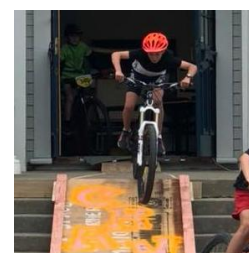
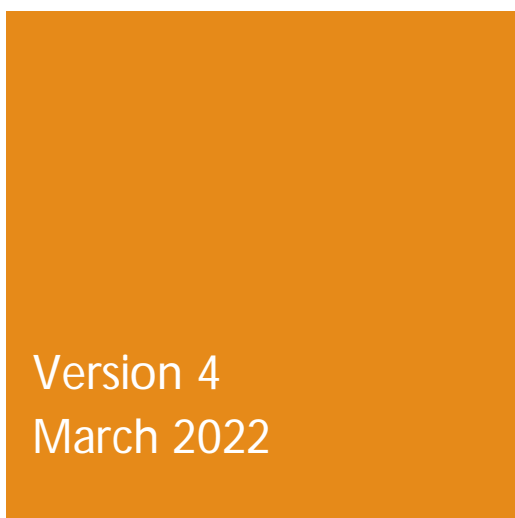
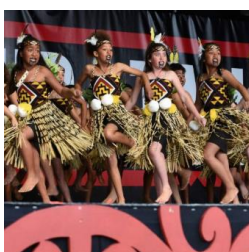
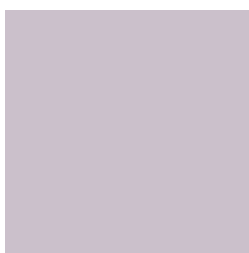




Te Kura Pokapū o
Whakatū

Governance Framework



Document Control

Date	Version	Description	Reviewed by	Date approved
November 2019	1	First update, based on March 2018 governance framework from NZSTA	D Velluppillai, I Challenger, I Sheves, S Sharp, P Wells	26 Nov 2019
March 2020	2	Updated workplan, Trustee information and delegations register in Part A	D Velluppillai	24 Mar 2020
February 2021	3	Updated workplan, Trustee information and delegations register in Part A	D Velluppillai	16 Feb 2021
March 2022	4	Updated Legislative Introduction, Board Workplan, Trustee information and delegations register in Part A. Updated various Part B policies to latest NZSTA versions and updated next review dates.	D Velluppillai	29 Mar 2022

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Te Kura Pokapū o
Whakatū

Introduction and key legislative requirements to board governance framework

The board of Nelson Central 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, Te Tiriti o Waitangi, New Zealand Bill of Rights Act 1990, Human Rights Act 1993, New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities.**

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

Governance and management

The following are the board's agreed governance and management definitions, which form the basis of its working relationships, policy and processes.

Governance	
<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>

Education & Training Act 2020

In developing the above definitions for Nelson Central School, the board is mindful of the sections of the **Education & Training Act 2020** and the **Education (School Board) Regulations 2020** set out below.

The Education & Training Act 2020 came into force on 1 August 2020 and clarifies the governance role of the school board and its primary objectives. Most of the powers and functions of boards are now set out in the Education (School Boards) Regulations 2020, with the principal's role as chief executive specified in section 130 of the Act.

Education & Training Act 2020 – School boards

125 Board is governing body

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 130, the school's principal is the board's chief executive in relation to the school's control and management.

126 Bylaws

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

127 Objectives of boards in governing schools

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

128 Staff

A board may, in accordance with the [Public Service Act 2020](#), appoint, suspend, or dismiss school staff.

131 Board has complete discretion

- A1.1. (1) A board has complete discretion to perform its functions and exercise its powers as it thinks fit
- (2) Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

Education (School Boards) Regulations 2020

8 Delegation

- (1) A board may, by resolution and in writing either generally or specifically, delegate any of the functions or powers of the board or of a board member to any of the following persons:

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

Education & Training Act 2020 - Control and management of State schools

130 Principal is chief executive of board in relation to school's control and management

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

Part B: Annually updated section

A1. Trustee register

A2. Board workplan

A3. Charter/Strategic plan – our number 1 policy

A4. Delegations list

Trustee register

Updated when there is any change of board membership and reviewed annually as part of succession planning

Approved number of elected parent representatives = 5

Mid-term election cycle: December 2023

Date of board meeting last updated: 29 March 2021

Name	Position on board – chair (CH), trustee (T), commissioner (CMR), member (ME)	Type of member – parent elected, selected, co-opted, staff trustee, student trustee, proprietor’s appointee, principal	Date started ²	Date left the board	Current term expires
Pip Wells	T	Principal	n/a		n/a
Damian Velluppillai	T, CH	Parent elected	01/05/2016		Election Sept 2022
Ian Challenger	T	Parent elected	01/05/2013	31/12/2019	
Iain Sheves	T	Parent elected	01/05/2016		Election Sept 2022
Amy Johnson	T	Staff trustee	01/01/2019	11/06/2019	
Sarah Sharp	T	Parent elected	01/12/2018		Election Sept 2022
Sophie Bisdee	T	Parent elected	01/07/2019	24/9/2019	
Pam Speight	T	Staff trustee	26/07/2019	11/02/2020	
Nicole Akuhata	T	Co-opted	01/09/2019	04/02/2020	
Aaron Brown	T	Selected	18/02/2019	21/09/2020	
Matthew Anderson	T	Parent elected	04/08/2020		Mid-term election end of 2023 (date TBC)
Gareth Edwards	T	Staff trustee	20/08/2020	26/08/2021	Mid-term election end of 2023
Lee Hall	T	Parent elected	08/12/2020		Mid-term election end of 2023 (date TBC)
Jo Glassford	T	Staff trustee	14/09/2021		Mid-term election end of 2023 (date TBC)

Notes:

1. If the board opts into or out of mid-term election cycle, please ensure it is noted here and the MoE is advised.

2. Complete form (Appendix 2: Change in membership of board of trustees) for informing MoE and NZSTA.

Board workplan

Year 2022

Board meeting dates 2022

Review	Area for review	01 Mar	29 Mar	10 May	21 Jun	02 Aug	13 Sep	25 Oct	06 Dec	
Strategic review	Charter/strategic plan	Confirm and approve charter to be submitted to MoE by 1 March (MoE have allowed time extension due to COVID)	Annual aims regularly reviewed and reported to board through principal's reports					Review of strategic plan	Approve next year's review plan	AoV/SoV Annual plan draft
	Strategic aims						Review of strategic aims			
Regular review	Policy	Governance policy 9: Principal performance management		Operational policy 3: Personnel; 3.1: Appointments	Governance policy 4: Conflict of interest		Operational policy 4: Financial planning, 4.1: Financial condition and 4.2 Asset protection	Governance policy 6/7: Staff/student trustee role description	Governance policy 8: Relationship between Chair & principal	
	Learner progress and achievement	AoV/SoV report evaluation by board	Special education needs		Mid-year report post- parent interviews	Māori/Pasifika focus	Gifted and talented		AoV/SoV draft	
	HR	Principal performance agreement process	Principal performance agreement approved		Summary of exit interviews		Provisional staffing entitlement and funding		Principal appraisal report, recommendations for performance agreement, next year's process	
	Curriculum		Health and physical education		Learning languages Technology		Mathematics and statistics			
	Budget	Approve budget Monthly report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report	
	Community of Learning/Kāhui Ako	Community of Learning/Kāhui Ako regularly reported to board through principal's reports								
Emergent review	New government and local initiatives									
Board process compliance requirements		Elect chair	Accounts to auditor Charter, AoV/SoV submitted to MoE by 1 March	Annual report minuted and sent to MoE by 31 May	Roll return 1 July			MMI Attestation	Parent reporting	
Board best practice		Role of the chair Delegations Trustee code of behaviour policy								

Charter/Strategic plan - our number one policy

Refer School Charter in separate document, available at:

- www.nelsoncentral.school.nz/
- <https://nelsoncentral.schooldocs.co.nz>

Nelson Central 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 (T).	Delegated authority See individual committee terms of reference in part C of the board's governance framework.	Term of delegation Delegation ceases at the date below or by earlier resolution of the board or, if no date, is ongoing.
13/08/2019	Disciplinary committee All current trustees except the principal	That all current trustees except the principal are delegated authority to be members of the board's disciplinary committee acting under the terms of reference for this committee. The board has discretion as to whether the staff trustee is a member of the disciplinary committee on a case-by-case basis.	
16/02/2021	Financial Officer Lee Hall (T)	The Finance officer of the Board is delegated to work alongside the executive and raise any concerns to the Board.	
13/08/2019	Deputy Principal John O'Regan	That the board directs that (except where the board at its discretion otherwise determines), in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period(s) of such absence, the deputy principal or assistant principal shall perform all the duties and powers of the principal.	
01/03/2022	Delegated Principal Helen Zacchariassen	In the event that both Principal and Deputy Principal are absent from duty (e.g. due to COVID sickness), the Delegated Principal shall perform all the duties and powers of the Principal, for a period not exceeding 2 weeks.	
13/08/2019	Property Officer Iain Sheves (T)	The property officer of the Board is delegated the authority to work with the Principal, the Ministry and other third parties to progress the property plan, reporting to the Board where appropriate	

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 (T).	Delegated authority See individual committee terms of reference in part C of the board's governance framework.	Term of delegation Delegation ceases at the date below or by earlier resolution of the board or, if no date, is ongoing.
14/12/2020	Principal appraisal 2021 Judith Catton	That the board directs that the Judith Catton to carry out the Principal's appraisal and report to the Board where appropriate.	End of 2021
13/08/2019	Health and Safety Principal	That the Board directs the Principal to manage health and safety within the school and to report to the Board at each Board meeting. The Board undertakes to complete a termly review of property to identify potential hazards and report to the principal. The Chairperson reviews and approves	
13/08/2019	Non-management appointments Principal	That the Board directs that non-senior management positions are appointed by Principal and reported to the Board, this includes both permanent and fixed term positions.	
13/08/2019	Senior management appointments (DPs) Principal	That the Board directs that senior managers are appointed by a panel comprising at least one Trustee alongside the Principal and any other relevant person, this includes both permanent and fixed term positions.	
13/08/2019	Speaking to the media Principal Chair	That the Board delegates the Principal to speak on behalf of the school to media. If Principal is not available the Board Chair will speak on behalf of the school	

Part C: Governance policies - how we work as a board

	Outcome statements	Approved/reviewed	Next review
B1 Board roles and responsibilities policy	The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.	29 Mar 2022	Feb 2025 Triennially
B2 Board code of behaviour policy	The board will act in an ethical and respectful manner.	29 Mar 2022	Feb 2025 Triennially
B3 Board Member remuneration and expenses policy	Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.	29 Mar 2022	Feb 2025 Triennially
B4 Conflict of interest policy	The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.	Aug 2019	Jun 2023 Triennially
B5 Presiding Member (chair) role description policy	The board is effectively led.	Aug 2019	Nov 2022 Triennially
B6 Staff trustee role description policy	The staff representative brings a staff perspective to board discussion and decision making.	Aug 2019	Sep 2023 Triennially
B7 Relationship between presiding member (chair) and principal policy	The relationship between the presiding member and the principal is based on trust, integrity and mutual respect.	Aug 2019	Nov 2023 Triennially
B8 Principal performance management policy	A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.	29 Mar 2022	Feb 2025 Annually

Board roles and responsibilities policy

Outcome statement

The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

Scoping

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

Delegations

Accountability rests with the whole board, with no individual trustee or committee having decision-making authority unless it has been delegated and documented.

Expectations and limitations

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1 1.2 1.3 1.4 1.5	The board leads the annual charter/strategic plan review process The board sets/reviews the strategic aims by xxxxx The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education by 1 March each year Regular board meetings include a report on progress towards achieving strategic aims The charter/strategic plan is the basis for all board decision making
2. Monitors and evaluates student progress and achievement, including students with differing needs.	2.1 2.2 2.3 2.4	The board approves an annual review schedule covering curriculum and student progress and achievement reports Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success Information reported to the board is thoughtfully discussed, critiqued and challenged Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Ensures that the school is a safe place for all students and staff.	3.1 3.2	All reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination Students' rights under the Education & Training Act 2020 , the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured
4. Ensures the school gives effect to Te Tiriti o Waitangi	4.1 4.2 4.3	Plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori Māori students achieve equitable outcomes
5. Appoints, assesses the performance of and supports the principal.	6.1	Principal's performance management system is in place and implemented
6. Approves the budget and monitors financial management of the school.	6.1 6.2	Budget is approved by the first meeting each year Satisfactory performance of financial management against budget is in evidence
7. Effectively manages risk.	7.1 7.2 7.3 7.4	The board has an effective governance model in place The board remains briefed on internal/external risk environments and takes action where necessary The board identifies trouble spots in statements of audit and takes action if necessary The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
8. Ensures compliance with legal requirements.	8.1 8.2 8.3 8.4 8.5 8.6	New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of board members New and continuing members are kept aware of any changes in legal and reporting requirements for the school The board seeks appropriate advice when necessary Accurate minutes of all board meetings are approved by the board and signed by the presiding member Individual staff/student matters are always discussed in public-excluded session Board meetings have a quorum

9. Ensures board members attend board meetings and take an active role.	9.1 9.2 9.3 9.4	Board meetings are effectively run Members attend board meetings having read board papers and reports and are ready to discuss them Attendance at 80% of meetings (minimum) No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education & Training Act 2020, schedule 23, clause12 (1) (c))
10. Approves major policies and programme initiatives.	10.1 10.2	The board approves programme initiatives as per policies The board monitors implementation of programme initiatives
11. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	11.1 11.2 11.3 11.4	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements) The board ensures there are personnel policies in place and they are adhered to The board ensures there is ongoing monitoring and review of all personnel policies The board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme)
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	12.1	Successful resolution of any disputes and conflicts referred is achieved
13. Represents the school in a positive, professional manner.	13.1	Code of conduct is adhered to
14. Oversees, conserves and enhances the resource base.	14.1	Property/resources meet the needs of the school's aims
15. Effectively hands over governance to new board members at election time.	15.1 15.2 15.3 15.4	New board members are provided with induction and a copy of the board's governance manual New board members are fully briefed and able to govern following attendance at an orientation programme Appropriate delegations are in place as per the Education (School Boards) Regulations 2020, regulation 8 Board and board members participate in appropriate ongoing professional development

Procedures/supporting documentation

None

Monitoring

Board members to review annually, and re-sign code of behaviour. Chair to monitor throughout year.

Legislative compliance

[Education Act 1989](#)

[Employment Relations Act 2000](#)

[State Sector Act 1989](#)

Reviewed: 29 March 2022	Next review: Feb 2025
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Board code of behaviour policy

Outcome statement

The board will act in an ethical and respectful manner

Scoping

Every member of the board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and board policy.

Expectations and limitations

As members of an effective governance team, each member of the board of trustees shall:

- ensure the needs of all students and their achievement is paramount
- uphold the principles of Te Tiriti o Waitangi
- be loyal to the school and its mission
- maintain and understand the values and goals of the school
- protect the special character of the school
- publicly represent the school in a positive manner
- respect the integrity of the principal and staff
- 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
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the board's decisions
- speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board
- in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
- 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
- continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
- be available to undertake appropriate professional development.

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

Signature

Date

Procedures/supporting documentation

Trustees to sign code of behaviour when elected or co-opted, and annually

Monitoring

Board Chair to ensure all serving Trustees have signed and adhere to code of behaviour.

Legislative compliance

[Education Act 1989](#)

Reviewed: 29 March 2022

Next review: Feb 2025

Board member remuneration and expenses policy

Outcome statement

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

Scoping

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

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

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

Expectations and limitations

Currently at Nelson Central School:

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

Procedures/supporting documentation

Board meeting payments are completed twice yearly based on attendance

School reimbursement claim form

Monitoring

All expenses processed by school finance officer

Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

Reviewed: 29 March 2022	Next review: Feb 2025
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Conflict of interest policy

Outcome statement

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

Scoping

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

Expectations and limitations

All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.

Any board member who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a board member must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

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

Any board member who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.

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

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

Procedures/supporting documentation

Disclosure of interest statements. If any conflict of interest is identified during the course of a meeting or correspondence between the Board, the conflicted party should immediately make the other Board members aware.

Monitoring

Conflicts of Interest are called for at each Board meeting and a register maintained.

Legislative compliance

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

Reviewed: 29 March 2022	Next review: Feb 2025
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Presiding Member (Chair) role description policy

Outcome statement

The board is effectively led.

Scoping

The presiding member presides over board meetings and ensures that each board member has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are 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 by election at the first board meeting of the year except in a triennial board election year where it shall be at the first meeting of the board held after the election*
- acts within board policy and delegations at all times and not independently of the board
- works with the board to develop a cohesive and effective team
- welcomes new board members, ensures that disclosure of any conflicts of interest is made and the code of conduct is understood (and signed) and leads new member induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the board code of conduct policy
- ensures the work of the board is completed
- sets the board's meeting agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education & Training Act 2020, the Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any board policies and protocols*
- ensures interactive participation by all board members
- represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- is the official signatory for the board, including for annual accounts*
- is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the principal
- ensures the principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with at the appropriate level, according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

* Legislative requirement

Procedures/supporting documentation

Governance policies and protocols
Board code of conduct
School delegations list

Monitoring

Annual evaluation by board members

Legislative compliance

[Education & Training Act 2020](#)

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

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

[Official Information Act 1982](#)

[Privacy Act 2020](#)

Reviewed: 29 March 2022	Next review: Feb 2025
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Staff representative role description policy

Outcome statement

The staff representative brings a staff perspective to board discussion and decision making.

Scoping

As a member of the school board, the staff representative is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other board member.

Expectations and limitations

Staff representative accountability measures		Standard
1. To work within the board's charter/strategic plan.	1.1	The charter/strategic plan is obviously considered in board decisions.
2. To abide by the board's governance and operational policies.	2.1	The staff representative has a copy of the governance manual and is familiar with all board policies.
3. The staff representative is first and foremost a representative and must act in the best interests of the students at the school at all times.	3.1 3.2	3.1 The staff representative is not a staff advocate. 3.2 The staff representative does not bring staff concerns to the board.
4. The staff representative is bound by the representative code of behaviour.	4.1	The staff representative acts within the code of behaviour.
5. It is not necessary for the staff representative to prepare a verbal or written report for the board unless specifically requested to by the board.	5.1	No regular reports are received unless a request has been made by the board on a specific topic.

Procedures/supporting documentation

Staff representative to sign code of behaviour annually

Monitoring

Presiding member to monitor effectiveness of staff representative role

Legislative compliance

Reviewed: 29 March 2022

Next review: Feb 2025

Relationship between presiding member and principal policy

Outcome statement

The relationship between the presiding member and the principal is based on trust, integrity and mutual respect.

Scoping

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

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

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

Delegations

None

Expectations and limitations

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

Procedures/supporting documentation

None

Monitoring

Monitored through Principal Appraisal Process and use of IET tool

Legislative compliance

Reviewed: 29 March 2022	Next review: Feb 2025
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Principal performance management policy

Outcome statement

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

Scoping

An annual performance agreement will be established between the board and principal and be in place at the beginning of each school year.

The principal's performance against this agreement will be reviewed throughout the year, and a final report will be prepared and presented to the board at the end of the school year.

The prime focus of the agreement will be that every student at the school is able to attain their highest possible standard in educational achievement.

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.

Delegations

The presiding member of the board (or personnel committee of the board) will ensure an annual performance review is carried out in accordance with this policy.

Expectations and limitations

- The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs
- The principal's performance will be formally reviewed on an annual basis by duly delegated members of the board and, optionally at the board's choice, an independent consultant who specialises in education
- Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role
- There will be three interim reviews, one each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress
- The principal will be reviewed on the criteria set out in the performance agreement – performance objectives, professional standards, learning and development objectives and fulfilment of additional duties that require concurrence payment
- If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final
- The presiding member, delegate(s) and consultant may gather information from staff, parents or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence
- The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied, with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report in accordance with the principal's views or let the report stand with the principal's comments attached
- The presiding member/delegate(s)/consultant will present the final report/summary back to the board with the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit, and further discussion may continue among the board
- The principal will be informed personally and in writing of the final outcome following the report discussion
- The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution

Procedures/supporting documentation

Annual Performance Appraisal

Monitoring

Annual Performance Appraisal

Legislative compliance

[Education and Training Act 2020](#) – sections 127 & 130

Reviewed: 29 March 2022	Next review: Feb 2023 (reviewed annually)
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Part D: Governance processes and procedures – ways in which we ensure effective governance

	Approval date	Reviewed	Next review
C1. Meeting protocols	26 November 2019	29 March 2022	Feb 2025
C1.1 Public attending board meetings			
C1.2 Meeting agenda			
C1.3 Evaluation of meeting			
C2. Committee principles	26 November 2019	29 March 2022	Feb 2025
C2.1 Review committee terms of reference			
C2.2 Student behaviour management committee terms of reference			
C2.3 Finance committee terms of reference and annual calendar			
C3. Trustee induction process	26 November 2019	29 March 2022	Feb 2025
C4. Concerns and complaints process	26 November 2019	29 March 2022	Feb 2025
C4.1 Board complaints checklist			
C5. Internal evaluation process	26 November 2019	29 March 2022	Feb 2025
C5.1 Triennial review programme			

Meeting protocols

The board of trustees of Nelson Central School is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

Timing of meetings

- Dates and times of meetings will be set in the board workplan and usually held on the second or third Tuesday of the month, starting at 7.00pm and finishing no later than 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

Agenda and meeting papers

- The chair is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting.
- The principal is to ensure that secretarial services are provided to the board.
- Agenda items are to be notified to the chair five days prior to the meeting.
- The agenda and board papers will be circulated to board members at least five days prior to the meeting.
- 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.
- 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.
- Items in the agenda should generally carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- The agenda is to be collated with the items placed in order and marked with an agenda item number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

Public participation

- The board meeting is a meeting open to the public rather than a public meeting.
- Only trustees have automatic speaking rights.
- Public participation is at the discretion of the board.
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting – see C1.1 Public attending board meetings.

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 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*
- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain.

Conduct of meetings

- A quorum of more than half the members currently holding office is required.*
- Trustees will declare any conflict of interest at the beginning of the meeting.
- 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 (contracts, pay and conditions). 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.
- The chair shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board.*
- The elected chair (or, in their absence, a non-school-based trustee) presides at meetings.
- 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 whether or not to grant it.*

- Points of order are questions directed to the chair that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.
- The board's normal meeting procedures may be suspended by resolution of the meeting.

Decision-making process

- All decisions are to be taken by open voting by all trustees present.
- In the event of tied voting on a resolution, the chair may exercise a casting vote in addition to their deliberative vote.*
- 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.
- 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.

Minutes

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- Minutes are sent to the chair for checking within 3 working days and distributed electronically to the board within 7 working days. Requests for corrections or amendments should be submitted by email to the chair as soon as possible to ensure accurate minutes can be confirmed at the next meeting.
- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the 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.
- Meetings 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.

* Legislative requirement

D1.1. Public attending board meetings

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings. Members of the public include staff, students and parents of the school who are not trustees on the board.

These procedures will be provided to members of the public attending meetings so that they understand the rules that apply and will be followed unless otherwise authorised by the board:

- Board meetings are not public meetings but meetings held in public.
- If the meeting moves to exclude the public (usually to protect the privacy of individuals), members of the public will be asked to leave the meeting until this aspect of business has been concluded.
- Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably, this request has been made in advance. Public participation is at the discretion of the board.
- Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of 15 minutes per interest group.
- No more than two speakers on any one topic.
- Speakers are not to question the board and must speak to the topic.
- Board members will not address questions or statements to speakers.
- Speakers shall not be disrespectful or offensive or make malicious statements or claims.
- If the chair believes that any of these have occurred or the speaker has gone over time, they will be asked to finish.

This procedure approved by the board of trustees on 26 November 2019

D1.2. Meeting agenda

A typical agenda will be as follows:

Board of trustees meeting agenda – date			
	Policy reference	Led by	Time
1. Administration			5 mins
1.1 Present			
1.2 Apologies			
1.3 Declaration of interests			
2. Strategic decisions			30–45 mins
2.1 Strategic decisions made if required	Operational/ governance policy xxxx		
3. Monitoring			45–60 mins
3.1 Ongoing summary of progress to date in relation to annual plan			
3.2 Expert presentation			
3.3 Data analysis			
3.4 Exploration of key result area (goals)			
3.5 Finance and audit report			
4. Strategic discussions			30–45 mins
4.1 Exploration of special issue or project (e.g. budget, principal performance agreement/ appraisal, delegations)			
4.2 Education Gazette			
5. Identify agenda items for next meeting			5–15 mins
6. Administration			5–15 mins
6.1 Confirmation of minutes			
6.2 Correspondence			
7. Meeting closure			5–15 mins
7.1 Comments on meeting procedures and outcomes			
7.2 Preparation for next meeting			

Notes:

- Correspondence is listed on the back of the agenda.
- List of current delegations is attached to the agenda.

D1.3. Evaluation of meeting on [date] chaired by [name]

1. How well do you think we achieved the objectives for the meeting based on the agenda?

Not at all				Very well
1	2	3	4	5

Comment:

2. How well do you think the board works as a team?

Not at all				Very well
1	2	3	4	5

Comment:

3. How satisfied are you with how the meeting was chaired?

Not at all				Very well
1	2	3	4	5

Comment:

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

Not at all				Very well
1	2	3	4	5

Comment:

5. Is there anything that you believe could improve our meeting process?

Name: (Optional) -

Committee principles

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

The Education Act 1989 Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

Board committees:

- are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate
- can include non-board members but at least one must be a trustee
- 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
- assist the board chiefly by preparing policy alternatives and implications for board deliberation
- are intended to assist the board and not to advise or carry out the work of staff
- must act through the board and can only recommend courses of action unless they hold delegated authority to act on the board's behalf
- are to have terms of reference drawn up as required, usually containing information as to their:
 - purpose
 - membership
 - delegated authority.
- The board of Nelson Central School currently has the following standing committees:
 - Disciplinary committee
 - Review committee (if needed – see C2.1 below)
 - Student behavior mgmt. – see C2.2 below
- Any other committees established for special purposes should conform to the above principles.

Date of approval: 26 November 2019

D1.4. Review committee terms of reference

Purpose

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

- supporting the board to review the effectiveness of the board's governance processes
- reviewing the effectiveness of systems for the assessment and management of areas of risk
- verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other
- commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the board
- reporting any problems or reservations arising from the external auditor's/reviewer's work and any other matters that the external auditor/ reviewer brings to the attention of the board
- ensuring implementation of the triennial review programme.

Committee members

At least one trustee who should not be either the board chair or principal.

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 review committee is formally constituted as a committee of the board within these approved terms of reference and the delegated authority re the delegations list.

The committee shall be appointed by the board. The board may co-opt additional trustees to the committee as and when required. Members of the management team shall attend meetings when requested. A representative of the external auditor 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 cooperate 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 free and confidential advisory services to trustees and boards via its Advisory Support Centre 0800 782 435.) No individual member of the review committee can act without the directive of the committee as a whole.

D1.5. Student behaviour management committee terms of reference

Purpose

To ensure that all processes relating to the suspension of students adhere to the requirements of the Education Act 1989, 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 chair or, in the chair's absence, will be determined by the committee. The quorum for the committee shall be three trustees.

Delegated authority

Under Schedule 6 section 17 of the Education Act 1989, certain powers of the board shall be delegated to the student disciplinary committee of the board of trustees. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the Ministry of Education guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the board as necessary, or
- decide the outcome of any student disciplinary meeting.

The board will be kept informed by the principal of the number of stand-downs, suspensions, exclusions and expulsions at each board meeting.

Review schedule: Triennially

D1.6. Finance committee terms of reference

Purpose

The finance committee is formed to provide guidance to the principal in the financial management of the school.

Scoping

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 finances and budget to the principal.

As a committee of the board, the finance committee is responsible for providing guidance to the principal on financial matters.

Delegated authority

The finance committee is responsible to the board for:

- recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff
- determining the level of budgetary discretion available to the principal
- monitoring and reporting on the annual budget via the principal
- reviewing on behalf of the board accounts passed for payment by the school
- advising on additional funding sources
- 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
- recommending changes to financial policy
- overseeing the preparation of the annual accounts for board approval
- assisting the principal in reporting financial performance to parents and the community
- providing input into the school's strategic plan
- preparing special reports for consideration by the board
- annually reviewing the school's risk management needs and insurance cover
- assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Finance committee annual calendar

Date	Action required
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 that 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

Trustee induction process

The board is committed to ensuring continuity of governance and a smooth transition when trustees join the board. 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
- an outline of what will be covered in the induction meeting
- the date of the next board meeting
- chair and principal contact details.

New trustees will be issued with a governance manual (either electronically or in hard copy) containing copies of the school's:

- strategic and annual implementation plans
- policies
- current budget
- last ERO report
- last annual report
- triennial board workplan
- minutes of the last three open board meetings
- any other relevant material.

New trustees will be invited to attend an induction, facilitated by the chair or delegate, which will include:

- explaining board policy and other material in the governance folder
- code of behaviour – trustees to sign and agree to work within the board's code
- overview of the requirements of the board chair role with reference to policy
- introduction to the strategic plan and explanation of its importance
- summary of any opportunities or risks facing the board
- professional development from NZSTA
- overview of first board meeting – election of board chair, delegations.

The principal and chair or delegate will brief all new members on the organisational structure of the school.

The principal will conduct a site visit of the school.

New board members are to be advised of the professional development that is available from NZSTA and other relevant providers. After 3 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 the principal and chair to be effective?

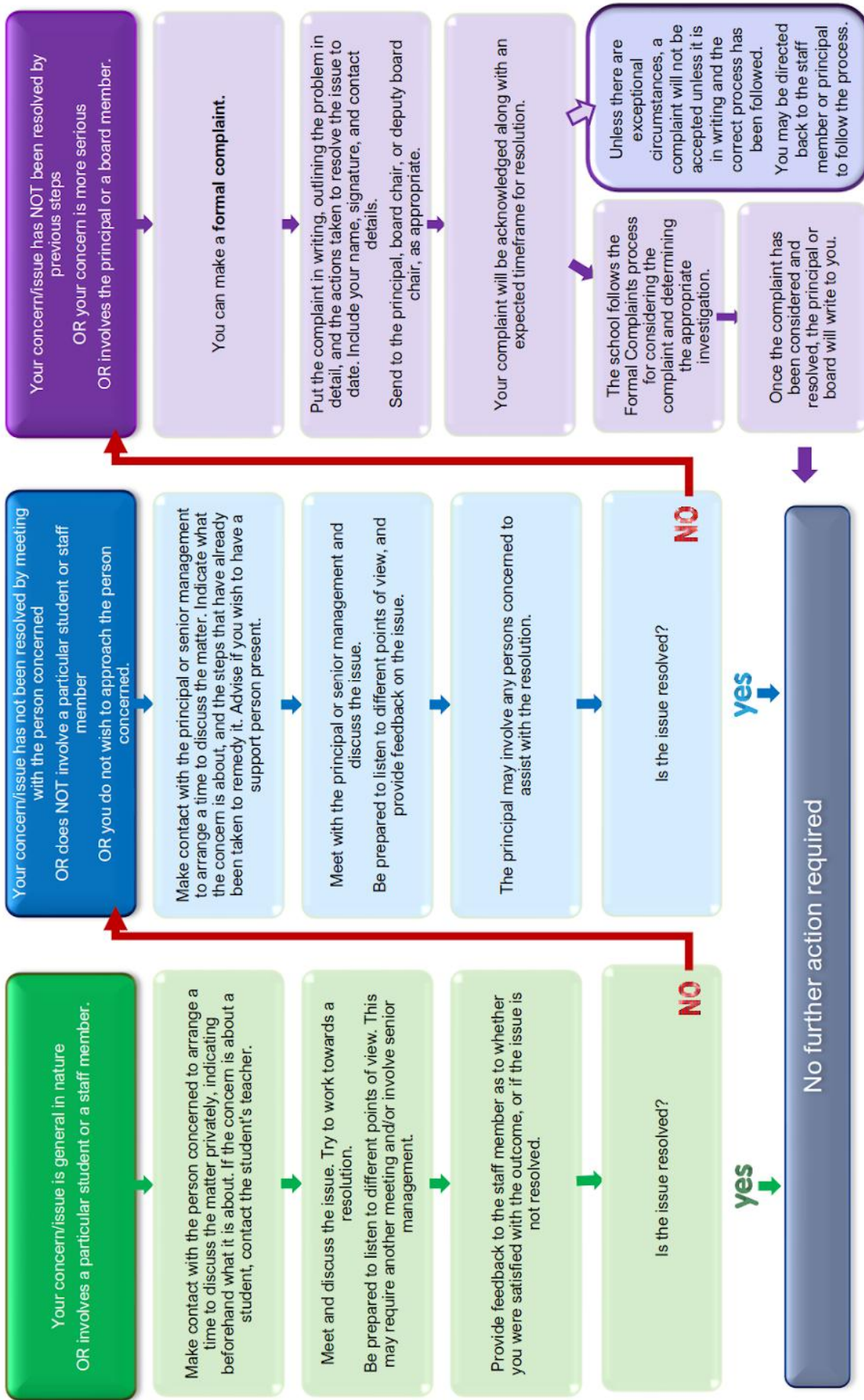
Very effective	Effective	Not very effective
Comment:		

Please comment on how we could improve this induction process:

Concerns and complaints process

Concerns and Complaints Process

Most concerns can be resolved informally by discussions with the people concerned.



This flowchart aligns with the school's Concerns and Complaints policy and procedures.

D1.7. Board complaints checklist

Once a letter of complaint has been received, the board chair should ensure the following process is followed:

	Notes/date completed
1. Ensure the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the principal or board.	
2. Verify with the principal that any staff (or others) identified in the complaint are aware of the situation and that there has been discussion and attempts to reconcile.	
3. If the complaint or action is employment related or has potential industrial relations implications, contact the NZSTA employment advisory and support centre. For all other complaints, contact the NZSTA governance advisory and support centre.	
4. Alert the school's insurance broker.	
5. Acknowledge the letter of complaint within 7 days and advise the board process, or redirect the complainant to principal, syndicate leader or staff member as appropriate. Report to the board without names or detail at the next meeting.	
6. Once confirmed as a complaint, forward it confidentially to all trustees for consideration.	
7. Board request to principal to present full written report outlining all actions taken, advice received, meetings held and justified decisions made.	
8. Board determines whether the above fully satisfies them of full and fair process. If so, the board supports the principal and advises the complainant.	
9. If not satisfied, the board meets and discusses in committee, determines whether to formally meet the complainant and delegates responsibility to trustee(s) as deemed appropriate.	
10. Board delegates meet with the complainant and discuss the complaint more fully, verifies, investigates and clarifies. Support persons should be confirmed as welcome to attend.	
11. Board delegates report back to full board and recommend actions/decisions.	
12. Board takes appropriate actions, records and formally minutes decisions.	
13. Board advises complainant in writing of its provisional decisions and factors considered in reaching them, within 21 days of complaint receipt, unless otherwise agreed by all parties. Complainant is given opportunity to comment before the board's final decision is reached and given.	
14. Board endeavours to convene follow-up meeting within 1 month of step 9.	

Internal evaluation process

A planned process for internal review enables continuous improvement in the governance and performance of the school.

The board's triennial review schedule is based on annually updated workplans.

A copy of the current workplan will be considered at each board meeting to ensure the evaluation cycle is on track.

Performance for each area itemised on the review schedule will be evaluated against evidence that includes but is not limited to:

- The annual report including the Analysis/Statement of Variance (AoV/SoV) and audited financial statements
- Student achievement data
- Staff and student wellbeing surveys
- Education Review Office (ERO) reports
- Board internal governance evaluation and performance review
- Feedback from parents, caregivers and staff
- Student voice
- Principal performance review
- Any other means deemed appropriate by the board.

Review schedule: Triennially

Part E: Operational policies – board expectations for the control and management of the school

Please refer to the online SchoolDocs platform for all operational policies and procedures:

<https://nelsoncentral.schooldocs.co.nz/1893.htm>

Username: nelsoncentral
Password: Aim high

Part F: Triennial review programme

2022 BOARD ASSURANCES

Term 3	Appraisal of the Principal	<ul style="list-style-type: none"> Take steps to ensure that this process is completed and reported on to the board by the end of the year.
	School Swimming Pool	<ul style="list-style-type: none"> Ensure that a full risk management and safety assessment of the pool compound is completed as part of the annual health and safety review. See the Ministry of Education's Swimming pools at schools information. Report to the board.
	Safety Management System	<ul style="list-style-type: none"> Report to the board on the internal audit conducted by the health and safety committee/ delegated person of the school's health and safety compliance and practices. Check against the Performance Measurement section of this topic.
	International Learners	<ul style="list-style-type: none"> Conduct a self-review of how the school is meeting Code of Practice requirements and report to the board. The self-review should be documented for the school's records, as well as possible external review.
	Surrender and Retention of Property and Searches	<ul style="list-style-type: none"> Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that all authorised staff have confirmed their status in writing, and ensure that a written record has been kept of all instances of search, surrender, or retention of property.
	Physical Restraint	<ul style="list-style-type: none"> Assure the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that, as relevant, any non-teaching staff have been authorised in writing. Assure the board of the relevant training and support of staff authorised to apply restraint.
Term 4	Emergency Evacuation/ Emergency Kit	<ul style="list-style-type: none"> Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).
	Staff Usage and Expenditure (SUE) Reports (in Expenditure)	<ul style="list-style-type: none"> Ensure a board member has checked the processes and authorisations used to make payments to staff members, the principal, and others responsible for the school payroll.
	Monitoring and Auditing School Bus	<ul style="list-style-type: none"> Complete an audit of the school's bus transport compliance.
	Provisionally Certificated Teachers	<ul style="list-style-type: none"> Report to the board on the induction programme of provisionally certificated teachers.
	Teacher Registration, Certification, and Police Vetting	<ul style="list-style-type: none"> Assure the board that all teaching staff are certificated, and therefore vetted.
	Appointment Procedure	<ul style="list-style-type: none"> Assure the board that the appointment procedure, including appointment committee delegations and referee and background checks, is being carried out as stated.
	Length of School Year	<ul style="list-style-type: none"> Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-days for instruction for the next year.
	Reading Recovery / Literacy Support	<ul style="list-style-type: none"> Report to the board from the Reading Recovery teacher on the implementation of the Reading Recovery programme.
International Learners (if applicable)	<ul style="list-style-type: none"> Assure the board that the Code of Practice self-review attestation will be submitted by the due date – 1 December each year. 	

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Board meeting dates 2022

Area for review	Feb	Mar	May	Jun	Aug	Sep	Nov	Dec
Strategic plan	Confirm and approve 3-year charter/strategic plan and annual implementation plan	Annual aims regularly reviewed and reported to board through principal's reports Community of Learning/Kāhui Ako regularly reported to board through principal's reports					Review of strategic plan Approve review plan	AoV/SoV Receive draft annual implementation plan
Policy	Governance policy 1: Board responsibilities Governance policy 2: Board code of conduct	Operational policy 1: Responsibilities of the principal		Operational policy 2: Curriculum delivery	Operational policy 9: Concerns and complaints		Governance policy 5: Presiding member role description	
Student progress and achievement	20xx AoV/SoV report	Learning support needs		Mid-year report post parent interviews	Pasifika student focus	Gifted and talented		AoV/SoV draft
Te Tiriti o Waitangi	Māori student focus	Local Māori community consultation		Māori student focus	Local Māori community consultation		Ensure strategic plan reflects local tikanga Māori, mātauranga and te ao Māori	
Inclusion and wellbeing	Student transition focus		Receive staff wellbeing survey report		Receive student wellbeing survey report		Student transition focus	Board wellbeing assessment
HR	Principal performance agreement process	Principal performance agreement approved	HR audit	HR audit report Mid-year principal performance review		Provisional staffing entitlement and funding		Principal appraisal report
Curriculum	Key competencies		English		Numeracy	The arts		
Budget	Approve budget Draft financial report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
New government or local initiatives								
Board process compliance requirements	Elect presiding member Delegations	Accounts to auditor AoV/SoV to MoE	Annual report to MoE by 31 May	Roll return 1 July Election of presiding member (in election year)	Induction of new board (in election year)	Student representative election	Health curriculum consultation	Board report to community
Board PD & internal evaluation		Your community workshop	Health and safety workshop		NZSTA new board PD (election year)	NZSTA new board PD (election year)	Evaluation of board effectiveness	

Board meeting dates 2023

Area for review	Feb	Mar	May	Jun	Aug	Sep	Nov	Dec
Strategic plan	Confirm 3-year charter/strategic plan and annual implementation plan	Annual aims regularly reviewed and reported to board through principal's reports Community of Learning/Kāhui Ako regularly reported to board through principal's reports					Review strategic plan	AoV/SoV Receive draft annual implementation plan
Policy	Governance policy 9: Principal performance management		Operational policy 3: Personnel; 3.1: Appointments	Governance policy 4: Conflict of interest	Operational policy 4: Financial planning, 4.1: Financial condition 4.2 Asset protection	Governance policy 6/7: Staff/student representative role description	Governance policy 8: Relationship between presiding member & principal	
Student progress and achievement	20xx AoV/SoV report	Learning support needs		Mid-year report post parent interviews	Pasifika student focus	Gifted and talented		AoV/SoV draft
Te Tiriti o Waitangi	Māori student focus	Local Māori community consultation		Māori student focus	Local Māori community consultation		Ensure strategic plan reflects local tikanga Māori, mātauranga and te ao Māori	
Inclusion and wellbeing	Student transition focus		Receive staff wellbeing survey report		Receive student wellbeing survey report	Community survey - inclusion	Student transition focus	Board wellbeing assessment
HR	Principal performance agreement process	Principal performance agreement approved	Receive summary of exit interviews	Mid-year principal performance review		Provisional staffing entitlement and funding		Principal appraisal report
Curriculum		Technology		Health and physical education	Science		Social sciences	
Budget	Approve budget Draft financial report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
New government and local initiatives								
Board process compliance requirements/best practice	Elect presiding member Delegations Board code of conduct	Accounts to auditor AoV/SoV to MoE	Annual report to MoE by 31 May	Roll return 1 July Review committee principles and terms of reference		Student representative election		Parent reporting
Board PD & internal evaluation	NZSTA Finance workshops	Board self-directed learning	NZSTA Student behaviour management workshop	Board self-directed learning	NZSTA Inclusive schools and student wellbeing workshop	Board self-directed learning	Board self-directed learning	

Board meeting dates 2024

Area for review	Feb	Mar	May	Jun	Aug	Sep	Nov	Dec
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Strategic plan	Confirm 3-year charter/strategic plan and annual implementation plan	Annual aims regularly reviewed and reported to board through principal's reports Community of Learning/Kāhui Ako regularly reported to board through principal's reports					Review of strategic plan	AoV/SoV Receive draft annual implementation plan
Policy	Operational policy 6: Health and safety	Operational policy 7: Child protection	Governance policy 3: Board remuneration and expenses	Operational policy 8: Managing challenging behaviour and physical restraint	Governance policy 8: Relationship between presiding member and principal	Operational policy 5: Protection and sharing of intellectual property	Operational policy 9: Concerns & complaints	
Student progress and achievement	AoV/SoV report	Learning support needs		Mid-year report post parent interviews	Pasifika student focus	Gifted and talented		AoV/SoV draft
Te Tiriti o Waitangi	Māori student focus	Local Māori community consultation		Māori student focus	Local Māori community consultation		Ensure strategic plan reflects local tikanga Māori, mātauranga and te ao Māori	
Inclusion and wellbeing	Student transition focus		Receive staff wellbeing survey report		Receive student wellbeing survey report	Health curriculum consultation	Student transition focus	Board wellbeing assessment
HR	Principal performance agreement process	Principal performance agreement approved		Mid-year principal performance review		Provisional staffing entitlement and funding		Principal appraisal report
Curriculum		Mathematics and statistics	Education learning languages		Te reo Māori		Local curriculum & tikanga Māori	
Budget	Approve budget Draft financial report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
New government and local initiatives								
Board process compliance requirements/ best practice	Elect presiding member Delegations Board code of conduct	Accounts to auditor	Annual report to MoE by 31 May	Roll return 1 July Board meeting process review	Succession planning (ahead of election year)	Student representative election	Appoint returning officer for triennial elections as appropriate	Parent reporting Promote board elections next year Host Kōrari workshop
Board PD & internal evaluation	NZSTA Succession planning workshop			NZSTA Governance essentials	NZSTA Student achievement workshop	Board self-directed learning/workshops	NZSTA strategic planning workshop	

The board 3-year review programme/workplan is a living document and will be reviewed consistently throughout the year so the board meets all their accountabilities ensuring student progress and achievement is the primary focus.

F1.1. Types of review

Strategic self-review is a long-term overarching form of self-review that focuses on evaluating how well a school is achieving its mission, vision and strategic goals and can support decisions about school direction and priorities.

Regular (or planned) self-reviews are business as usual reviews. They are smaller, focused and ongoing. This kind of self-review feeds information into strategic self-review.

Emergent (or spontaneous) self-reviews are in response to unplanned events or issues as they arise. They are one-off spontaneous reviews but should fit with the school's overall goals and feed into other reviews.