

# Roseneath School

## Governance Policy Framework 2020

The following documentation outlines the Board's governance framework and is aligned with the School's Charter values

APPROVED:



DATE:

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**Part 3 – Operational Policies** – The board’s expectations in areas it wishes to have some control over.

*Refer to the Roseneath School Website under: Our People / Board of Trustees / School Policies*

1. School Management
2. Health and Safety (including Child Protection Policy)
3. Finance
4. Employment
5. Curriculum and Student Achievement

## Introduction

The board of trustees of Roseneath School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

*Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.*

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

### Governance and Management

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

<b>Governance</b>	<b>Management</b>
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p>

In developing the above definitions for Roseneath School the board is mindful of the following excerpts from the Education Act 1989:

The Education Act 1989 was amended on 19<sup>th</sup> May 2017, clarifying the governance role of the board of trustees and a focus on student achievement. The powers and functions of boards are now set out in Schedule 6 of the Act, with the principal's role as chief executive specified as before in Section 76.

#### Schedule 6

##### 4 Board is governing body of school

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 76, the school's principal is the board's chief executive in relation to the school's control and management.

### **5 Board's objectives in governing school**

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

### **6 Staff**

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

### **13 Board has complete discretion**

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

### **16 Cultural diversity, Treaty of Waitangi, tikanga 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 subclauses (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.

### **17 Delegations**

- (1) A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
- (a) a trustee or trustees:
- (b) the principal or any other employee or employees, or office holder or holders of the board:
- (c) a committee consisting of at least 2 persons at least 1 of whom is a trustee:
- (d) any other person or persons approved by the Minister:
- (e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
- (2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
- (3) The board must not delegate the general power of delegation.
- (4) A delegate to whom any function or power is delegated may,—
- (a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and

- (b) delegate the function or power only—
  - (i) with the prior written consent of the board; and
  - (ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
- (5) A delegate who purports to perform a function or exercise a power under a delegation—
  - (a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
  - (b) must produce evidence of his or her authority to do so if reasonably requested to do so.
- (6) No delegation in accordance with this Act—
  - (a) affects or prevents the performance of any function or the exercise of any power by the board or the trustees; or
  - (b) affects the responsibility of the board for the actions of any delegate acting under the delegation; or
  - (c) is affected by any change in the membership of the board or of any committee or class of persons.
- (7) A delegation may be revoked at will by—
  - (a) resolution of the board and written notice to the delegate; or
  - (b) any other method provided for in the delegation.
- (8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.
- (9) The board may, by resolution, appoint committees—
  - (a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or
  - (b) to perform or exercise any of the board's functions and powers that are delegated to the committee.
- (10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the board the details of any financial interest that would disqualify the person from being a trustee under section 103A.
- (11) This clause applies to each member of a committee who is not a trustee with any necessary modifications.

### **18 Bylaws**

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

### **s.76 Principals –**

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

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

**Part 1 – The Charter**

Refer to the current Charter as posted on the Roseneath School website.

## Part 2 – Governance Policies

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. (See 3 year review programme).

### 1. Board Roles and Responsibilities Policy

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

**Representation  
Leadership  
Accountability  
Employer Role**

The board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the annual charter review process 1.2 The board sets/reviews the strategic aims no later than the first meeting of the year. 1.3 The board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular board meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all board decision making
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Protects the special character of the school (Special character schools)	3.1 Special character is obviously considered in all board decisions 3.2 Special character report is included at every board meeting as part of the principal's report
4. Appoints, assesses the performance of and supports the principal	4.1 Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the school	5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of school against budget
6. Effectively manages risk	6.1 The board has an effective governance model in place 6.2 The board remains briefed on internal/external risk environments and takes action where necessary 6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary



The board	The Standards
	6.3 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
7. Ensures compliance with legal requirements	7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members 7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 7.3 Accurate minutes of all board meetings, approved by board and signed by chair 7.4 Individual staff/student matters are always discussed in public excluded session 7.5 Board meetings have a quorum
8. Ensures trustees attend board meetings and take an active role	8.1 Board meetings are effectively run 8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 8.3 Attendance at 80% of meetings (min.) 8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
9. Approves major policies and programme initiatives	9.1 Approve programme initiatives as per policies 9.2 The board monitors implementation of programme initiatives
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	10.1 The Treaty of Waitangi is obviously considered in board decisions 10.2 The board, principal and staff are culturally responsive and inclusive
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the school in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new board/trustees at election time	15.1 New trustees provided with governance manual and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per s66 Education Act

The board	The Standards
	15.3 Board and trustees participate in appropriate professional development

Review schedule: Triennially

## **2. Responsibilities of the Principal Policy**

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

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

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 chair of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

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

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

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 an NZSTA adviser 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 trips for professional development must be approved by the board of trustees at least one term in advance of the event.

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

Review schedule: Triennially

#### **5. Reporting to the Board Policy**

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

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

Review schedule: Triennially

## **6. Trustees' Code of Behaviour Policy**

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

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

I, [ name of Trustee ], have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature: [ each Trustee to sign at the first meeting of the year ]

Date:

Review schedule: Triennially

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

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

- 1 The chair receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the board of trustees. Prior approval must first be sought
- 6 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 Roseneath School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

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

Review schedule: Triennially

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

### **Outcome statement**

The board is effectively led.

### **Scoping**

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

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

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

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

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

### **Delegations**

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

### **Expectations and limitations**

The presiding member:

- is appointed 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\*
- acts within board policy and delegations at all times and not independently of the board
- works with the board to develop a cohesive and effective team
- welcomes new board members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood (and signed), and leads new trustee induction
- assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
- ensures the work of the board is completed
- sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
- effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education & Training Act 2020, the Education (School Boards) Regulations 2020,

the relevant sections of the Local Government Official Information and Meetings Act 1987 and any board policies and protocols\*

- ensures interactive participation by all board members
- represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- is the official signatory for the annual accounts\*
- is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the principal
- ensures the principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint

\* *Legislative Requirement*

#### **Procedures/supporting documentation**

Governance policies and protocols  
Board code of conduct  
School delegations list

#### **Review**

Annually in November or prior to meeting when chair is elected.

#### **Legislative compliance**

[Education & Training Act 2020](#)  
[Education \(School boards\) Regulations 2020](#)

[Local Government Official Information and Meetings Act 1987](#)  
[Official Information Act 1982](#)  
[Privacy Act 2020](#)

### **10. Staff/Student Trustee Role Description Policy**

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

As a trustee the staff/student 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/Student 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/student trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff/student 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/student trustee is not a staff/student advocate
	3.2 The staff/student trustee does not bring staff/student concerns to the board

4.	The staff/student trustee is bound by the Trustee Code of Behaviour	4.1	The staff/student trustee acts within the code of behaviour
5.	It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1	No regular reports received unless a request has been made by the board on a specific topic.

Review schedule: Triennially

## **11. The Relationship between the Board and the Principal Policy**

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

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

Review schedule: Annually

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

Refer to Performance Appraisal of Principal Chapter contained in the Roseneath School Employment Policy.



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

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

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

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chair's Role Description Policy
5. The Trustees' Code of Behaviour Policy

#### **Relationship principles:**

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

Review schedule: Annually

### **14. Meeting Process Policy**

The board is committed to effective and efficient meetings that are focused 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 responsibility of the chair. A copy of the agenda of the open (public) session will be posted on the board of trustees' section of the School website, 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 Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
  - make the reasons for excluding the public clear
  - reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
  - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
  - a quorum of members can simultaneously communicate with each other throughout the meeting.

Review schedule: Triennially

## **15. Meeting Procedure Policy**

(\* 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* (See p. 17).

Board meetings;

### **General:**

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the board currently holding office.\*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.\*
- The chair shall be elected at the first meeting of the year except in the triennial year where it will be at the first meeting of the newly elected board.\*
- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.\* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Schedule 6, clause 17 of the Education Act 1989 to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.

### **Time of meetings:**

- Regular meetings commence at 7.30pm and conclude by 9.30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

### **Special meetings:**

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

### **Exclusion of the public:**

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 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 board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure* (See p. 17).

**Motions/amendments:**

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

**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.

**Correspondence**

- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.

**Termination of debate:**

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

**Lying on the table**

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

**Points of order**

- Points of order are questions directed to the chair 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.

**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 chair at least five working days prior to the meeting
- Late items will only be accepted with the approval of the board 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 agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be 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 requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the board at least two working days before the meeting

**Minutes**

- The principal is to ensure that secretarial services are 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 two working days of the board meeting before being distributed to trustees within five working days of the meeting.

Review schedule: Triennially

**15.1 Public Attending Board Meetings Procedure**

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings.

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

- 1 Board meetings are not public meetings but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
- 3 Members of the public may request speaking rights on a particular subject that is on the agenda. Any request should be made at least two working days in advance of the meeting. Public participation is at the discretion of the board.
- 4 Speakers shall be restricted to a maximum of 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 chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

**Please note:** Members of the public include staff, students and parents of the school who are not trustees on the board.

Review schedule: Triennially

## 15.2 Meeting Agenda

A typical agenda will be as follows.

<b>Board of Trustees Meeting Agenda – 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			
<u>2. Decisions</u>  2.1 Strategic decisions made if required	Policy Reference		
<u>3. Discussions</u> 3.1 Ongoing summary of progress to date in relation to annual plan 3.2 Exploration of special issue or project eg budget, principal performance agreement/appraisal, delegations			
<u>4. Monitoring</u> 4.1 Board discussion 4.2 Expert presentation 4.3 Data analysis 4.4 Exploration of key result area eg goals			

4.5 Finance and Audit Report			
5. Identify Agenda Items for Next Meeting			
6. Administration			
6.1 Confirmation of minutes			
6.2 Correspondence			
7. Meeting Closure			
7.1 Comments on meeting procedures and outcomes			
7.2 Preparation for next meeting			
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			

Review schedule: Triennially

**15.3 Evaluation of meeting on [date] chaired by [name]**

1 How well did we accomplish the results we expected from this meeting based on the set agenda?

**Not at all**                      1      2      3      4      5                      **Very well**

**Comment:**

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

**Not at all**                      1      2      3      4      5                      **Very well**

**Comment:**

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

**Not at all**                      1      2      3      4      5                      **Very well**

**Comment:**

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

Name: (Optional).....

Review schedule: Triennially

**16. Board Induction Policy**

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore,

1. New trustees will receive a welcome letter on their joining the board which includes:
  - Where and when they can pick up their governance folder
  - The suggested date of the induction meeting
  - The date of the next board meeting

- Chair and principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
    - Charter – including the strategic and annual/operational plans
    - Policies
    - The current budget
    - The last ERO report
    - The last annual report
    - The triennial review programme
    - Any other relevant material
  3. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
  4. The principal and chair or delegate, will brief all new members on the organisational structure of the school.
  5. The principal will conduct a site visit of the school.
  6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
  7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

▪ **Did you feel welcomed onto the board?**

Very welcome                      Welcome                      Not very welcome  
 Comment:

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

Very timely                      Timely                      Not very timely  
 Comment:

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

Very effective                      Effective                      Not very effective  
 Comment:

Please comment on how we could improve this induction process:

### 17. 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. Committee Policy

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

#### Education Act 1989, Schedule 6(17)

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

Board committees:

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

4. Help the board (not the staff) do its work.
5. Other than the board discipline committee must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.
6. Assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
  - purpose
  - committee members
  - delegated authority

The following committees are currently established:

- Finance, Property

Review schedule: Triennially

## **Committee Terms of Reference**

### **18.1 Finance Committee Terms of Reference**

#### **Responsibility of the Board**

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the principal.

#### **Purpose of the Finance Committee**

The finance committee is 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. Recommending, in association with the principal, 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. Reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
5. Assisting the principal to prepare a financial results report, where appropriate, 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
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 and plan for the year
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
30 November	Revised annual budget (if required) submitted to the board for approval

Review schedule: Triennially

## 18.2 Property Committee Terms of Reference

### Responsibility of the Board

The board of trustees has overall responsibility for the property management of the school but delegates the day-to-day management of grounds and buildings to the principal.

### Purpose of the Property Committee

The property committee is formed to provide guidance to the principal in the management and maintenance of the school grounds and buildings.

### Delegated Authority

The property committee is responsible to the board for:

1. Recommending, in association with the principal and property manager, an annual maintenance programme to ensure that the school's buildings and facilities provide a safe and healthy learning environment for students.
2. Monitoring and managing the Board's 10-Year, and 5-Year Property Plans
3. Monitoring grounds and maintenance of buildings, facilities, equipment and health and safety requirements
4. Assisting the principal in identifying health and safety matters, and reporting property matters to parents and the community.
5. Providing input into the school's strategic plan.
6. Preparing special reports for consideration by the board.
7. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.
8. Recommending, in association with the principal, terms of agreement for the use of the School Hall by third parties.
9. Monitoring use of the School Hall by third parties.

Review schedule: Triennially

### Property Committee Annual Calendar

Date	Action Required
February	Review of property and maintenance
May	Review of 5 Year Agreement ("5YA")
June	Property asset register
August	Accident and hazard processes
September	Review of 10 Year Property Programme ("10YP")
November	Review Charter and Strategic Goals

### **18.2.1 Playground sub-committee**

#### **Purpose of the Playground sub-committee**

The property committee is formed to provide guidance to the board and principal in the redevelopment of the school playground.

#### **Delegated Authority**

The playground sub-committee is responsible to the property committee (and to the board) for:

1. Recommending, in association with the property committee and principal a 5 year plan to redevelop the school playground in accordance with the scheme proposed by Wraight + Associates.
2. Recommending, in association with the property committee, principal and treasurer, a budget and sources of finance (including, grants, alumni, corporate donations).
3. Monitoring and managing the budget as agreed by the board.
4. Providing input into the school's strategic plan.
5. Preparing special reports for consideration by the board.

#### **Membership**

The playground sub-committee membership must include the BOT Property Member.

Review schedule: Triennially

## 19. Roseneath 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 trustee.	<b>Delegated Authority</b> See individual Committee Terms of Reference in the board's Governance Manual	<b>Term of Delegation</b> <b>Note:</b> Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
13/03/2017	<b>Finance Committee</b> Principal Board Treasurer (T)	That the Finance Committee members are delegated to be members of the board's Finance Committee acting under the Terms of Reference for this committee.	
12/02/2019	Board Treasurer (T)	That the Board delegates responsibility for the approval of reimbursements to the Principal and creation of Automatic payment authorities in accordance with delegations set out in the Board Finance Policies.	
13/03/2017	<b>Property Committee</b> Principal BOT Property Member (T)	That the Property Committee members are delegated authority to be members of the board's Property Committee acting under the Terms of Reference for this committee.	
09/05/2017	<b>Playground sub-committee</b> BOT Property Member (T)	That the Playground sub-committee members are delegated authority to be members of the board's Playground sub-committee acting under the Terms of Reference for this committee.	
13/03/2017	Deputy Principal	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 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

Review schedule: Annually

## **20. The Relationship between the Board and the Friends of Roseneath School**

The purpose of this policy is to explain the relationship between the Board of Trustees (“BoT”) and The Friends of Roseneath School (“the Friends”).

The Friends of Roseneath have been and continue to be an integral part of the community of Roseneath School. Over the years, through their fundraising efforts they have raised thousands of dollars with which they have provided the school with ‘the icing on the cake’ by way of computers, sports gear, library books and much more. As a group they have been willing organisers of school functions such as barbeques, school discos, annual quiz nights and other smaller fundraising initiatives. They also provide that sense of community that the school has by welcoming new families and helping out in times of need.

The way that the Friends are currently structured makes them accountable to the BoT

1. The relationship between the Board and the Friends is based on mutual respect, trust and integrity.
2. The relationship must be professional and for the primary interest of the education and wellbeing of the children.
3. The Friends will provide an annual plan of events at the start of each year, after discussions with the BoT regarding a fundraising wishlist and target, to present to Principal for approval. The plan will be revisited each term with the Principal to ensure it is in line with school events.
4. The Friends finances are part of the school finances and thus ultimately the responsibility of the BoT. Money raised by the Friends is separately identified in the BoT’s accounts.
5. Expenditure by the Friends is subject to the Financial delegations set out in the BoT finance policies.
6. The Friends’ personnel may attend BoT meetings and have the same rights as other members of the public at the meetings.
7. Trustees attending Friends meetings have the same rights as other parents.
8. The Friends must obtain the permission of the BoT to use school buildings and/or grounds for their activities.
9. The Friends must obtain the permission of the BoT to use the school name in any event they organise, be it a fund raising event or not.
10. Once a year the Friends will provide a summarised Statement of Account to the BoT and will provide a written report for the school’s annual report and website.

Review schedule: Annually

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

### **Key Principles**

1. The relationship between the School, staff, and parents / caregivers / whānau is one of mutual respect and communication. Staff and parents / caregivers / whānau must be committed to the wellbeing of students and to their educational and social development. The School and parents / caregivers / whānau have the right to expect high professional standards.
2. In the case of a concern arising about a staff member from other staff members, students, and / or parents / caregivers / whānau, all procedures to achieve resolution will be conducted in good faith and with an open mind.
3. The Principal and Board will recognise the need to be aware of the differences between complaints, discipline and competency procedures, and will identify to all parties the nature of any of these procedures which is in operation.
4. At all points throughout the complaints and resolution process, confidentiality must be maintained.

### **Complaints process at first instance**

5. In the case of a concern arising about a staff member from other staff members, students, and/or parents / caregivers / whānau, first resort will be at the point of that concern. At first instance, the concern will be dealt with through discussion, mediation and/or corrective action, which is acceptable to the parties directly involved.
6. The presumption behind the policy is that with goodwill on both sides and a genuine wish to resolve a perceived or actual problem, it is best to approach the source of the problem directly.
  - If it is a concern about what happens in the classroom, the teacher will be approached directly by the person with the concern.
  - If it is a concern over matters dealt with in the office, the School secretary will be approached directly by the person with the concern.
  - If it is a concern over the exercise of management, the Principal will be approached directly by the person with the concern.
  - If it is a concern over policy and governance, one (or more) members of the Board Trustees will be approached directly by the person with the concern.
  - If it is a concern over any other matter not covered above, the Principal will be approached directly by the person with the concern.
7. The person with the concern may bring a support person(s) with them when approaching the appropriate person(s) if they wish.

### **Making a formal complaint**

8. If the concern is not resolved through informal processes, or if the concern is of a serious nature, the person making the complaint should lodge a written complaint with the appropriate person / authority:
  - The Board Chair is responsible for receiving, investigating and resolving complaints about the actions of Trustees.
  - The Principal is responsible for receiving, investigating and resolving complaints about the actions of staff members.
  - If the Principal is the subject of a serious complaint / unresolved concern, then the Board will assume responsibility for receiving, investigating and resolving complaints about the actions of staff members.
  - If the Board is the subject of a serious complaint / unresolved concern, the next appropriate authority will assume responsibility. This could be one or more of a number of education authorities (for example, the Ministry of Education, the New Zealand Teachers Council, or the State Services Commission).

- If a complaint includes allegations and evidence of serious criminal activity by a staff member which might directly affect the well-being or safety of students, then the Police will be informed by the Principal and further investigations undertaken after consultation with the Police.

9. The complainant will verify the written complaint as accurate and sign the written complaint. The complaint will then be referred to the Principal, Chairperson, or appropriate authority (as above).

### **Responding to a formal complaint**

10. Upon receiving a written complaint, the Principal or Board's (as above) first responsibility is to make sure that the students are safe and secure.
11. The Principal or Board (as above) will make an initial assessment as to whether the complaint seems to be made in good faith and whether there are sufficient grounds for investigating the matter further. These reasons will be documented in writing. If sufficient grounds do not exist, the complaint will be rejected and parties informed, in writing, with reasons for the decision.
12. Where a complainant alleges that a staff member has engaged in serious misconduct, the procedure set out in paragraphs 11 to 16 of the Staff Discipline Chapter, in the Board's Employment Policy applies.
14. Any person whose actions are the subject of a serious complaint, which may result in the initiation of disciplinary or competency procedures, will be advised of the detail of the complaint as soon as possible and (except in circumstances where summary dismissal without notice has been issued against a staff member in relation to a complaint of serious misconduct) the subject of the complaint will be given reasonable time to seek advice and to respond to the complaint.
15. The Principal or Board (as above) will conduct a full and impartial investigation of all written complaints and report the findings to the parties directly involved. The Principal should negotiate with all parties (together desirably, separately if necessary) to come to an acceptable solution.

### **When the Board is the "appropriate authority"**

16. If a complaint against a staff member (other than the Principal) is not resolved through this process, or if they are dissatisfied with the Principal's findings, the Principal will advise the concerned party / parties of their right to refer the complaint, in writing, to the Board. The Principal will give the Board an account of the preceding events relating to the complaint.
17. The Board will consider whether the previous action taken by the Principal was:
- appropriate; and
  - sufficient.
18. If the action was both appropriate and sufficient, the Board will advise the complainant accordingly, and the matter is closed.
19. If the action was either not appropriate and / or not sufficient, the Board will consider what further action should be taken and what mechanism it will use to progress the case. The alternatives include (but are not limited to):
- hiring legal and/or investigative expertise;
  - undertaking an investigation of its own; and/or
  - referring a case directly to the New Zealand Teachers Council.
20. If the Board decides to undertake its own investigation, it will:
- set up an ad hoc Personnel Committee with responsibility for the task; and
  - design a brief for the Personnel Committee that states the purposes of the investigation, the terms and conditions of the investigation, and the mechanism for reporting on the outcome. Alternatively, it may ask the Personnel Committee to construct its own brief and refer it back to the Board for ratification.



21. The Personnel Committee will conduct a full enquiry, and give the complainant and/or their legal advisors to respond to the allegations. The Personnel Committee will submit its written report to the Board, which determines what action, if any, is required
22. During any investigation and resolution of a serious complaint the Principal and Board will ensure that:
  - the person who is the subject of the complaint is kept informed, in writing, on the progress of the resolution of the complaint at all times;
  - the person's, who is the subject of the complaint, right to seek advice, support or counselling is protected;
  - relevant provisions in legislation and employment agreements are adhered to;
  - the investigation is full and fair;
  - the principles of natural justice are observed, which include: the presumption of innocence (until proven guilty), the accused's right of access to charges, the right to legal help, the right of reply, the right of redress, and the exercise of principles of evidence;
  - a full written record is kept of all significant discussions, decisions and actions during resolution of a complaint; and
  - students and their safety are kept as a prime consideration throughout the process.

### **New Zealand Teachers Council**

23. Parents / caregivers / whānau have the right to refer a complaint against a teacher to the New Zealand Teachers Council. The Council is then obliged to notify the school that it has received a complaint and ask whether the School knows of the complaint and, if so, what it has done about it.
24. The Council has the right to determine whether or not it has grounds to undertake its own investigation.

**22. Trustee Register – this register will be updated when any trustee joins or leaves the board or the board opts into or out of mid-term election cycle.**

Approved Number of Elected Parent Representatives = 5

Mid-term election cycle            No                            Date of board meeting where change was made:            n.a.-

Name	Phone/email	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Adelle Broadmore	Adelle.Broadmore@roseneath.school.nz	ME	Principal	Feb 2017		
David Cooling	David.Cooling@roseneath.school.nz	CH	Elected	June 2016		June 2022
Anne Crewdson	Anne.Crewdson@roseneath.school.nz	T	Staff Trustee	April 2017		June 2022
Lizzy Dixon	Lizzy.Dixon@roseneath.school.nz	T	Elected	June 2019		June 2022
Pat Gilligan	p.gilligan@forex ltd.co.nz	T	Elected	Feb 2017		June 2022
Kate Harrison	Kate.Harrison@roseneath.school.nz	T	Elected	April 2017		June 2022
Andrew Thomson	Andrew@roseneath.school.nz	T	Elected	June 2013		June 2022

**Note 1:** Elected, selected, co-opted, staff trustee, student trustee, proprietor’s appointee, principal

**Note 2:** If the board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

**Note 3:** Complete form (Appendix F) for informing MoE and NZSTA

### 23. Board Annual Work Plan

Year: 2017 Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	Sept	Nov	Dec
<b>Strategic Review</b>	Charter	Confirm Charter approved and sent to MoE						Review of strategic plan Approve review plan 20xx	Analysis of Variance Annual plan draft
	Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 4	Strategic Aim 5	Strategic Aim 6	Strategic Aim 7	
<b>Regular Review</b>	Policy		Governance Policies 1-5		Curriculum		Personnel		Role of the Chair RASC Licence Agreement
	Learner progress and achievement	Analysis of Variance/NS	PAT/STAR results	Target Group progress/SN and Extension groups	National Stds.	Maori/Pasifika focus	Target Group, moderation and self review progress		National Stds.
	HR	Performance Agreement Approved	HR Tool Checklist 1 Observ, Goal sett mtg, Report	Informal review  Evidence	Report to BoT	Informal review  Observations	HR Tool Checklist 2	Final reports	Formal review report
	Curriculum	Key Competencies		English	Focus Curriculum Area (e.g. Science)	The Arts		Health & Physical Education	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor	Monitor	201x draft	
	Six Dimensions		1			2			3
<b>Emergent Review</b>	New gov. initiatives								
	New local initiatives								
<b>Board process Requirements</b>		Appoint chair	Accounts to Auditor 31 March Roll Return	Annual Report approved and sent to MoE	Nat. Stds. Parent reporting  Roll return 1 July		Health Curriculum Consultation	Succession planning Auditor approved	Nat. Stds. Parent reporting
	<b>Property</b>	Property and maintenance	Monitor	Manage 5YA	Review asset register	Review Accident and hazard processes	Monitor 10 YP	Review Charter and strategic goals	

### **Part 3 – Operational Policies**

Refer to the Roseneath School Website under: Our People / Board of Trustees / School Policies