate internal control procedures are in place for prudent financial management.
5. tagged/committed funds are not used for purposes other than those approved
6. more funds than have been allocated in the fiscal year are not spent without prior board approval
7. all money owed to the school is collected in a timely manner
8. timely payment to staff and other creditors is made
9. unauthorised property is not sold or purchased
10. no one person has complete authority over the school's financial transactions
11. monthly accounts are tabled for Board approval.
12. the Annual Accounts are prepared and audited as required by the Public Finance Act 1989, Financial reporting Act 1993 and the Education Act 1989.
13. that all financial (source documents) are accurate and kept up to date.

- 14. up to date asset register is maintained.
- 15. the Board complies with statutory borrowing requirements.
- 16. all relevant government returns are completed on time
- 17. effective systems are in place to meet the requirements of the payroll system
- 18. generally accepted accounting practices or principles are not violated

OPERATIONAL 8: ASSET MANAGEMENT POLICY

Purpose:

1. To maintain the School grounds buildings and facilities so that a safe and tidy, hygienic and attractive learning/teaching environment exists.
2. To ensure that in property management, consideration is given to the School charter, goals and objectives.
3. To ensure that property management is in keeping with the appropriate health and safety requirements and procedures as required under:
 - Section 40 (2) of The Private Schools Conditional Integration Act 1975
 - Schedule 3 of the Integration Agreement
 - Occupational Safety and Health Act.
 - Building Act 1991
 - Resource Management Act 1991
4. To ensure that furniture, furnishings and equipment are renewed, upgraded or replaced when appropriate.
5. To develop a long-term major maintenance programme.
6. To develop and maintain a regular maintenance programme.
7. To develop a programme that will ensure maximum long-term energy efficiencies are being achieved.
8. To budget for maintenance programmes and monitor expenditure on a monthly basis.
9. To ensure that the delegated responsibilities of the Board of Proprietors, relating to the School site and maintenance are met.
10. To maintain a register of assets.

Overview:

The principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs to provide a clean, safe, tidy and hygienic work and learning environment for students and staff Accordingly, the principal in association with the Property Committee must ensure:

1. all board assets are insured
2. unauthorised personnel or groups do not handle funds or school property
3. plant and equipment are not subject to improper wear and tear or insufficient maintenance or inappropriate use
4. an up to date asset register for all items costing more than \$500.00
5. the implementation of the 10-year property maintenance plan
6. sufficient property maintenance staff for the school within budget limitations
7. board approval for is obtained for maintenance contracts over \$5000 for any one contract

8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.
12. Provide a property report to each board meeting.
13. Regular site inspections are carried out.

OPERATIONAL 9: PROTECTION AND SHARING OF INTELLECTUAL PROPERTY (CREATIVE COMMONS)

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible.

Purpose:

To ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others.

Overview:

The Board of Trustees of therefore:

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
 - d. Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance the dispute should be documented and presented to the school principal.

2. If the dispute is still not resolved then the documentation should be presented to the chairman of the board of trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

OPERATIONAL 10: HEALTH AND SAFETY POLICY

Health and safety is everyone's responsibility.

The board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. The board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

The board will, as far as is reasonably practicable;¹ comply with the provisions of legislation dealing with health and safety in the workplace, by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- ensure there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures, and comply with the Sale and Supply of Alcohol Act 2012 (<http://www.legislation.govt.nz/act/public/2012/0120/latest/DLM3339333.html>)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents
- having a commitment to a culture of continuous improvement

The principal, as Officer has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations²
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure that the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every two years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
- cooperate with school health and safety procedures

¹ **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

² know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

- comply with the health and safety legislation, duties of workers
- ensure their own safety at work
- promote and contribute to a safety conscious culture at the school.

OPERATIONAL 11: CHILD PROTECTION POLICY

Purpose:

To outline the board's commitment to child protection and recognise the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

Overview:

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the Children, Young Person and Their Families Act, any person in our school who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this policy available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member

OPERATIONAL 12: LEGAL RESPONSIBILITIES POLICY

Established June 2017
Last Reviewed
Review May 2020

Distributed to Board:
Distributed to Staff:
Office Copy
Made available to public:

Purpose

The Board and school are obliged to operate within the Law. Therefore, the School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

Guidelines

1. To acknowledge that the school's activities are subject to a number of legislative requirements;
2. The Board will make every endeavour to ensure that it meets its legislative requirements and obligations and instructs all of its members and staff to at all times act in accordance with such requirements and obligations;
3. If at any time a Board member or employee becomes aware that the school is operating in breach of any statutory requirements or obligations, it is that person's duty to bring this information to the notice of the Board at the earliest possible date;
4. Specifically, the Board and school are subject to the following legislative requirements.

Key Legislation Includes-

Education Act 1989 (NAG 5.13)

The Education Act 1989 authorises: The establishment of boards of trustees

- Sets out students' rights to education
- Enrolment and attendance
- Suspension
- Expulsion
- Expulsion of students
- Control and payment of state schools
- Finances and payment of teacher salaries
- Teacher registration
- Establishment of schools
- Review of educational services

Employment Contract Act 1991

The Act legislates for freedom of association, employment contract bargaining, personal grievance, and enforcement of strike and lockout provisions.

Local Authorities [Members' Interest] Act 1968

Under this Act boards of trustees are “local authorities” and are subject to this legislation.

The Act is designed to control financial dealing between trustees and their boards. If a trustee has a financial interest in a matter to be discussed by the Board, then the trustee is barred from the discussion and decision making process.

Privacy Act 1993

This Act promotes and protects individual privacy and boards must comply with its tenets.

State Sector Act 1988 [as amended in 1989]

The board is the legal employer in its school. This Act requires the board to act as a good employer and defines “good employer” principles.

Other Legislation and Regulations Include

Animal Protection Regulations 1987 (NAG 7)
Children, Young Persons and Their Families Act 1989 (NAG 5.9)
Civil Defence Act 1983
Contraception, Sterilisation and Abortion Act 1997 (NAG 5.11)
Disabled Persons Community Welfare Act 1975
Fencing of Swimming Pools Act 1987
Food and Hygiene Regulations 1974
Health Act 1956
Health and Safety at Work Act 2015
Holidays Act 1981
Human Rights Act 1993 (NAG 5.12)
Local Government Official Information and Meetings Act 1987
New Zealand Bill of Rights Act 1990
Official Information Act 1982
Ombudsman Act 1975
Parental Leave and Employment Protection Act 1987
Private Schools Conditional Integration Act 1975 (NAG 3)
Public Finance Act 1989
Race Relations Act 1971
Residential Tenancies Act 1986
Resource Management Act 1991 (NAG 3)
Smoke-free Environments Act 1990 (NAG 5.10)

Integration Agreement

OPERATIONAL 13: ENROLMENT POLICY

Purpose:

To establish guidelines that apply at the time the application for enrolment and/or boarding application is received.

To establish guidelines to ensure that those with a particular connection and those with a general connection have their criteria considered fairly and equitably.

Overview:

The Principal and Board of Trustees are guided by the Integration Agreement signed by the Ministry and the Trinity Schools' Trust Board on the 4th day of May 1992.

“It is agreed by the parties hereto that the maximum School roll shall be 270 pupils which may include a maximum of 148 day pupils (day pupils are those who do not reside in the proprietor's boarding establishment on more than a casual overnight basis) unless and until otherwise agreed by the Proprietors and the Ministry and the parties hereto enter into a supplementary agreement to give effect thereto”. (The Ministry of Education permitted the number of day students to be increased to 155 in 1995.)

“A preference of enrolment at the Integrated School under Section 29 (1) of the Act shall be given to those pupils with parents who have established a particular or general connection with the Special Character of the School and the Board shall not give preference of enrolment to parents of any child unless the Proprietor and the Bishop of Wellington in his capacity as Visitor to the Proprietor or his nominee, are satisfied those parents have established a particular or general connection with the Special Character of the school”.

Guidelines

To assist the Principal further the Trinity Schools' Trust Board recommended the following points to note.

1. Availability of places in the school.
2. Compliance with the School's Special Character.
3. Preferential enrolment will be received by those who can establish a particular connection:
 - i. From families who are members of the Anglican Church
 - ii. Boarding students at Schools
 - iii. A student sibling attends or has attended one of the Trinity Schools.
 - iv. Where a parent or guardian has attended one of the Trinity Schools.

- v. Children or dependents of staff or board members of the school or staff of another Trinity School.
 - vi. Students who have attended Hadlow for a minimum of two years preceding the year they wish to enrol in School.
 - vii. Children who have completed not less than 6 months at Hadlow Preschool, if applying for Hadlow Preschool
4. The application of these guidelines is at the Principal's discretion, on behalf of the Proprietors and the Bishop of Wellington, Anglican Church, in his capacity as Visitor to the Proprietors, or his nominee.

Overseas students

The Board will actively seek the enrolment of overseas students believing their experiences and skills will add another dimension to the life of the school. The Board recognises that the enrolment of these students may result in extra time and commitment for classroom teachers.

- i. At the discretion of the Principal a roll limit will be placed on the number of overseas students in each class (maximum 10%).
- ii. The Board will ensure that staff have assistance and training in dealing with students who have English as a Second Language.
- iii. The Board will take all necessary steps to see that overseas students are made welcome and the ethnic differences are noted.

PROCEDURES AND GUIDELINES

FOR THE APPRAISAL OF TEACHER PERFORMANCE

Rationale

Performance management involves the development and implementation of policies and procedures to ensure that the teachers and staff provide education and services which effectively meet the needs of the girls consistent with the School's Special Character and its goals and objectives.

Procedures & Guidelines

The Principal will ensure that the appraisal of teacher performance occurs annually.

The appraisal of teacher performance will be part of an integrated performance system operating within the school i.e. includes registration, professional development, career development and remuneration management.

- Is appropriate to the individual needs of the staff and school community.
- Is developed in consultation with staff.
- Is open and transparent and that staff are aware of and know the key procedures and why they are needed.
- Has a professional development orientation to provide information to drive staff development programmes which should lead to improved teaching and learning.
- Is timely and helpful to the individual teacher.
- Will give consideration to matters of confidentiality, including the provisions of the Privacy Act and the Official Information Act.
- The Principal in all deliberations will be aware of the appropriate legalisation and ensure that the appraisal report of individual staff will normally be confidential to the appraisee, the appraiser, and the Principal, unless the appraisee agrees otherwise.
- The appraisal of staff will be undertaken by the Principal or Senior Staff.

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The Principal will provide reports to the Board for the purposes of monitoring and accountability.

- The Principal notes that the Education Review Office has a statutory right to examine any information in a school for the legitimate purposes of conducting a review. It also notes that the Review Office is bound by codes of conduct.
- A copy of the appraisee's report will be held in the Principal's Office.
- The Appraiser, if not the Principal, will ensure that any reports are kept confidential and stored in a safe manner.
- A review process for those who are uncomfortable with their appraiser; or dissatisfied with the results of their appraisal should:
- Request in writing for a meeting with the appraiser to be made as soon as possible.
- At the interview the appraisee will inform the appraiser of any dissatisfaction.
- A request may be made for a new appraiser.
- If the appraiser is not the Principal then she/he should be informed of the request and should note whether this is indicative of a wider and more serious issue.
- It is noted that the review process is not a solution to problems such as difficult employment relationships. Other steps will need to be taken to deal with these issues.
- If dissatisfaction still continues then the Principal/delegated person will review the findings.
- The Board, as employer will have responsibility for a final decision after all information has been forwarded by the Principal.
- All legislation will be followed in the case of a review.