

Edmonton Primary School



POLICY FRAMEWORK

For the period

22 March 2015 – 22 March 2018



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 Edmonton Primary 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 definitions for Edmonton Primary School the board was mindful of the following excerpts from the Education Act 1989:

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

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

s.75 Boards to control management of schools –

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

s.76 Principals –

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

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

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

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

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

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

See separate booklet

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).

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
• Protects the special character of the school	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
3. 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 5.4 Identify 'trouble spots' in statements of audit and take action if necessary 5.5 Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action
6. Ensures compliance with legal requirements	6.1 New members have read and understood: board induction pack; & requirements of board members 6.2 New and continuing members have kept aware of any

	<p>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	8.1 Approved and minuted.
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	10.1 Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements
11. Appoints, assesses the performance of and supports the principal	11.1 Principal's performance management system in place & implemented
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the school in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new board/trustees at election time	<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

Adopted - March 2015

Next Review – March 2018

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

Signatures:

Date:

Review schedule: Triennially

Adopted - March 2015

Next Review – March 2018

3. Conflict of Interest Policy

The standard of behaviour expected at Edmonton Primary 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

Adopted - March 2015

Next Review – March 2018

4. Chairperson's Role Policy

The chairperson of Edmonton Primary 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

Adopted November 2016

Next Review - November 2017

5 Staff Representative Role Description Policy

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

As a representative the staff representative 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 Representative 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 representative has a copy of the Governance Manual and is familiar with all board policies
3. The staff representative 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 representative is not a staff advocate 3.2 The staff representative does not bring staff concerns to the board
4. The staff representative is bound by the Trustee Code of Behaviour	4.1 The staff representative acts within the code of behaviour
4. It is not expected that the staff representative act as a union delegate	5.1 The staff representative does not bring staff issues to the board
6. It is not necessary for the staff representative 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

Reviewed – March 2015

Next Review – March 2018

5. 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 fulfill its role
11. The principal should be able to share their biggest concerns with the board.

Review schedule: Annually

Reviewed November 2016

Next review November 2017

6. 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

Reviewed - March 2015

Next Review – March 2018

7. 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

Reviewed November 2016

Next review November 2017

8. 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

Reviewed March 2015

Next review March 2018

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 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 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 9.30pm.
- ✦ 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 working 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 5 working days before the meeting

Minutes

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

Review schedule: Triennially

Reviewed - March 2015

Next review March 2018

Public Attending Board Meetings Procedure

Welcome to the Edmonton Primary 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 2 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

Reviewed March 2015

Next review March 2018

Meeting Agenda

A typical agenda will be as follows.

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

Reviewed - March 2015

Next review March 2018

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

Reviewed March 2015

Next review March 2018

10. 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

Reviewed June 2016

Next review June 2019

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, and 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

Reviewed and adopted October 2016

Next review June 2019

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

Reviewed and adopted October 2016

Next review June 2019

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

Reviewed and adopted October 2016

Next review June 2019

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.

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

Reviewed and adopted October 2016

Next review June 2019

Compliance Reporting

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

Finance Committee Annual Calendar

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

Review schedule: Triennially

Reviewed and adopted October 2016

Next review June 2019

2. Edmonton Primary School Delegations List

Date of Minuted Delegation	Personnel	Delegated Authority	Term of Delegation
23/10/2013	Disciplinary Committee All current trustees bar the principal	That the Disciplinary Committee members aforementioned are delegated authority to implement the board's Disciplinary Committee Terms of Reference, as outlined in the board's Governance Manual.	Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
23/10/2013	Finance Committee (Principal) (Accounts / Treasurer)	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.	
23/10/2013	(Assistant Principal)	That the board directs that, except where the board, at its discretion, otherwise determines, the assistant 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.	

Review schedule: Annually

Reviewed – June 2016

Next review June 2017

3. Complaints Process

All complaints received will be treated so that

- Wherever possible issues concerns or complaints can be dealt with as close to source and as early as possible.
- Complainants feel they have the opportunity to be fairly heard
- The person who is the subject of the complaint is fairly treated
- Confidentiality is maintained

All complaints received will be systematically dealt with in order to maintain a school culture of openness, honesty and fairness.

All complaints relating to board decisions and policy, board members, health and safety issues not specific to an employee should be directed to the Board Chairperson in writing. If a complaint relates to the Board Chairperson then it should be directed to another Board Member.

PROCEDURE

Issues and Concerns (low level issues and concerns)

- In the first instance, an issue (or a concern) should be discussed with the classroom teacher or employee involved. In some cases the teacher/employee may need time to gather information or reflect before giving an immediate response.
- If the problem is one related to a teacher and remains unresolved, a time to meet in an appropriate setting should be arranged with the syndicate leader or Principal.
- If the issue/concern is not resolved to the satisfaction of the complainant, the matter should be reported to the Principal.

Complaints (for matters of serious concern)

- Complaints must be received in writing stating the specific nature of the complaint and where and when the incident/matter giving rise to the complaint occurred.
- The Principal shall be kept informed of all complaints.
- All complaints will be investigated.
- Many complaints will be resolved by discussion between the Principal and the parent/caregiver/employee concerned without the need to take the matter any further. The Board will, where appropriate, seek to resolve complaints in this manner in the first instance.
- Where appropriate, an opportunity to deal with a concern or a complaint in a Maori context may be provided (see CCEA). All parties i.e. complainant, employee and Board must all agree to this process.
- A record of all complaints to the Principal will be kept.
- In the event that a matter becomes difficult to resolve the Principal will inform the Board Chairperson, or, if the Principal is unable to resolve the issue to the satisfaction of the complainant, then the complainant has the right to report the complaint to the Board of Trustees.

Note: The Principal may as a result of information gathered in an initial inquiry phase into a complaint, recommend:

- Disciplinary procedures for the Board to implement if he/she believes there is a case to be answered, or after ascertaining whether it is a matter relating to the professional standards implement remedial performance processes or the provisions of the competency clauses of the relevant collective agreement.
- Unresolved complaints against the Principal will be referred directly to the Board.
- In any event an employee will be reminded of their right to representation and/or may take a support person with them at any stage of the process.
- The Board will “receive” a complaint and resolve that it be put to the employee concerned in writing. A copy of the complaint will be attached including any other statements or information that allows the employee to make a well-informed response.
- Complainants and those having complaints made against them will be informed of the investigation process and any subsequent action being taken.
- Any outcome will be recorded in writing, signed by both Board and employee and a copy placed on the employee’s personal file.
- When disciplinary action has been taken, the complainant will be informed that the matter has been resolved but issues of confidentiality or other sensitive matters may not be disclosed, depending on the circumstances.
- All participants to the action of a complaint are to maintain confidentiality of information and documents

References which may assist the Board - copies available in school office

Insurers criteria for employer indemnity cover

Copies available in school office or Collective Agreements – MOE online.

Primary Teachers Collective Agreement

Support Staff Collective Agreement

Caretakers and Cleaners Collective Agreement

Review schedule: Triennially

Reviewed March 2014

Next review March 2017

4. Trustee Register

Approved Number of Elected Parent Representatives = 5

Name	Phone/email	Position on Board [Chairperson CH, Commissioner CMR, Member ME]	Type of Member [Note 1]	Start date	Current Term expires
Margaret Samson		Principal	Principal	September 2013	
Mike Collis		Chairperson	Elected	Apr 2007	Election 2019
Esther Alcock		Staff Representative	Elected	June 2016	Election 2019
Warwick Carroll		ME	Elected	Nov 2011	Election 2018
Venessa Blakely		ME	Elected	May 2013	Election 2019
Ruth Rosby		Me	Elected	Nov 2014	Election 2018
Ebony Andrews		ME	Elected	June 2016	Election 2019
Omprasad Bachu		ME	Co-opted	October 2016	Election 2019

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

Triennial Review Programme

Year: 2016/19	Area for Review	Board Meeting Dates (in months below)								
		Feb	Mar	May	June	Aug	Sept	Oct	Nov	
Strategic Review	Charter	Sent To MoE						Review	Development	Development
	Strategic aims	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report, Monitoring & Review	Report, Monitoring & Development	Report, Monitoring & Development	
Regular Review	Policy		NAG 1 Curriculum		NAG 2 Doc, Self Review, Reporting			NAG 3 Personnel	Chair Role BOT & Princ Chair & Princ	
	Board related, e.g. New trustee induction				Trustee Induction					
	Principal performance	Set Goals			Report Presented				Final Report Presented	
	Curriculum	Learning Languages		English		The Arts			Health & Physical Education	
	Budget	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report, Monitoring & Review	Report, Monitoring & Development	Report, Monitoring & Development	
Emergent Review	National standards	Student Achievement Report				Student Achievement Report				
	New Government initiatives									
	New local initiatives									
Other										

Year: 2017	Area for Review	Board Meeting Dates (in months below)							
		Feb	Mar	May	June	Aug	Sept	Oct	Nov
Strategic Review	Charter	Sent To MoE					Review	Development	Development
	Strategic aims	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report, Monitoring & Review	Report, Monitoring & Development	Report, Monitoring & Development
Regular Review	Policy	ESOL ESOL Leader	NAG 4 Financial, Property		NAG 5 Safety		NAG 6 Legislation		Chair Role BOT & Princ Chair & Princ
	Board related, e.g. New trustee induction								
	Principal performance	Set Goals				Report Presented			Final Report Presented
	Curriculum	Mathematics & Statistics		Science		Social Sciences		Technology	
	Budget	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report, Monitoring & Review	Report, Monitoring & Development	Report, Monitoring & Development
Emergent Review	National standards	Student Achievement Report				Student Achievement Report			
	New Government initiatives								
	New local initiatives								
Other		Food/Nutrition Complaints guide/proc. Crisis management Te Tirira O Waitangi							

Year: 2018 Review	Area for Review	Board Meeting Dates (in months below)								
		Feb	Mar	May	June	Aug	Sept	Oct	Nov	
Strategic Review	Charter	Sent To MoE						Review	Development	Development
	Strategic aims	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report, Monitoring & Review	Report, Monitoring & Development	Report, Monitoring & Development	
Regular Review	Policy		Board Policy Framework							Chair Role BOT & Princ Chair & Princ
	Board related, e.g. New trustee induction									
	Principal performance	Set Goals				Report Presented				Final Report Presented
	Curriculum	Learning Languages		English		The Arts		Health & Physical Education		
	Budget	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report Monitoring &	Report, Monitoring & Review	Report, Monitoring & Development	Report, Monitoring & Development	
Emergent Review	National standards	Student Achievement Report				Student Achievement Report				
	New Government initiatives									
	New local initiatives									
Other										

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

Reviewed & Accepted: October 2016

Next Review: June 2019

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

Reviewed & Accepted: October 2016

Next Review: June 2019

2. 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

Reviewed & Accepted: October 2016

Next Review: June 2019

3. 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:
 - 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. advise the board of any staff absences longer than 7 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

Reviewed & Accepted: October 2016

Next Review: June 2019

Curriculum Delivery Policy (NEP/NAG 1)

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. 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

Reviewed & Accepted: October 2016

Next Review: March 2019

4. Personnel Policy (NAG 3)

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 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

Reviewed & Accepted: October 2016

Next Review: October 2019

5. Appointments Policy (NAG 3)

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 Appointment of the deputy-principal/assistant principal will involve an appointment committee consisting of the principal, the board chairperson, senior management representative and a further trustee (should the BOT feel the need to include one).
 - c Unless determined otherwise by the board, appointment of all other senior teachers, 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

Reviewed & Accepted: October 2016

Next Review: October 2019

6. Financial Planning Policy (NAG 4)

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

Reviewed & Accepted: March 2014

Next Review: March 2017

7. Financial Condition Policy (NAG 4)

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 \$500.00 without having obtained comparative prices and quality
 - of over \$500.00 without an adequate review on ongoing costs, value and reliability
 - of over \$500.00 on a single item without first seeking board approval

Review schedule: Triennially

Reviewed & Accepted: March 2014

Next Review: March 2017

Asset Protection Policy (NAG 4)

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The board of trustees is responsible for over viewing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal 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 \$500.00 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

Reviewed & Accepted: March 2014

Next Review: March 2017

11. Health & Safety Policy (NAG 5)

Students and staff shall have a safe physical and emotional learning environment. Therefore, the principal shall not fail to:

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

Reviewed & Accepted: June 2014

Next Review: June 2017

12. Legal Responsibilities Policy (NAG 6)

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

Reviewed - September 2014

Next Review: September 2017

ESOL Policy

Rationale

- The school will provide students, for whom English is a second or additional language, opportunities to learn English in an environment that acknowledges and appreciates their culture and heritage and is a safe and supportive place to learn.
- To accelerate the ELL students learning across all curriculum areas.
- To help learners access the language for learning at school and, at the same time, to help them learn English for social interaction.
- Aim is to gain independence and confidence.

Purpose

- To identify the particular educational needs of English Language Learners (ELLs).
- To provide appropriate support to enable the ELLs to develop both social and academic English.
- To provide withdrawal teaching in small groups, where the need is greatest and within the limits of available funding.
- To work together with all teachers and support staff by providing strategies and resources for ELL students.
- All staff are responsible for the ELL student progress and achievement.
- To foster a partnership with parents, families and the wider community.
- The physical environment of the school will reflect the diversity of cultures within the school through classroom displays, signage and publications.
- The languages and cultures of students will be recognised as an important part of the school and opportunities will be given for them to share their culture.

Procedures

- On enrolment with the assistance of a translator if necessary, gather information as to education needs, abilities and relevant cultural information.
- Ensure that the birthplace of parents is recorded – data required for MOE forms.
- By speaking to the parents and child, every effort should be made by the teachers to establish the child's first language as soon as possible. If original enrolment information is found to be incorrect arrange correction.
- The office administrator will provide copies of the children's enrolment form, birth certificate and passport to the ESOL teachers as well as the classroom teachers.
- The class teacher has the overall responsibility for completing the MOE Assessment Form.
- Utilize ESOL funding to provide resources and learning opportunities.
- ESOL support will be timetabled according to identified student learning needs and year level. Priorities will be established on an ongoing basis. This will be co-ordinated with the classroom teachers, support staff and ESOL teachers. In general ELL students will be on only one withdrawal programme at a time (no double dipping).
- The planning for and delivery of withdrawal programmes will be the responsibility of the ESOL teachers in consultation with classroom teachers.
- Assessment forms are completed by classroom teachers and collated by the ESOL teachers in July and November to ascertain funding eligibility. Principal to sign and arrange postage.
- Investigate and consult with relevant agencies and SENCO when an ELL student is also Special Needs. They will be provided for by appropriate assistance.
- ESOL resources will be kept in the ESOL rooms and library for teachers, support staff and students to borrow. Consideration will be made and there will be a focus for purchasing ESOL resources to support the programme when possible.

Funding

- NZ born students are funded for up to three years (12 terms).
- Migrant students are funded for five years (20 terms).
- Funding applications for NE students will not be processed until they have completed two full terms. In some cases it may be agreed that it will be in the child's best interest to delay the application further. Final decision will be made by AP after consultation.
- Funding can be transferred between schools while students are still eligible.

THE ROLE OF THE ESOL LEADER IN SCHOOLS

The ESOL leader works with the school's management team to oversee ESOL practice within the school. The personal qualities of the ESOL leader include enthusiasm for and interest in English Language Learning, comprehensive literacy knowledge and the ability to effectively support colleagues in the teaching of English Language Learners. The role generally involves:

Administration

- Planning and leading regular staff/syndicate meetings
- Resourcing – ordering, buying, monitoring and promoting new resources
- Alerting staff to opportunities for professional development
- Overseeing and supporting teachers to complete the ESOL/AF forms
- Taking responsibility for status lists and applying to the Ministry of Education for funding for ELLs
- Assisting with enrolment procedures of English Language Learners
- Managing and taking responsibility for the ESOL budget
- Ensuring funding is used to best meet the needs of the ELLs

Promotion and support of a professional learning community

- Helping teachers to gather, analyse and interpret classroom data on progress of ELLs in relation to the ELLP and National Standards
- Comparing and analysing results from data gathering
- Helping teachers to identify areas for development in their pedagogical knowledge in English Language Learning
- Observing teacher practice and providing constructive feedback
- Helping teachers incorporate appropriate teaching strategies into their practice including specific language outcomes across the curriculum areas
- Modelling effective classroom practice that meets the needs of English Language Learners needs, e.g. scaffolding and differentiating classroom tasks
- Providing planning guidance to English Language Assistants working with withdrawal groups
- Promoting the reading and discussion of current professional materials
- Providing bilingual support for students, teachers and parents when required

Embedding and sustaining effective English Language Learning practice

- Working collaboratively to plan school-wide goals for improved ELL student achievement
- Leading and developing changes in school implementation plan, testing and recording systems
- Monitoring teaching, learning and assessment practices for ELLs in classroom support and withdrawal groups
- Providing peer support is provided where possible, e.g. buddy system

Review schedule: Triennially

Reviewed – February 2014

Next Review - February 2017

FOOD AND NUTRITION POLICY - 2014

Rationale

It is important that all students possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff **and families** are encouraged to model healthy eating as a valuable part of daily life.

Purpose

- To encourage students to be responsible for their own health.
- To ensure that students receive clear, consistent messages about the importance of healthy eating.
- To provide healthy foods that are of value for money.
- To be sensitive to family and cultural issues.

Strategies

- Promote 'everyday' and 'sometimes' foods that are low in fat, sugar and salt.
- **No fizzy or energy drinks are to be brought to school.**
- **Drinking water is encouraged and be available during class time.**
- Food will be prepared in a smoke free environment and appropriate food safety practices will be in place.
- Food service staff shall be supported and encouraged to work closely with the **senior management** to achieve common goals.
- Food service staff will consult with the **senior management (or vice versa)** before making changes to the lunch menu.

- Physical activity is recognised as a vital partner to good nutrition practices and as such, will be actively promoted within the school community.
- Milk in schools available for those students who have been given parent permission.

Review schedule: Triennially

Reviewed & Accepted: March 2014

Next Review: March 2017

COMPLAINTS GUIDELINES / PROCEDURES

Other issues (that may not involve a complaint) arise involving the school, the pupil, the parent and or other students. When this happens, it is general policy to follow the process below.

1. Discuss the issue with the teacher. This may take more than one discussion.
2. If the issue is more complex, you may ask to see the Associate Principal of that particular department. This also may require more than one discussion to address the issue. Sometimes other professionals and measures need to be put in place.
3. If the issue remains unresolved, see the Principal.
4. If you are still unable to resolve the issue, at this stage a written letter can be addressed to the Board Chair.

Serious Complaints Guidelines

1. All complaints against staff should be addressed firstly to the Principal.
2. The Principal will endeavour to resolve the issue by meeting with and discussing the issue with the staff member
3. If the complaint was in writing to the Principal, the Principal should report the complaint and outcome to the Board
4. If the issue cannot be resolved the Board will be available to both parties.
5. Any complaints to the Board need to be addressed to the Chair and contain factual material (what, when, who) and signed.
6. The Board shall receive the letter of complaint at least 7 days before the Board Meeting.
7. The Board will report back to the complainant as to the Board's decision of action with a timeline.
8. Any complaint against staff or involving issues around privacy will need to be dealt with by the Board under Public Excluded Business (PEB) and as such will require all who are not Board members to vacate the meeting.
9. Any follow up by the Board involving competency or disciplinary issues should be guided by the current Union Agreement & NZSTA.
10. The school Insurers should be advised.

Review schedule: Triennially

Reviewed & Accepted: March 2014

Next Review: March 2017

CRISIS MANAGEMENT PROCEDURE

Crisis Management

1. Tell the truth – but not everything.
2. Personalise your organisation – be the face of the problem.
3. Develop media contacts.
4. Take good news stories to the media.
5. Respond quickly – or someone else will.
Find out facts – what do the media know.
6. Never say 'no comment' unless legal issues pending.
7. OK to say I don't know – but I will find out.
8. If you stuff up – confess 'repent'.
9. Use the big dump. If you have bad news – say it all at once – don't let leak out.
10. Prepare, prepare, prepare! Have a crisis group – who are the spokespeople. Find a PR professional if necessary.

Murray Burton – handled it all perfectly (Elim)

Key messages (talking to the media)

1. Prioritize – what's the 1 main point.

2. Prepare – think of worst question media could ask. You need answers to tough questions. Partial concession (John Key says it all the time). “I see that parents may be concerned however” (back to the main message)
3. Be brief – don’t think you need to say more – fill in gaps.
4. Dump the jargon
5. Volunteer info if that’s what you’ve decided on.

If an interviewer is having a real go at you

- Listen (active)
- Acknowledge
- Re focus
- Talk – key message

Concern & empathy

Action

Perspective – big picture

- Any mistake you make will be shown over and over
- Any mistake they make will be on cutting room floor.

How to handle an interview (TV)

1. Know what you want to say before you get there.
2. When producer phones (any media)
 - what it’s about?
 - who else are you talking to?
 - how long the story is?
 - what’s your angle?

Then tell them you in a meeting, phone back in 30 minutes. (Gives you time to think – key messages (one or two))

Role play it with someone.

Nothing is ‘off the record’.

After 3 or 4 days a story dies a natural death unless it gets ‘legs’ with new facts or comments.

You should respond in most cases.

You need a crisis plan.

Have a committee – 1 or 2 people who speak

What you say and do in first hour will have the biggest impact

Have protocols in place.

Review schedule: Triennially

Reviewed & Accepted: March 2014

Next Review: March 2017

TE TIRITA O WAITANGI

Rationale

The Board of Trustees recognised that New Zealand has a dual cultural heritage and is committed to the spirit of partnership embodied by the Treaty of Waitangi.

Objectives

1. To support programmes which:
 - Reflect Maori perspectives
 - Cater for the needs of Maori students
 - Recognise Maori values
 - Provide learning experiences based on tikanga and te reo Maori
2. To recognise and assist student whose parents wish them to be educated in te reo Maori. This may be affected by the availability of qualified personnel. If there is no qualified tutor or teacher, the school will contact other educational facilities where te reo Maori is taught.

Guidelines

1. In order to achieve the above objectives, the Board of Trustees will consult with the kaumatua, kuia, and whanau of our community in appropriate ways.
2. We will seek to recruit staff who are skilled and providing the learning experiences which would fulfil our curriculum objectives of the Maori language and culture.

Learning resources will be purchased to enable staff to carry out these curriculum objectives within budgetary constraints.

Staff will be given opportunities to further develop their knowledge of the familiarity with tikanga and te reo Maori.

Evaluation

The principal will report on the effectiveness of this policy and school programmes annually.

Review schedule: Triennially

Reviewed & Accepted: March 2014

Next Review: March 2017