

# Lincoln Heights School

## Governance Manual

*Last Updated: July 2024*

## Index:

<b>Introduction</b>	4-7
<b>Part 1 - The Strategic Plan</b>	8-9
<b>Part 2 - Governance Policies</b> – The board’s rules for how it intends to govern	10
1. Board Roles & Responsibilities Policy	10-11
2. Responsibilities of the Principal Policy	12
3. Disciplinary Process in Relation to the Principal Policy	13
4. Principal Professional Expenses Policy	13
5. Reporting to the Board Policy	13-14
6. Members’ Code of Behaviour Policy	14
7. Members’ Remuneration and Expense Policy	14-15
8. Conflict of Interest Policy	15
9. Presiding Member’s Role Description Policy	15-16
9.1 Presiding Member’s Role	16
10. Staff Trustee Role Description	17
11. The Relationship between the School Board and the Principal Policy	17
12. Principals Performance Management Policy	18
13. The Relationship Between the Presiding Member and the Principal Policy	18-19
14. The Māori Development Plan – How we intend on improving Māori students achievement	19
15. Meeting Process policy	20
16. Meeting Procedure policy	20-21
16.1 Public Attending Board Meetings Procedure	22
16.2 Meeting Agenda	23
16.3 Evaluation of meeting	24
17. Board Member Induction Policy	25
18. Board Review Policy	25-26
18.1 Member Review	25
18.2 Presiding Member Review	26
18.3 Board Review	26
19. Committee Policy	26
19.1 Review Committee Terms of Reference	27
19.2 Student Disciplinary Committee Terms of Reference	28-29
19.3 Finance Committee Terms of Reference	28-29
20. Delegated Authority – Delegations List	30
21. Concerns and Complaints Process	31-32

22. Board Member Register	33
23. Board Annual Work Plan	34
24. Strategic Aim Description	35
25. This Year's Reviews	36

### **Part 3 - Operational Policies**

1. Curriculum Delivery Policy	37
2. Personnel Policy	37
3. Appointments Policy	38
4. Financial Planning Policy	38
5. Financial Condition Policy	39
6. Asset Protection Policy	39
7. Protection and sharing of intellectual property	39
8. Health and Safety Policy	40
9. Child Protection Policy	41
10. Legal Responsibilities Policy	42
3.1 Triennial Review Programme	43-44

## **Constitutions of the School Board At A Glance**

School Boards' 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 School Board is:

- 5 parent elected representatives
- Principal
- Staff representative
- Student representative (in schools with Year 9 and above students)
- Co-opted Board Members; 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 School Board can alter the number of parent representatives.

Before a School 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/>

### **SchoolDocs Policies**

Lincoln Heights School uses SchoolDocs the online and policy procedure service for schools. This Governance Manual is to be read in conjunction with the SchoolDocs policies.

If there is a conflict between this manual and the SchoolDocs policies, the SchoolDocs policies which are subject to rigorous updates and reviews around best practice, and updates to legislation and regulations, should prevail.

## Introduction

The Board 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: New Zealand Curriculum, Te Tiriti o Waitangi, New Zealand Bill of Rights Act 1990, Human Rights Act 1993, New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities.

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

### Board is Governing Body

- (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 130, the school's Principal is the Board's Chief Executive in relation to the school's control and management.

### Bylaws

- (1) A Board may make bylaws that the Board thinks necessary or desirable for the control and management of the school.
- (2) Before making a bylaw, the Board must consult its staff, its students (to the extent that the Board considers appropriate), and the school community regarding the proposed bylaw.

### Objectives of Boards in Governing Schools

- (1) A Board's primary objectives in governing a school are to ensure that:
  - (a) Every student at the school is able to attain their highest possible standard in educational achievement; and
  - (b) The school:
    - (i) is a physically and emotionally safe place for all students and staff; and
    - (ii) gives effect to the relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
    - (iii) Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
  - (c) The school is inclusive of, and caters for, students with differing needs; and
  - (d) The school gives effect to Te Tiriti o Waitangi, included by:
    - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te o Māori; and
    - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
    - (iii) achieving equitable outcomes for Maori students.
- (2) To meet the primary objectives, the Board must:
  - (a) Have particular regard to the statement of national education and learning priorities issued under section 5; and
  - (b) Give effect to its obligations in relation to:
    - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
    - (ii) teaching and learning programmes; and
    - (iii) Monitoring and reporting students' progress; and
  - (c) Perform its functions and exercise its powers in a way that is financially responsible; and
  - (d) If the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
  - (e) Comply with all of its other obligations under this or any other Act.

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; that the school is an inclusive and safe place for all students and staff; that the school gives effect to Te Tiriti o Waitangi are the Board's primary objectives.</p> <p>The Board acts in a stewardship role and is entrusted to <b>work on behalf of all stakeholders</b>. 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 <b>proactive rather than reactive</b> 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 sections of the Education and Training Act 2020 and the Education (School Board) Regulations 2020 as set out below.

### Education & Training Act 2020

The Education and Training Act 2020 came into force on 1<sup>st</sup> August 2020 and clarifies the governance role of the School Board and its primary objectives. Most of the powers and functions of Boards are now set out in the Education (School Boards) Regulations 2020, with the Principal's role as Chief Executive specified in section 130 of the Act.

#### Control and Management of State Schools

##### Principal is Chief Executive of the Board in relation to the school's control and management.

- (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) Must comply with the Board's general policy directions; and
  - (b) Subject to paragraph (a), has complete discretion to manage the school's day-to-day administration as they think fit.

#### Staff

A Board may, in accordance with the Public Service Act 2020, appoint, suspend, or dismiss school staff.

#### Board has complete discretion

- (1) A Board has complete discretion to perform its functions and exercises its powers as it thinks fit.
- (2) Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

### **Delegations**

- (1) A Board may, by resolution and in writing either generally or specifically, delegate any of the functions or powers of the Board, or of a Board member to any of the following persons:
  - (a) a Board member or members;
  - (b) the Principal or any other employee or office holder of the Board;
  - (c) a committee consisting of at least two persons, at least one of whom is a Board member;
  - (d) a person approved by the Minister;
  - (e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
- (2) Subclause (1) does not apply to any functions or powers specified in the Act as not being capable of delegation.
- (3) The Board must not delegate the general power of delegation.
- (4) A person to whom any function or power is delegated may perform the function or exercise the power in the same manner and with the same effect as if the person were the Board or Board member (subject to any restrictions or conditions imposed by the Board).
- (5) A person purporting to act under a delegation:
  - (a) is, in the absence of proof to the contrary, presumed to be acting in accordance with the delegation; and
  - (b) must produce evidence of the person's authority to do so if reasonably requested to do so.
- (6) A person to whom any function or power is delegated may delegate that function or power only:
  - (a) with the prior written consent of the Board; and
  - (b) subject to the same restrictions, and with the same effect, as if the sub-delegate were the delegate.
- (7) A delegation under subclause (1):
  - (a) is revocable at will by resolution of the Board and written notice of the delegate (or by any other method provided for in the delegation);
  - (b) does not prevent the Board or the Board member performing the functions or the exercising the powers;
  - (c) does not affect the responsibility of the Board for the actions of any delegate acting under the delegation.
  - (d) is not affected by any change in the membership of the Board or of any committee or class of persons.

### **Cultural Diversity, Treaty of Waitangi, Tikanga Māori, and Te Reo Māori**

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 Māori 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 Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it

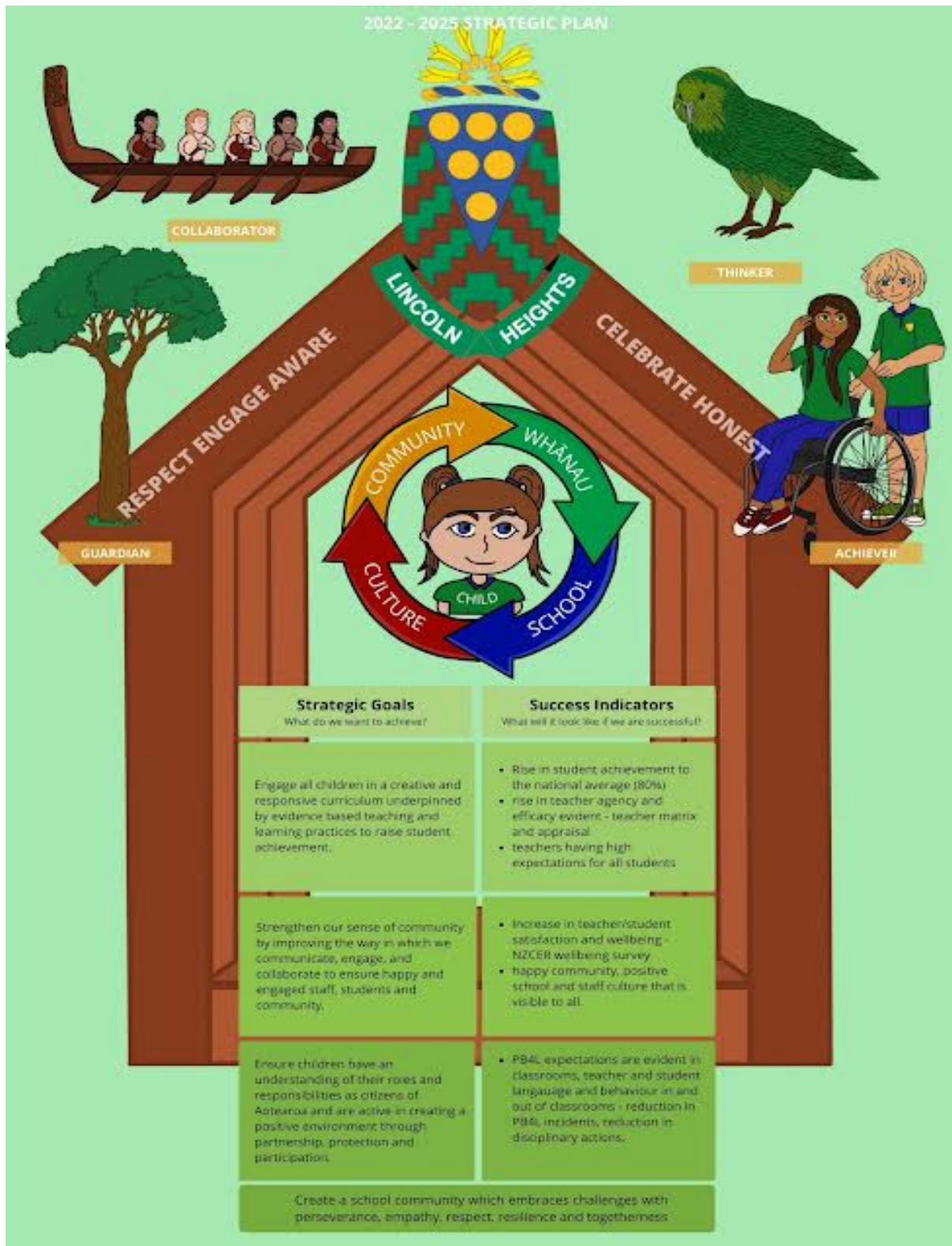
### **s.76 Principals**

- (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.

**Part 1**

**The 2022-2025 Strategic Plan**





## **The Lincoln Heights School Strategic Plan – diagram explanation**

**Strategic Goals and Success Indicators – *Create a school community which embraces challenges with perseverance, empathy, respect, resilience and togetherness.***

### **What do we want to achieve?**

Engage all children in a creative and responsive curriculum underpinned by evidence based teaching and learning practices to raise student achievement.

### **What will it look like if we are successful?**

Rise in student achievement to the national average (80%).  
Rise in teacher agency and efficacy evident – teacher matrix and appraisal  
Teachers having high expectations for all students

### **What do we want to achieve?**

Strengthen our sense of community by improving the way in which we communicate, engage, and collaborate to ensure happy and engaged staff, students and community.

### **What will it look like if we are successful?**

Increase in teacher/student satisfaction and wellbeing – NZCER wellbeing survey  
Happy community, positive school and staff culture that is visible to all.

### **What do we want to achieve?**

Ensure children have an understanding of their roles and responsibilities as citizens of Aotearoa and are active in creating a positive environment through partnership, protection and participation.

### **What will it look like if we are successful?**

Positive Behaviour For Learning (PB4L) expectations are evident in classrooms, teacher and student language and behaviour in and out of classrooms, reduction in PB4L incidents, reduction in disciplinary actions.

## 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 Boards' key areas of contribution are focused on four outcome areas:

**Representation**

**Leadership**

**Accountability**

**Employer Role**

#### Outcome Statement

The Board is focused on governance that:

- a) Fosters and supports the ongoing improvement of student progress and achievement;
- b) Ensures that the school is a safe and inclusive place for all students and staff;
- c) Gives effect to Te Tiriti o Waitangi.

#### Scoping

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

#### Delegations

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

#### Expectations and Limitations

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 <sup>st</sup> 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, including students with differing needs.	2.1 The Board approves an annual review schedule covering curriculum and student progress and achievement reports. 2.2 Reports are received at each regular Board meeting from the Principal on progress against the Annual Plan, highlighting risk/success. 2.3 Information reported to the Board is thoughtfully discussed, critiqued and challenged. 2.4 Targets in the Annual Plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3. Ensures that the school is a safe place for all students and staff.	3.1 All reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination. 3.2 Students' rights under the Education & Training Act 2020, the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured.

4. Ensures the school gives effect to Te Tiriti o Waitangi.	4.1 Plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori. 4.2 All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori. 4.3 Māori students achieve equitable outcomes.
5. Appoints, assesses the performance of and supports the Principal.	5.1 Principal's performance management system in place and implemented.
6. Approves the annual budget and monitors financial management of the school.	6.1 Budget approved at the February meeting each year. 6.2 Satisfactory performance of school against budget.
7. Effectively manages risk.	7.1 The Board has an effective governance model in place. 7.2 The Board remains briefed on internal/external risk environments and takes action where necessary. 7.3 The Board identifies 'trouble spots' in statements of audit and takes action if necessary. 7.4 The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action.
8. Ensures compliance with legal requirements.	8.1 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. 8.2 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. 8.3 Board seeks appropriate advice when necessary. 8.4 Accurate minutes of all Board meetings, approved by the Board are signed by the Presiding Member. 8.5 Individual staff/student matters are always discussed in public excluded sessions (In Committee). 8.6 Board meetings have a quorum.
9. Ensures members attend board meetings and take an active role.	9.1 Board meetings are effectively run. 9.2 Members attend board meetings having read board papers and reports and are ready to discuss them. 9.3 Minimum attendance at 80% of meetings. 9.4 No unexplained absences at board meetings (3 consecutive absences without prior leave will result in immediate step down (refer Education & Training Act 2020, schedule 23, clause 12 (1)(c)).
10. Approves major policies and programme initiatives.	10.1 Approve programme initiatives as per policies. 10.2 The Board monitors implementation of programme initiatives.
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer.	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. staff employment agreements and arrangements). 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct. 11.3 Ensures there is ongoing monitoring and review of all personnel policies. 11.4 The Board reports annually on compliance with its personnel policy on being a good employer (including the Equal Employment Opportunities programme).
12. Deals with disputes and conflicts referred to the Board as per the school's Concerns and Complaints procedures.	12.1 Successful resolution of any disputes and conflicts referred.

13. Represents the school in a positive, professional manner.	13.1 Code of Behaviour adhered to.
14. Oversees, conserves and enhances the resource base.	14.1 Property /resources meet the needs of the school's aims.
15. Effectively hands over governance to new Board members at election time.	15.1 New members provided with Governance manual and induction. 15.2 New members fully briefed and able to participate following attendance at an orientation programme. 15.3 Appropriate delegations are in place as per Schedule 6 (17) of the Education & Training Act 2020. 15.4 Board and members participate in appropriate professional development.

*Review schedule: Triennially. Next review 2023*

## **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. 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 Presiding Member 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 (NZSTA) 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 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. Analysis of 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. Member's Code of Behaviour**

The Board is committed to ethical conduct in all areas of it's responsibility and authority. Members 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 members 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 members do not act independently of the Board's decisions.
9. Speak with one voice through it's 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 member or subgroup/committee/working party of the Board has no authority in any interaction with the Principal or staff.
12. Recognise that only the Presiding Member (working within the Board's agreed Presiding Member role description or delegation) or a delegate working under written delegation, can speak for the Board.
13. Continually self-monitor their individual performance as members 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. Members Remuneration and Expenses Policy**

The Board has the right to set the amount that the Presiding Member 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 members except the Presiding Member. Currently at Lincoln Heights School:

1. The Presiding Member receives \$75.00 per Board meeting.
2. All other 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 members and \$825.00 for the Presiding Member.
5. Attendance costs for members professional development sessions will be met by the Board. 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.

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

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

If so many board members are conflicted that a quorum cannot be formed, the Board will form a committee of non-conflicted members with appropriate delegation.

*Review schedule: Triennially*

## **9. Presiding Member's Role Description Policy**

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

The Presiding Member:

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the Board \*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the Code of Behaviour is understood and signed, and leads new member induction.
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Boards' 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 members 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 & Training Act 2020, the Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any Board policies and protocols. \*
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 Presiding Member is elected.

## 9.1 Presiding Member's Role

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

Presiding Member 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 Presiding Member.
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 Presiding Member.	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 member 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 members.

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 Member 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 members.
4. Day-to-day relationships between the Board and the Principal are delegated to the Presiding Member.
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 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 Presiding Member 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 Presiding Member, 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 Presiding Member/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 Presiding Member and the Principal Policy**

The Presiding Member 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 Presiding Member's Role policy.
5. The Members Code of Behaviour policy.

Relationship Principles:

1. A positive, productive working relationship between the Principal and the Presiding Member is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The Presiding Member 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 Presiding Member 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 Presiding Member has no authority except that granted by the Board.
13. Understand that the Presiding Member 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. Māori Development Plan**

Ministry of Education Policy and strategy states that:

Our school must support Māori, 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 Māori education strategy *Ka Hikitia – Accelerating Success 2013-2017* continues our work towards realising the vision for Māori students to enjoy and achieve education success as Māori.

Tau Mai Te Reo – The Māori 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 Māori language. The Ministry of Education and education sector agencies have obligations, as Crown agencies, to actively protect Māori 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 Māori development will assist the school to improve Māori student achievement, and parents, families and whānau involvement with the school.

#### Strategy (Māori Development Plan)

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

- Co-opting a second Māori person on to the Board and make an effort to continue to have two Māori people represented on the Board.
- Recruitment of three (3) Māori teachers with a focus on Te Reo Māori, tikanga and whānau involvement as a critical element of their delivery. This allows for a Māori teacher to be placed in each section of the school – junior, middle and senior.
- Holding an annual whānau/family day that embraces Māori and whānau/families. This would include kapa haka, cultural performances, sports and other possible community activities.
- Teachers, staff and Board are encouraged to broaden their knowledge and practice in Te Reo and tikanga.
- 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 Māori 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 Presiding Member. 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 folder in reception.
2. Are held with the expectation that members 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 members 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 Whakataukī or Karakia
- Board minutes will be taken by a non-member 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. Members 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 member must request leave from the Board at a board meeting and the Board must make a decision \*
- The Presiding Member shall be elected at the first meeting of the year except in the triennial election year where Presiding Member election will be at the first meeting of the newly elected Board \*
- The Presiding Member may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote \*
- Any members 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 member 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 member could have, or could be thought to have, a personal stake in matters to be considered by the Board
- Only members have automatic speaking rights
- The Board delegates (and minutes) powers under clause 17 of the Education (School Boards) Regulations 2020, 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 Presiding Member and other Board members are paid for attendance at Board meetings is set by the Board. Currently the Presiding Member receives \$75.00 per board meeting and Board

members receive \$55.00 per board meeting. There is no payment for sub-committee or working party meetings.

- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605.00 annually for members and \$825.00 for the Presiding Member.

**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 deferred to the following meeting.

**Special Meetings:**

- A special meeting may be called by delivery of notice to the Presiding Member signed by at least one third of members currently holding office.

**Exclusion of the Public (In Committee):**

- 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 Presiding Member
- 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 Presiding Member and are then open for discussion
- All motions and amendments moved in debate must be seconded unless moved by the Presiding Member \*
- 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 members can read it if required.

**Termination of Debate:**

- All decisions are to be taken by open voting by all members 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 Presiding Member, 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 Presiding Member (via the Executive Officer) five (5) working days prior to the meeting
- Late items will only be accepted with the approval of the Presiding Member 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 Presiding Member for approval within four (4) working days of the Board meeting before being distributed to members 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 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 rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the Board.
4. Speakers shall be restricted to a maximum of three (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 Presiding Member 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 members on the Board.

*Review schedule: Triennially*

## 16.2 Meeting Agenda

A typical agenda will be as follows:

<b>School Board Meeting Agenda – meeting date</b>			
	<b>Policy Reference:</b>	<b>Led by:</b>	<b>Time:</b>
<u>1. Administration</u> 1.1 Present 1.2 Apologies 1.3 Declaration of Interests			3 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 mins
<u>7. Meeting Closure</u> 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			5 mins
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			

*Review schedule: Triennially*

**16.3.           Quarterly Evaluation of meeting on [date] chaired by [name]**

1 How well did we accomplish the results we expected from this meeting?

<b>Not at all</b>						<b>Very well</b>
1	2	3	4	5		

**Comment:**

2 How satisfied are you with how the team worked as a group?

<b>Not at all</b>						<b>Very well</b>
1	2	3	4	5		

**Comment:**

3 How satisfied are you with your participation and contribution as an individual?

<b>Not at all</b>						<b>Very well</b>
1	2	3	4	5		

**Comment:**

4 Is there anything that you believe would improve our meeting process?

Name: (Optional) .....

*Review schedule: Triennially*



## 17. Board Member Induction Policy

The Board is committed to ensuring continuity of business and a smooth transition when members join the Board. Therefore:

1. New members will receive a welcome letter on their joining the Board which includes:
  - Where and when they can collect their Governance folder
  - The suggested date of the induction
  - The date of the next Board meeting
  - Presiding Member and Principal contact details
2. New members 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 Presiding Member 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 Presiding Member 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 Presiding Member 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 Presiding Member 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 Member Review

Each quarter members 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 Presiding Member Review

The Presiding Member will evaluate his/her effectiveness and performance in discussion with individual members and the Principal (in particular the Role of the Presiding Member standards). Annually the Presiding Member will co-ordinate a review of the effectiveness of the Board. 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.

<b>GOVERNANCE ROLES</b>	<b>Areas we need to measure/review in order to know whether we are performing well</b>	<b>Measures</b>	<b>Frequency</b>
Leadership	Strategic and Annual Plan Review Strategic Plan Overall how well have we performed? New member induction  Board professional development plan Governance framework Governance policies	Annual report including AOV Review introduction section Annual Board Report Card New member evaluation  Member survey Governance survey Policy review	Annually 3 – 5 yearly Annually 3 months post new member 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 (Feb/Oct) 6 x per year 6 x per year Annually (Sept) Ongoing 3 year cycle Ongoing Per meeting
Representation	Community consultation  Consultation with Māori 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 (Feb)

## 19. Delegations and Committee Principles policy

Regulation 9 of the Education (School Boards) Regulations 2020 allows the Board to appoint committees/working parties to assist it to carry out its responsibilities and due process (e.g. staff appointments, finance, property, disciplinary).

Unless specified otherwise in the Education & Training Act 2020, Regulation 8 of the Education (School Boards) 2020 gives the Board the authority to delegate any of its functions or powers to a person (as specified in the regulation) or committee, except the power to borrow money.

Delegations must be made by resolution of the Board and should be notified to the delegate(s) in writing, along with Terms of Reference.

A person who has been delegated functions or powers of the Board may not sub-delegate to another person without prior written consent of the Board.

Anyone to whom a sub-delegate has been made, is subject to the same restrictions and Terms of Reference as the original delegate.

No one may exercise any of the Board's functions or powers without delegation.

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-Board members but at least one committee member must be a member of the Board.
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 Presiding Board Member.
4. Assist the Board to clarify by preparing policy alternatives and implications for Board deliberation.
5. Are intended to assist the Board and not to advise or carry out the work of staff.
6. Must act through the Board and can only recommend courses of action unless they hold delegated authority to act on the Board's behalf.
7. Are to have Terms of Reference drawn up as require, usually containing information as to their:
  - purpose
  - membership
  - delegated Authority.

The Board will maintain a record of current delegations.

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

*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 two members; excludes the Presiding Member 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 members 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 members or employee and all members 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 members 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 suspension of students adhere to the requirements of Education & Training Act 2020, Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999 and Ministry of Education guidelines.

### **Committee members:**

All members of the Board excluding the Principal.

The Board's Presiding Member shall preside over student suspension meetings, or, in their absence, another non-school based Board member determined by the Committee.

The quorum for the Committee shall be three Board members.

### **Duties and responsibilities:**

The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the Ministry of Education 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:**

Under Clause 8 of the Education (School Boards) Regulations 2020, certain powers of the Board shall be delegated to the Student Behavior Management Committee of the Board. The Committee will:

- review the Principal's decision to suspend
- if the Principal's decision to suspend is upheld, make recommendations to the Board or decide the outcome according to Committee as delegated
- uphold the principles of natural justice in suspension meeting procedures
- act in fairness, without bias or prejudice and with confidentiality
- 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 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 would be 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**

<b>Date</b>	<b>Action Required</b>
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 Signed off Annual Accounts to be uploaded to school website.
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

<b>Date of Minuted Delegation</b>	<b>Personnel</b> 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 Board member.	<b>Delegated Authority</b> See individual Committee Terms of Reference in the Board's Governance Manual.	<b>Term of Delegation</b> Note: Delegation ceases at the date below, by earlier resolution of the Board or if no date is ongoing.
31/07/2024	<b>Recruitment</b>	That the Board directs the Principal to appoint personnel as per SchoolDocs Recruitment policies and procedures.	Ongoing
31/01/2024	<b>Deputy Principal</b>	That the Board directs that, except where the Board, at its discretion, otherwise determines, the Deputy 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 day-to-day duties and powers of the Principal.	Ongoing
31/01/2024	<b>Staff Disciplinary Committee</b> All Elected and Co-opted members of the Lincoln Heights School Board will take turns to sit on this committee as appropriate. The Principal and Staff Trustee 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
31/01/2024	<b>Student Disciplinary Committee</b> All Elected and Co-opted members 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 members excluding the Principal and Staff Trustee, and that those members in attendance at the meeting have full delegated authority to make decisions at this meeting according to Education & Training Act legislation.	Ongoing

**Notes:**

[P] = Presiding Member

[M] = Member

*Review schedule: Annually*

## **21. Concerns and Complaints Process**

From time to time the Principal or Board may 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.

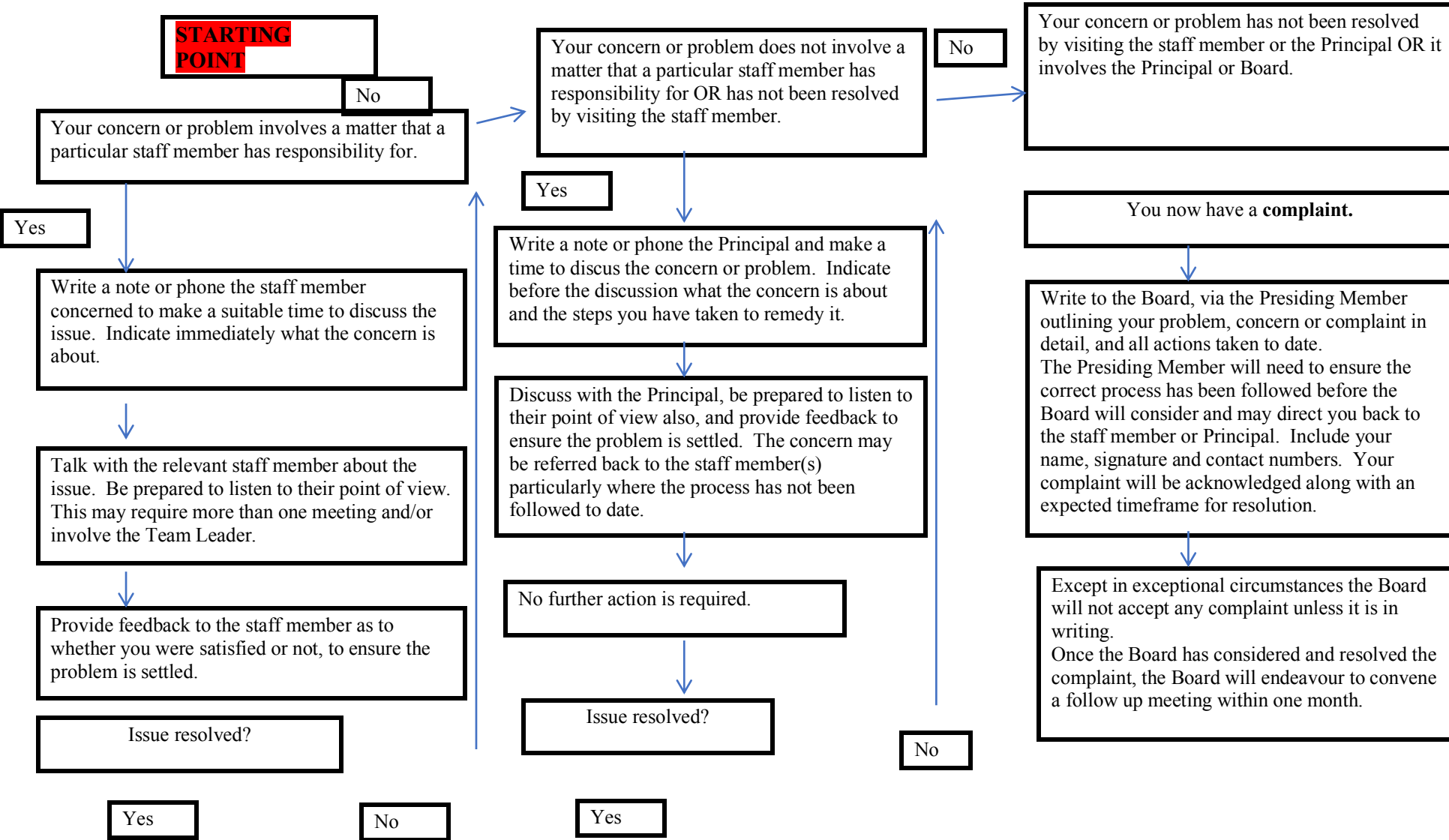
1. The concern is to be directed to the appropriate person in the first instance.
2. All Collective Agreements or individual contract provisions are to be abided by.
3. The person making the complaint is to be given a fair hearing and the concern will be taken seriously, being given due deliberation.
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 32)

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





**22. Board Member Register [Insert C]**

Approved Number of Elected Trustees = 4

Elected Staff Representative = 1

Name	Address/Phone/email	Position on Board [Presiding Member P, Commissioner CMR, Member ME]	Type of Member [Note 1]	Ethnicity [Note 1]	Current Term commenced	Current Term expires
Presiding Member Raewyn Clark	<a href="mailto:bot@lincolnheights.school.nz">bot@lincolnheights.school.nz</a>	Presiding member	EL	NZE	22/11/23	2026
Gordon Irving	As above	ME, Staff Trustee	EL	NZE	14/9/22	2025
Kiri McCabe	As above	ME	EL	NZE	10/8/22	2025
Ben Lynch	As above	ME	Co-opted	NZE	6/4/23	10/24
Sarah Pope	As above	ME	EL	NZE	22/11/23	2026
Ken Tuioti	As above	ME	EL	Pasifika	10/8/22	2025
Robert Walker	As above	ME	Selected	NZE	29/11/23	2026
Leisha Byrnes	<a href="mailto:leishab@lincolnheights.school.nz">leishab@lincolnheights.school.nz</a>					

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 2024**

2024	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Board meeting dates	31/1/24	28/2/24	27/3/24	No mtg	29/4/24	26/6/24	31/7/24	28/8/24	25/9/24	30/10/24	27/11/24	Date TBC
Requirements	Appoint Presiding Mbr Appoint Dep Presiding Mbr	Deprec Rate Review Cycl Maint Plan review Kiwisport rpt Good Employer rpt SchoolDocs Review Sched	Final Accounts to Auditor Roll return Parent reporting Draft Ann Acts 31.12.23	PDS & ORS Milestone Rpts	Annual Accounts completed & uploaded to MOE & school website		Roll return	Parent Reporting	Health Curriculum consultation	Mid term elections Quarterly member review	Review Strategic Plan	Draft 2024 budget Analysis of Variance draft Draft Annual Plan
Charter Development	Confirm Annual Plan & Strategic Plan			Comm Consult -	Comm Consult to community	Comm Consult review outcome	Revise Charter	Revise Charter	Annual Plan Develmt	Confirmation of Charter		
Strategic Aims - Review/Action Steps		Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3		
Strategic Aims - Hautu			Acctability	Ldrship (1)	Ldrship (2)	Represent (1)	Emp Role (1&2)				Adoption of Charter Targets	
Student progress & achievement against Ann Goals	Final Planning & Reporting					Maths/ Leadership	Mid Year progress towards goals		Draft planning & reporting			EOY progress Draft Analysis of Variance
Budget	Draft budget	Approved	Draft Annual Report				Mid year review		EOY close off			1 <sup>st</sup> draft budget
Principal Appraisal						Sign off						
Curriculum Rep & Achievement		Literacy	PAT	Camp	Learning Support	Maths AforL	Mid Year focus students 6 Yr nets	MMF Kahukura	Pastoral care Wellbeing	Curriculum Team reports		EOY Reading, Writing, Maths
Policy & Board Assurance	Gov Manual Review	Susp/Standdown MOE guidelines EEO rpt	Healthcare School Planning & Reporting Physical Restraint	OIA requests Evacuati ons	Digital Tech & Cyber Safety	Student Attendance Child Protection		Suspension, Standdown & Exclusion Rpt	Hauora Wellbeing Review	Safety checking Prov Certified tchr induction rpt		
Board process/ Prof Development		NZSTA online PD review		Quarterly Trustee Review	Profsnl Developmt (NZSTA)		NZSTA conf Quarterly Trustee Review				Quarterly Trustee Review	
Health & Safety					Pandemic Plan Review							
BOT/Staff connection			Parent/Tchr interviews					Parent/Tchr interviews			Fiafia night	BOT/Staff dinner

***Overall goal – To raise student achievement to 70% ‘at’ or ‘above’ in core curriculum areas and increase student achievement (to 80%) in every class.***

**Strategic Aims:**

Strategic Aim 1      Strengthen our sense of community by improving the ways in which we communicate, engage and collaborate to ensure happy and engaged staff, students and the wider community.

Strategic Aim 2      Engage all children in a creative and responsive curriculum underpinned by evidence-based teaching and learning practises to raise student achievement.

Strategic Aim 3      Ensure children have an understanding of their roles and responsibilities as citizens of Aotearoa and are active in creating a positive environment through partnership, protection and participation.

## 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.

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

## **Part 3**

## **Operational Policy**

### **1. Curriculum Delivery Policy**

#### **Outcome Statement**

Curriculum delivery reflects Charter/Strategic Plan aims and meets legislative requirements.

#### **Scoping**

The Board's primary objectives are to ensure that:

- every student at the school is able to attain their educational potential
- the school is a safe and inclusive environment for all students and staff
- students' (human) rights are protected
- the school gives effect to Te Tiriti o Waitangi.

#### **Delegations**

As the professional leader of the school, the Principal is responsible for fostering quality teaching and learning outcomes.

#### **Expectations and Limitations**

The Principal must ensure:

- An Annual Plan is developed setting out how progress will be made towards the achievement of Charter/Strategic goals and is approved by the Board
- The school local curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Matāuranga o Aotearoa)
- The school local curriculum reflects local tikanga Māori, matāuranga Māori and te o Māori
- School programmes provide students in years 1-10 with opportunities to learn in all areas of the National Curriculum and for students in years 11-13 to continue to learning in their specialised areas of learning.
- There is a focus every child and young person:
  - a) Attaining their education potential
  - b) Developing the abilities and attributes outlined in the National Education and Learning Priorities (NELP)
  - c) Having an appreciation of the importance of:  
The inclusion of different groups and persons with different personal characteristics  
Diversity, cultural knowledge, identity, and the different official languages of New Zealand  
Te Tiriti o Waitangi and te reo Māori
- Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported
- Board approval is sought before changes to 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 and vape-free environment is provided.
4. Employment records are maintained and all employees have a written letter of offer of employment, an up-to-date job description and for non-union employees an Individual Employment Agreement (IEA).
5. Teachers are consulted when developing a procedure to determine the use of units – units for appropriate positions are allocated in a fair and transparent manner.

6. 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.
7. That Performance Agreements are established for all staff and that reviews are undertaken annually.
8. 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.
9. The requirements of the Health and Safety at Work Act 2015 are met.
10. Advice is sought as necessary from New Zealand School Trustees Association (NZSTA) advisors where employment issues arise and the school's insurer is notified.

*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 Presiding Member and a further Board member (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 Presiding Member 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 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, and every practicable effort is made to eliminate the risk of theft or fraud.

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. Ensure 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 Lincoln Heights School therefore:

1. Recognises that the Board 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 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 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 Presiding Member of the Board.
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.

#### **Delegations**

The Board delegates to the Principal as officer, the responsibility to:

- a) Develop and implement health and safety procedures
- b) Ensure employees have the information and professional development they need in order to comply with policy and procedures.

The Board will, as far as is reasonably practicable<sup>1</sup>; 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 obligations<sup>2</sup>.
- 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 Presiding Member 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*

<sup>1</sup> **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.

<sup>2</sup> 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 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](http://www.nzsta.org.nz)
- Ministry of Education website [www.education.govt.nz](http://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.

### 3.1 Triennial Review Programme

2024 Mtg dates	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Requirements	Appoint Presiding Member & Deputy Presiding Member	Deprecate Rev Cyc maint Kiwisport PDS rpt EEO rpt	Final accts to Auditor Roll Rtn	Parent rting	Annual Rpt		Roll return		Parent rping		Parent rping	
Charter Development	Annual Plan Confirmed			Comm consult	Comm consult	Comm consult review outcome	Revise Charter	Revise Charter	Ann Plan Development	Conf of Charter		
Student Prog & Achievemt against Ann Goals	Final planning & reporting					Maths Leadership	Mid Year progress towards goals		Draft planning & reporting			EOY progress Analysis of Variance
Budget	Draft budget	Approv budget	Draft Annual Report				Mid year review		EOY close off			1 <sup>st</sup> draft budget
Principal Appraisal						Sign off					Review	
Curriculum		Literacy	PAT		Learning Spt	Maths AforL	Mid Yr focus students 6 yr nets	MMF Kahu kura	Past care Wellbeing	Curric team reports	Team reports 2024 Camp approval	EOY Reading, Writing, Maths
Policy & Board Assurance	Gov Manual Review				Property Gov Pol 1-3			Susp/ Stand down guidelines	Hauora Wellbeing Review		Susp/Stand down guidelines	
Brd process/ Prof Devel	Planning retreat	NZSTA online PD review		Quarterly Trustee Review	Planned Prof Develop NZSTA		NZSTA conf Trustee Quarterly Review				Trustee Quarterly Review	
Health & Safety					Pandemic Plan review							
BOT/Staff Connection		Whanau sports	Parent tchr interviews					Parent Tchr ints			BOT/ Staff dinner Fiafia	Snrs Graduate Dinner/ Dance

2025 Mtg dates	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Requirements	Appt of Presiding Mbr/ Deputy	Deprecate Rev Cyc maint Kiwisport PDS	Final accts to Auditor Roll Rtn	Parent rping	Annual Rpt		Roll return		Parent rping			
Charter Development	Annual Plan confirmed			Comm Cons	Comm Cons	Comm Consult review outcomes	Revise Charter	Rev Chrtr	Ann Plan Development	Conf of Charter		
Strategic Aims - Review		Camp Tupare Yrs 5-8			Prin 5 Maori 1	Prin 3	Prin 2		Prin 4 Maori 2	Prin 6 Ann Plan & Targets	Prin 1 Prin 7	
Strategic Aims - Hautu			Accountability	Ldrsh ip (1)	Ldrsh ip (2)	Represent (1)	Emp Role (1&2)				Adopt Charter targets	

<b>Student Prog &amp; Achievment against Ann Goals</b>	Final Planning & Reporting					Maths L/ship	Mid Yr progress towards goals		Draft planning & reporting			EOY progress Analysis of Variance
<b>Budget</b>	Draft budget	Approve budget	Draft Ann Rpt				Mid year review					1 <sup>st</sup> draft budget
<b>Principal Appraisal</b>						Sign off						
<b>Curriculum Reporting &amp; Achievement</b>		Literacy	PAT	Camp rpt	Learning Spt	Maths AforL	Mid Yr focus students 6 Yr nets	MMF Kahukura	Pastoral care Wellbeing	Curric Team Rpts	Team reports	EOU Reading, Writing, Maths
<b>Policy</b>	Gov Man review	Susp/Standdown MOE guidelines			Property Gov Pol 1-3			Susp/Standdown MOE guidelines	Hauora Wellbeing Review		Susp/Standdown MOE guidelines	
<b>H&amp;Safety</b>					Pandemic Plan review							
<b>Brd process/ Prof Devel</b>	Planning retreat	NZSTA online PD review		1/4ly Trustee review	Planned prof dev (NZSTA)	Triennial electns	NZSTA conf	1/4ly Trustee review		Triennial Elections date TBC	1/4ly Trustee review	
<b>BOT/Staff Connection</b>		Whanau Sports	Parent Tchr ints					Parent Tchr ints			BOT/Staff dinner Fiafia	Snrs Graduate/ Dinner

Notes: