

Part B: Governance Policies - how we work as a board.

	Outcome statements	Approved/reviewed	Next review
1. Catholic special character policy	The Catholic special character of the school is safeguarded and strengthened.		
2. Board roles and responsibilities policy	The board is focused on governance that; safeguards and strengthens Catholic special character, fosters and supports the ongoing improvement of student progress and achievement; ensures that the school is a safe and inclusive place for all students and staff; gives effect to Te Tiriti o Waitangi.		
3. Board code of conduct	Mandatory Document		
4. Board remuneration and expenses policy	Remuneration and reimbursement of expenses to board members is transparent, fair and reasonable.		
5. Conflict of interest policy	The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.		
6. Presiding member (chair) role description policy	The board is effectively led.		
7. Proprietor's appointees role description policy	The interests of the proprietor within the school are protected.		
8. Relationship between presiding member (chair) and principal policy	The relationship between the presiding member and the principal is based on solidarity, trust, integrity, mutual respect for the dignity of the other, and models Gospel values.		
9. Principal performance management policy	A fair and transparent performance management process recognises, the role of the principal as the key faith leader in the school, the professionalism of the principal and the accountabilities of the board.		

B1. Catholic Special Character policy



Outcome statement

The Catholic special character of the school is safeguarded and strengthened.

Scoping

The board will be kaitiaki of the Catholic special character, protecting, preserving, and sheltering this taonga for future generations. The board, management and staff actively support and foster the specific shared Gospel values that the school stands for, both in teaching and the behaviour they model. The wider school community safeguards and strengthens an environment that enables students to develop the attributes, knowledge, and skills to become active and committed members of the faith community and contribute positively to the world community. Students will have the opportunity, within the contest of their own culture to encounter Christ, grow in knowledge of Him and His Church, and to live a life of Christian witness.

Delegations

Responsibility and accountability for Catholic special character rests with the whole board, with no individual board member or committee having decision-making authority unless it has been delegated and documented. All sub delegations are approved by the board, as are revocations.

Expectations and limitation

Board actions		Standards
1. The board ensures that the vision and strategic direction for the school clearly and explicitly reflect the Catholic special character of the school.	1.1 1.2 1.3 1.4 1.5	The board incorporates and honours the requirements of Schedule 6: Education and Training Act 2020 and the school's Integration Agreement The Board consults, communicates, and works with the Proprietor to ensure Catholic special character is safeguarded and strengthened Strategic planning is based on internal and external evaluation findings and includes the aim of continued strengthening of Catholic special character in the school Board policies and school procedures explicitly reflect Catholic special character to ensure that decision making is from a Catholic perspective Board documentation reflects that the school, as part of the Church, has a responsibility for helping to form Christ in the lives of others, and is committed to this work
2. The board demonstrates a genuine commitment to Te Tiriti of Waitangi and bi-cultural partnership.	2.1 2.2 2.3 2.4	The board incorporates an understanding of Te Tiriti o Waitangi, te ao, tikanga and mātauranga Māori into their policies and school procedures Board documentation sets clear expectations for appropriate cultural responsiveness across the school Board policies and school procedures support Māori students to achieve educational and faith development success as Māori The board uses Hautū, the Ministry of Education's Māori cultural responsiveness self-review tool to evaluate their actions that support Māori students to achieve educational success
3. The board has a plan for annual Catholic special character internal evaluation, which includes the evaluation of one of the four dimensions of Catholic special character each year.	3.1 3.2	The board receives regular reports from management on Catholic special character and Religious Education Internal evaluations involve staff, students, whānau and parish personnel
4. The board approves a budget that ensures funds are allocated for the development	4.1 4.2	The school's annual budget provides separate funding lines for Catholic special character and for Religious Education The board ensures that opportunities and financial assistance are available for at least

Integration Agreement

Board strategic plan

Annual budget

The Education and Training Act 2020

Hautū: Māori Cultural Responsiveness Self Review Tool for School Boards

The Declaration of the Proprietors of Catholic Schools in New Zealand on the Essential Characteristics of Authentic Catholic School Education

Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools

The Catholic Education of School Age Children (New Zealand Catholic Bishops' Conference, 2014)

He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand

The school's latest Catholic Special Character Review/Evaluation for Development report

Legislative compliance

Education and Training Act 2020 Schedule 6

Education (School Boards) Regulations 2020

Treaty of Waitangi Act 1975

Reviewed: May 2023	Next review:
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B2. Board roles and responsibilities policy



Outcome statement

The board is focused on governance that; safeguards and strengthens Catholic special character, fosters, and supports the ongoing improvement of student progress and achievement; ensures that the school is a safe and inclusive place for all students and staff; gives effect to Te Tiriti o Waitangi.

Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school reflecting its Catholic special character, and governs via its policies, which it entrusts to the principal to implement.

Delegations

Accountability rests with the whole board, with no individual board member or committee having decision-making authority unless it has been delegated and documented. All sub delegations are approved by the board, as are revocations.

Board actions		Standard to be met/Expectation
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The school's strategic plan, policies and programmes reflect the philosophy and goals of Catholic education, and the Catholic special character that its proprietor requires it to uphold
	1.2	The board leads the strategic plan review process
	1.3	The board sets/reviews the strategic aims by the end of December.
	1.4	The board approves the annual implementation plan and targets and ensures the strategic plan is submitted to the Ministry of Education by 31st March each year
	1.5	Regular board meetings include a report on progress towards achieving strategic aims
	1.6	The strategic plan is the basis for all board decision making
2.Ensures the school gives effect to Te Tiriti o Waitangi	2.1	Plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
	2.3	All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori
	2.4	The board works in partnership with whānau Māori so that Māori students achieve equitable educational and faith outcomes
	2.5	The board builds a relationship with whānau Māori so that they feel welcome and 'at home' ¹ in the school
3.Ensures that the school is a safe place for all students and staff.	3.1	Mindful of the Catholic social teaching on the dignity of the human person all reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination
	3.2	Students' rights under the Education & Training Act 2020 , the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured
4.Monitors and evaluates student progress and	4.1	The board approves an annual review schedule covering Catholic special character, curriculum and student progress and achievement

achievement, including students with differing needs.	4.2	reports
	4.3	Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success
	4.4	Information reported to the board is thoughtfully discussed, critiqued, and challenged.
		Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
5.Monitors and reports on safeguarding and strengthening of Catholic special character	5.1	The board carries out an annual self-evaluation of its Catholic special character based on He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Katorika: Catholic Special Character Evaluation for Development document.
	5.2	Reports are received at each regular board meeting on the impact of Catholic schooling on the faith journey of students
	5.3	The board reports to and consults with the proprietor on all matters pertaining to Catholic special character
6.Appoints, assesses the performance of and supports the principal.	6.1	The board appoints a principal in accordance with the school's Integration Agreement and Schedule 6: Education and Training Act 2020
	6.2	Principal's professional growth cycle is in place and implemented and overseen by the BoT.
7.Approves the budget and monitors financial management of the school.	7.1	Budget is approved by the first meeting each year
	7.2	Sound stewardship of financial management against budget is in evidence
8.Effectively manages risk.	8.1	The board has an effective governance model in place
	8.2	The board remains briefed on internal/external risk environments and takes action where necessary
	8.3	The board identifies trouble spots in statements of audit and takes action if necessary
	8.4	The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
9.Ensures compliance with legal requirements.	9.1	Board members are aware of and understand relevant legislation
	9.2	The board adopts policies to ensure compliance with legislation and the school's Integration Agreement
	9.3	The board receives regular reports on compliance and risks
	9.4	The board seeks appropriate advice when necessary
	9.5	New members read and understand the governance framework including policies, the strategic plan and the requirements and expectations of board members
	9.6	Accurate minutes of all board meetings are approved by the board and signed by the presiding member
	9.7	Individual staff/student matters are always discussed in public-excluded session
	9.8	Board meetings have a quorum

10.Ensures board members attend board meetings and take an active role.	10.1	All board members take an active role in safeguarding and strengthening Catholic special character
	10.2	Board meetings are effectively run
	10.3	Members attend board meetings having read board papers and reports and are ready to discuss them
	10.4	Attendance at 80% of meetings (minimum)
	10.5	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education & Training Act 2020, schedule 23, clause 12 (1) (c))
11.Approves and adopts major policies and monitors the effectiveness of programme initiatives.	11.1	The board develops and adopts policy
	11.2	The board establishes a regular cycle of policy review.
	11.3	The board monitors implementation of programme initiatives.
12.Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	12.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements) including those outlined in Schedule 6: Education and Training Act 2020 and the school's Integration Agreement.
	12.2	The board ensures there are personnel policies in place and they are adhered to e.g Code of Conduct.
	12.3	The board ensures there is ongoing monitoring and review of all personnel policies
	12.4	The board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme)
13.Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	13.1	The board works for fair, just and restorative resolution of any disputes and conflicts referred is achieved
14.Represents the school in a positive, professional manner.	14.1	Code of Ethics for Staff and Boards of New Zealand Catholic Schools and the Board Code of conduct is adhered to
15.Oversees, conserves and enhances the resource base.	15.1	The board meets its property obligations as set out by the Proprietor
	15.2	Resources safeguard and strengthen Catholic special character, while meeting the needs of the school's aims
16.Effectively hands over governance to new board members at election time.	16.1	New board members are provided with induction and website link to board Documents
	16.3	New board members are fully briefed on their responsibilities to safeguard and strengthen Catholic special character and able to govern following attendance at an orientation programme
	16.4	Appropriate delegations are in place as per the Education (School Boards) Regulations 2020, regulation 8

17. Commit to ongoing professional learning and formation to enhance the governance and Catholic special character of the school	17.1 17.2	Board members participate in appropriate ongoing Catholic special character professional development and formation including the principles of Catholic social teaching and their application to board responsibilities. The Board engages in professional learning and formation on cultural competencies including an understanding of Te Tiriti o Waitangi and its application, te ao, tikanga, mātauranga, and te reo Māori.
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School Procedures/supporting documentation

[*Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools*](#)

[*Schedule 6: Education and Training Act 2020*](#)

[*NZCEO Quick Guide to Effective Governance in Your Catholic School*](#)

[*Catholic Education of School-Age Children \(New Zealand Catholic Bishop's Conference, 2014\)*](#)

[*He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand*](#)

[*Code of Ethics for Staff and Boards of New Zealand Catholic Schools*](#)

[*Principles of Catholic Social Teaching*](#)

Integration Agreement

Board to enter own documentation.

Monitoring

Legislative compliance

[Education & Training Act 2020](#)

[Education \(School Boards\) Regulations 2020](#)

[Treaty of Waitangi Act 1975](#)

[Human Rights Act 1993](#)

[New Zealand Bill of Rights Act 1990](#)

[Employment Relations Act 2000](#)

[Public Service Act 2020](#)

[Privacy Act 2020](#)

Reviewed: May 2023	Next review:
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B3. Board Code of Conduct

Acting to achieve our objectives.

The purpose of all school boards is to govern the school. As board members, we share the common objectives, as outlined in section 127 of the Education and Training Act 2020, including ensuring the school gives effect to Te Tiriti o Waitangi. **As Catholic school boards we also have the common objective of ensuring the school safeguards and strengthens its Catholic special character.** These objectives are not achieved alone, but in partnership with parent/caregivers, whānau, iwi, hapū, communities, and students/ākonga.

We act and behave in a manner that demonstrates and promotes these common objectives.

I actively support and uphold the Catholic special character of the school	I work to safeguard and strengthen the Catholic special character of the school by committing to the principles, ethos, and delivery of authentic Catholic education.
I act with integrity	I act <i>in an ethical and just manner</i> with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.
I am culturally responsive and fair	I do not act or advocate in a way that discriminates against, or act in a way that unjustifiably favours, individuals, groups, identities, or interests.
I actively promote a safe school environment	I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up.
I am respectful of my fellow board members and act consistently with the Catholic special character of my school	I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree. I act consistently with the <i>expectations and Gospel values of the school's Catholic special character</i> .
I respect the process of collective decision- making	I recognise that only a member authorised by the board to do so can speak on behalf of the board. I do not act independently of the board's decisions.
I treat school staff, student and members of the school community with respect and dignity,	I treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect, <i>honouring the human dignity of each person</i> .
I take responsibility for ongoing development in my role	I make myself available to undertake appropriate professional development <i>and formation</i> Including a focus on Te Tiriti o Waitangi, <i>Catholic Special Character</i> and governance.
I engage with our community in sensitive and appropriate ways	I work with my fellow board members to authentically engage and <i>build relationships</i> with all people in our school community, including whānau, local Māori communities, iwi and hapū, <i>parish/es</i> fairly, impartially, promptly, and sensitively to help inform the decisions we make. <i>I am committed to serving all members of our school, co-operating in building our Catholic educational community..</i>
I speak up for all students	I put students wellbeing, progress, <i>faith development</i> and achievement first and foremost, unaffected by my personal beliefs and interests.
I come prepared	I come to board meetings prepared to fully participate in decision making.

I use my position responsibly	I maintain confidentiality when I receive no-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or the community's interests.
I do not seek gifts or favours	I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.
I am politically impartial in my role as a board member.	I do not endorse or campaign for a political party or candidate in my capacity as a board member.
I meet statutory and administrative guidelines	I act in accordance with all statutory, <i>including Schedule 6 Education and Training Act 2020</i> and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and where required.
I identify and manage conflicts of interest.	I Identify, disclose and regularly review all interests. I become familiar with, and follow all conflict of interest requirements, including those of the board, the school and all statutory requirements.
I support the authority and leadership of our Catholic Bishop and our proprietor.	I support the authority, decisions and leadership of our Catholic Bishop, our proprietor and those persons delegated by the Bishop and/or proprietor who work to sustain and develop Catholic education.

B4. Board Remuneration and Expenses policy

Remuneration and reimbursement of expenses to board members is transparent, fair and reasonable.

Scoping

The board exercises its right to set the amount that the presiding member and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken.

The principal, as a member of the board, is entitled to the same payment as all other members except the presiding member.

Any other payments or reimbursements are at the discretion of the board.

Expectations and limitations

Currently at St Bernadette's School:

- the presiding member receives \$75 per board meeting
- other board members receive \$55 per board meeting
- these honoraria are non-taxable within the agreed "allowed exemptions." Payments of up to \$55.00 for a board member and \$75.00 for the presiding member to attend a board meeting are defined as "expenditure incurred in the production of the payment" and are exempt from withholding tax
- there is a limit on the number of payments for attending meetings in any one year that are exempt from withholding tax. Annual "allowed exemptions" are \$605 per board member (equivalent to 11 meetings per school year at \$55.00 a meeting) and \$825 for the chair (equivalent to 11 meetings at \$75.00 a meeting).
- there is no payment for working group/committee meetings
- costs associated with attendance at professional development sessions will be met by the board but prior approval must be sought
- all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.
- 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.

Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

Reviewed: May 2023	Next review:
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B5. 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 board 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 board member who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a board member must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.
- Any board member 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 matter. If so many board members are conflicted that a quorum cannot be formed, the board will form a committee of non-conflicted members with appropriate delegation.

Procedures/supporting documentation

Disclosure of interest statements

Monitoring

Legislative compliance

[Education \(School boards\) Regulations 2020](#)

Reviewed: May 2023	Next review:
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B6. Presiding member (chair) role description policy

Outcome statement

The board is effectively led.

Scoping

The presiding member presides over board meetings and ensures that each board member has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are for the common good of the school, its students and staff are reached.

The presiding member ensures that board governance of the school is guided by the principles of Catholic social teaching particularly the dignity of the human person, the common good.

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

The presiding member establishes and nurtures a positive professional working relationship with the principal.

The presiding member represents the board to the broader community and works in partnership with the principal to promote the Catholic special character of the school and to safeguard the integrity of the board's processes.

The presiding member often represents the board to the school and wider community and agencies such as the proprietor and/or their agent, Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

Delegations

The board delegates management of the relationship between the board and the principal to the presiding member.

Expectations and limitations

The presiding member:

- is appointed by election at the first board meeting of the year except in a triennial board election year where it shall be at the first meeting of the board held after the election*
- acts within board policy and delegations at all times and not independently of the board
- works with the board to develop a cohesive and effective team where each person is respected and valued for their contribution to the work of the board
- develops a personal understanding of the nature and goals of Catholic education and Religious Education
- ensures that when they represent the board, they reflect the Catholic dimension of the school
- welcomes new board members,
 - ensuring that disclosure of any conflicts of interest is made,
 - ensuring the *Code of Ethics for Staff and Boards of New Zealand Catholic Schools* (NZCEO, 2014) and the board's Code of Conduct are understood (and signed),
 - and leads their induction
- assists board members' understanding of their role, responsibilities, and accountability, including the need to comply with the *Code of Ethics for Staff and Boards of New Zealand Catholic Schools* and the board code of conduct policy
- works with the proprietor's appointees to ensure good communication with the proprietor
- ensures the work of the board is completed

- sets the board's meeting agenda, and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education & Training Act 2020, the Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any board policies and protocols*
- ensures interactive participation by all board members
- 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
- is the official signatory for the board, including for annual accounts*
- is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the principal and the proprietor and/or their agent
- ensures the principal's performance agreement and review is completed on an annual basis
- ensures concerns and complaints are dealt with at the appropriate level, according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

Procedures/supporting documentation

Governance policies and protocols

Board code of conduct

School delegations list

[*Code of Ethics for Staff and Boards of New Zealand Catholic Schools*](#)

[*Principles of Catholic Social Teaching*](#)

[*Catholic Education of School Age Children \(NZCBC, 2014\)*](#)

[*He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand*](#)

[*The Declaration of the Proprietors of Catholic Schools in Aotearoa New Zealand on the Essential Characteristics of Authentic Catholic Education*](#)

[*Handbook for Certification in Catholic Special Character and Religious Education for Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand \(National Centre for Religious Studies, 2014\)*](#)

Monitoring

Legislative compliance

[Education & Training Act 2020](#)

[Education \(School boards\) Regulations 2020](#)

[Local Government Official Information and Meetings Act 1987](#)

[Official Information Act 1982](#)

[Privacy Act 2020](#)

Reviewed: May 2023

Next review:

B7. Proprietor's appointee's role description policy

Outcome statement

The interests of the proprietor within the school are protected and enhanced.

Scoping

A proprietor's appointee is appointed by the proprietor and is a full member of the board, with all the rights and obligations of other board members.

The proprietor's appointee also has some special responsibilities that derive from the fundamental characteristics of Catholic schools as described in Canon Law and safeguarded by Schedule 6: Education and Training Act 2020.

Expectations and limitations

The Proprietor's Appointee:

- acts within board policy and delegations at all times and not independently of the board
- is aware of the board's legal obligations under Schedule 6: Education and Training Act, and requirements of the proprietor
- participates fully in board activities, contributing to discussion and decision making for the common good of the school community
- works with the board to ensure Catholic special character is safeguarded and strengthened and that the school fulfils the primary objective of forming Christ in the lives of the community
- develops a personal understanding of the nature and goals of Catholic education and Religious Education
- abides by the *Code of Ethics for Staff and Boards of New Zealand Catholic Schools (NZCEO, 2014)* and the board's Code of Conduct and is sensitive to matters of equity and justice
- works with the principal and presiding member to ensure a good relationship and regular communication with the proprietor
- reports in writing to the proprietor, at least annually, on matters pertaining to Catholic special character, and at the time appointed by the proprietor
- refers to the proprietor (or their agent) any concerns on board actions that might be detrimental to the Catholic special character of the school, so that the proprietor's comments, advice or determination can be conveyed to the board
- refers immediately to the proprietor (or their agent) a situation where the Catholic special character, educational or financial wellbeing of the school or wellbeing of the students may be at risk
- protects the proprietor's assets by ensuring the property of the school is kept in good order and repair and safe for all who work there or visit the school premises
- ensures that the proportion of the operations grant that is intended to cover the repair and maintenance of buildings is used for this purpose
- assists board members' understanding of their role, responsibilities, and accountability, in light of Catholic special character
- with the board, ensures there is at least one proprietor's appointee on any committee

delegated the power to appoint all teachers or to recommend the appointment of a teacher (including the principal and Director of Religious Studies)

- is conscious of the close relationship that needs to exist between the school and the parish/es Church community, and assist in fostering that relationship
- attends regular professional learning and formation related to their role as a proprietor's appointee
- at the time of resignation from the board, informs the proprietor then the board presiding member.

Procedures/supporting documentation

Governance policies and protocols

School delegations list

Board code of conduct and the [*Code of Ethics for Staff and Boards of New Zealand Catholic Schools*](#)

[*Catholic Education of School Age Children \(NZCBC, 2014\)*](#)

[*The Declaration of the Proprietors of Catholic Schools in Aotearoa New Zealand on the Essential Characteristics of Authentic Catholic Education*](#)

[*The Religious Education Bridging Document for Catholic Schools teaching Year 1-8 Children in Aotearoa New Zealand \(NCRS, 2018\)*](#)

[*The Secondary Religious Education Bridging Document: A Focus and Discussion Document for Catholic Schools Teaching Young People in Aotearoa New Zealand \(NCRS, 2018\)*](#)

[*He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand*](#)

[*Handbook for Certification in Catholic Special Character and Religious Education for Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand*](#)

Monitoring.

Legislative compliance

[Education & Training Act 2020](#)

[Education \(School boards\) Regulations 2020](#)

[Local Government Official Information and Meetings Act 1987](#)

[Official Information Act 1982](#)

[Privacy Act 2020](#)

Reviewed: May 2023

Next review:

B10. Relationship between presiding member (chair) and principal policy

Outcome statement

The relationship between the presiding member and the principal is based on solidarity, trust, integrity, mutual respect for the dignity of the other, and models Gospel values.

Scoping

A positive, productive working relationship between the principal and the presiding member is both central and vital to the school.

The presiding member and principal should act as sounding boards, both supporting and challenging, in order to hold the school to account for safeguarding and strengthening Catholic special character and achieving the goals and targets that have been set.

The presiding member has no authority except that granted by the board. The presiding member does not act independently of the board.

Delegations

Expectations and limitations

- The presiding member and principal must work in solidarity as a team, and there should be no surprises
- The relationship must be professional
- The relationship must be based on Gospel values
- Each must be able to counsel the other on performance concerns
- The presiding member supports the principal and vice versa as appropriate
- Each agrees not to undermine the other's authority
- There is agreement to be honest with each other
- Each agrees and accepts the need to follow policy and procedures
- Neither party will deliberately hold back important information
- Neither party will knowingly misinform the other

Procedures/supporting documentation

Board code of conduct

[*The Code of Ethics for Staff and Boards of New Zealand Catholic Schools \(NZCEO, 2014\)*](#)

[*Principles of Catholic Social Teaching*](#)

Monitoring

Legislative compliance

Reviewed: May 2023	Next review:
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B9. Principal performance management policy

Outcome statement

A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.

The new Professional Growth Cycle for principals and tumuaki came into effect on 1 February 2023.

NZSTA are currently updating their resources to reflect these changes.

Please refer to our article on [Professional Growth Cycle \(PGC\) for Principals](#) to read NZSTA's advice and guidance for boards.

Reviewed: May 2023	Next review:
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