



# St Bernadette's School Governance Policies

*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.*

1. Board Roles and Responsibilities Policy
2. Responsibilities of the Principal Policy
3. Disciplinary Process in Relation to the Principal Policy
4. Principal Professional Expenses Policy
5. Reporting to the Board Policy
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## 1. Board Roles and Responsibilities Policy

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

### Representation, Leadership, Accountability, Employer Role

The board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the annual charter/strategic plan review process. 1.2 The board sets/reviews the strategic aims at the end of each year. 1.3 The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular board meetings include a report on progress towards achieving strategic aims 1.5 The charter/strategic plan is the basis for all board decision making
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Protects the special character of the school	3.1 Special Character is obviously considered in all board decisions 3.2 Special Character report is included at every board meeting as part of the principal's report
4. Appoints, assesses the performance of and supports the principal	4.1 Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the school	5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of school against budget
6. Effectively manages risk	6.1 The board has an effective governance model in place 6.2 The board remains briefed on internal/external risk environments and takes action where necessary 6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary 6.4 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
7. Ensures compliance with legal requirements	7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members. 7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 7.3 Accurate minutes of all board meetings, approved by board and signed by chair 7.4 Individual staff/student matters are always discussed in public excluded session 7.5 Board meetings have a quorum
8. Ensures trustees attend board	8.1 Board meetings are effectively run 8.2 Trustees attend board meetings having read board papers and

The board	The Standards
meetings and take an active role	reports and are ready to discuss them 8.3 Attendance at 80% of meetings (min.) 8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Educ Act 1989, s104 (1) (c)
9. Approves major policies and programme initiatives	9.1 Approve programme initiatives as per policies 9.2 The board monitors implementation of programme initiatives
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	10.1 The Treaty of Waitangi is obviously considered in board decisions 10.2 The board, principal and staff are culturally responsive and inclusive
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
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 and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per Schedule 6 (17) of the Education Act 15.3 Board and trustees participate in appropriate professional development

**Review schedule: Triennially**  
**Last reviewed: 10<sup>th</sup> April 2018**

## 2. Responsibilities of the Principal Policy

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

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition. The principal is responsible for overseeing the implementation of board policy including the Charter.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. 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 unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

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

**Review schedule: Triennially**  
**Last reviewed: 10<sup>th</sup> April 2018**

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

Review schedule: Triennially  
Last reviewed: 10<sup>th</sup> April 2018

### **4. Principal Professional Expenses Policy**

A budget for professional expenses and for professional development will be established annually in accordance with the principal’s professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

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

**Review schedule: Triennially**  
**Last reviewed: 10<sup>th</sup> April 2018**

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

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

**Review schedule: Triennially**

**Last reviewed: 10<sup>th</sup> April 2018**

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

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

Signature:

Date:

**Review schedule: Annually**

**Last reviewed: 18<sup>th</sup> June 2019**

## **7. Trustee Remuneration and Expenses Policy**

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

- 1 The chair receives \$75.00 per board meeting.
- 2 Elected board members receive \$55.00 per board meetings.
- 3 There is no payment for working group/committee meetings.
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the board of trustees. Prior approval must first be sought.
- 6 Gifts/koha will be limited to \$150-250, exact amount will be at the discretion of the BoT. Under exceptional circumstances the board may approve a higher amount but this will need to be approved and recorded in the minutes.
- 7 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

**Review schedule: Triennially**

**Last reviewed: November 2018**



## 8. Conflict of Interest Policy

### OUTCOME STATEMENT

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

### SCOPING

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

### EXPECTATIONS AND LIMITATIONS

All staff and board members will 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.

Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any trustee who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

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

### Disclosure:

***I, [insert name of Trustee], have read and understood this Conflict of Interest Policy and agree to follow and abide by it to the best of my ability. As at the below date, I disclose the following interests, relationship and holdings that could potentially result in a conflict of interest. I will ensure this disclosure is updated as appropriate and alert the Chair to any potential conflict prior to each Board meeting.***

Interest/Relationship/Holding	Potential Conflict of Interest

Review schedule: Triennially

Last reviewed: 6<sup>th</sup> August 2019

Register of disclosed interests to be stored by Board Administrator

## **9. Chair's Role Description Policy**

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

**Review Schedule: Annually in November or prior to meeting when chair is elected.**

**Last reviewed: 6<sup>th</sup> August 2019**

## 10. Staff Role Description Policy

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

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

Staff Trustee accountability measure	Standard
1. To work within the board's charter/ <b>strategic plan</b>	1.1 The charter/ <b>strategic plan</b> is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff trustee has a copy of the Governance Documentation and is familiar with all board policies
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff trustee is not a staff advocate 3.2 The staff trustee does not bring staff concerns to the board
4. The staff trustee is bound by the Trustee Code of Behaviour	4.1 The staff trustee acts within the code of behaviour
5. It is not necessary for the staff trustee to prepare a verbal or written report unless specifically requested to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic.

**Review schedule: Triennially**

**Last reviewed: 6<sup>th</sup> August 2019**

## **11. 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 (unless specifically requested by the board) arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfil its role. The board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The principal should be able to share their biggest concerns with the board.

**Review schedule: Annually**

**Last reviewed: 6<sup>th</sup> August 2019**

## **12. The Relationship between the Chair and the Principal Policy**

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

### **Relationship principles:**

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

**Review schedule: Annually**

**Last reviewed: 6<sup>th</sup> August 2019**

### **13. Principal's Performance Management Policy**

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

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

\* Legal requirement

**Review schedule: Triennially**  
**Last reviewed: 6<sup>th</sup> August 2019**

## **14. Meeting Procedure Policy**

The board of trustees of St Bernadette's School is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

### **TIMING OF MEETINGS**

- Dates and times of meetings will be set in the board workplan and usually held on twice a term on Tuesday nights, starting at 6.00pm and finishing no later than 8.30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting

### **AGENDA AND MEETING PAPERS**

- The chair is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting.
- The principal is to ensure that secretarial services are provided to the board.
- Agenda items should be notified to the chair by the Friday prior to the meeting.
- The agenda and board papers should be circulated to board members by the Friday prior to the meeting.
- 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.
- The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public.
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

### **PUBLIC PARTICIPATION**

- The board meeting is a meeting open to the public rather than a public meeting.
- Only trustees have automatic speaking rights.
- Public participation is at the discretion of the board.
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting – see the policy regarding *Public attending board meetings*.

### **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 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.\*
- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain.

## **CONDUCT OF MEETINGS**

- A quorum of more than half the members currently holding office is required.\*
- Trustees will declare any conflict of interest at the beginning of the meeting.
- 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 (contracts, pay and conditions). 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.
- The chair shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board.\*
- The elected chair (or, in their absence, a non-school-based trustee) presides at meetings.
- 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 whether or not to grant it.\*
- Points of order are questions directed to the chair that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.
- The board's normal meeting procedures may be suspended by resolution of the meeting.

## **DECISION-MAKING PROCESS**

- All decisions are to be taken by open voting by all trustees present.
- In the event of tied voting on a resolution, the chair may exercise a casting vote in addition to their deliberative vote.\*
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.
- 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.

## **Minutes**

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- Minutes are sent to the chair for checking within one week and distributed electronically to the board as soon as possible thereafter. Requests for corrections or amendments should be submitted by email to the chair as soon as possible to ensure accurate minutes can be confirmed at the next meeting.
- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the meeting.

## **Special meetings\* \* Legislative requirement**

- A special meeting may be called by delivery of notice to the chair signed by at least one-third of trustees currently holding office.
- Meetings can be held via audio, audio and visual or electronic communication providing:
  - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
  - a quorum of members can simultaneously communicate with each other throughout the meeting.

## **15 Public Attending Board Meetings Procedure**

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings. Members of the public include staff, students and parents of the school who are not trustees on the board.

These procedures will be provided to members of the public attending meetings so that they understand the rules that apply and will be followed unless otherwise authorised by the board:

- Board meetings are not public meetings but meetings held in public.
- If the meeting moves to exclude the public (usually to protect the privacy of individuals), members of the public will be asked to leave the meeting until this aspect of business has been concluded.
- 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.
- Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of 15 minutes per interest group.
- No more than three speakers on any one topic.
- Speakers are not to question the board and must speak to the topic.
- Board members will not address questions or statements to speakers.
- Speakers shall not be disrespectful or offensive or make malicious statements or claims.
- If the chair believes that any of these have occurred or the speaker has gone over time, they will be asked to finish.

**Review schedule: Triennially**

**Last reviewed: August 2019**



## **16. Committee Policy**

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

The Education Act 1989 Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

### **Board committees:**

- are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate
- can include non-board members but at least one must be a trustee
- 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
- assist the board chiefly by preparing policy alternatives and implications for board deliberation
- are intended to assist the board and not to advise or carry out the work of staff
- must act through the board and can only recommend courses of action unless they hold delegated authority to act on the board's behalf
- are to have terms of reference drawn up as required, usually containing information as to their:
  - o purpose
  - o membership
  - o delegated authority.

Any committees established for special purposes should conform to the above principles.

## **REVIEW COMMITTEE TERMS OF REFERENCE**

### **PURPOSE**

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

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

### **COMMITTEE MEMBERS**

At least one trustee who should not be either the board chair or 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 auditor 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 cooperate 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.

**Education Act 1989, Schedule 6 (17)** gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

**Review schedule: Triennially**

**Last reviewed: July 2019**

## 17. Board Induction Policy

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 view their governance documentation
  - The suggested date of the induction
  - The date of the next board meeting
  - Chair and principal contact details
2. New trustees will be issued a password to enable them to view the governance documentation in the Board section of the school website which may include:
  - 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
2. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual which may include.
  - explaining board policy and other material in the governance folder
  - code of behaviour – trustees to sign and agree to work within board's code

- overview of the requirements of the board chair role with reference to policy
  - introduction to the strategic plan and explanation of its importance
  - summary of any opportunities or risks facing the board
  - professional development from NZSTA
  - overview of first board meeting – election of board chair, delegations.
4. The principal and chair or delegate, will brief all new members on the organisational structure of the school.
  5. The principal will conduct a site visit of the school, if requested by the new members.
  6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
  7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

- *Did you feel welcomed onto the board?*

<b>Very welcome</b>	<b>Welcome</b>	<b>Not very welcome</b>
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Comment:

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

<b>Very timely</b>	<b>Timely</b>	<b>Not very timely</b>
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Comment:

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

<b>Very effective</b>	<b>Effective</b>	<b>Not very effective</b>
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Comment:

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- *Please comment on how we could improve this induction process.*
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**Review schedule: Triennially**  
**Last reviewed: March 2018**

# Concerns and Complaints Process

