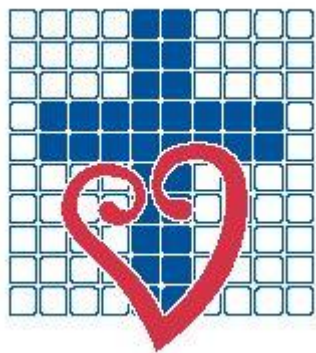


The Sacred Heart Petone Primary School Governance Manual

Sacred Heart Petone Primary School
Governance Manual



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Introduction

The board of trustees of Sacred Heart Petone Primary School is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice in order to ensure effective school performance, the focus of which being the ongoing improvement of student progress and achievement.

Governance

The board is entrusted to work on behalf of the school community. Enhancing student achievement is the board's focus. Board members are trustees and have the school in their trust; this role supersedes whether we are a parent representative, proprietor appointee or staff representative. It emphasises strategic leadership rather than administrative detail and ensures that the school complies with legal and policy requirements. Policies are set at governance level and outline clear delegations to the principal.

The board is responsible for organisational outcomes. The principal is responsible for the organisational processes to achieve those outcomes. The principal reports to the board as a whole with committees used when there is a need identified which contributes to the board's work.

The board keeps the school vision:

"Education within the Catholic faith"

as its focus, and continually works towards the school vision:

"Sacred Heart School, in partnership with parents and caregivers, will develop the talents of each child. We will value and encourage the spiritual, emotional and cultural identity of each child.

We will support and foster academic growth and physical well-being. Through our influence and example students will become caring, confident, connected, actively involved, lifelong learners."

Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]

In developing the above definitions for Sacred Heart School the board was mindful of the following excerpts from the Education Act 1989:

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

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

s.75 Boards to control management of schools –

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

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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) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

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

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

Part 1

The Charter

The Charter (including the Strategic and Annual plans) is in a separate document and all staff and BOT members have a copy.

Part 2

Governance Policy

1. Board Roles & Responsibilities

The Board of Trustees key areas of contribution are:

Representation

Leadership

Accountability

Employer Role

Board member accountability measure	Standard
1. Set strategic directions and long-term plans and monitor the board's progress against them	1.1 Board meets strategic goals
2. Protect the special character of the school	2.1 Special character is obviously considered in all board decisions
3. Monitor financial management of the school and approve the budget	3.1 Satisfactory performance of school against budget
4. Monitor and evaluate student achievement	4.1 Reports from principal on progress against Annual Plan highlight risk/success 4.2 Meet targets in Annual Plan, implement Curriculum Policy and satisfactory performance of Curriculum Education Priorities

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5. Effective risk management	<p>5.1 Attend board meetings having read board papers and reports and ready to discuss them</p> <p>5.2 Board meetings have a quorum</p> <p>5.3 Remain briefed on internal/external risk environments and take action where necessary</p> <p>5.4 Identify 'trouble spots' in statements of audit and take action if necessary</p>
6. Ensure the board is compliant with its legal requirements	<p>6.1 New members have read and understood: Board induction pack; & requirements of board members</p> <p>6.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the organisation. Board has sought legal advice when necessary</p> <p>6.3 Accurate minutes of all board meetings, approved by board and signed by Chair</p> <p>6.4 Individual staff/student matters are always discussed in Public Excluded Session</p>
7. Attend board meetings and take an active role as a trustee	<p>7.1 Attendance at 80% meetings (min.)</p> <p>7.2 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989</p> <p>7.3 Board papers read prior to attending board meetings</p>
8. Approve major policies and programme initiatives	8.1 Approved and minuted.
9. Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 The Treaty of Waitangi is obviously considered in board decisions
10. Approve and monitor Personnel policy and procedure. Act as good employers	10.1 Become and remain familiar with employment conditions of organisation, staff contract and Award arrangements
11. Appoint, assess the performance of and nurture the Principal	11.1 Principal's Performance Management System in place & implemented
12. Deal with disputes and conflicts referred to the board	12.1 Successful resolution of any disputes and conflicts referred

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13. Represent the school in a positive, appropriate manner	13.1 Code of Behaviour adhered to
14. Oversee, conserve and enhance the resource base	14.1 Property /resources meet the needs of the student achievement goals
15. Hand over governance to new board/trustees at election time	15.1 New trustees provided with Governance manual 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme

2. Trustee's Code of Conduct

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

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

I have read and understood this Code of Behaviour and agree to follow and abide it to the rest of my ability.

Signature:

Trustee name:

Date:

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3. Conflict of Interest

The standard of behaviour at Sacred Heart Petone Primary 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 interests, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's integrity, and to protect the integrity and reputations of staff and board members. 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 meetings or activities, staff and board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the room for the discussion and will not be permitted to vote on the question.

4. Chairperson's Role

The chairperson of Sacred Heart Petone Primary School safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

The Chair:

1. Welcomes new members and leads the process for their induction
2. Provides leadership in focusing the board on sustaining and developing the Catholic Character of the school.
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Conduct policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures that the work of the board is completed
6. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items.
7. Ensures that the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
8. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act, the relevant sections of the Local Government Official Information and Meetings Act (LGOIM) and any relevant board policies
9. Ensures active participation by all board members
10. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s
11. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
12. Establishes and maintains a productive working relationship with the principal.

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13. Ensures that the principal's performance agreement and appraisal are completed on an annual basis

Compliance Review: Annually in November

5. Staff Trustee Role Description

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

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

Staff Trustee accountability measure	Standard
1. To work within the Board's Charter	1.1 The Charter is obviously considered in Board decisions
2. To abide by the board's governance and operational policies	2.1 The staff 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.	3.1 The staff trustee is not a staff advocate 3.2 The staff trustee does not bring staff concerns to the board.
4. The staff trustee is bound by the Trustee Code of Conduct	4.1 The staff trustee acts within the code of behaviour
5. It is not expected that the staff trustee act as a union delegate.	5.1 The staff trustee does not bring staff issues to the Board
6. It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board.	6.1 No regular reports received unless a request has been made by the board on a specific topic.

6. The Relationship between the Board and the Principal

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the boards agreed Code of Conduct should be read alongside this policy.

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1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the principal are delegated to the chair.
5. All reports presented to the board by the staff arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The board and the principal must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfill their role.
11. The principal should be able to share their biggest concerns with the board.

7. The Relationship between the Chairperson and the Principal

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

The relationship principles are to be read in line with the following:

1. The boards agreed governance and management definitions
2. The board's Roles & Responsibilities policy
3. The Responsibilities of the Principal policy
4. The Chairperson's Role policy
5. The Trustee's Code of Conduct policy

Relationship Principles:

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

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8. Meeting Process

The board is committed to effective and efficient meetings. Meetings:

1. are based on a prepared annual agenda. The agenda preparation is the responsibility of the chairperson. Sufficient copies of the agenda of the open (public) session will be published on the Board of Trustees notice board and available at the meeting place for the public.
2. are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour
3. have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the LGOIM. 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

9. Meeting Procedures

(an * denotes legislative requirement)

General:

- Meetings are held as per the annual agenda.
- The quorum shall be more than half the members of the board currently holding office.*
- The chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*
- The chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.* Good practice suggests that the chair uses the casting vote to stay with the status quo.
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.*
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 16 & 17 of Education Act to the Disciplinary Committee
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.

Time of Meetings:

- Regular meetings commence at 7.00pm and conclude by 9.00pm.
- A resolution for an extension of time may be moved to a maximum of 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

- A special meeting may be called by delivery of notice to the chairperson signed by at least one third of trustees currently holding office

Exclusion of the Public:

- The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the LGOIM.*

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Public Participation:

- Public participation is at the discretion of the chairperson.
- Public attending the meeting are given a notice about their rights to participation in the meeting.

Motions/Amendments:

- All motions and amendments moved in debate must be seconded unless moved by the chairperson.*
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.*
- No further amendments may be accepted until the first one is disposed of.*
- The mover of a motion has right of reply.*
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.*

Termination of debate:

- All decisions are to be taken by open voting by all trustees present.

Suspension of Meeting Procedures:

- These meeting procedures may be suspended by resolution of the meeting.

Agenda:

- Agenda items are to be notified to the chair 5 days prior to the meeting
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Late items will only be accepted with the approval of the board
- The order of the Agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers and reports are to be sent to the board 4 days before the meeting

Minutes

- The principal is to ensure that there are secretarial services provided to the board.
- 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 chair for approval within 4 working days of the board meeting before being distributed to trustees within 7 working days of the meeting.

10. Meeting Agenda

A typical agenda will be as follows.

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Board of Trustees Meeting Agenda – date	
Present Apologies Prayer Declaration of interests	5 mins
<u>Strategic Decisions</u> Strategic decisions made if required.	30-45 mins
<u>Strategic Discussions</u> Ongoing summary of progress to date - Principal to report. Exploration of special issue or project eg Budget, Principal Performance, delegations.	45-60 mins
<u>Monitoring</u> Board discussion, expert presentation, data analysis. Exploration of Key Result Area eg goals Finance and Audit Report	30-45 mins
<u>Identify Agenda Items for Next Meeting</u>	5-15 mins
<u>Administration</u> Confirmation of minutes Correspondence	5-15 mins
<u>Meeting Closure</u> Comments on meeting procedures and outcomes Preparation for next meeting	5-15 mins
Note 1: Correspondence is listed on the back of the Agenda Note 2: List of current delegations attached to Agenda	

11. Evaluation of meeting on [date] chaired by [name]

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

Not at all

1 2 3 4 5

Very well

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Comment:

- 2 How satisfied are you with how the team worked as a group?
- Not at all** **Very well**
- 1** **2** **3** **4** **5**

Comment:

- 3 How satisfied are you with your participation and contribution as an individual?
- Not at all** **Very well**
- 1** **2** **3** **4** **5**

Comment:

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

Name: (Optional).....

12. Board Review of Governance

Board Orientation

The board is committed to ensuring continuity of business and a smooth transition when board personnel change. Therefore,

1. New trustees will be issued with a governance manual containing copies of the school's:

- * Charter – including the Strategic and Annual/Operational Plans
- * Policies
- * any other relevant material

2. The chairperson or delegate will meet with new board members to explain board policy and procedures.

3. The chairperson, or delegate, after consultation with board members, will recommend to the board changes to committees.

4. The principal and chairperson or delegate, will brief all new members on the organisational structure of the school, including roles and responsibilities of the board of trustees and the teaching and management 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 the NZSTA and other relevant providers.

7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chairperson, with the new members. The review will include the following aspects:

- Did you feel welcomed onto the board?

Very welcome

Welcome

Not very welcome

Comment:

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

Very timely Timely Not very timely

Comment:

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

Very effective Effective Not very effective

Comment:

Governance processes/procedures

1. Committee Principles

The board may set up committees to help carry out its responsibilities and due process (eg. Staff appointments, internal audit, disciplinary).

Education Act 1989, section 66

-gives the Board the authority to delegate any of its powers to a special committee except the power to borrow money.

The board must spell out in the board minutes and in a letter to each committee member the precise powers that are delegated to a committee. In addition the same delegation motion must name the members or how the committee will be constituted. For example, the committee can:

- A) investigate and report their findings to the board.
- B) investigate and make any recommendations based on those findings to the board.
- C) investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the board what they did.

Board committees:

1. are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the principal.
4. help the board (not the administration) do its work.
5. all committees other than the Board Discipline Committee must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.
6. assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
7. all have the chair and principal as ex officio members
8. are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - Purpose

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- Committee members
- Duties and responsibilities
- Delegated Authority

The following committees are currently established:

1.1 Policy Committee Terms of Reference

Purpose:

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

1. supporting the board to review the effectiveness of the board's governance processes.
2. reviewing the effectiveness of systems for the assessment and management of material areas of risk.
3. verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
4. commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the board.
5. reviewing adherence to management policies and directives
6. ensuring implementation of the Triennial Review Programme.

Members:

[at least 2 trustees]

Meets:

As required. The chair of this committee will report to the board as appropriate on the areas covered by the terms of reference and the Triennial Review Programme.

Delegated Authority:

The Policy Committee is formally constituted as a committee of the board within these approved terms of reference and the delegated authority re the Delegations List.

The committee shall be appointed by the board. The board may co-opt additional trustees to the committee as and when required.

Members of the Management Team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are requested to co-operate with any request made by the committee. The principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the board. [Note: NZSTA provides HelpDesk and Industrial advice free to trustees and boards.]

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

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1.2 Student Disciplinary Committee

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, and its amendments, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

All members of the board excluding the principal. The chair of the committee is the board chairperson or in the chairperson's absence will be determined by the committee. The quorum for the committee shall be two trustees at least one of whom will be a proprietor's appointee.

Duties and responsibilities:

The committee will:

- Act in fairness, without bias or prejudice and with confidentiality
- Consider the special character of the school in its dealings
- Act within legislation and the MoE guidelines
- Act only on written and agreed information, not hearsay
- Use processes of natural justice in discipline hearing procedures
- Make recommendations on student discipline matters to the board as necessary.

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.

Delegated Authority:

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the Discipline Committee of the board of trustees

- Act in fairness, without bias or prejudice and with confidentiality
- Consider the special character of the school in its dealings
- Act within legislation and the MoE guidelines
- Act only on written and agreed information, not hearsay
- Use processes of natural justice in discipline hearing procedures
- Make recommendations on discipline matters to the board as necessary.

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.

1.3 Finance Committee

Responsibility of the Board

The board of trustees has overall responsibility for the financial management of the school. The day-to-day management of the school's finance and budget rests with the principal. The Finance Committee as a committee of the board is responsible for providing guidance to the principal for financial matters

Purpose of the Finance Committee

The Finance Committee was formed to provide guidance to the principal in the financial management of the school.

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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.

Compliance Reporting

The principal and treasurer are responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board, with recommendations on the actions required to meet compliance.

Finance Committee Annual Calendar

Date	Action Required
28 February	Finance Committee self review
31 March	Annual Accounts prepared and forwarded to the Auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and Capital Works
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
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

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30 November	Revised annual budget (if required) submitted to the board for approval
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14. Sacred Heart Petone Primary School Delegations List

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	Delegated Authority See individual Committee Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board or if no date is ongoing
24/11/15	Disciplinary Committee All the Board with the exception of the Principal may be members of the Disciplinary Committee where required	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.	
24/11/15	Finance Committee Gerard McKee (T) Liz Heatley (T) Janet Whalen Steven Molotsky (T) Tane Wilson (T)	That the Finance Committee members aforementioned are delegated authority to implement the Board's Finance Committee Terms of Reference, as outlined in the board's Governance Manual.	
24/11/15	Julius Solia Deputy Principal	That the Board directs that, except where the Board, at its discretion, otherwise determines Julius Solia Deputy Principal shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.	

Notes:
T trustee

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3. Principal's Performance Appraisal

The principal's performance is appraised on an annual basis with the objective of ensuring high quality educational opportunities for the students of the school. This process will:

1. Result in a written assessment of the principal's performance on an annual basis, identifying any training/professional development needs for the principal to undertake.
2. Ensure that the principal's performance will be formally appraised on an annual basis by the board chairperson or delegate(s) and, at the board's choice, either an independent consultant who specialises in education and is able to review the effectiveness of the education provided or other suitable trustee.
3. There will be three informal meetings during the review period between the principal and chairperson or delegate(s) to discuss progress.
4. The criteria for appraisal will be the objectives set in the Performance Agreement, the objectives being drawn from the school's strategic and annual operating plans, the principal's job description, professional standards and board policies on operations.
5. If there is any disagreement between the principal's and the board as to the objectives, the board, after considering the principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The board's decision will be final.
6. The board chairperson or delegate(s) may seek feedback on the principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the principal has performed.
7. The chairperson or delegate(s) will report back formally once a year to the board a summary report on the result of the appraisal. This will be discussed in committee with the principal absent.
8. The performance agreement and results of the appraisal are confidential to the principal, the board and their agents unless both parties agree to wider distribution.
9. In the event of a dispute relating to the appraisal results, the board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the board will have responsibility of any final decision.

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15. Complaints Process

1. It is expected that where there is a complaint, efforts will be made in the first instance to resolve the matter at the lowest level possible to achieve an expeditious and durable resolution.
2. Formal procedures need only be implemented when areas of complaint cannot be resolved between the parties or when the complaint is considered to be serious misconduct that warrants an investigation.
3. It is expected that all formal complaints will be in writing and will be signed by the complainant. In following the principles of natural justice and procedural fairness it is not acceptable to receive or action any anonymous complaint.
4. The complainant is notified in writing of further action agreed upon by the Board.
5. The services of a neutral party, like the School Trustees Association, may be used in instances of complaints against the Board or if mediation is necessary.

2. Annual Agenda

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Part 3

Operational Policy

The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's charter or expressed values or commonly held professional ethic.

The key contribution is **day-to-day management** of the school.

1 Responsibilities of the Principal

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chairperson of the board may issue discretions in policies of the school, in minutes of the board, or by written delegation. The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of the Principal's Professional Standards
3. Maintain and enhance the special character of the school
4. Act as the educational leader and day to day manager of the school within the law and in line with board policies.
5. Develop an annual plan that is aligned with the board's Strategic Plan and meets both legislative requirements and any MoE expectations.
6. Seek approval from the board by 1 February each year for the annual plan.
7. Implement the annual plan and give priority to the school's annual targets.
8. Use resources efficiently.
9. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
10. Approve staff attestation for salary increments
11. Allocate pay units for management positions
12. Oversee staff appraisals and staff professional development.
13. Hire, deploy and terminate staff as per the personnel policy
14. Preserve assets (financial and property)
15. Communicate with the community on operational matters where appropriate
16. Keep the board informed of information important to their role.
17. Report to the board on the compliance or lack of with their policies.
18. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the charter
19. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000." [see STA Link 2001/01]
20. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the principal. Decisions or instructions of individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support. Both parties work to ensure 'no-surprises'. The principal is not restricted from using the expert knowledge of individual board members acting as volunteers.

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2. Disciplinary Process

In the event the board receives a complaint regarding the principal or determines that policy violation(s) has (have) occurred and the board judges the degree and seriousness of the concern or violation(s) to warrant initiating a disciplinary process, the board shall seek free advice in the first instance from an NZSTA Industrial Advisor and follow due process.

3. Principal Professional Expenses

A budget for professional expenses and for professional development will be established annually. Spending within budget occurs at the discretion of the principal except in the case of overseas professional development. All overseas trips for professional development must be approved first by the board of trustees.

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

4. Reporting to the Board Policy

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of programmes and services; financial position; and all matters having real or potential legal considerations for our school. Thus the board is supported in its strategic decision-making and risk management. Therefore, the principal may not fail to:

1. inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic goals are based.
2. Submit written reports covering the following management areas at each board meeting:
 - principal's management report including:
 - i. Strategic Goal Report
 - ii. Personnel Report
 - iii. Finance Report in conjunction with the treasurer
 - iv. Variance Report
 - v. Key Performance Indicators
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes
4. advise the board of any staff absences longer than 5 school days
5. submit the monitoring data required in a timely, accurate and understandable fashion.
6. report and explain financial variance against budget in conjunction with the treasurer, and report on curriculum progress and achievement
7. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
8. report and explain roll variance against year levels and reasons on a term by term basis
9. present information in a suitable form – not too complex or lengthy.
10. inform the board when, for any reason, there is non-compliance of a board policy.
11. recommend changes in board policies when the need for them becomes known.
12. highlight areas of possible bad publicity or community dis-satisfaction
13. management/staff reports to the board are to be coordinated by the principal and presented to the board under the principal's authority

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14. limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.
15. seek approval from the board each year for the annual plan by 1 February
16. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
17. report on any matter requested by the board and within the specified timeframe

5. Curriculum delivery

Delivery of the curriculum shall foster student achievement. Therefore the principal may not fail to:

1. provide opportunities for success for all students (in years 1-8) in all essential learning areas and skill areas of the New Zealand Curriculum.
2. give priority to student achievement in literacy and numeracy (especially in years 1-8)
3. give priority to regular quality physical activity that develops movement skills for all students (especially in years 1-6)
4. report on progress and achievement of all students including information in relation to National Standards as per the board's 3 year work plan and agreed reporting formats.
5. identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs.
6. consult with our school's Maori community about the policies/plans for improving the achievement of Maori students.
7. consult with our school's Pasifika community about the policies/plans for improving the achievement of Pasifika students.
8. provide career information and guidance for Year 7 students and above.
9. Seek board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.
10. Ensure achievement of the Charter aims and targets

6. Personnel

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 may not fail to:

1. Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications.
2. Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
3. Ensure that the requirements of the Private Schools Conditional Integration Act regarding tagged positions are met
4. Ensure that all required staff are registered or have a current Limited Authority to Teach.
5. Provide a smoke free environment
6. Provide for all staff an employment agreement
7. Provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plan

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8. Carry out annual performance appraisals
9. Meet current employment legislation
10. Take reasonable steps to protect staff from unsafe or unhealthy working conditions
11. Meet the requirements of the Health and Safety in Employment Act 1992
12. Provide Protected Disclosure protection.

7. Appointments

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. Therefore, the principal may not fail to:

1. Meet legal requirements
2. Act as a good employer
3. Appoint the best person for the job
4. Determine the composition of the various appointment committees according to the schedule outlined below:
 - a Appointment of the principal is the responsibility of the BOT who will determine the process.
 - b Appointment of the Deputy-Principal, DRS and senior teachers will involve an appointment committee consisting of at least the principal, the BOT chairperson, a proprietors appointee and a further trustee (should the BOT feel the need to include one)
 - c Unless determined otherwise by the BOT, 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 BOT Chairperson or delegate.

8. Financial Planning

Budgeting shall not fail to reflect the board's strategic results, risk financial jeopardy nor fail to show a generally acceptable level of foresight. Thus the budget should not neglect to:

1. Reflect the results sought by the board.
2. Reflect the priorities as established by the board.
3. Comply with the board's requirement of a balanced budget.
4. Ensure adequate working capital.
5. Demonstrate an appropriate degree of conservatism in all estimates.

9. Financial Condition

The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud can not be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event. Reference should be made to Appendix 2 of the Financial Information for Schools Handbook (FISH). Therefore, the principal shall not:

1. Incur unauthorised debt.
2. Violate generally accepted accounting practices or principles.
3. Use committed funds for purposes other than those approved.
4. Spend more funds than have been allocated in the fiscal year.

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5. Fail to ensure all money owed to the school is collected in a timely manner.
6. Fail to make timely payment to staff and other creditors.
7. Sell or purchase unauthorised property.
8. Spend on single items beyond a board-established limit.
9. Fail to ensure that all relevant government returns are completed on time.
10. Fail to ensure that no one person has complete authority over the school's financial transactions.
11. Make any purchase:
 - Of over \$1000 without having obtained comparative prices and quality.
 - Of over \$1000 without an adequate review on ongoing costs, value and reliability
 - Of over \$1000 without first seeking board approval

10. Asset Protection

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The board of trustees is responsible for over viewing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal may not:

1. Fail to insure assets.
2. Fail to work collaboratively with the Catholic School's Board
3. Allow unauthorised personnel to handle funds or school property.
4. Subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
5. Fail to maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$250.00
6. Fail to ensure the implementation of the 10 year property maintenance plan
7. Fail to engage sufficient property maintenance staff for the school within budget limitations
8. Fail to receive board approval for maintenance contracts over \$5000 for any one contract
9. Fail to conduct competitive tenders for all contracting
10. Fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
11. Receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
12. Invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

11. Health & Safety

Students and staff shall have a safe physical and emotional learning environment. Therefore, the principal shall not fail to:

1. take reasonable steps to protect students from unsafe or unhealthy conditions
2. ensure there is zero tolerance to bullying
3. comply with the provisions of the Health and Safety At Work Act 2015
4. provide a smoke free environment
5. ensure a risk analysis management system (RAMS) is carried out where and when appropriate.

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6. Seek approval for all overnight stays/camps attesting first to their compliance with (4) above
7. consult with the community regarding the health programme being delivered to students every 2 years.
8. provide privacy of staff and student personal documentation held at school.

12. Legal Responsibilities

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

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Appendix 1: List of current BOT members

1. Trustee Register Approved Number of Elected Parent Representatives = 5

Name	Phone/email	Position on Board	Type of Member [Note 1]	Ethnicity [Note 1]	Occupation	Current Term expires
Sean Mahony	mahony@xtra.co.nz	ME	EI	NZE	Accountant	2019
Vaioleti Lui	vaioleti.lui@@mpp.govt.nz	ME	EI	Tokelauan	Senior Advisor Ministry of Pacific Island Affairs	2019
Tane Wilson	taneandanna@gmail.com	CH	EI	NZ Maori	IT Professional	2019
Rachael Leafe	rachael.leafte@weltec.ac.nz	ME	EI	Samoan/ NZ Maori	Learning Advisor Weltec	2019
Helen Kneebone	helen.kneebone@gmail.com	ME	EI	NZE	Chartered Accountant	2019
Cath Fitzgerald	thefitzgeralds@clear.net.nz	ME	Prop	NZE		2019
Michael Barlow	MBarlow@sbc.school.nz	ME	Prop	NZE	Secondary School Teacher	2019
Julius Solia	juliuss@sacredheartpetone.school.nz	ME	Staff Rep	Samoan	Teacher	2019
Liz Heatley	liz@sacredheartpetone.school.nz	ME	Principal	NZE	Principal	
John Quang SVD	quangdphan@yahoo.com	ME	Prop	Asian	Chaplain/ Priest	2019
Genevieve Hanify	genevieve.hanify@gmail.com	ME	Prop	NZE	Secondary School Teacher	2019

Note 1: See MOE Insert C for codes

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

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