Maraekakaho School

Policy Framework

Adopted: 2013

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

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Introduction

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

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

Governance

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

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

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

Management

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

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

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

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

s.75 Boards to control management of schools –

(1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

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

s.76 Principals –

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

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

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

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

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

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

Part 1 The Charter

The Charter can be found in a separate document but forms part of the Policy Framework of

Maraekakaho School.

Part 2 Governance Policy

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

1. Board Roles & Responsibilities Policy

The board of trustees key areas of contribution are:

Representation

Leadership

Accountability

Employer Role

|  |  |
| --- | --- |
| **The board** | **Standard** |
| 1. Sets the strategic direction and long-term plans and monitors the board’s progress against them | 1.1 The board leads the Charter review process  1.2 The board sets the strategic aims and approves the annual plan and targets in line with MoE expectations  1.3 Regular board meetings include a report on progress towards achieving strategic aims  1.4 The Charter is the basis for all board decision making |
| 2. Monitors financial management of the school and approves the budget | 2.1 Satisfactory performance of school against budget  2.2 Budget approved by the first meeting each year |
| 3. Monitors and evaluates student progress and achievement | 3.1 Reports at each regular board meeting from principal on progress against annual plan highlight risk/success  3.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities  3.3 Board review schedule covering curriculum and student progress and achievement reports are followed |
| 4. Effectively manages risk | 4.1 Attend board meetings having read board papers and reports and ready to discuss them 4.2 Board meetings have a quorum  4.3 Remain briefed on internal/external risk environments and take action where necessary  4.4 Identify 'trouble spots' in statements of audit and take action if necessary  4.5 Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action |
| 5. Ensures compliance with legal requirements | 5.1 New members have read and understood: board induction pack; & requirements of board members  5.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary  5.3 Accurate minutes of all board meetings, approved by board and signed by chair  5.4 Individual staff/student matters are always discussed in public excluded session |
| 6. Attends board meetings and takes an active role as a trustee | 6.1 Attendance at 80% of meetings (min.)  6.2 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)  6.3 Board papers read prior to attending board meetings |
| 7. Approves major policies and programme initiatives | 7.1 Approved and minuted. |
| 8. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage | 8.1 The Treaty of Waitangi is obviously considered in board decisions  8.2 The board is culturally responsive and inclusive |
| 9. Approves and monitors personnel policy and procedures and acts as a good employer | 9.1 Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements |
| 10. Appoints, assesses the performance of and supports the principal | 10.1 Principal’s performance management system in place & implemented |
| 11. Deals with disputes and conflicts referred to the board as per the school’s concerns and complaints procedures | 11.1 Successful resolution of any disputes and conflicts referred |
| 12. Represents the school in a positive, professional manner | 12.1 Code of behaviour adhered to |
| 13. Oversees, conserves and enhances the resource base | 13.1 Property/resources meet the needs of the student achievement aims |
| 14. Effectively hands over governance to new board/trustees at election time | 14.1 New trustees provided with governance manual  14.2 New trustees fully briefed and able to participate following attendance at an orientation programme |

Review schedule: Triennially

2. Trustees’ Code of Behaviour Policy

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

I, 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:

Review schedule: Triennially

1. Conflict of Interest Policy

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

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school’s integrity, and to protect the integrity and reputations of staff and board members.

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

Review schedule: Triennially

1. Chairperson’s Role Policy

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

**The Chair:**

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

Review Schedule: Annually in November

5. Staff Trustee Role Description Policy

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

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

|  |  |
| --- | --- |
| **Staff 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 trustee has a copy of the Governance Manual and is familiar with all board policies |
| 3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times. | 3.1 The staff trustee is not a staff advocate  3.2 The staff trustee does not bring staff concerns to the board |
| 4.The staff trustee is bound by the  Trustee Code of Behaviour | 4.1 The staff trustee acts within the Code of Behaviour |
| 5. It is not expected that the staff trustee act as a union delegate | 5.1 The staff trustee does not bring staff issues to the board |
| 6. It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board | 6.1 No regular reports received unless a request has been made by the board on a specific topic. |

Review schedule: Triennially

6. The Relationship between the Board and the Principal Policy

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 arrive there with the principal’s approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfil its role
11. The principal should be able to share their biggest concerns with the board.

Review schedule: Annually

7. Principal’s Performance Appraisal Policy

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

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

Review schedule: Triennially

8. The Relationship between the Chairperson and the Principal Policy

The chairperson is the leader of the board and works on behalf of the board on a day to day basis with the principal.

The relationship principles are to be read in line with the following:

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

Relationship principles:

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

Review schedule: Annually

9. Meeting Procedure Policy

(an \* denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings within the *Public Attending Board Meetings* *Procedure* (See p. 12)*.*

Board meetings;

General:

* Meetings are held as per the triennial review schedule with dates confirmed for the following meeting at each meeting.
* 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 chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.\*
* The chairperson 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 & 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 chairperson and other board members are paid for attendance at board meetings is set by the board. Currently the chairperson receives $75 per board meeting and board members receive $50 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 chairperson.
* Board minutes will be taken by a non trustee paid on a commercial basis on contract.

Time of meetings:

* Regular meetings commence at 4pm and conclude by 8pm.
* A resolution for an extension of time may be moved.
* 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 chairperson 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 chairperson.
* 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 chairperson 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 3 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 agended as separate meeting items.
* All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agended 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 3working 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 Board for approval within 10 working days of the board meeting.

Review schedule: Triennially

Public Attending Board Meetings Procedure

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

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

* 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 and parents of the school who are not trustees on the board.

Review schedule: Triennially

10. 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
    - Policies
    - The current budget
    - The last ERO report
    - The last annual report
    - The triennial review programme
    - Any other relevant material

3. The chairperson or delegate will meet with new board members to explain board policy and other material in the governance manual.

4. The principal and chairperson or delegate, will brief all new members on the organisational structure of the school.

5. The principal will 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.

Governance Processes/Procedures

1. Committee Principles

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

**Education Act 1989, section 66**

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

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

a) investigate and report their findings to the board.

b) investigate and make any recommendations based on those findings to the board.

c) investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the board what they did.

Board committees:

1. are to be 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. have the chair and principal as ex officio members
8. are to have terms of reference drawn up as required. It is suggested that these contain information about the following:

* purpose
* committee members
* delegated authority

Review schedule: Triennially

2. Complaints Process

Any member of the school community has the right to express a concern or make a complaint about an aspect of the school’s operations. All such concerns or complaints will be taken seriously and dealt with promptly and fairly.

GUIDELINES:

1) Concerns about a students learning should first be raised with the classroom

teacher at a mutually agreed time outside of class teaching time.

a) Staff member will complete Maraekakaho Concerns & Complaints form and

provide a copy for the Principal to file.

b) Any resolution decided must be implemented as soon as practicable.

c) Where a satisfactory outcome is not reached, the matter will be referred to the

principal who will investigate and endeavour to resolve.

d) Where a satisfactory outcome is not reached, the matter will be referred to the

Board of Trustees who will investigate and resolve.

2) Concerns or complaints about a staff member should be brought to the principal.

a) Principal will complete Maraekakaho Concerns & Complaints form and keep

on file.

b) Any resolution decided must be implemented as soon as practicable.

c) Where a satisfactory outcome is not reached, the matter will be referred to the

Board of Trustees who will investigate and resolve.

3) Concerns or complaints about the Principal, the BoT or an individual member of

the BoT must be made in writing to the BoT Chairperson or other Board Member.

4) Any complaint related to personnel in respect of discipline competence, conduct

And/or discipline must be handled as per the procedures outlined in the respective

Employment Agreement and in accordance with relevant legislative acts.

Supporting Governance Documentation

1. Trustee Register Approved Number of Elected Parent Representatives =

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Phone/email | Position on Board  [Chairperson CH, Commissioner CMR, Member ME] | Type of Member  [Note 1] | Start date | Current Term expires |
| Duane Redward | 8749717 | CH | EL | 10/6/16 | Election 2019 |
| Phillip Jones |  | ME | Principal |  | - |
| Wendy Beauchamp |  | ME | Staff | 10/6/16 | Election 2019 |
| Joanna Dixon | 8749419 | ME | EL | 10/6/16 | Election 2019 |
| Liz Lambert | 8771931 | ME | EL |  | Election 2017 |
| Michelle Monteith | 8749494 | ME | EL | 10/6/16 | Election 2019 |
| Karen Holder | 8749135 | ME | EL |  | Election 2017 |
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Note 1: Elected, Selected, Co-opted, Staff trustee, Student trustee, Proprietor’s appointee, Principal

2. Triennial Review Programme

A separate document schedules this process, managed by BOT.

Part 3 Operational Policy

The principal is the professional leader of the school and works in partnership with the board of trustees. As the board’s chief executive 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.

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

1 Responsibilities of the Principal Policy

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as “principal” for responsibility for implementation. From time to time the chairperson of the board 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 the Principals’ Professional Standards

1. Act as the educational leader and day to day manager of the school within the law and in line with board policies.
2. Develop an annual plan that is aligned with the board’s strategic plan and meets both legislative requirements and any MoE expectations.
3. Seek approval from the board each year for the annual plan so that MoE expected dates can be met.
4. Implement the annual plan and give priority to the school’s annual targets.
5. Use resources efficiently and effectively.
6. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
7. Approve staff attestation for salary increments.
8. Allocate pay units for management positions.
9. Oversee staff appraisals and staff professional development.
10. Hire, deploy and terminate relieving and auxiliary staff positions.
11. Hire teaching staff as per the appointments policy.
12. Preserve assets (financial and property).
13. Communicate with the community on operational matters where appropriate.
14. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.
15. Keep the board informed of information important to its role.
16. Report to the board on the compliance or lack of with their policies.
17. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the Charter
18. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.” [see STA Link 2001/01]

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

The relationship is one of trust and support with expectations documented in the relationship policy. Both parties work to ensure “no-surprises”.

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

Review schedule: Triennially

2. Disciplinary Process in Relation to the Principal Policy

In the event the board receives a complaint regarding the principal or determines that policy violation(s) has (have) occurred and the board judges the degree and seriousness of the concern or violation(s) to warrant initiating a disciplinary process, the board shall seek free advice in the first instance from an NZSTA industrial adviser and follow due process.

Review schedule: Triennially

3. Principal Professional Expenses Policy

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

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

Review schedule: Triennially

4. Reporting to the Board Policy

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management. Therefore, the principal may not fail to:

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 at each board meeting:
   * principal’s management report including:
     1. Strategic Aim Report
     2. Personnel Report
     3. Finance Report
     4. Variance Report
     5. Key Performance Indicators AND,
   * the coordination and approval of the following reports:
     1. Student Progress and Achievement Report
     2. 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. seek board approval for any requests for discretionary staff leave of longer than 5 days
5. advise the board of any staff absences longer than 5 school days
6. submit any monitoring data required in a timely, accurate and understandable fashion
7. report and explain financial variance against budget in line with the board’s expectations
8. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
9. report and explain roll variance against year levels and reasons on a per meeting basis
10. present information in a suitable form – not too complex or lengthy
11. inform the board when, for any reason, there is non-compliance of a board policy
12. recommend changes in board policies when the need for them becomes known
13. highlight areas of possible bad publicity or community dis-satisfaction
14. coordinate management/staff reports to the board and present to the board under the principal’s authority
15. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
16. report on any matter requested by the board and within the specified timeframe

Review schedule: Triennially

5. Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all legislative requirements and Ministry and board expectations. Therefore the principal may not fail to:

1. provide opportunities for success for all students in all essential learning areas and skill areas of the New Zealand Curriculum
2. give priority to student achievement in literacy and numeracy
3. give priority to regular quality physical activity that develops movement skills for all students
4. report on progress and achievement of all students including information in relation to National Standards as per the board’s three year work plan and agreed reporting formats
5. identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs
6. ensure there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
7. consult with the school’s Maori community about the policies/plans for improving the achievement of Maori students
8. provide career information and guidance for year 7 students and above.
9. seek board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made
10. ensure achievement of the Charter aims and targets

Review schedule: Triennially

6. Personnel Policy

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 may not fail to:

1. ensure that employees are not discriminated against and use clearly job-related criteria, individual performance or qualifications in decision making.
2. ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. ensure that all required staff are registered or have a current Limited Authority to Teach.
4. provide a smoke free environment
5. provide for all staff an employment agreement
6. provide for all staff a code of conduct agreement
7. provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans
8. carry out annual performance appraisals
9. meet current employment legislation
10. take reasonable steps to protect staff from unsafe or unhealthy working conditions
11. meet the requirements of the Health and Safety Act
12. provide Protected Disclosure protection

Review schedule: Triennially

7. Appointments Policy

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. Therefore, the principal may not fail to:

1. meet legal requirements
2. act as a good employer
3. appoint the best person for the job
4. determine the composition of the various appointment committees according to the schedule outlined below:

a Appointment of the principal is the responsibility of the board which will determine the process.

b Unless determined otherwise by the board, appointment of all other, teachers, part time teachers, long term relieving teachers, and nonteaching staff will be the responsibility of the principal in consultation with the board Chairperson or delegate where deemed necessary.

Review schedule: Triennially

8. Financial Planning Policy

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school’s finance and budget to the principal. The principal, is responsible for recommending an annual operating and capital budget to the board. This budget will include a professional development budget allocation for the principal and the staff.

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 not neglect to:

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply with the board’s requirement of a balanced budget
4. ensure adequate working capital
5. demonstrate an appropriate degree of conservatism in all estimates

Review schedule: Triennially

9. Financial Condition Policy

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

1. incur unauthorised debt
2. violate generally accepted accounting practices or principles
3. use tagged funds for purposes other than those approved
4. spend more funds than have been allocated in the fiscal year without prior board approval
5. fail to ensure all money owed to the school is collected in a timely manner
6. fail to make timely payment to staff and other creditors
7. sell or purchase unauthorised property
8. fail to ensure that all relevant government returns are completed on time
9. fail to ensure that no one person has complete authority over the school’s financial transactions
10. make any purchase:

* of over $5,000 without having obtained comparative prices and quality
* of over $5,000 without an adequate review on ongoing costs, value and reliability
* of over $5,000 on a single item without first seeking board approval

Review schedule: Triennially

10. Asset Protection Policy

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The board of trustees is responsible for overviewing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal may not:

1. fail to insure assets

2. allow unauthorised personnel or groups to handle funds or school property

3. subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use

4. fail to maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than $500.00

5. fail to ensure the implementation of the 10 year property maintenance plan

6. fail to engage sufficient property maintenance staff for the school within budget limitations

7. fail to receive board approval for maintenance contracts over $5000 for any one contract

8. fail to conduct competitive tenders for all contracting

9. fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication

10. receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor’s standards

11. invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: Triennially

11. Health & Safety Policy

This policy should be read in conjunction with the Health and Safety Work Act 2015.

The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

The board of trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students and other people in the workplace. We will achieve this through:

* making health and safety a key part of our role
* working with our workers to improve the health and safety system at our school
* doing everything reasonably possible to remove or reduce the risk of injury or illness – making sure all incidents, injuries and near misses are recorded in the appropriate place – investigating incidents, near missed and reducing the likelihood of them happening again – having emergency plans and procedures in place
* training everyone about hazards and risks so everyone can work safely
* providing appropriate induction, training and supervision for all new and existing workers – helping workers who were injured or ill return to work safely
* making sure contractors and sub-contractors working at the school operate in a safe manner

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

* being involved in improving health and safety systems at work
* following instructions, rules, procedures and safe ways of working
* reporting any pain or discomfort as soon as possible
* reporting injuries, incidents and near misses
* helping new workers, sta members, trainees and visitors to the workplace understand the safety procedures and why they exist
* reporting any health and safety concerns or issues through the reporting system
* keeping the workplace tidy and to minimize the risk of any trips and falls,
* wearing protective clothing and equipment as and when required to minimize your exposure to workplace hazards.

All Others in the workplace including students and visitors are encourages to:

* follow instructions, rules and procedures while in the school grounds
* report all injuries, incidents and near misses to their teacher or other sta members
* wear protective clothing and equipment as and when required to minimize your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and safety is everyone’s responsibility.

Review schedule: Triennially

1. **Child Protection Policy**

This policy outlines the board’s commitment to child protection and recognizes 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.

All staff members (including contractors and volunteers) are expected to be familiar with this policy and its associated procedures and protocols and abide by them.

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/kura 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 report the matter to a social worker or 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 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 the 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 partners 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 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 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

Review Schedule: Triennially

13. Legal Responsibilities Policy

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

Review schedule: Triennially

Review and Amendment dates.

Trustee Register updated – December 2014, June 2016

Procedure: Credit Card Use – amendment 19/03/15

11. Health & Safety – new policy adopted March 2016

12. Child Protection Policy – adopted May 2016

06. Personnel Policy – amendment August 2016

07. Appointments Policy – reviewed August 2016

Governance Policies 08. 09. & 10.– reviewed 11 Aug 2016