



Mackenzie College

# **Policy Framework 2016**

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 Mackenzie College 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 Mackenzie College the board was mindful of the following excerpts from the Education Act 1989:

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

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

s.75 Boards to control management of schools –

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

s.76 Principals –

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

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

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

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

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

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

## Part 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
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 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: STA iTrustees information booklet and Policies booklet that outline requirements of board members 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 6.3 Accurate minutes of all board meetings, approved by board and signed by chair 6.4 Individual staff/student matters are always discussed in public excluded session
7. Attends board meetings and takes an active role as a trustee	7.1 Attendance at 80% of meetings (min.) 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)

	7.3 Board papers read prior to attending board meetings
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	9.1 The Treaty of Waitangi is obviously considered in board decisions 9.2 The board is culturally responsive and inclusive
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	15.1 New trustees provided with governance manual 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme

Review schedule: Triennially

## 2. Trustees' Code of Behaviour Policy

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

1. Maintain and understand the values and goals of the school
2. 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

Review schedule: Triennially

### **3. Conflict of Interest Policy**

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

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

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

Review schedule: Triennially

### **4. Chairperson's Role Policy**

The chairperson of Mackenzie College 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/Student 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.

<b>Staff/Student Trustee accountability measure</b>	<b>Standard</b>
1. To work within the board's Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff/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 need to be 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 at least two 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 agenda. The agenda preparation is the responsibility of the secretary.
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.
4. 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 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 \$70 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 or time in lieu.

### Time of meetings:

- Regular meetings commence at 7.30 pm and conclude by 10 pm.
- 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 below).

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

Review schedule: Triennially

## **Public Attending Board Meetings Procedure**

Welcome to the Mackenzie College 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 three minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 Speakers are not to question the board and must speak to the topic.
- 6 Board members will not address questions or statements to speakers.
- 7 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 8 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.

Relevant Procedures:

## **In Committee Procedure for BOT Meetings**

The following is the procedure to be used when the Board of Trustees moves into committee:

I move that the public be excluded from:

- (a) the whole of the proceedings of this meeting, or
- (b) the following parts of the proceedings of this meeting, namely ....

*(state agenda items)*                      Disciplinary matter

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48 (a) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows (example):

*General subject matter:*                      serious drug matter

*Reason for passing this resolution:*                      to protect privacy of an individual

*Grounds under section 48(1) for  
the passing of this resolution:*                      because of legal implications.

A motion must be passed when Board has moved out of In Committee confirming the business carried out In Committee.

## **PROCEDURE FOR MEDIA RELATIONS**

1. A good rapport should be established with the media.
2. Media statements are to be made only by the Board Chairperson or the Principal. Authority may be delegated to other board or staff personnel by either of these two persons.
3. Wherever possible the media statements should be prepared in advance. Where this is not possible the person should request that they may have a few minutes to consider the request before replying.
4. Statements should not be made "in confidence" or "off the record".
5. Honesty should be applied in giving statements. Be prepared to admit things, say that an issue is being dealt with. Don't say "no comment".
6. If a media statement is incorrect write and complain and state the correction.
7. Ask if you can see the story as written that relates to the school if concerned.
8. Where possible make personal contact with media reporters and build up a good relationship. (Remember that a suspicious reporter will keep digging if they think that we are hiding something).
9. Where possible get a picture taken if the media item is positive and beneficial to the school.
10. Never leave matters unresolved - they will keep coming back.

Review schedule: Triennially

A typical agenda will be as follows:

## **BOARD OF TRUSTEES MEETING to be held ..... at 7.00 pm**

### ***Agenda***

1. Apologies
2. Minutes
3. Matters Arising from Minutes.
4. Notification of Items for General Business.
5. Principal's Report (*attached*)
6. Finance
  - ..... reports distributed earlier
7. Student Board Report
8. BOT Members' Conflict of Financial Interest  
(*A notebook is available at each meeting for any member to register a conflict of interest if necessary*)
9. Report:
- 9.1 ..... Learning Area Report (*attached*)  
.....(HoLA) will attend the meeting at 8.00 pm.
10. Policies for Review:
11. General Business:
12. Inwards Correspondence:
13. Outwards Correspondence:

Review schedule: Triennially

### **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 sta trustees booklet and policies booklet
  - The date of the next board meeting
  - Chair and principal contact details
2. New trustees will be issued with a governance booklet 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 Trustees booklet and Policies booklet.
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.

## **Trustee Review**

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

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

The following committees are currently established:

- Finance Committee
- Property Committee

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.



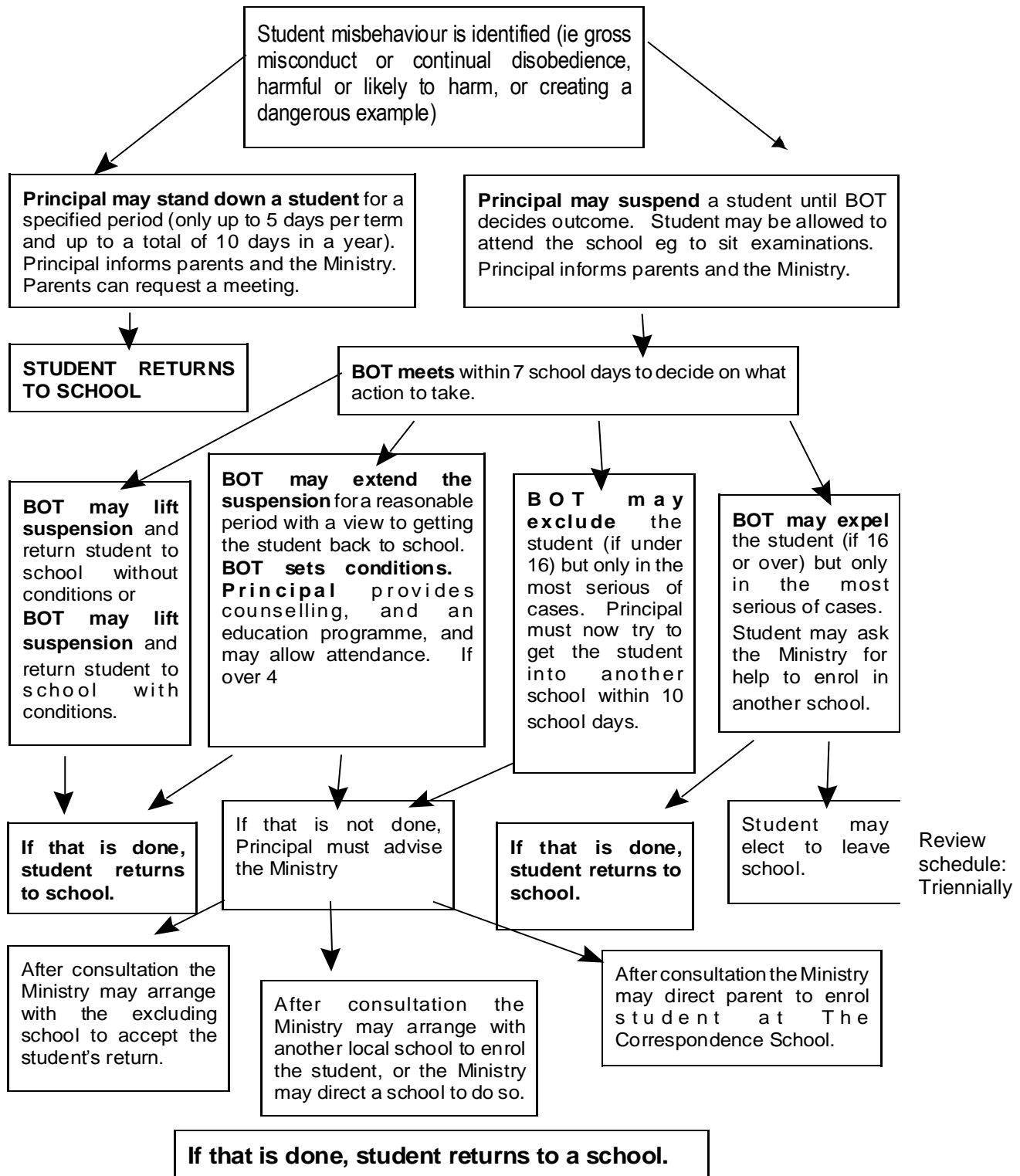
**Delegated Authority:**

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.

# Stand-down, Suspension, Exclusion & Expulsion Procedure

This flowchart outlines the decision-making processes that come into force when a student's misbehaviour requires action beyond that normally undertaken by a classroom teacher.



### 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

#### 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
By 31 March	Annual accounts prepared and forwarded to the auditors.
By 30 April	Annual review of 10-year property plan completed by the Board and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
By 31 May	Community reporting on financial performance
By 30 June	Ensure any issues raised by the auditor have been addressed
By 31 August	Annual review of risk management needs and insurances
By 30 September	Annual plan available as an input document for preparation of the budget
By 31 October	Initial draft annual budget recommendations submitted to the board

By 30 November

Revised draft annual budget (if required) submitted to the board for approval

Review schedule: Triennially

## 2. Mackenzie College School Delegations List

Date of Minuted Delegation	Personnel	Delegated Authority	Term of Delegation
	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.	See individual Committee Terms of Reference 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
	<b>Disciplinary Committee</b> All current trustees but Principal not involved in the final decision.	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.	
	<b>Finance&amp;Property Committee</b> Mark Adams (T) Grant Gibson (T) Richard Herlund (T)	That the Finance/Property Committee members aforementioned are delegated authority to implement the board's Finance Committee Terms of Reference, as outlined in the board's Governance Manual.	
	Assistant Principals	That the board directs that, except where the board, at its discretion, otherwise determines, either of the assistant principals shall, in the absence of the principal from duty for periods not exceeding two weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.	

Notes:

[T] = trustee

Review schedule: Annually

# Complaints Process

## Guidelines:

1. The Complaints procedures of the school are applied irrespective of the source of the complaint that is complaints from students, parents, guardians, colleagues or other staff.
2. Any party to the Complaints procedure may have a representative present during the procedure.
3. Parents are encouraged to discuss concerns regarding their son or daughter's education directly with the teacher concerned. If the problem cannot be resolved by such discussion, or should a complainant wish, or should the complaint be anything but of a minor nature, the complaint must be referred to the Principal. It is appropriate for students to make complaints through any member of the school staff.
4. Complaints that are referred to the Principal should be in writing and signed by the complainant and be acknowledged immediately in writing by the Principal. The Principal will advise all parties of the confidentiality of all issues related to this matter.
5. Complaints received by the Principal will be investigated by him/her and the complainant advised accordingly.
6. Any complaints received by the Board of Trustees will be directed to the Principal for action unless the complaint is about the Principal.
7. If the complaint is about the Principal then it will be referred to the Board of Trustees to carry out any necessary investigation and action.
8. If the matter could result in disciplinary action, appropriate disciplinary procedures should be invoked. In such cases, the procedures laid down in the employee's employment contract are to be strictly adhered to.
9. A report on the complaint and its investigation shall be compiled by the Principal and a copy given to the employee. Where this report contains allegations of misconduct or teacher incompetence, the employee shall be required to respond in writing to the report within a timeframe determined by the Principal.
10. Except in exceptional circumstances the name(s) of the complainant(s) must be made available to the employee subject of the complaint.
11. Where the complaint relates to an issue of teacher competency, the Principal shall establish an appropriate advice and guidance programme in accordance with the provisions of the employee's employment contract.
12. The Board should only become actively involved when the issue continues as a problem and is unresolved between the Principal and the employee. In such cases a properly constituted subcommittee of the Board as the employer should undertake further investigation of the complaint and take any disciplinary action it deems appropriate. **The Principal should not be a member of the subcommittee responsible for disciplinary action.** This fact and a record of the Board's subcommittee discussion are to be accurately minuted.
13. Confidential aspects of any action taken will not be divulged to the person making the complaint or to any other inappropriate person(s) but complainants will be advised that the Board is taking appropriate steps to address the matter.
14. Where appropriate, on-going training, professional development and / or mentoring of the employee should be undertaken.
15. Any person who believes that any complaint has not been adequately addressed by the internal complaint procedure may, if appropriate ask the Board to reconsider the complaint.
16. The Principal shall report on all formal complaints received by him/her to the Board. A record of the complaint, if upheld, and the action resulting shall be kept on the employee's personal file.

# Mackenzie College Concerns & Complaints Process

Starting Point

Your concern involves a general matter pertaining to a child's education, or a particular staff member.

YES

Make contact (email or via office) with the staff member concerned to make a suitable time to discuss the issue. The Dean or Assistant Principal are alternative contact possibilities.

Talk with the relevant staff member about the issue. Be prepared to listen to their point of view. This may require more than one meeting and/or involve the Dean or Assistant Principal.

Provide feedback to the staff member/s as to whether you were satisfied or not, to ensure the problem is settled.

Issue resolved?

YES

No further action is required.

NO

Your concern or problem does not involve a general matter pertaining to a child's education or particular staff member OR has not been resolved by visiting the staff member/s concerned.

YES

**You now have a complaint.** Contact the Principal, with the complaint needing to be in writing and signed, detailing the complaint and what steps have been taken to remedy it so far. A meeting with the Principal to discuss the complaint will also be preferable.

The Principal will notify all parties of the complaint and investigate. This may involve interviewing or gathering of further evidence. The complainant will be notified of the outcome.

Issue resolved?

YES

NO

Your complaint has not been resolved by visiting the staff member/s or the Principal **OR** it involves the Principal or Board of Trustees.

YES

**You now have a Board Complaint**

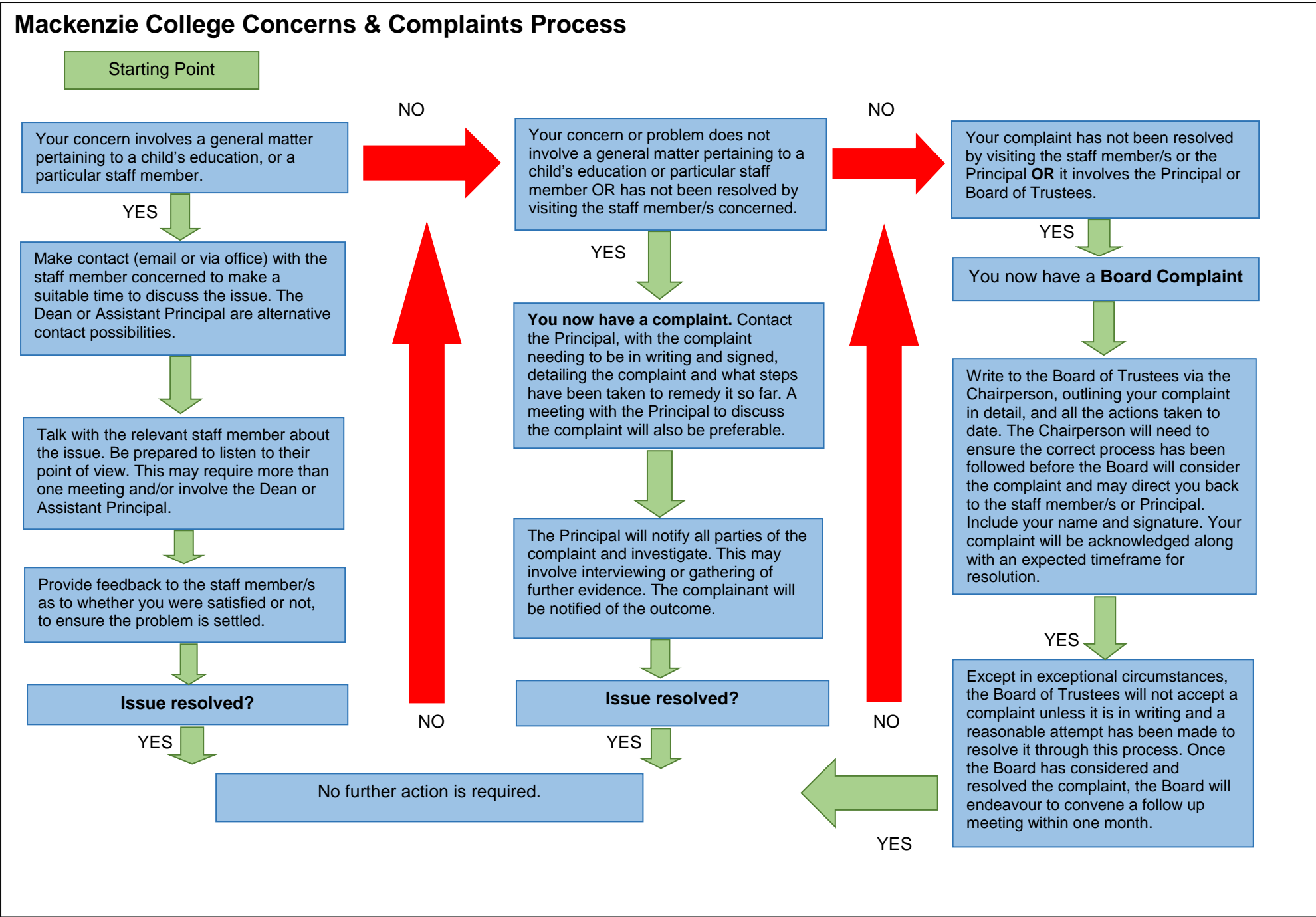
Write to the Board of Trustees via the Chairperson, outlining your complaint in detail, and all the actions taken to date. The Chairperson will need to ensure the correct process has been followed before the Board will consider the complaint and may direct you back to the staff member/s or Principal. Include your name and signature. Your complaint will be acknowledged along with an expected timeframe for resolution.

YES

Except in exceptional circumstances, the Board of Trustees will not accept a complaint unless it is in writing and a reasonable attempt has been made to resolve it through this process. Once the Board has considered and resolved the complaint, the Board will endeavour to convene a follow up meeting within one month.

NO

YES



## 4. Trustee Register

Approved Number of Elected Parent Representatives = five

Name	Phone/email	Position on Board [Chairperson CH, Commissioner CMR, Member ME]	Type of Member [Note 1]	Start date	Current Term expires
Andrew Anderson		ME	EL	June 2016	Election 2019
Grant Gibson		ME	EL	May 2013	Election 2019
Alistair Hay		ME	EL	June 2016	Election 2019
Richard Herlund		ME	EL	May 2013	Election 2016
Reece Goldsmith		PRINCIPAL	PR	January 2014	
Malcolm Roy		ME	EL	June 2016	Election 2019
Jenny Cleland		ME	STAFF	June 2016	Election 2019
Daisy Holtham		ME	STUDENT	October 2015	October 2016

Note 1: Elected, selected, co-opted, staff trustee, student trustee, Principal

**Board Meeting Schedule****2016**

Date	Oversight
Tuesday 9 <sup>th</sup> Feb	Review of Analysis of Variance. School Achievement Report Discuss draft targets for 2016
Tuesday 23 <sup>rd</sup> Feb	Review and acceptance of draft charter including annual targets Policy review – updated policies for ratification
Tuesday 12 <sup>th</sup> April	English Learning Area Report Complete Policy review
Tuesday 10 <sup>th</sup> May	Trustees election progress Science Learning Area Report Progress against annual targets
Tuesday 14 <sup>th</sup> June	New Board of Trustees – first meeting Annual Report review Review of Acceptance of 2016 budget
Tuesday 5 <sup>th</sup> July	Board Training? Arts Learning Area Report
Tuesday 16 <sup>th</sup> Aug	Progress against annual targets Policy Review?
Tuesday 20 <sup>th</sup> Sept	Maths Learning Area Report Learning Support Report Pastoral Care Report
Tuesday 18 <sup>th</sup> Oct	Draft budget 2017 presentation Progress against annual targets Me and My School Survey Report



Tuesday 6 <sup>th</sup> Dec	End of year tidy up. Review of Staff Wellbeing Survey Suggested operational targets for the 2017 charter
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## 2017

<b>Date</b>	<b>Oversight</b>
Tuesday 14 <sup>th</sup> Feb	Review of Analysis of Variance. School Achievement Report Discuss targets for draft charter
Tuesday 28 <sup>th</sup> Feb	Review and acceptance of draft charter Technology Learning Area Report Policy review
Tuesday 4 <sup>th</sup> April	PE and Health Learning Area Report Review of the 2014-2017 Strategic plan
Tuesday 9 <sup>th</sup> May	Social Science Learning Area Report Progress against annual targets
Tuesday 13 <sup>th</sup> June	Annual report review Review of Acceptance of 2017 budget
Tuesday 25 <sup>th</sup> July	Progress against annual targets Policy Review English Learning area report
Tuesday 12 <sup>th</sup> Sept	Science Learning Area Report Policy review
Tuesday 17 <sup>th</sup> Oct	Draft Budget 2018 presentation Progress against annual targets Curriculum report – Curriculum review update Pastoral Care report
Tuesday 5 <sup>th</sup> Dec	End of year tidy up. Review of Staff Wellbeing Survey Suggested operational targets for the 2018 charter

## 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 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 three days
  5. advise the board of any staff absences longer than five school days
  6. submit any monitoring data required in a timely, accurate and understandable fashion
  7. report and explain financial variance against budget in line with the board's expectations
  8. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
  9. report and explain roll variance against year levels and reasons on a per meeting basis
  10. present information in a suitable form – not too complex or lengthy
  11. inform the board when, for any reason, there is non-compliance of a board policy
  12. recommend changes in board policies when the need for them becomes known
  13. highlight areas of possible bad publicity or community dis-satisfaction
  14. coordinate management/staff reports to the board and present to the board under the principal's authority
  15. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
  16. report on any matter requested by the board and within the specified timeframe

Review schedule: Triennially

## **5. Curriculum Delivery Policy**

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

1. provide opportunities for success for all students (in years 7-10) 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 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 for Maori, Pasifika and students with special learning needs in school planning and reporting
7. consult with school's Maori community about the policies and plans for improving the achievement of Maori students
8. provide career information and guidance for year 7 students and above.
9. seek board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made
10. ensure achievement of the Charter aims and targets

Relevant Procedures:

- Special Education
- Gifted and Talented
- Maori Education
- Sport
- Homework and Study Skills
- Curriculum Review
- Attendance and Enrolments
- Introducing new subjects
- Homework and study skills
- Health Education
- Education Outside the Classroom
- Assessment

Review schedule: Triennially

## **6. Personnel Policy**

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the principal may not fail to:

1. ensure that employees are not discriminated against and use clearly job-related criteria, individual performance or qualifications in decision making.
2. ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. ensure that all required staff are registered or have a current Limited Authority to Teach.
4. provide a smoke free environment
5. provide for all staff an employment agreement
6. provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans

Relevant Procedures:

- Professional Development
- Performance Management

- Discretionary Leave
- Staff Vetting

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

Therefore, the principal must ensure that they:

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

a. Appointment of the deputy-principal, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chair and a further trustee (should the board feel the need to include one).

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

2. have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

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

## **8. Financial Planning / Management 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
6. Review schedule: Triennially

Relevant Procedures:

Budget Setting – to be written

Financial Management

Staff Reimbursement

School and Activity Fees

Fundraising

Credit Card Use

## **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 \$5000 without having obtained comparative prices and quality
  - of over \$5000 without an adequate review on ongoing costs, value and reliability
  - of over \$5000 on a single item without first seeking board approval

Relevant Procedures:

Protected Disclosure  
Fraud Prevention

## **10. Asset Protection Policy**

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 \$1000
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

Relevant Procedures:  
Property Management  
Facility Use

## **11. Child Protection Policy**

This policy outlines our commitment to child protection. The board is committed to the prevention of abuse and to the well-being of children and young people under our care. The board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

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

Relevant Procedures:

Reporting suspected or disclosed child abuse

Complaints

## **12. Health & Safety Policy**

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

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

1. Making health and safety a key part of our role
2. Taking all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions
3. Ensuring there is zero tolerance to bullying
4. Ensuring there are effective processes in place for dealing with bullying and suspected child abuse
5. Working with staff to improve health and safety at our school
6. Doing everything reasonably possible to remove or reduce the risk of injury or illness
7. Making sure all incidents, injuries and near misses are recorded in the appropriate place
8. Investigating incidents, near misses and reducing the likelihood of them happening again
9. Having emergency plans and procedures in place
10. Training everyone about hazards and risks so everyone can work safely
11. Providing appropriate induction for all new and existing workers
12. Making sure contractors/sub contractors working at the school operate in a safe manner
13. Providing a smoke, drug and alcohol free environment
14. Ensuring a risk analysis management system (RAMS) is carried out where and when appropriate
15. Seeking approval for all overnight stays/camps attesting first to their compliance with (14) above

16. Consulting with the community every two years regarding the health programme being delivered to students
17. Providing privacy of personal documentation held at the school
18. Advising the board chair of any emergency situations as soon as possible

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

Being involved in improving health and safety systems at work  
Following all instructions, rules, procedures and safe ways of working  
Reporting any pain or discomfort as soon as possible  
Reporting all injuries, incidents and near misses  
Helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist  
Reporting any health and safety concerns or issues through the reporting system  
Keep the workplace tidy to minimise the risk of any trips and falls  
The Employer will provide and the employee shall wear protective clothing and equipment as and when required to minimise exposure to workplace hazards.

### **13. Legal Responsibilities Policy**

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



## Review Schedule

		Frequency	2016	2017	2018	2019	Completed
<b>Annual Goals</b>		1	Term 1	Term 1	Term 1	Term 1	Yes
<b>Annual Report</b>		1	Term 1	Term 1	Term 1	Term 1	Yes
<b>Curriculum Plan</b>		1	Term 1	Term 1	Term 1	Term 1	Yes
<b>Operational Policies</b>							
	Responsibilities of the Principal	3		Term 2			
	Disciplinary Process in Relation to the Principal			Term 2			
	Principal Professional Expenses			Term 2			
	Reporting to the Board			Term 2			
	Curriculum Delivery			Term 2			
	Personnel			Term 2			
	Complaints Process	1	Term 3				Yes
	Appointments			Term 2			
	Financial Planning			Term 2			
	Financial Condition			Term 2			
	Asset Protection			Term 2			
	Health & Safety			Term 2			
	Legal Responsibilities			Term 2			