



Policy Framework 2017 - 2018

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

It is important for a board to first identify the governance model that they wish to implement. The following policy framework supports a governance model that is hands off and strategic rather than hands on and operational. Some boards may need to add policies to this framework to better suit their individual needs.

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Introduction

The board of trustees of Blockhouse Bay Intermediate School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education as stated in the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

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 definitions for Blockhouse Bay Intermediate 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 Functions and powers of boards

(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.

Section 75: replaced, on 13/2013, by [section 16](#) of the Education Amendment Act 2013 (2013 No).

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:



BHB | Blockhouse Bay
Intermediate
Stand Tall Ruia Taitea



2018 CHARTER

Our Vision

Ruia Taitea

We Stand Tall by our values and principles.



BHB | Blockhouse Bay
Intermediate
Stand Tall Ruia Taitea



STRATEGIC GOALS

Wellbeing - Hauora

Learners will recognise the uniqueness of adolescence and learn to take care of their own and others physical, mental, emotional, social and spiritual well-being. Our physical environment will reflect the needs of our 21st century learners

Learning to learn - Ako

Learners will be life long active participants who strive to achieve personal excellence and integrity to maximise their potential

Service –Mahi Tahī

Learners understand that they are members of a wider, global community who respond and contribute needs in their environment with compassion and care

Culturally Responsive and Respectful - Whanaungatanga

Learners will value the importance of their own identity and that of others. They will celebrate equity, difference, diversity of culture and language

OUR VALUES

RESPECT Manaakitanga

- To cultivate positive friendships *I know and understand how to be a friend.*
- To accept diverse abilities and individual excellence *I accept the differences of others*
- To hold high expectations of oneself through the support of others. *I strive for excellence in all that I do*

RELATIONSHIPS Whanaungatanga

- To treat yourself and others with care and value *I treat myself and my body and others with care and value*
- To honour the rules of home, school and community *I honour the rules of my society*
- To take care with other people's property and belongings *I am careful with property and belongings*

WELL-BEING Wairuatanga

- To be responsible for making healthy choices *I make healthy choices*
- To set goals, stays focused and stick with the task until completed. *I achieve my goals*
- To do your share of the work *I am a team player*
- To recognize and learn from your mistakes *I accept I make mistakes and I learn from them*
- Demonstrate initiative and perseverance in overcoming difficulties. *I persevere even when it's tough*

LEADERSHIP Rangatiratanga

- To practice self-determination and self-efficacy
- *I believe in myself to perform challenging tasks*
- *I show motivation, persistence and organization*
- *I self-manage and self-regulate in order to lead*
- *I lead with mana (influence, prestige, power) and humility*

STRATEGIC INDICATORS

Visible Learning / Assessment tools

Teachers supporting students to use and understand assessment rubric/material to improve progress and achievement.
Teachers developing the ability to use an eclectic triangulation of evidence to support OTJs

Student focused pedagogy / Cultural Responsiveness

Staff having and understanding of the cultural competencies and display this in the way they operate.
Student identity is reflected in the classroom.
Student and Community Voice are collected school wide and via classroom programmes and evaluating impact

School Wide Positive Behavior for learning

Deliberate teaching component
Implementation of values teaching school wide.
Design Gaps analysis - Health Curriculum change.

Visible Learning / Assessment tools

Student learning progression understood and visible in classrooms (planning, environment, student books, portfolios, data walls)
Students are confident self-directed learners.
Teachers confidently use an eclectic triangulation of evidence to support OTJs

Student focused pedagogy / Cultural Responsiveness

Tataiako Cultural competencies integrated into teacher appraisals.
Teacher planning and teaching reflects the values, attitudes and beliefs of New Zealand and the Pacific.

School Wide Positive Behavior for learning

Sustainability
Integrated into student behaviour pathways

Visible Learning / Assessment tools

Alignment between visible learning and digital learning progressive pathways.
Students managing data points and co constructing qualitative indicators to map.
Whanau engaged and active in assessment literacy.
School wide cohesion in Visible Learning.

Student focused pedagogy / Cultural Responsiveness

Culturally responsive pedagogy - adaptive, creative, reflective. Life Long Learning connects people places and tools
Inclusive practice tests the wellness of our practice. Reviewing and testing to ensure equity in access to resources

School Wide Positive Behavior for learning

School Wide Positive Behavior for Learning embedded in our culture of engagement and visible in our practice.

2018

2019

2020

Change Enablement

Identification of the need to grow the leadership across school. Effective distributive leadership model and shared vision operates within all teams. Empower voice and capabilities to develop and refine leadership skills. Develop the bench strength of our leadership group (SLT).

**We
Deliver**

AKO

Learning

WHANAUNGATANGA

Culture

HAUORA

Well being

MAHI TAHI

Service

**RAISING
STUDENT
ACHIEVEMENT**

Success Measures

Visible Learning / Assessment tools

Explicit planning and delivery.
Students can articulate where they are, where they need to be and how to get there.

Student focused pedagogy / Cultural Responsiveness

Student Achievement is measured through progress.
Culture of learning/Way of being in the school and community is alive and transparent (progress for each student against their learning targets)

School Wide Positive Behavior for learning

School Wide Positive Behavior for Learning (SWPB4L) Tier 1 embedded.
Our values are visible and engaged with by our community (planning and reporting)

2018

Visible Learning / Assessment tools

Environment reflects the foundation of knowledge of Visible Learning (Learning is Transparent)
Teachers are accurately reporting student progress.
High level assessment capable Assessment tools

Student focused pedagogy / Cultural Responsiveness

Faces on the data - data walls and "knowing thy learner" and "knowing thy impact."
The school charter is rigorously reviewed to capture the needs of our school community, Cultural inclusiveness visible in our calendar

School Wide Positive Behavior for learning

Deliberate teaching component
Implementation of values teaching school wide.
Design Gaps analysis - Health Curriculum change.

2019

Visible Learning / Assessment tools

A comprehensive understanding & ability to use effective tools consistently and flexibly.

A high level of personal identification of themselves reflected in the classroom.

Student focused pedagogy / Cultural Responsiveness

Student and Community voice are cornerstones of what we do.
Students are actively connected connected life long learners

School Wide Positive Behavior for learning

All stakeholders engage through our values.
SW is linked to Visible learning and Student focused pedagogy – Teaching and learning.
Design Gaps analysis - Health Curriculum change.
SWPB4L Tier 2 embedded.

2020

Change Enablement

Identification of the need to grow the leadership across school. Effective distributive leadership model and shared vision operates within all teams. Empower voice and capabilities to develop and refine leadership skills. Develop the bench strength of our leadership group (SLT).

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Learning

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Well being

MAHI TAHI

Service

**RAISING
STUDENT
ACHIEVEMENT**

2017 ANNUAL PLAN

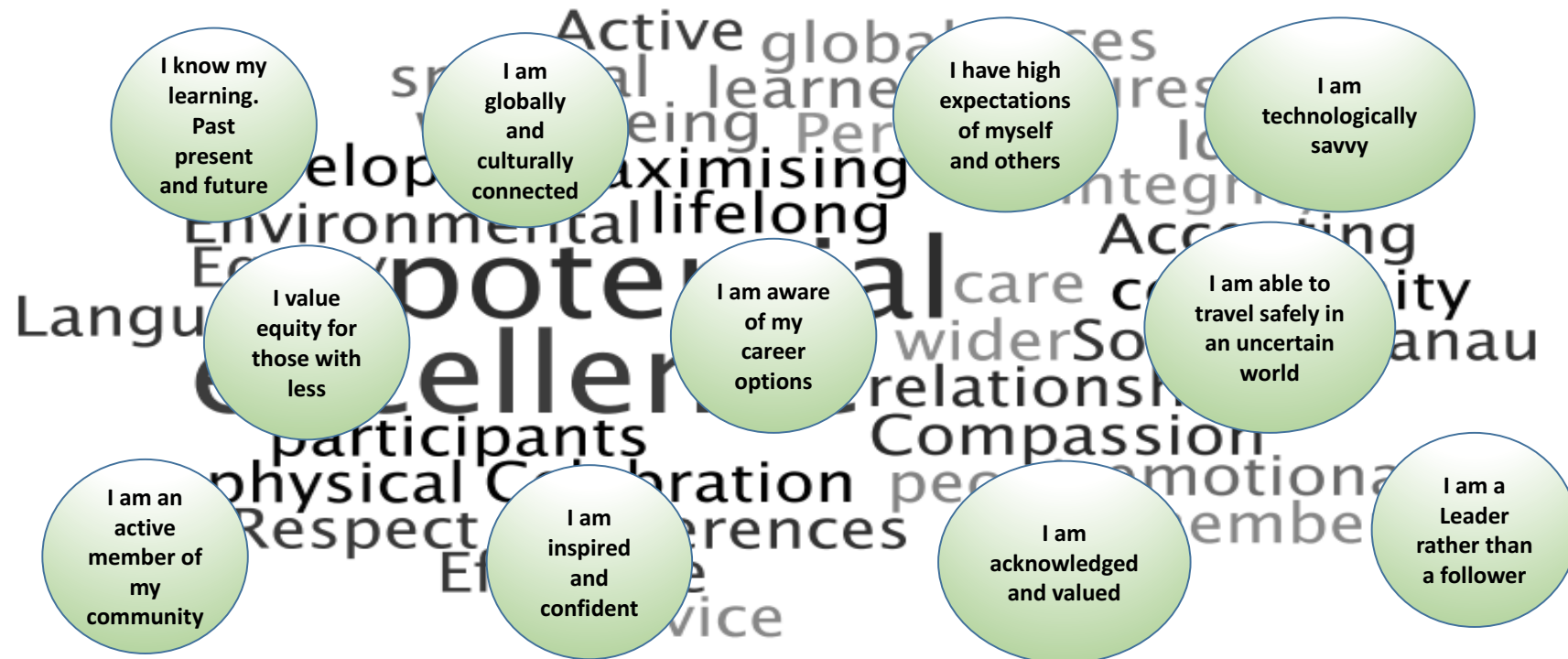
BLOCKHOUSE BAY INTERMEDIATE

Rationale - Learner Agency = better outcomes, better relationships, improved collegiality

Actions to achieve strategic goals	What success might look like	Who will lead and how will this be measured	Resourcing	Mid year review
<p>Visible Learning / Assessment tools Explicit planning and delivery. Students can articulate where they are, where they need to be and how to get there.</p> <p>Student focused pedagogy / Cultural Responsiveness Student Achievement is measured through progress. Culture of learning/Way of being in the school and community is alive and transparent (progress for each student against their learning targets)</p> <p>School Wide Positive Behavior for learning School Wide Positive Behavior for Learning (SWPB4L) Tier 1 embedded. Our values are visible and engaged with by our community (planning and reporting)</p>	<p>Visible Learning / Assessment tools</p> <ul style="list-style-type: none"> Whānau / strategic groups drive community engagement and demystifying localised curriculum. Visible learning aligns with community of learners Individual learner pathways shared visible practice across school. Strategic goals visible school wide and in the language of our learners. Visible learning aligns with community of learners Individual learner pathways shared through data streams across schools. <p>Student focused pedagogy / Cultural Responsiveness</p> <ul style="list-style-type: none"> Our Code Our Practice guides teacher efficacy. COL / Curriculum leadership aligned to cultural responsiveness. Assessment literate community developed through our strategic indicators. BHBI localised curriculum continues to develop and engage beyond the community. Continue to invest in digital literacies and review practice. Coaching continues to guide positive relationships to overcome learner challenges <p>School Wide Positive Behavior for learning</p> <ul style="list-style-type: none"> Rewards for SWPB4L in action. Weekly lessons taught that reflect school needs analysis and data review School Goals visible school wide. New signage reflects our inclusive School Wide approach. 	<ul style="list-style-type: none"> Teachers / whanau leaders / Senior Leadership Team. Measured through staff and team meetings, Improved NS outcomes. Reporting to Board. Senior Leadership Team (SLT) and Team leaders. Measured in the e portfolio in SMS. Staff review to report to BOT. Strategic teams (including COL in school leadership team) Oversight through SLT running distributed leadership to develop high performing teams SENCO, SWPB4L team. SWPB4L embedded and in action 	<p>Yr2 VL \$19625 Leadership Coaching (Growth) 5 positions - \$19,000 Stage 4 GROWTH \$8k ULearn \$4k DP PLG \$1k EOTC 1 \$1k BT Kohia annual cost (3 BT, 3 2nd Yr) \$4365 Pohutukawa - Specialist Conference \$5k PB4L Conference \$3k APPA - middle leadership conference \$2.5k Leadership conference \$3k Total - \$71k</p> <p>SWPB4L \$10 000</p>	



GRADUATE PROFILE



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 p23).

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. Protects the special character of the school (<i>integrated schools</i>)	2.1 Special character is obviously considered in all board decisions 2.2 Special character report is included at every board meeting as part of the principal's report
3. Monitors financial management of the school and approves the budget	3.1 Satisfactory performance of school against budget 3.2 Budget approved by the first meeting each year
4. Monitors and evaluates student progress and achievement	4.1 Reports at each regular board meeting from principal on progress against annual plan highlight risk/success 4.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities 4.3 Board review schedule covering curriculum and student progress and achievement reports are followed
5. Effectively manages risk	5.1 Attend board meetings having read board papers and reports and ready to discuss them 5.2 Board meetings have a quorum 5.3 Remain briefed on internal/external risk environments and take action where necessary

	<p>5.4 Identify 'trouble spots' in statements of audit and take action if necessary</p> <p>5.5 Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action</p>
6. Ensures compliance with legal requirements	<p>6.1 New members have read and understood: board induction pack; & requirements of board members</p> <p>6.2 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>6.3 Accurate minutes of all board meetings, approved by board and signed by chair</p> <p>6.4 Individual staff/student matters are always discussed in public excluded session</p>
7. Attends board meetings and takes an active role as a trustee	<p>7.1 Attendance at 80% of meetings (min.)</p> <p>7.2 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)</p> <p>7.3 Board papers read prior to attending board meetings</p>
8. Approves major policies and programme initiatives	<p>8.1 Approved and minuted.</p>
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	<p>9.1 The Treaty of Waitangi is obviously considered in board decisions</p> <p>9.2 The board is culturally responsive and inclusive</p>
10. Approves and monitors personnel policy and procedures and acts as a good employer	<p>10.1 Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements</p>
11. Appoints, assesses the performance of and supports the principal	<p>11.1 Principal's performance management system in place & implemented</p>
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	<p>12.1 Successful resolution of any disputes and conflicts referred</p>
13. Represents the school in a positive, professional manner	<p>13.1 Code of behaviour adhered to</p>
14. Oversees, conserves and enhances the resource base	<p>14.1 Property/resources meet the needs of the student achievement aims</p>
15. Effectively hands over governance to new board/trustees at election time	<p>15.1 New trustees provided with governance manual</p> <p>15.2 New trustees fully briefed and able to participate following attendance at an orientation programme</p>

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. 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 subgroup of the board in any interaction with the principal or staff
13. 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
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

I, BHBI BOT member, 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

3. Trustee Remuneration and Expenses Policy

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

- 1 The chairperson receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chairperson
- 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

Review schedule: Triennially

3. Conflict of Interest Policy

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

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

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

Review schedule: Triennially

4. Chairperson's Role Policy

The chairperson of Blockhouse Bay Intermediate 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/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.

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 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/student 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 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 Process Policy

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

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

Review schedule: Triennially

10. 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 each December for the following year.
- 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 and secretary receives \$75 per board meeting and board members receive \$55 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 6.30pm and conclude by 8.30pm.
- 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 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 5 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 3 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 2 working days of the board meeting before being distributed to trustees within 2 working days of the meeting.

Review schedule: Triennially

Public Attending Board Meetings Procedure

Welcome to the Blockhouse Bay Intermediate 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 1 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

Meeting Agenda

A typical agenda will be as follows.

Board of Trustees Meeting Agenda – date			
	Policy Reference:	Led by:	Time:
<u>1. Administration</u> 1.1 Present 1.2 Apologies 1.3 Declaration of interests			5 mins
<u>2. Strategic Discussions</u> 2.1 Ongoing summary of progress to date in relation to annual plan 2.2 Exploration of special issue or project eg budget, principal performance agreement/appraisal, delegations 3.1 Strategic decisions made if required	Operational /Governance Policy xxxx		45-60 mins
<u>3. Strategic Decisions</u> 3.1 Strategic Decisions if required			35-40 mins
<u>4. Monitoring</u> 4.1 Board discussion			30-45 mins

4.2 Expert presentation 4.3 Data analysis 4.4 Exploration of key result area eg goals 4.5 Finance and Audit Report			
<u>5. Identify Agenda Items for Next Meeting</u>			5-15 mins
<u>6. Administration</u> 6.1 Confirmation of minutes 6.2 Correspondence			5-15 mins
<u>7. Meeting Closure</u> 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			5-15 mins
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			

Review schedule: Triennially

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).....

Review schedule: Triennially

11. Board Review of Governance

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.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chairperson with the new members.

The review will include the following aspects:

- Did you feel welcomed onto the board?

Very welcome Welcome Not very welcome

Comment:

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

Very timely Timely Not very timely

Comment:

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

Very effective Effective Not very effective

Comment:

Please comment on how we could improve this induction process:

Trustee Review

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

Chairperson Review

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

Board Review

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

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

Review schedule: Triennially

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

The following committees are currently established:

Review schedule: Triennially

1.1 Review Committee Terms of Reference

Purpose:

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

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

Committee Members:

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

Meets:

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

Delegated Authority:

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

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

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

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

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

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

Review schedule: Triennially

1.2 Disciplinary Committee Terms of Reference

Purpose:

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

Committee members:

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

Delegated Authority:

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

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

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

Review schedule: Triennially

1.3 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 for financial matters.

Purpose of the Finance Committee

The finance committee was formed to provide guidance to the principal in the financial management of the school. The Blockhouse Bay Intermediate School Finance Committee meets as and when required to review and make recommendations on matters relating to school finances that require the committee to meet.

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.
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. assisting the principal in reporting financial performance to parents and the community.
9. providing input into the school's strategic plan.
10. preparing special reports for consideration by the board.
11. annually reviewing the school's risk management needs and insurance cover, and
12. assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Review schedule: Triennially

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.

Review schedule: Triennially

2. Blockhouse Bay Intermediate School Delegations List

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
02/2018	Principal	<p>The Board of Trustees authorises the following areas to be delegated to the Principal:</p> <ul style="list-style-type: none"> • Suspending and Stand-down of Students • Financial expenditure within budget limitations • Employment of staff – teacher and support • Allocation of salary units • Suspension of Staff • Managing the banked staffing provisions • Staff Appraisals • Initial investigations relating to a complaint against a staff member. • Search and seize <p>In the absence of the Principal, the Deputy Principals, are delegated these authorities.</p>	First meeting of the calendar year
02/2018	Disciplinary Committee All current trustees bar the principal	That the Disciplinary Committee members aforementioned are delegated authority to	First meeting of the 2018 calendar year or first meeting of new BOT

		implement the board's Disciplinary Committee Terms of Reference, as outlined in the board's Governance Manual.	
02/2018	Finance Committee (T) (T)	That the Finance Committee members aforementioned are delegated authority to implement the board's Finance Committee Terms of Reference, as outlined in the board's Governance Manual.	First meeting of the 2018 calendar year
02/18	AP DP's	That the board directs that, except where the board, at its discretion, otherwise determines, the Associate principal or the Deputy principal shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.	First meeting of the 2018 calendar year
			First meeting of the 2018 calendar year

Notes:

[T] = trustee

Review schedule: Annually

3. Complaints Process

DEFINITION

A complaint is any communication whether written or verbal, which is in some way critical of the schools procedures, products, service or our general performance.

PURPOSE

To ensure that all complaints, whether from a student, parent/caregiver, staff member or member of the public, are handled efficiently and resolved promptly, with the solution mutually acceptable to the Board and the complainant.

RATIONALE

The Board recognises the importance of feedback on the standard of service we provide, and complaints can be a useful tool for monitoring purposes. Any complaint represents an area in which we may not have met the expectations of our clients, and may indicate areas where we can make significant improvements. All complaints received will be discussed and recorded by Senior Management.

GUIDELINES

1. All staff and Board members should refer complainants to the office in the first instance. A Parent Concern form may be the most appropriate method to address the complaint, in which case this will be referred to Senior Management.
2. If the complaint is verbal, notes will be taken by office staff and referred to Senior Management.
3. Where the complaine is unhappy with the outcome, the option to contact the Board Chairperson is recommended

NB Any complaints in writing can be interpreted at school expense.

This guide;ine is intended only to cover complaints of a general or administrative nature.

Complaints in respect of competency or disciplinary matters are outside the scope of this Policy, and will be dealt with in terms of the Collective Employment Contract, Complaints Against School Employee policy (NAG 3) and the procedures, set out in the relevant paragraphs of the New Zealand School Trustees Association Handbook.

4. 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
Russell Mathews		CH	EL	First Mtg 2017	First mtg 2018
Michael Malins		P			
Ray Gilbert		ME	EL	06/16	Election 19
Catherine Brown		ME	EL	12/17	Election 20
Rajal Middleton		ME	S	4 Aug 17	Election 19
Melanie Sorby		ME	S	4 Aug 17	Election 19
Charlotte Abbott		ME	ST	06/16	Election 19

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

5. Biennial Review Programme

Year: 2017 Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	Sept	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE	Literacy targets	Maths targets	Literacy targets	All Targets	Literacy targets	Review of strategic plan	Approve strat plan
	Strategic aims					Report mid year		Report EOY	Review AOV
Regular Review	Policy	principal policy The relationship between the BOT and principal	Disciplinary process in relation to principal The relationship between Chair and Principal	principal expense policy	curriculum delivery policy	Asset Protection	Appointments policy International Pol's	financial planning policy	Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs		National Stds.		Maori/Pasifika focus		National Stds.
	HR	Performance Agreement Approved	HR Appraisals report back	Informal review – staff development		Informal review Teachers environments		HR Appraisal summative report	Formal review report
	Curriculum	Key Competencies		English		The Arts		Health & Physical Education	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2018 draft	2018 Approve
	Six Dimensions						Review Strat goals	Review Strat goals	
Emergent Review	New gov.initiatives				Amendment to act	COL / SISI	COL appointments		
	New local initiatives		CoL		CoL Achievement Challenge	CoL appointments		CoL progress	
Board process Requirements		Appoint chair School BOT delegations list	Accounts to Auditor	Annual Report approved and sent	Roll return 1 July	Nat. Stds. Parent reporting	Health Curriculum Consultation	Succession planning	Nat. Stds. Parent reporting

Year: 2018 Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	Sept	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE	Literacy targets	Maths targets		All Targets	Literacy targets	Review of strategic plan	Approve strat plan
	Strategic aims		Report beg of year			Report mid year		Report EOY	Review AOV
Regular Review	Policy	Governance Policy	Trustees code of conduct	Trustee remuneration policy / COI pol	Staff Trustee policy	Principals performance policy	Meetin process Pol International Pol's	Meeting procedure Pol	Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs		National Stds.		Maori/Pasifika focus		National Stds.
	HR	Performance Agreement Approved	HR Appraisals report back	Informal review – staff development		Informal review Teachers environments		HR Appraisal summative report	Formal review report
	Curriculum	Key Competencies		English		The Arts		Health & Physical Education	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2018 draft	2018 Approve
	Six Dimensions						Review Strat goals	Review Strat goals	
Emergent Review	New gov.initiatives				Amendment to act	COL / SISl	COL appointments		
	New local initiatives		CoL		CoL Achievement Challenge	CoL appointments		CoL progress	
Board process Requirements		Appoint chair School BOT delegations list	Accounts to Auditor	Annual Report approved and sent	Roll return 1 July	Nat. Stds. Parent reporting	Health Curriculum Consultation	Succession planning	Nat. Stds. Parent reporting

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
3. Act as the educational leader and day to day manager of the school within the law and in line with board policies.
4. Develop an annual plan that is aligned with the board's strategic plan and meets both legislative requirements and any MoE expectations.
5. Seek approval from the board each year for the annual plan so that MoE expected dates can be met..
6. Implement the annual plan and give priority to the school's annual targets.
7. Use resources efficiently and effectively.
8. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
9. Approve staff attestation for salary increments.

10. Allocate pay units for management positions.
11. Oversee staff appraisals and staff professional development.
12. Hire, deploy and terminate relieving and auxiliary staff positions.
13. Hire teaching staff as per the appointments policy.
14. Preserve assets (financial and property).
15. Communicate with the community on operational matters where appropriate.
16. 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.
17. Keep the board informed of information important to its role.
18. Report to the board on the compliance or lack of with their policies.
19. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the Charter
20. 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]
21. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

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

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

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

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 shall:

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:
 - i. Strategic Aim Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance Report
 - v. 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. seek board approval for any requests for discretionary staff leave of longer than 5 days
 5. seek board approval for any requests for staff travelling overseas on school business
 6. advise the board of any staff absences longer than 5 school days
 7. submit any monitoring data required in a timely, accurate and understandable fashion
 8. report and explain financial variance against budget in line with the board's expectations
 9. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
 10. report and explain roll variance against year levels and reasons on a per meeting basis
 11. present information in a suitable form – not too complex or lengthy
 12. inform the board when, for any reason, there is non-compliance of a board policy
 13. recommend changes in board policies when the need for them becomes known
 14. highlight areas of possible bad publicity or community dis-satisfaction
 15. coordinate management/staff reports to the board and present to the board under the principal's authority
 16. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
 17. 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 shall:

1. provide opportunities for success for all students (in years 1-6) in all essential learning areas and skill areas of the New Zealand Curriculum
2. give priority to student achievement in literacy and numeracy (especially in years 1-6)
3. give priority to regular quality physical activity that develops movement skills for all students (especially in years 1-6)
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. seek board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made
9. 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 shall:

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 a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans
7. carry out annual performance appraisals
8. meet current employment legislation
9. take reasonable steps to protect staff from unsafe or unhealthy working conditions
10. meet the requirements of the Health and Safety in Employment Act 1992
11. 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 shall:

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 Appointment of the deputy-principal, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chairperson and a further trustee (should the BOT feel the need to include one).
 - c 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 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, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference. This budget will include a professional development budget allocation for the principal and the staff.

Budgeting 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 can not 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 \$2500 without having obtained comparative prices and quality
 - of over \$4000 without an adequate review on ongoing costs, value and reliability
 - of over \$6000 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 overseeing 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

Students and staff shall have a safe physical and emotional learning environment. Therefore, the principal shall:

1. take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions
2. ensure there is zero tolerance to bullying
3. ensure there are effective processes in place for dealing with bullying
4. comply with the provisions of the Health and Safety in Employment Act 1992
5. provide a smoke free environment
6. ensure a risk analysis management system (RAMS) is carried out where and when appropriate
7. seek approval for all overnight stays/camps attesting first to their compliance with (4) above
8. consult with the community every two years regarding the health programme being delivered to students
9. provide privacy of personal documentation held at the school
10. advise the board chair of any emergency situations as soon as possible

Review schedule: Triennially

12. 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