

Lincoln Heights School

Governance Manual

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Constitutions of Boards of Trustees At A Glance

Boards of Trustees are made up of elected parent representatives, staff, Principal and student representatives and they can appoint and/or co-opt members.

Most elected parent representatives are elected for a 3 year term. Schools may also choose a mid-term election cycle. This option allows a Board to have half of its parent representatives elected every 18 months. Lincoln Heights School has opted for this option.

The standard constitution of a Board of Trustees is:

- 5 parent elected representatives
- Principal
- Staff representative
- Student representative (in schools with Year 9 and above students)
- Co-opted trustees; and
- Up to 4 proprietors' representatives (in integrated schools only)

This standard constitution does not always meet the needs of all schools and their communities and so there is some flexibility for alternative constitution.

A Board of Trustees can alter the number of parent representatives.

Before a Board finally decides to alter the number of parent representatives to anything between 3 and 7, it must first give its parent community reasonable notice of the time, date and place of the meeting this option will be discussed. Once this is done the Board is then free to make its final decision on numbers of parent representatives. The Board then needs to advise its local Ministry office so that records of the Board membership can be updated.

For further information please refer to the link below:

<http://www.education.govt.nz/school/running-a-school/school-structures-and-governance/>

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Introduction

The Board of Trustees of Lincoln Heights School is focused on the **ongoing improvement of student progress and achievement within an environment that provides inclusive education.**

The following are also relevant: refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

To ensure effective school performance, the Board is committed to maintaining a **strong and effective governance framework that incorporates legislative requirements and good practice.**

Governance and Management

The following are the Board's agreed governance and management definitions which form the basis upon which both the working relationships and the Board's policies are developed.

Governance	Management
<p>The ongoing improvement of student progress and achievement is the Board's focus.</p> <p>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 ensure compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the Principal. The Board and Principal form the leadership, 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.</p> <p>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.</p>	<p>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 details see Operational Policies]</p>

In developing the above definitions for Lincoln Heights School the Board is mindful of the relevant sections of the Education Act 1989 as set out below.

Education Act 1989

The Education Act 1989 was amended on 19th May 2017, clarifying the governance role of the Board of Trustees and a focus on student achievement. The powers and functions of Boards are now set out in Schedule 6 of the Act, with the Principal's role as Chief Executive specified as before in Section 76.

Schedule 6

4. Board is Governing Body of School

1. A Board is the governing body of its school.
2. A Board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
3. Under section 76, the school's Principal is the Board's Chief Executive in relation to the school's control and management.

5. Board's objectives in governing school

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1. A Board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
2. To meet the primary objective, the Board must:
 - a) ensure that the school:
 - I. is a physically and emotionally safe place for all students and staff; and
 - II. is inclusive of and caters for students with differing needs; and
 - b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and
 - c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and
 - d) if the school is a member of a Community of Learning that has a Community of Learning Agreement under section 72, comply with its obligations under that agreement as a member of that community; and
 - e) comply with all of its other obligations under this or any other Act.

6. Staff

Subject to Parts 8A and 31, a Board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

13. Board has Complete Discretion

A Board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and the general law of New Zealand.

16. Cultural Diversity, Treaty of Waitangi, Tikanga Maori, and Te Reo Maori

1. A Board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Maori culture.
2. In performing its functions and exercising its powers, a Board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.
3. Without limiting sub clauses (1) and (2), a Board must take all reasonable steps to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parents ask for it

17. Delegations

1. A Board may delegate any of the functions or powers to the Board of Trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - a) a Trustee or Trustees;
 - b) the Principal or any other employee or employees, or office holder or holders of the Board;
 - c) a Committee consisting of at least 2 persons, at least 1 whom is a Trustee;
 - d) any other person or persons approved by the Minister;
 - e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
2. Sub clause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
3. The Board must not delegate the general power of delegation.
4. A delegate to whom any function or power is delegated may:
 - a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the Board or the Trustees; and
 - b) delegate the function or power only:
 - i. with the prior written consent of the Board; and
 - ii. subject to the same restrictions, and with the same effect, as if the sub-delegate were the delegate.
5. A delegate who purports to perform a function or exercise a power under a delegation:
 - a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
 - b) must produce evidence of his or her authority to do so if reasonably requested to do so.
6. No delegation in accordance with this Act:
 - a) affects or prevents the performance of any function or the exercise of any power by the Board or the Trustees; or
 - b) affects the responsibility of the Board for the actions of any delegate acting under the delegations; or
 - c) is affected by any change in the membership of the Board or of any committee or class of persons.
7. A delegation may be revoked at will by:
 - a) resolution of the Board and written notice to the delegate; or
 - b) any other method provided for in the delegation.

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8. A delegation under sub clause (4)(b) may be revoked at will by written notice of the delegate to the sub-delegate.
9. The Board may, by resolution, appoint committees:
 - a) to advise it on any matters relating to the Board's functions and powers that are referred to the committee by the Board; or
 - b) to perform or exercise any of the Board's functions and powers that are delegated to the committee.
10. A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the Board the details of any financial interest that would disqualify the person from being a Trustee under section 103A.
11. This clause applies to each member of a committee who is not a Trustee with any necessary modifications.

18. Bylaws

A Board may make bylaws that the Board thinks necessary or desirable for the control and management of the school.

s.76 Principals

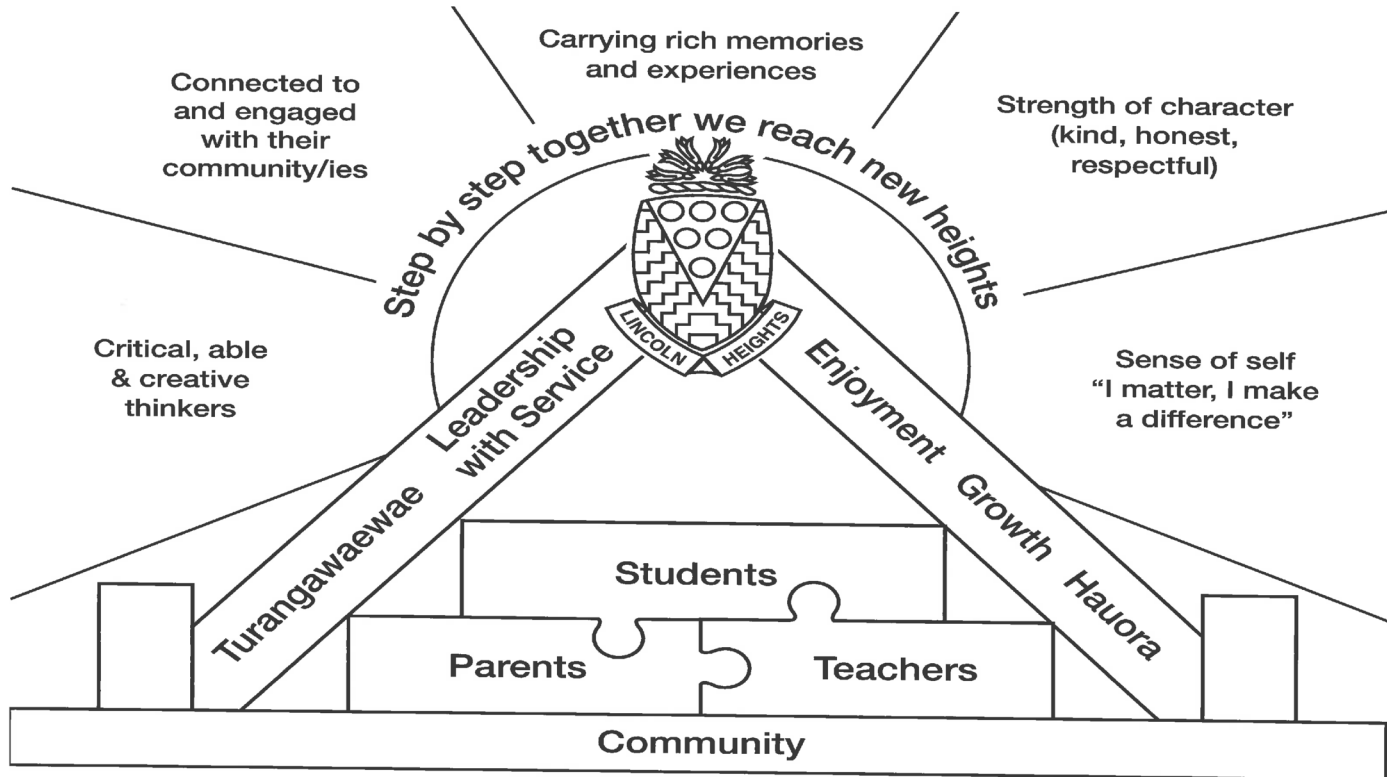
- (1) A school's Principal is the Board's Chief Executive in relation to the school's control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal:
 - (a) Shall comply with the Board's general policy directions; and
 - (b) Subject to paragraph (a), has complete discretion to manage as the Principal thinks fit the school's day to day administration.

In order to carry out effective governance of the school the Board has developed the following policy framework.

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Part 1

The 2019 Strategic Plan



The Lincoln Heights School Strategic Plan – diagram explanation

At the Centre are our students. They are supported by parents and teachers working in partnership. The roof of the whare represents what we wrap our students with to ensure they are supported to be their best and achieve their best.

The rising sun behind the house is a symbol that our students are at the beginning of their lives and their brightness is starting to shine. Each of the rays represents qualities that we want our students to naturally possess when they walk out our school gates for the last time ready for the next step on their educational and life journeys.

The Whare:

Turangawaewae – the school is their place to find their place and learn to stand tall. It is a place where they belong.

Embrace the failure – there is no shame in failure and that failure is a natural part of growing and trying new things. Embrace failure because it shows you are stretching beyond your comfort zone and daring to try new things and new ways of being. Resilience.

Leadership with service – we want our students to demonstrate the qualities of leadership, both of themselves and others, through setting a good example and through being courageous to stand up for what is right. Leadership is about serving others both in helping meet the needs of others in a practical sense and also through kindness and care for others.

Hauora – this is wellbeing in its broadest sense. The physical, mental and spiritual. We want all members of our community to work together to ensure the wellbeing of themselves and others.

The rays of the Sun:

Critical and able thinkers – literate and numerate, active seekers users and creators of knowledge, informed decision makers, resourceful, enterprising and entrepreneurial.

Carrying rich memories and experiences – we want our students to leave the school gate with a memory bank full of great memories and experiences such as camp, playing sport, school trips, anything that gives them a new experience and helps open their mind to a new world of possibilities.

Connected to and engaged with their communities – able to relate well to others, effective users of communication tools, connected to land and environment, members of communities, and international citizens.

Strength of character – our students will know there is nothing more important than having a strong character; being kind, honest and respectful, demonstrating our REACH values.

Sense of self – our students will have a strong sense of themselves as a unique individual who matters and makes a difference to those around them. Our students will know that each one matters and each makes a difference to the group.

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)*

1. Board Roles & 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 Board leads the annual Strategic Plan review process. 1.2 The Board sets/reviews the strategic aims by Lincoln Heights School. 1.3 The Board approves the annual plan and targets and ensures the Strategic Plan is submitted to the Ministry of Education (MoE) by 1 st March each year. 1.4 Regular Board meetings include a report on progress towards achieving strategic aims. 1.5 The 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 the 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. Appoints, assesses the performance of and supports the Principal.	3.1 Principal's performance management system in place and implemented.
4. Approves the budget and monitors financial management of the school.	4.1 Budget approved by the first meeting each year. 4.2 Satisfactory performance of school against budget.
5. Effectively manages risk.	5.1 The Board has an effective governance model in place. 5.2 The Board remains briefed on internal/external risk environments and takes action where necessary. 5.3 The Board identifies 'trouble spots' in statements of audit and takes action if necessary. 5.4 The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action.
6. Ensures compliance with legal requirements.	6.1 New members have read and understood the governance framework including policies, the school Strategic Plan, board induction pack and requirements and expectations of Board members. 6.2 New and continuing members are kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary.

	<p>6.3 Accurate minutes of all Board meetings, approved by the Board are signed by the Chairperson.</p> <p>6.4 Individual staff/student matters are always discussed in public excluded sessions.</p> <p>6.5 Board meetings have a quorum.</p>
7. Ensures Trustees attend board meetings and take an active role.	<p>7.1 Board meetings are effectively run.</p> <p>7.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them.</p> <p>7.3 Minimum attendance at 80% of meetings.</p> <p>7.4 No unexplained absences at board meetings (3 consecutive absences without prior leave will result in immediate step down (refer Education Act 1989, S104(1) (c)</p>
8. Approves major policies and programme initiatives.	<p>8.1 Approve programme initiatives as per policies.</p> <p>8.2 The Board monitors implementation of programme initiatives.</p>
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	<p>9.1 The Treaty of Waitangi is obviously considered in board decisions.</p> <p>9.2 The Board, Principal and staff are culturally responsive and inclusive.</p>
10. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer.	<p>10.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. staff employment agreements and arrangements)</p> <p>10.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct.</p> <p>10.3 Ensures there is ongoing monitoring and review of all personnel policies.</p>
11. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures.	<p>11.1 Successful resolution of any disputes and conflicts referred.</p>
12. Represents the school in a positive, professional manner.	<p>12.1 Code of Behaviour adhered to.</p>
13. Oversees, conserves and enhances the resource base.	<p>13.1 Property /resources meet the needs of the student achievement goals.</p>
14. Effectively hands over governance to new Board/Trustees at election time.	<p>14.1 New trustees provided with Governance manual and induction.</p> <p>14.2 New trustees fully briefed and able to participate following attendance at an orientation programme.</p> <p>14.3 Appropriate delegations are in place as per Schedule 6 (17) of the Education Act.</p> <p>14.4 Board and Trustees participate in appropriate professional development.</p>

Review schedule: Triennially. Next review 2021

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 Strategic Plan 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 in the introduction to this governance manual.

The Principal is responsible for overseeing the implementation of Board policy including the Strategic Plan. Reference in documentation to the school, management and staff is to be read as "Principal" for responsibility for implementation. From time to time the Chair 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 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 Board's 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 chairpersons, 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".

The Principal is not restricted from using the expert knowledge of individual Board members acting as community experts.

Review schedule: Triennially

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 a New Zealand School Trustees Association advisor to ensure due process is followed.

Review schedule: Triennially

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 travel 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

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 written reports covering the following management areas for 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. Submit any monitoring data required in a timely, accurate and 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 a 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 a 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 dissatisfaction.
 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

6. Trustee's Code of Behaviour

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

1. Maintain and understand the values and goals of the school.
2. Ensure that the needs of all students and their achievement is paramount.
3. Be loyal to the organisation and its vision.
4. Publicly represent the school in a positive manner.
5. Respect the integrity of the Principal and staff.
6. Observe the confidentiality of non-public information acquired in their roles as Trustees and not disclose to any other persons such information that might be harmful to the school.
7. Be diligent and attend Board meetings prepared for full and appropriate participation in decision making.
8. Ensure that individual Trustees do not act independently of the Board's decisions.
9. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board.
10. Avoid any conflicts of interest with respect to their fiduciary responsibility.
11. Recognise that any individual Trustee or subgroup/committee/working party of the Board has no authority in any interaction with the Principal or staff.
12. 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.
13. Continually self-monitor their individual performance as Trustees against policies and against any other current Board evaluation tools.
14. 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: Triennially

7. Trustee Remuneration and Expenses Policy

The Board has the right to set the amount that the Chairperson 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 Board Chairperson. Currently at Lincoln Heights School:

1. The Chairperson receives \$75.00 per Board meeting.
2. Elected Board members receive \$55.00 per Board meeting.
3. There is no payment for working group/committee meetings.
4. Attendance fees are non-taxable within the agreed non-taxable amounts of \$605.00 annually for Trustees and \$825.00 for the Chairperson.
5. Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval must first be sought.
6. All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring.

Review schedule: Triennially

8. Conflict of Interest Policy

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

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of Board members and meet legislative requirements.

Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of Board meetings, 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 meeting for the discussion and will not be permitted to vote on the question.

Review schedule: Triennially

9. Chairperson's Role Description Policy

The Chairperson of Lincoln Heights School safeguards the integrity of the Board's processes and represents the Board of Trustees to the broader community. The Chairperson 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 Chairperson.

The Chairperson:

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 trustees, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction.
3. Assists board members' understanding of their role, responsibilities and accountability including the 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 Trustees 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 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 *
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. Ensure 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.

* *Denotes legislative requirement*

Review schedule: Annually in November or prior to meeting when Chairperson is elected.

9.1 Chairperson's Role

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities:

Chairperson Accountability Measure	Standard
1. Oversee general performance of the Board.	1.1 Board performs against its forms of accountability and strategic goals.
2. Ensure information about the financial performance of the organisation flows to the Board.	2.1 Board remains well-informed about financial performance of organisation.
3. Establish and maintain systems for information flow to the Board.	3.1 Board receives information on time and has time to comment and have input. 3.2 Board has adequate opportunities to have input and make decisions. 3.3 Chairperson ensures accurate minutes are kept, approved by Board and signed by Chairperson.
4. Attend and chair Board meetings.	4.1 Attendance at all meetings (unless chairing responsibility delegated). 4.2 Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the Board has suspended them. Information on meeting procedures is found in the section on meetings.
5. Make recommendations to Board about prudent management of Board matters.	5.1 Recommendations made as necessary.
6. Establish and maintain an ongoing working relationship with the Principal.	6.1 Regular meetings are held in addition to ongoing liaison.
7. Deal with disputes and conflicts referred to the Chairperson.	7.1 As required by the Board's Policy and Procedures.
8. Act as Protected Disclosure Officer [see NZSTA Link 2001/01].	8.1 Requirement met.
9. Ensure Principal's Performance Agreement and Appraisal are completed on an annual basis.	9.1 Report of Principal's Performance Appraisal tabled at a Board meeting according to appraisal process.

10. Staff Trustee Role Description

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.

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 Strategic Plan.	The Strategic Plan is obviously considered in Board decisions.
2. To abide by the Board's governance and operational policies.	The Staff Trustee has a copy of the Governance Manual 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.	The Staff Trustee is not a staff advocate. The Staff Trustee does not bring staff concerns to the Board.
4. The Staff Trustee is bound by the Trustee Code of Behaviour.	The Staff Trustee acts within the Code of Behaviour.
5. It is not expected that the Staff Trustee act as a Union delegate.	The Staff Trustee does not bring staff issues to the Board.
6. It is not necessary for the Staff Trustee to prepare a verbal or written report for the Board unless specifically requested to by the Board.	No regular reports received unless a request has been made by the Board on a specific topic.

Review Schedule: Triennially

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 along with the Board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect based on 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 Chairperson.
5. All reports presented to the Board by the staff are tabled 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 Principal and the Board must work as a team with the Board being kept informed of all matters considered serious.
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 and the school.
11. The Principal should be able to share his/her biggest concerns with the Board.

Review schedule: Annually

12. Principal's Performance Management Policy

It is the policy of the Lincoln Heights 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 Board 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 Chairperson 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 developing 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 Chairperson, 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. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
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 system 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 Chairperson/delegate(s)/consultant will present the final report/summary review result back to the Board. 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*

Signature

I, _____, have been informed of the performance review policy and procedures of Lincoln Heights School Board.

Signature: _____

Date: _____

Review schedule: Triennially

13. 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 Boards' 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 Chairperson is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The Chairperson and Principal must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel each other on performance concerns.
6. The Chairperson 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 each 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. Each agree not to withhold relevant information.
12. Each agree and understand that the Chairperson has no authority except that granted by the Board.
13. Understand that the Chairperson 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

14. Maori Development Plan

Ministry of Education Policy and strategy states that:

Our school must support Maori, Pasifika and students with special needs to realise their inherent potential to achieve educational success. This goal requires giving full effect to the Government's strategies for these groups: Ka Hikitia: Managing for Success, the Pasifika Education Plan and Success for All – Every School, Every Child.

The Maori education strategy *Ka Hikitia – Accelerating Success 2013-2017* continues our work towards realising the vision for Maori students to enjoy and achieve education success as Maori.

Tau Mai Te Reo – The Maori Language in Education strategy 2013-2017. *Tau Mai Te Reo* has been developed to ensure there is a connected and cohesive approach to education contributions that support and strengthen the Maori language. The Ministry of Education and education sector agencies have obligations, as Crown agencies, to actively protect Maori language as a taonga guaranteed under the Treaty of Waitangi.

Our school has established a 'Strategic Plan' that includes a Local Goal which reads:

A focus on Maori development will assist the school to improve Maori student achievement, and parents, families and whanau involvement with the school.

Strategy (Maori Development Plan)

To assist in the implementation of the Maori education strategy *Ka Hikitia – Accelerating Success 2013-2017*, *Te Mai Te Reo* as a Board we need to identify ways to implement and practice Maori development within the school. This can be achieved by:

- Co-opting a second Maori person on to the Board of Trustees and make an effort to continue to have two Maori people represented on the Board of Trustees.
- Recruitment of three (3) Maori teachers with a focus on Te Reo Maori, tikanga and whanau involvement as a critical element of their delivery. This allows for a Maori teacher to be placed in each section of the school – junior, middle and senior.
- Holding an annual whanau/family day that embraces Maori and whanau/families. This would include kapa haka, cultural performances, sports and other possible community activities.
- Teachers, staff and Board of Trustees are encouraged to broaden their knowledge and practice in Te Reo and tikanga.
- Recruitment of a Maori/Community Liaison person.
- Regular reviews of this strategy to identify what has worked, what could be done differently and what other actions and practice could be adopted in order to advance Maori student achievement.

15. Meeting Process Policy

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

Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the overall responsibility of the Chairperson. This agenda is collated and produced by the Executive Officer (Board meeting Secretary). Sufficient copies of the agenda of the open (public) session will be posted in the Board of Trustees folder in reception.
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 1987. Decisions by the Board are fully recorded but remain confidential. The Board needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-Board member it chooses.
4. 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.

Review schedule: Triennially

16. 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*.

Board meetings;

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Meetings will start and close with either Whakatauki or Karakia
- Board minutes will be taken by a non-trustee paid on a commercial basis on contract.
- 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 prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a Trustee must request leave from the Board at a board meeting and the Board must make a decision *
- The Chairperson shall be elected at the first meeting of the year except in the triennial election year where Chairperson election will be at the first meeting of the newly elected Board *
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote *
- Any Trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate. * A pecuniary interest arises when a Trustee may be financially disadvantaged as a result of decisions made by the Board. For example, 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 Schedule 6, clause 17 of the Education Act 1989 to the Disciplinary Committee
- The Board delegates (and minutes) authority of the Deputy Principal in the times of absence of the Principal
- The amount the Chairperson and other Board members are paid for attendance at Board meetings is set by the Board. Currently the Chairperson receives \$75.00 per board meeting and Board members receive \$55.00 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 \$605.00 annually for Trustees and \$825.00 for the Chairperson.

Time of Meetings:

- Regular meetings commence no earlier than 5.00pm (normal start 5.30pm) and conclude no later than 9.00pm
- 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 and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987 * 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 to participation in the meeting. See *Public Attending Board Meetings Procedure (pg 24)*.

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
- All motions and amendments moved in debate must be seconded unless moved by the Chairperson *
- 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. *

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 Chairperson, 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.

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.

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 Chairperson (via the Executive Officer) five (5) working days prior to the meeting
- Late items will only be accepted with the approval of the Board Chairperson 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
- Items in the agenda requiring a Board decision should be supplemented by supporting material in the agendaed documentation and should carry a recommended course of action.
- 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 with the exception of In-Committee reading material
- Papers and reports are to be sent to the Board five (5) working days prior to the meeting.

Minutes:

- The Principal is to provide secretarial services to the Board (normally the Executive Officer)
- The minutes are to clearly show resolutions and action points and who is to complete the action
- A draft set of minutes is to be completed and sent to the Chairperson for approval within four (4) working days of the Board meeting before being distributed to Trustees within seven (7) working days of the meeting.
- Written responses for In-Committee correspondence are with the Executive Officer for action within two (2) working days.

16.1 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.

In order that members of the public understand the rules that apply to then attending board meetings these procedures will be provided and followed unless otherwise authorised by the Board.

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 right 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 (3) minutes each per subject, with a time limit of fifteen minutes per interest group.
5. No more than two speakers on any one topic.
6. Speakers are not to question the Board and must speak to the topic.
7. Board members will not address questions or statements to speakers.
8. Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
9. If the Chairperson 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, students and parents of the school who are not Trustees on the Board.

Review schedule: Triennially

16.2 Meeting Agenda

A typical agenda will be as follows:

Board of Trustees Meeting Agenda – date			
	Policy Reference:	Led by:	Time:
<u>1. Administration</u> 1.1 Present 1.2 Apologies 1.3 Declaration of Interests			5 mins
<u>2. Strategic Decisions</u> 2.1 Strategic decisions made if required	Operational/ Governance Policy xxxx		30-45 mins
<u>3. Monitoring</u> 3.1 Ongoing summary of progress to date in relation to annual plan 3.2 Expert presentation 3.3 Data analysis 3.4 Exploration of key result area e.g. goals Finance and Audit Reports			45-60 mins
<u>4. Strategic Discussions</u> 4.1 Exploration of special issue or project e.g. budget, Principal Performance Agreement/Appraisal, delegations 4.2 Education Gazette			30-45 mins
<u>5. Identify Agenda Items for Next Meeting</u>			5-15 mins
<u>6. Administration</u> 6.2 Confirmation of last meeting minutes 6.3 Correspondence			5-15 mins
<u>7. Meeting Closure</u> 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			5-15 mins
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			

Review schedule: Triennially

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 pick up their Governance folder
 - The suggested date of the induction
 - The date of the next Board meeting
 - Chairperson and Principal contact details
2. New Trustees will be issued with a Governance Manual containing copies of the school's:
 - Charter/Strategic Plan, 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 the new Board members to explain board policy and other material contained in the Governance Manual.
4. The Principal and Chairperson or delegate, will brief all new members on the organisational structure of the school.
5. The Principal will conduct a site visit of the school
6. New Board members are to be advised of the professional development that is available from New Zealand School Trustees Association and other relevant providers.
7. After three (3) months on the Board, the effectiveness of the induction process is to be reviewed by the Chairperson with the new members. The review will include the following aspects:

Did you feel welcomed on to the Board?

Very welcome: _____ Welcome: _____ Not very welcome
Comment: _____

Did you receive all necessary information in a timely manner?

Very timely: _____ Timely _____ Not very timely
Comment: _____

Did you find the induction with Principal and Board Chairperson to be effective?

Very effective: _____ Effective _____ Not very effective
Comment: _____

Please comment on how we could improve this induction process:

18. Board Review Policy

The performance of the Board is measured by the outcomes from:

- the annual report
- the triennial review programme
- the Education Review Office (ERO) Report
- any other means deemed appropriate by the Board

Review schedule: Triennially

18.1 Trustee Review

Each quarter Trustees will evaluate their own contribution to the Board and their individual effectiveness. The basis of this review shall be these Governance Policies (in particular the Roles and Responsibilities standards and the Code of Behaviour).

18.2 Chairperson Review

The Board Chairperson will evaluate his/her effectiveness and performance in discussion with individual Trustees and the Principal (in particular the Role of the Chairperson standards). Annually the Chairperson will co-ordinate a review of the effectiveness of the Board of Trustees. A report will be provided to the Board on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic Plan and Policy Framework.

18.3 Board Review

Given that the Board role has four key aspects it is important that any review schedule covers all four of these areas.

<u>GOVERNANCE ROLES</u>	Areas we need to measure/review in order to know whether we are performing well	Measures	Frequency
Leadership	Strategic and Annual Plan Review Strategic Plan Overall how well have we performed? New Trustee induction Board professional development plan Governance framework Governance policies	Annual report including AOV Review introduction section Annual Board Report Card New Trustee evaluation Trustee survey Governance survey Policy review	Annually 3 – 5 yearly Annually 3 months post new Trustee Annually 3 yearly 3 yearly
Accountability	Budget Curriculum implementation Student progress and achievement Property Policy review Compliance Stand downs/Suspensions	6 monthly review Curriculum subject area report Data and analysis report Review of 5 yr property plan Policy review year schedule Board work plan Board report	2 x per year (Jan/July) 6 x per year 6 x per year Annually (Sept) Ongoing 3 year cycle Ongoing Per meeting
Representation	Community consultation Consultation with Maori community	Survey Hui	As required plus 3 yearly Each term
Employer	Principal Appraisal Staff turnover Teacher workplace satisfaction Personnel expectations and compliance Equal Employment Opportunities (EEO)	Appraisal process (see policy) School smart NZCER survey Personnel attestation Principal and Executive Officer evaluation	Annually Annually 3 yearly Annually (March) Annually

19. Committee Policy

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, Schedule 6 (17)

Schedule 6 (17) gives the Board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Schedule 6 (17) for further information.

Board Committees:

1. Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a Trustee.
3. May not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Principal or the Chairperson.
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. 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:

- disciplinary

Review schedule: Triennially

Committee Terms of Reference

19.1. 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. Overseeing the Principal's appraisal process.
3. Reviewing the effectiveness of systems for the assessment and management of areas of risk.
4. Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
5. Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the Board.
6. Reviewing adherence to management policies and directives.
7. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers bring to the attention of the Board.
8. Ensuring implementation of the Triennial Review Programme.

Members:

At least 2 trustees; excludes the Board Chairperson and excludes the Principal.

Meets:

As required. The Chairperson 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 Senior Leadership 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 be 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 via its Advisory support centre [0800 782 435].

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

Review schedule: Triennially

19.2. Student 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, and its amendments, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

All members of the Board excluding the Principal and Staff Trustee. The Chairperson 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 (2) Trustees as delegated by the Board of Trustees.

Duties and responsibilities:

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.

Delegated Authority:

That the powers conferred on the Board under Schedule 6, clause (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 by the Principal at each Board meeting.

Review schedule: Triennially

19.3. Finance Committee Terms of Reference

Responsibility of the Board

The Board of Trustees has overall responsibility for the financial management of the school. The day-to-day management of the school's finance and budget rests with 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. In association with the Principal, recommending 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. Review on behalf of the Board accounts passed for payment by the school. Advising on additional funding sources.
5. Where appropriate, assisting the Principal to prepare a financial results report, 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
28 February	Finance Committee self review
31 March	Annual Accounts prepared and forwarded to the Auditors
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and Capital Works
31 May	Letter of Representation to Auditor must be sent. Audit to be completed and signed off
30 June	Ensure any issues raised by the Auditor have been addressed and resolved
31 August	Annual review of risk management needs and Insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the Board
30 November	Revised annual budget (if required) submitted to the Board for approval

20. Lincoln Heights School Delegations List

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a Trustee.	Delegated Authority See individual Committee Terms of Reference in the Board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the Board or if no date is ongoing
25/7/18	DP AP	That the Board directs that, except where the Board, at its discretion, otherwise determines, the Deputy Principal or the Associate Principal shall, in the absence of the Principal from duty for period not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the Principal.	Ongoing
23/02/2012	Staff Disciplinary Committee All Elected and Co-opted Trustees of the Lincoln Heights School Board of Trustees will take turns to sit on this committee as appropriate. The Principal and Staff Representative are excluded from sitting on the Staff Disciplinary Committee for reasons of impartiality.	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.	Ongoing
17/06/2019	Student Disciplinary Committee All Elected and Co-opted Trustees will put themselves forward to sit on this Committee with a minimum of three Board members attending, excluding the Principal and Staff Trustee	Suspension meetings to be held so long as a minimum of three Trustees excluding the Principal and Staff Trustee, and that those Trustees in attendance at the meeting have full delegated authority to make decisions at this meeting according to Education Act legislation.	Ongoing

Notes:

[C] = chairperson

[T] = trustee

Review schedule: Annually

21. Concerns and Complaints Process

From time to time the Principal or Board of Trustees will receive a complaint about the actions of a member of staff. This complaint might come from a parent, fellow staff member or student.

Procedures are required to ensure that complaints are dealt with fairly, with due seriousness and with a degree of uniformity.

With positive, effective, staff appraisal, staff development and other systems and structures in place, the chances of unjustified complaints is hugely minimised.

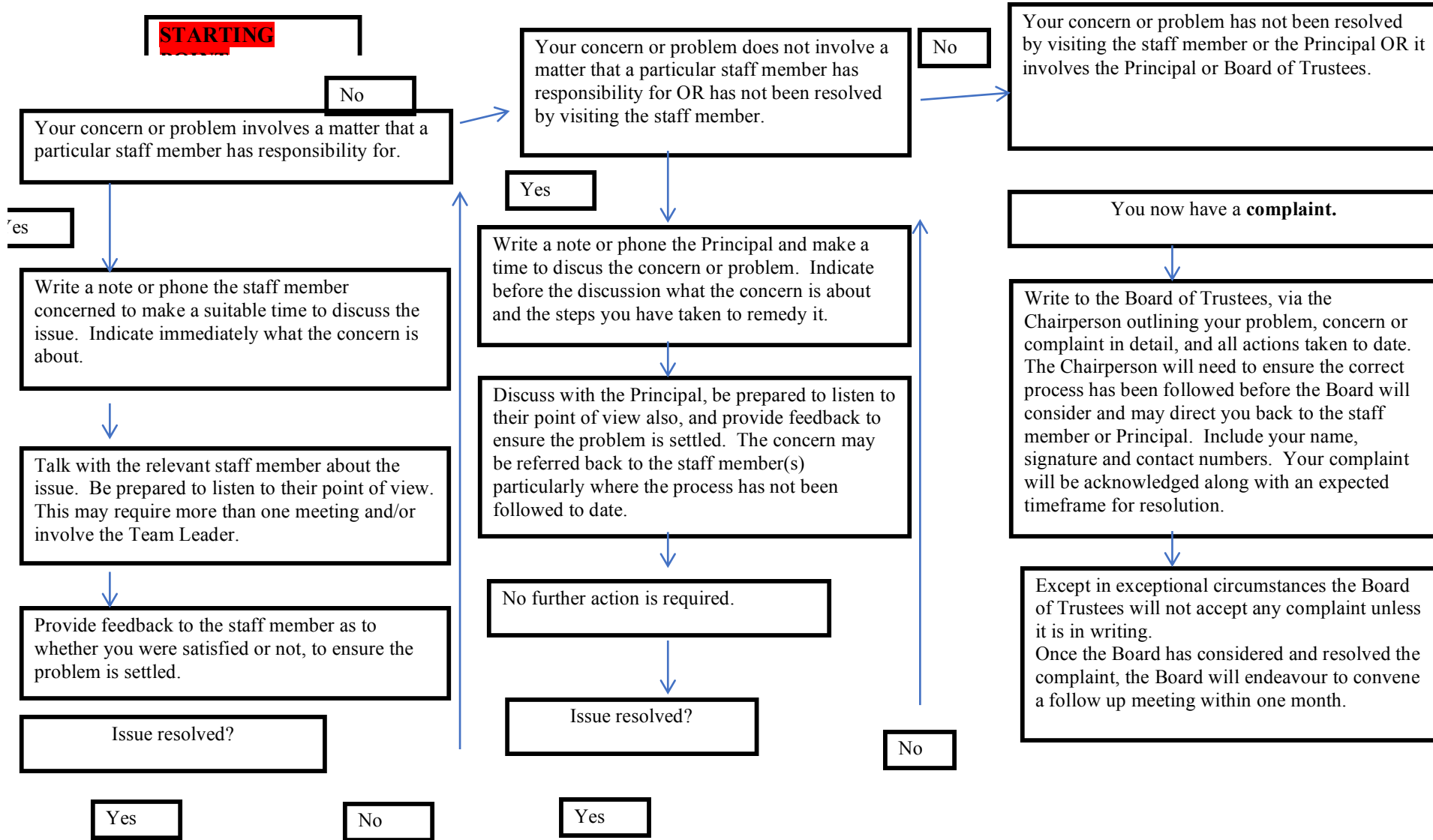
1. The concern is to be directed to the appropriate person in the first instance.
2. All Collective Agreements or individual contract provisions are to be abided by.
3. The person making the complaint is to be given a fair hearing and the concern will be taken seriously, being given due deliberation.
4. Minor concerns will not be exaggerated, putting the staff member under undue stress.
5. Individual staff members are not unfairly harassed or unreasonably impeded from carrying out their allocated duties.
6. Systems will be in place to avoid staff members getting into confrontational situations with people making a complaint.
7. When found to be soundly based, appropriate action is to be carried out (including appropriate support).
8. Due follow up procedures will be carried out.
9. Appropriate ongoing mentoring will take place.

The protocol for dealing with complaints should be read in conjunction with this policy.

Complaints Process

Appendix 1 (see page 33)

**LINCOLN HEIGHTS SCHOOL
PROCEDURE FOR DEALING WITH CONCERNS AND COMPLAINTS AT SCHOOL**



22. Trustee Register [Insert C]

Approved Number of Elected Trustees = 5

Elected Staff Representative = 1

Name	Address/Phone/email	Position on Board [Chairperson CH, Commissioner CMR, Member ME]	Type of Member [Note 1]	Ethnicity [Note 1]	Current Term commenced	Current Term expires
Chairperson Raewyn Clark	bot@lincolnheights.school.nz	Chairperson	EL	NZE	8/12/17	2020
Gordon Irving	As above	ME, Staff Trustee	EL	NZE	26/10/18	2021
Reuben Baker	As above	ME	EL	NZE	14/6/19	2022
Lillian Hansell	As above	ME	EL	Samoan	14/6/19	2022
Peter Lai	As above	ME	EL	Samoan	14/6/19	2022
Andrew Lile	As above	ME	EL	NZE	8/12/17	2020
Leisha Byrnes	leishab@lincolnheights.school.nz	ME	Principal	NZE		-

Note 1: See MOE Insert C for codes

Note 2: MOE Insert C must be returned to MoE with July roll form.

23.

Annual Agenda 2019

2019	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
BOT meeting dates	23/01/19	27/02/19	27/03/19	8/5/19 (April mtg)	29/05/19	26/06/19	31/7/19	28/8/19	25/09/19	30/10/19	27/11/19
Requirements	Appoint Chair Appoint Dep Chair	Deprec Rate Review	Final Accounts to Auditor Roll return		Annual Report	Parent reporting	Roll return		Parent reporting		
Charter Developmt	Annual Plan Develmt	Annual Plan confirmed		Comm Consult	Comm Consult	Comm Consult	Revise Charter	Revise Charter		Confirmation of Charter	
Strategic Aims - Review					Prin 5 Maori 1	Prin 3	Prin 2		Prin 4 Maori 2	Prin 6 Annual Plan & Targets	Prin 1 Prin 7
Strategic Aims - Hautu			Acctability	Ldrship (1)	Ldrship (2)	Represent (1)	Emp Role (1&2)				Adoption of Charter Targets
Student progress & achievement	Draft Planning & Reporting	Final Planning & Reporting	Maths Leadership	Science Achievmt	Attendance/ Literacy	Maths/ Leadership	Maori Achievmt	Maths/ Leadership	Attendance	Spelling	Moemoe Fou Achievmt Report, Leadership, Matha, Maori Achievmt, Attend
Budget	Draft budget	Approved	Draft Annual Report				Mid year review				Review Schl donations Budget 1 st draft
Review of Depreciation Rates		Adjust or no change									
Principal Appraisal						Update					Sign off
Curriculum					Area 1 Science	Area 2 LwDT	Area 3 The Arts	Area 4 Yr 7/8 technology	Area 4 EOTC	Curric Devlpmt team report	
Policy	Gov Manual Review				Property Gov Pol 1-3						
Board process/ Prof Development	Planning retreat	NZSTA online PD		Quarterly Trustee Review	Planned Profsnl Developmt (NZSTA)	Triennial elections	NZSTA conf Quarterly Trustee Review		IET Survey	Quarterly Trustee Review	
Health & Safety		H&S 1	H&S 2	H&S 3	H&S 4	Vuln Chn H&S 5	H&S 6	H&S 7	H&S 8	H&S 9	H&S 10 H&S 11
BOT/Staff connection		Whanau sports	Cross Country Stdnt Led confs		Science & Tech Exhib			Parent/Tchr interviews			BOT/Staff dinner Fiafia night

This Year's Reviews

It is important to remember that this is a plan only. An effective Board will manage risk by having the ability to change timeframes and aspects to review if need determines. Emergent reviews will need to be catered for in this plan.

Area of Review	Responsibility	Includes	Board meeting present to Board
Stand downs/Suspensions	Principal	<ul style="list-style-type: none"> Broken down by year level, gender, ethnicity, reason. 	Monthly
Policy: Gov 1-3	Board Review Committee	<ul style="list-style-type: none"> Survey of trustees using governance policies 1-3 	May
Budget	Principal and Finance Committee	<ul style="list-style-type: none"> Are we on track to meet expectations? If not, why not? Identification of risks Recommendations 	January and July
Parent reporting	Principal	<ul style="list-style-type: none"> Data re numbers of parents attending including ethnicity Report format i.e. plain language Timing of interviews Length of interviews 	Sept
Curriculum reports	Principal	<ul style="list-style-type: none"> Must report using the curriculum report template 	As per schedule
Policy: Personnel	Board Review Committee	<ul style="list-style-type: none"> Teacher workplace survey results 	October biennially
National Standards	Principal	<ul style="list-style-type: none"> As per MOE guidelines 	December / January
Principal Appraisal	Board	<ul style="list-style-type: none"> Summary of appraisal Recommendations for Performance Agreement Recommendations for next years process January to December cycle 	June/Nov
Annual Plan	Principal	<ul style="list-style-type: none"> Annual Plan aims and targets (AoV) Targets 	January and February October and November

Part 3

Operational Policy

1. Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all Board expectations and legislative requirements. Therefore the Principal must ensure:

1. Achievement of the Charter aims and targets.
2. Compliance with the National Administration Guidelines.
3. There is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting.
4. That Board approval is sought before changes of the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Review schedule: Triennially

2. 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.

Therefore, the Principal must ensure:

1. That all employment related legislative requirements are applied.
2. All employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner.
3. A smoke free environment is provided.
4. That employment records are maintained and that all employees have written employment agreements.
5. That employee leave is effectively managed and reported so
 - a) that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered
 - b) Board approval is sought for any requests for discretionary staff leave with pay
 - c) Board approval is sought for any requests for discretionary staff leave without pay longer than four (4) days
 - d) Board approval is sought for any requests for staff travelling overseas on school business
 - e) the Board is advised of any staff absences longer than five (5) school days
6. That Performance Agreements are established for all staff and that reviews are undertaken annually.
7. A suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's Performance Agreement.
8. The requirements of the Health and Safety at Work Act 2015 are met.
9. Advice is sought as necessary from New Zealand School Trustees Association advisors where employment issues arise.

Review schedule: Triennially

3. 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 Lincoln Heights School procedures on safety checking, police vetting and screening.

Therefore the Principal must ensure that they:

1. 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 Chairperson 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 Chairperson or delegate where deemed necessary
 - c) appointment of the Principal is the responsibility of the Board which will determine the process.
2. Have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting.

Review schedule: Triennially

4. Financial Planning Policy

The Board of Trustees has overall responsibility for the financial management of the school but delegates day-to-day management of the school's finance's 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.

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:

1. Reflect the results sought by the Board.
2. Reflect the priorities as established by the Board.
3. Comply where the Board's requirement is for a balanced budget.
4. Demonstrate an appropriate degree of conservatism in all estimates.

Review schedule: Triennially

5. 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 cannot 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.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the Principal must ensure that:

1. Unauthorised debt or liability is not incurred.
2. Generally accepted accounting practices or principles are not violated.
3. Tagged/committed funds are not used for purposes other than those approved.
4. More funds than have been allocated in the fiscal year are not spent without prior Board approval.
5. All money owed to the school is collected in a timely manner.
6. Timely payment to staff and other creditors is made.
7. Unauthorised property is not sold or purchased.
8. All relevant government returns are completed on time.
9. No one person has complete authority over the school's financial transactions.
10. When making any purchase:
 - of over \$5000, comparative prices are sought
 - of over \$5000, an adequate review on ongoing costs, value and reliability is undertaken
 - of over \$5000 on a single item Board approval is first sought.
11. Effective systems are in place to meet the requirements of the payroll system.

Review schedule: Triennially

6. Asset Protection Policy

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Principal is delegated day-to-day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Principal must:

1. All Board assets are insured.
2. Not allow unauthorised personnel or groups to handle funds or school property
3. Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use.
4. Maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00.
5. Ensure the implementation of the 10 Year Property Maintenance Plan.
6. Engage sufficient property maintenance staff for the school within budget limitations.
7. Receive Board approval for maintenance contracts over \$5,000 for any one contract.
8. Conduct competitive tenders for all contracting.
9. Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
10. Not receive, process or disburse funds under controls that are insufficient to meet the Board appointed auditor's standards.
11. Not 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

7. Protection and Sharing of Intellectual Property (Creative Commons)

Learning resources and other material created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the Board's access to materials produced by the Board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Lincoln Heights School therefore:

1. Recognises that the Board of Trustees holds first ownership of copyright of works produced by the Board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the Principal the responsibility to:
 - a) apply by default a Creative Commons Attribution License to all teaching materials and policies in which the Board of Trustees of the school owns copyright
 - b) apply a Creative Commons Attribution license to other copyright works, aside from those described in (2)
 - c) transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike license
 - d) ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the Board of Trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of Disputed Copyright Ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance the dispute should be documented and presented to the school Principal.

2. If the dispute is still not resolved then the documentation should be presented to the Chairperson of the Board of Trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

Nota Bena: 1 and 2 above should be replaced with the school's dispute resolution process, where appropriate.

Definitions

Creative Commons: An international non-profit that provides free open licenses that copyright holders can use to share their work.

Teaching Materials: Copyright works produced by employees of the school for the purposes of teaching.

Review schedule: Triennially

8. Health & Safety Policy

The Board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. The Board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the Board's health and safety policy and school procedures.

The Board will, as far as is reasonably practicable¹; comply with the provisions of legislation dealing with health and safety in the workplace by:

- Providing a safe physical and emotional learning environment
- Ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- Ensure there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures, and comply with the Sale and Supply of Alcohol Act 2012 (<http://www.legislation.govt.nz/act/public/2012/0120/latest/DLM3339333.html>)
- Providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards. This includes recording and investigating injuries, and reporting serious harm incidents.
- Having a commitment to a culture of continuous improvement.

The Principal as Officer has responsibility for implementing this policy and therefore must:

- Exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations².
- Take all reasonable steps to protect student, staff and visitors to the school from unsafe or unhealthy conditions or practises
- Ensure that the staff Code of Conduct is implemented effectively
- Ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- Provide a smoke free environment
- Ensure a risk analysis management system (RAMS) is in place and carried out
- Seek approval for overnight stays/camps/visits attesting first to their compliance with above
- Consult with the community every two years regarding the health programme being delivered to students.
- Provide information and training opportunities to employees
- Advise the Board Chairperson of any emergency situations as soon as possible
- Ensure all employees and other workers at the school will take reasonable care to:
 - cooperate with school health and safety procedures
 - comply with the health and safety legislation, duties of workers
 - ensure their own safety at work
 - promote and contribute to a safety conscious culture at the school.

Review schedule: Triennially

¹ **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

² know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

9. Child Protection Policy

This policy outlines the Board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the Board's expectations when child abuse is reported or suspected by us.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The Board of Trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally or sexually) ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a Social Worker or the local Police.

Although ultimate accountability sits with the Board, 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. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
2. Comply with relevant legislative requirements and responsibilities.
3. Make the policy available on the school's internet site or available on request.
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required.
5. Ensure the interests and protection of the child are paramount in all circumstances.
6. Recognise the rights of family/whanau to participate in the decision-making about their children.
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
8. 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.
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the Board or designated person.
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise.
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
13. Ensure that this policy forms part of the initial staff induction programme for each staff member.

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014.
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children:
<http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children-pdf>

10. 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.

3.14 Triennial Review Programme

2019 Mtg dates	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Requirements	Appoint Chair & Deputy Chair	Deprec rate review	Accts to Auditor for Roll Rtn		Annual Rpt	Nat Stds parent reporting	Roll return		Nat Stds & parent rptng			
Charter Development	Annual Plan Devlpmt	Annual Plan confirm		Draft Ann Rpt	Prin 5 Maori 1	Prin 3	Commyt consult Prin 2		Prin 4 Maori 2 Reww ims	Prin 6 Review Ann Plan & Targ&ts	Prin 1 Prin 7 Review Ann Plan & Targets	
Student Prog & Achievemt	Draft Planning & Reporting	Final Plann & Report	Maths Ldrshp	Maori Achvmt	Attend L/ship	Maths/ L/ship	Maori Achvmt	Math s/ Lship	Attenda nce	Spelling		Moemoe Fou Achievmt Report
Budget	Draft budget	Approv					Mid year review					Schl don Review Budget 1 st draft
Principal Appraisal						Update					Signoff	
Curriculum					Area 1 Science	Area 2 LwDT	Area 3 The Arts	Area 4 – Yr 7/8 Tech	Area 4 EOTC	Curric Dvlmt Team Rpt		
Policy	Gov Manual Review		Curric		Prop Gov Pol 1-3	H&S	H&S					
Brd process/ Prof Devel					Mid term elections		NZSTA conf					
Health & Safety		H&S 1	H&S 2	H&S 3	H&S 4	Vul Chn H&S5	H&S6	H&S7	H&S8	H&S9	H&S10 & 11	
BOT/Staff Connection		Whanau sports									BOT/ Staff dinner Fiafia	Snrs Graduate Dinner/ Dance

2020 Mtg dates	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Requirements	Appt of Chair/ Deputy	Deprec rate review	Accts to Auditor for Roll Rtn		Annual Rpt	Nat Stds parent reporting	Roll return	Nat Stds parnt report				
Charter Development	Annual Plan	Annual Plan confirm		Com m Cons	Comm Cons	Comm Consult	Revise Charter	Rev Chrtr		Conf of Charter		
Strategic Aims - Review					Prin 5 Maori 1	Prin 3	Prin 2		Prin 4 Maori 2	Prin 6 Ann Plan & Targets	Prin 1 Prin 7	

Strategic Aims - Hautu			Acctability	Ldrsh ip (1)	Ldrsh ip (2)	Repres ent (1)	Emp Role (1&2)				Adopt Charter targets	
Student Prog & Achievmt	Draft Planning & Reporting	Final Plann & Report	Maths/ Ldrsh ip	Scien ce Achv mt	Attend/ Literacy	Maths/ L/ship	Maori Achvmt	Math s/ L/ship	Attend ance	Spelling	Moemoe Fou Achievmt Report	
Budget	Draft budget	Approve budget	Draft Ann Rpt				Mid year review				Rev schl donations Budget 1 st draft	
Principal Appraisal						Update					Sign off	
Curriculum					Area 1 Science	Area 2 LwDT	Area 3 The Arts	Area 4 7/8 tech	Area 4 EOTC	Curric Dvlmt Team Rpt		
Policy	Gov Man review				Prop Gov Pol 1-3							
H&Safety		H&S1	H&S2	H&S3	H&S4	Vul Chn H&S5	H&S6	H&S7	H&S8	H&S9	H&S10 & 11	
Brd process/ Prof Devel					Triennial electns		NZSTA conf					
BOT/Staff Connection		Whanau Sports	Xcountry & SL confs								BOT/Staff dinner Fiafia	Snrs Graduate/ Dinner

Notes: