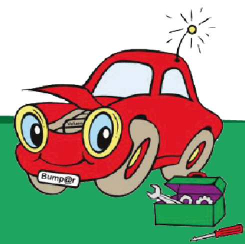
Riverhead School

Governance Framework Manual

School Docs

as at 1 March 2024



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Introduction

The Riverhead School board is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusion education. To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

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

Governance	Management
The ongoing improvement of student progress and achievement; that the school is an inclusive and safe place for all students and staff; that the school gives effect to Te Tiriti o Waitangi are the board's primary objectives. 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. 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. 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.	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 laws of New Zealand (for detail, see Operational policies).

Education & Training Act 2020

In developing the above definitions for Riverhead 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:
(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 sub delegate 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.

<u>LOGIN DETAILS FOR SCHOOL DOCS LINK:</u>

https://www.schooldocs.co.nz/Home/SchoolLogin

Username: riverhead

Password: bump@r

Part 1: Governance Policies – How we work at a Board

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.

1. Board Roles and Responsibilities Policy

Outcome Statement

The board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement; ensures that the school is a safe and inclusive place for all students and staff; gives effect to Te Tiriti o Waitangi.

General policy

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked.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

Delegations

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

Expectations and Limitations

	Board Actions		Standard
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/strategic plan review process.
		1.2	The Board sets/reviews the strategic aims by February.
		1.3	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.
		1.4	Regular Board meetings include a report on progress towards achieving strategic aims.
		1.5	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	The Board approves an annual review schedule covering curriculum and student progress and achievement reports.
		2.2	Reports are received at each regular Board meeting from the Principal on progress against the annual plan, highlighting risk/success.
		2.3	Information reported to the Board is thoughtfully discussed, critiqued and challenged.
		2.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3	**Ensures that the school is a safe place for all students and staff.**	3.1	All reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination
		3.2	Students' rights under the Education & Training Act 2020, the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured.
4	**Ensures the school gives effect to Te Tiriti o Waitangi**	4.1	Plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
		4.2	All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori.
		4.3	Māori students achieve equitable outcomes.

5	**Appoints, assesses the performance of and supports the principal.**	**5.1**	Principal's performance management system is in place and implemented.
6	**Approves the budget and monitors financial management of the school.**	**6.1**	Budget is approved by the first meeting each year.
		6.2	Satisfactory performance of financial management against budget is in evidence.
7	**Effectively manages risk.**	**7.1**	The Board has an effective governance model in place.
		7.2	The Board remains briefed on internal/external risk environments and takes action where necessary.
		7.3	The Board identifies trouble spots in statements of audit and takes action if necessary.
		7.4	The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action.
8	**Ensures compliance with legal requirements.**	**8.1**	New members read and understand the governance framework including policies, the school charter/strategic plan, Board induction pack and requirements and expectations of Board members
		8.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
		8.3	The Board seeks appropriate advice when necessary
		8.4	Accurate minutes of all Board meetings are approved by the Board and signed by the Presiding Member (Chair).
		8.5	Individual staff/student matters are always discussed in a public-excluded session.
		8.6	Board meetings have a quorum.
9	**Ensures board members attend Board meetings and take an active role.**	**9.1**	Board meetings are effectively run.
		9.2	Trustees attend Board meetings having read Board papers and reports and are ready to discuss them.
		9.3	Attendance at 80% of meetings (minimum).
		9.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education & Training Act 2020, schedule 23, clause 12 (1)(c)
10	**Approves major policies and programme initiatives.**	**10.1**	The Board approves programme initiatives as per policies.
		10.2	The Board monitors implementation of programme initiatives.
11	**Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.**	**11.1**	The Board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
		11.2	The Board ensures there are personnel policies in place and they are adhered to.
		11.3	The Board ensures there is ongoing monitoring and review of all personnel policies.
		11.4	The Board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme).
12	**Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures.**	**12.1**	Successful resolution of any disputes and conflicts referred is achieved.
13	**Represents the school in a positive, professional manner.**	**13.1**	Code of behaviour is 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 members at election time.**	**15.1**	New Board members are provided with induction and a copy of the Board's governance manual.
		15.2	New Board members are fully briefed and able to govern following attendance at an orientation programme.

		15.3	Appropriate delegations are in place as per the Education (School Boards) Regulations 2020, regulation 8
		15.4	Board and board members participate in appropriate ongoing professional development.

2. Board Code of Conduct Policy

Code of Conduct for State School Board Members

Issued by the Minister of Education under section 166 of the Education and Training Act 2020 to apply to members of State school boards.

Individual boards of schools/kura can decide to expand the minimum standards in this code to protect the special character/ different character/ principles of Te Aho Matua and any special characteristics of the school or its community.

Acting to achieve our objectives
The purpose of all school boards is to govern the school. As board members, we share the common objectives, as outlined in section 127 of the Education and Training Act 2020, including ensuring the school gives effect to Te Tiriti o Waitangi. These objectives are not achieved alone, but in partnership with parents/caregivers, whānau, iwi, hapū, communities, and students/ākonga.

We act and behave in a manner that demonstrates and promotes these common objectives.

1	I act with integrity	I act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.
2	I am culturally responsive and fair	I do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours particular individuals, groups, identities or interests.
3	I actively promote a safe school environment	I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up
4	I am respectful of my fellow board members and act consistently with the designated or special character of my school	I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree. If I am a board member of a designated character school or state-integrated school I act consistently with the school's character. I act consistently with Te Aho Matua where the school is a Kura Kaupapa Māori Te Aho Matua.
5	I respect the process of collective decision-making	I recognise that only a member authorised by the board to do so may speak on behalf of the board. I do not act independently of the board's decisions.
6	I treat school staff, students and members of the school community with respect	I treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect.
7	I take responsibility for ongoing development in my role	I make myself available to undertake appropriate professional development, including a focus on Te Tiriti o Waitangi and good governance.
8	I engage with our community in sensitive and appropriate ways	I work with my fellow board members to authentically engage with all people in our school community, including whānau, local Māori communities, iwi and hapū, fairly, impartially, promptly, and sensitively to help inform the decisions we make.
9	I speak up for all students	I put students' wellbeing, progress and achievement first and foremost, unaffected by my personal beliefs or interests.
10	I come prepared	I come to board meetings prepared to fully participate in decision-making.
11	I use my position responsibly	I maintain confidentiality when I receive non-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school

		in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or community's interests.
12	I do not seek gifts or favours	I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.
13	I am politically impartial in my role as a board member	I do not endorse or campaign for a political party or candidate in my capacity as a school board member.
14	I meet statutory and administrative requirements	I act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and where required
15	I identify and manage conflicts of interest	I identify, disclose, manage and regularly review all interests. I become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school, and all statutory requirements.

Updated on 14 June 2023

3. Board Remuneration and Expenses Policy

Outcome Statement

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

General Policy

The board exercises its right to set the amount that the presiding member 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 board members except the presiding member. Any other payments or reimbursements are at the discretion of the board.

Expectations and Limitations

Currently at Riverhead School:

- the presiding member receives $75 per board meeting.
- elected 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 Presiding Member (Chair) (equivalent to 11 meetings at $75.00 a meeting).
- there is no payment for working group/committee meetings.
- attendance fees are non-taxable within the agreed non-taxable amounts of $605 annually for board members and $825 for the presiding board member (chair)
- 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.

4. Presiding Member (Chair) Role Description Policy

General Policy

The presiding member presides at 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 board 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 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 at 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 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 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

5. Staff Representative Role Description Policy

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

General Policy
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 board member and must act in the best interests of the students at the school at all times.	3.1 3.2	The staff representative is not a staff advocate. The staff representative does not bring staff concerns to the board.
4.	The staff representative is bound by the board 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.

6. Conflict of Interest Policy

Link to Conflict of Interest Policy via Riverhead School Docs

7. Relationship between Presiding Member (Chair) and Principal Policy

Outcome Statement
The relationship between the Presiding Member (Chair) and the principal is based on trust, integrity and mutual respect.

General Policy
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.

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.

8. Principal Performance Management Policy

Link to Principal Performance Management Policy via Riverhead School Docs

9. Elected Board Member Role Descriptions

Elected Board Member Roles Policy

The presiding member's role and responsibilities are set out in the Presiding Member (Chair) Role Description Policy (**refer page 12**). Each of the other parent representative board members will be allocated (by annual agreement) a portfolio or area of responsibility in which to oversee and provide assistance to the principal and/or presiding member. The parent representatives will share the following portfolios:

- Finance
- Property
- Health, Safety and Welfare
- Personnel
- Review and compliance
- Community Liaison

During major capital works projects the Property portfolio may be shared by multiple board members. One board member may hold more than one portfolio, either on their own or together with another board member. The board may determine that the responsibilities of the Community Liaison portfolio holder are to be fulfilled by the presiding member and therefore that portfolio may not be required from time to time.

Finance

The finance portfolio holder is to provide guidance and support to the principal in the financial management of the school by ensuring implementation of the board's Finance and Property Management Policy. The key responsibilities are to:

- support the principal in the development of the budget in accordance with strategic and annual plans
- ensure the timely preparation of monthly and annual accounts for board approval
- monitoring, review and reporting the financial performance against budget on a monthly basis
- provide input and guidance on the triannual review of the board's finance policy
- monitor policies
- review performance of investments
- ensure audits are conducted in accordance with Ministry of Education requirements and provide any necessary assistance to the auditors
- reviewing the school's insurance policies annually to ensure they meet Ministry of Education requirements and obligations under the Education and Training Act 2020, are adequate for the school's requirements and up to date
- provide support to the principal and the board in respect of any other financial matters
- keep up to date (and keep the board informed) on developments in the law relating to financial management of schools

Property

The property portfolio holder is responsible for overseeing implementation of the property aspects of the board's Finance and Property Management Policy. This includes:

- in conjunction with the principal and the finance portfolio holder, developing a 10 year property development plan for major maintenance and capital asset development and replacement
- viewing the school site with the principal and caretaker once per term to identify any maintenance requirements that have not already been identified
- together with the principal, attending any meetings with the Ministry of Education (or its delegates and/or contractors) regarding existing or future property projects
- together with the principal, lobbying Ministry of Education officials regarding the school's property needs
- in respect of any major capital works projects, providing support to the principal as required, including attending site meetings and liaising with project managers, architects and building contractors
- providing input and guidance on the triannual review of the board's property policy/ies
- keeping up to date on developments relating to property management in schools.

Personnel

The personnel portfolio holder is responsible for ensuring the effective implementation of, and ongoing compliance with, the board's Employer Responsibility Policy (and any related policies and procedures). The key responsibilities are to

- assist the board in its obligation to comply with the conditions contained in employment contracts for teaching and non-teaching staff
- represent the board's interests on the appointments committee in respect of the appointment of the principal, senior leadership, and other teaching and non-teaching staff where requested by the principal
- assist the presiding member with the principal's appraisal where requested
- provide assistance as necessary in disputes or complaints concerning or from staff
- keep up to date on issues impacting the board's role as employer
- providing input and guidance on the triannual review of the board's personnel policy/ies

Health, Safety and Welfare

The health, safety and wellbeing portfolio holder is responsible for assisting the board as a whole to fulfil its collective legislative duties under the Health and Safety at Work Act 2015, the Education and Training Act 2020 and under NAG 5 to provide a safe physical and emotional environment for students. The key responsibilities are to:

- keep up to date on issues impacting the health, safety and welfare of students, employees and visitors to the school
- provide input and guidance on the triannual review of the board's Health, Safety and Welfare policies and child protection policies.
- provide support to the principal in the implementation of, and ongoing compliance with, the board's Health, Safety and Welfare policies
- assist the board in meeting its responsibilities under the Children's Act 2014 by supporting the principal (and/or other designated person responsible for child protection policies) in the effective implementation and ongoing compliance with the school's child protection policies.

Review and Compliance

The review and compliance portfolio holder is responsible for monitoring compliance with board policies and legislation by maintaining a comprehensive programme of self-audit. The key responsibilities are:

- ensuring the board and principal prepare the charter/strategic plan, update it each year and provide it to the Ministry of Education in the required timeframe
- ensuring an analysis of variance between the school's performance and the targets in the charter/strategic plan is prepared by the principal and provided to the Ministry of Education
- reviewing the effectiveness of systems for the assessment and management of areas of risk
- monitor and assist the school to comply with all legislation and codes of practice, including in relation to international students
- assisting the board to identify proposed, pending or new legislation relevant to the board's role and its compliance with legal and policy requirements
- ensuring implementation of the triennial review programme, including liaising with SchoolDocs where necessary (if applicable)
- commissioning reviews of specific policies or procedures where requested by the board as result of emerging issues or unforeseen events
- considering and reporting any problems or reservations arising from the external auditor's audit and any other matters that the external auditor brings to the attention of the board
- ensuring proper evaluation and reporting of student progress and achievement information, based on good quality assessment information.
- overseeing an annual review of board performance which considers the annual report, ERO report, board roles and responsibilities and any relevant matters
- review and assist the board in its compliance with its Documentation and Self-Review Policy and Legislation and Administration Policy
- providing input and guidance on the triannual review of the board's Documentation and Self-Review Policy Legislation and Administration Policy.

Community Liaison

The community liaison portfolio holder is responsible for working with the presiding member to promote and enhance community engagement. The key responsibilities are to prepare termly board updates to the community and be the board's representative at any community functions where the presiding member is unable to attend.

10. Responsibilities of the Principal Policy

Outcome Statement
Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

General Policy
The principal is the professional leader of the school and the board's chief executive in relation to the school's control and management. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

Delegations
Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the presiding member, individual board members, members presiding over committees or committees of the board are in place.

The board presiding member has responsibility for the principal's performance review.

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

The responsibilities of the principal are set out in the board's operational policies and include the following:
- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals.
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies.
- Develop, seek board approval for and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements; gives priority to improved student progress and achievement ensures that the school is an inclusive and safe place for all students and staff; honours students' (human) rights and gives effect to Te Tiriti o Waitangi.
- Use resources efficiently and effectively and preserve assets (financial and property).
- Operate within the board's approved annual budget.
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines.
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements.
- Communicate with the community on operational matters as and where appropriate.
- Refrain from unauthorised public statements about the official position of the board on social, political and/or educational issues that are or have the potential to be controversial.
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below.
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
- Appoint, on behalf of the board, the privacy officer and EEO officer.
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette.

- Ensure systems are developed and implemented to support the smooth running of the school in regard to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines.
- Ensure systems and procedures meet requirements set out in the Rules regarding student behaviour management and the use of physical restraint.

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

Monitoring
The board will review the principal's performance in line with its policy on principal performance review.

Evidence gathered for the review will include principal reporting to the board in line with the board's annual work plan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

The principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that:
- is timely, accurate and presents information in an understandable form that is not too complex or lengthy.
- includes data and analysis on curriculum delivery, student progress and achievement.
- tracks progress and variance towards strategic aims and key performance indicators
- includes data and analysis on student wellbeing.
- Provides evidence of the school's giving effect to Te Tiriti o Waitangi.
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration.
- outlines financial income and expenditure and explains any variance against budget.
- summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report.
- identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time.
- identifies the instances of physical restraint.
- includes information of any actual or potential risks to health and safety.
- specifies current roll numbers and explains any roll variance against year levels.
- recommends changes in board policies when the need for them becomes known.
- highlights areas of possible adverse publicity or community dissatisfaction
- addresses any other matter requested by the board within a reasonable, specified timeframe.

<u>**Part 2 Governance Processes and Procedures**</u>

11.Meeting Protocols

The Riverhead School board 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 work plan, starting at 6.00pm and typically finishing no later than 9.30pm, recognising that some meetings may go later if necessary.
- 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 presiding member 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 discussed between the presiding member and principal 4 working days prior to the meeting.
- The agenda and board papers will be circulated to board members 3 working 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 board members can read it if required.
- The agenda for the part of each meeting that is open to the public will be available in the school office at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public.
- 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 items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting unless agreed by the board.

Public participation

- The board meeting is a meeting open to the public rather than a public meeting.
- Only board members 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 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 for the board to be able to conduct any business. *
- Meetings can be held via audio, audio and visual or electronic communication providing:
    - all board members who wish to participate in the meeting have access to the technology needed to participate, and
    - a quorum of members can simultaneously communicate with each other throughout the meeting*
- Board members will declare any conflict of interest at the beginning of the meeting.
- Any board members with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate, deliberation or decision making on such issues. * A pecuniary interest arises when a board member 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 board member could have or could be thought to have a personal stake in matters to be considered by the board.
- The presiding member 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 presiding member (or, in their absence, a non-school-based board member) presides at meetings.
- Only apologies received from those who cannot be present must be recorded. Members of the board 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 board member 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 presiding member 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 board decisions are made in light of board policy and the board's primary objectives of ensuring that; every student at the school is able to attain their highest possible standard in educational achievement; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi.
- All decisions are to be taken by open voting by all board members present.
- In the event of tied voting on a resolution, the presiding member 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 Presiding Member (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 the 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 presiding member within 3 working days and distributed electronically to the board within seven working days. Requests for corrections or amendments should be submitted by email to the presiding member 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.
- Once minutes are approved as true and correct, any recordings of that meeting are to be deleted.

Calling special meetings

- If the Board has adopted procedures regarding special (extraordinary) meetings, then those would apply.
- In the absence of board procedures, a special meeting may be called by the presiding member. Otherwise, one third of board members currently holding office agreeing to call a special meeting would be good practice.

* Legislative requirement

12. Public Attending Board meetings

The Riverhead School board fosters open and transparent governance. It welcomes public presence at and observation of board meetings. Members of the public include staff, students and parents and whānau of the school community who are not members of the board.

A copy of the following 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 be given copies of the meeting agenda and associated reports.
- 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 2 speakers on any one agenda item.
- Speakers are not to question the board and must speak to the agenda item.
- 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 person presiding over the meeting believes that any of these have occurred or the speaker has gone over time, they will be asked to finish.

13. Board Meeting Agenda Guidelines

1. Administration		
1.1	Present	20 mins
	Visitors (where necessary)	
1.2	Apologies	
1.3	Declaration of interests	
1.4	Confirmation of minutes from previous meeting	
1.5	Inwards/Outwards Correspondence	
2. Strategic Direction		
	NAG 1	45-60 mins
2.1	Principals Report against Strategic Plan/ Ongoing summary of progress to date in relation to annual plan	
2.2	Curriculum Learning by Design	
2.3	Student Achievement and Progress	
2.4	Data Analysis (July & December)	
2.5	Staff/Consultant Presentation	
3 Monitoring		
	NAG 2	45-60 mins
3.1	Documentation/Self Review	
3.2	Governance Operational Policies Review	
3.3	Annual Report/Annual Plan & Strategic Direction Development (November/December)	
	NAG 3	
3.4	Personnel Review	
3.5	Principals Performance Review/Report (July/December	
	NAG 4	
3.6	Finance Monthly Report	
3.7	Audit Review	
3.8	Budget Development/Ratification (November-February)	
3.9	Finance and audit report (May)	
3.10	Property Development & Review	
	NAG 5	
3.11	Wellness Report	
3.12	Conducts Register	
3.13	Health & Safety Review	
	NAG 6	
3.14	Attendance	
3.15	Enrolments	
3.16	International Students	
4. Administration		
4.1	Meeting closure/Next meeting/Celebration	10 mins

14. Monthly Meeting Guideline

TERM 1	
February	**March**
Elect Board Presiding Member (Chair)	Confirm School Delegated Authority
Appointment of Portfolios/Signing of Job Descriptions and Code of Conduct	March roll return
Presiding Member (Chair) to confirm/sign Principal performance agreement	Review concerns and complaints procedure
Review analysis of variance /statement of variance (AoV)	EEO policy report
Approve annual plan and charter	Unit Allocation Report
Approve annual budget	Charter/strategic plan review through Principals Report
Sign financial attestation	Presiding Member (Chair) signs off SUE reports (each term)
Teacher registration and Police vetting (non-teaching) report	Financial Report
Review and update self-review schedule	Hazard management report (each term)
Property audit	
Approve Hazards Register	
Plan Board professional development for year	
TERM 2	
May	**June**
Annual Report ratified	Student achievement and progress report
Governance/Governance Operation policy review	Principal performance review report
Curriculum Focus and Report	Reporting to Parents
Charter/strategic plan review through Principals Report	Emergency planning evacuation and procedures report
Financial Report	Discuss Audit Review
	Charter/strategic plan review through Principals Report
	Presiding Member (Chair) signs off SUE reports (each term)
	Financial Report
	Hazard management report (each term)
TERM 3	
August	**September**
Priority Students Report	Health curriculum community consultation (bi-annually)
School Operational Policy review	Report on Digital Citizenship/safety and process
10YP/5YA review	Professional Development Report
July roll return	Confirm school year dates
Maori/Pasifika Focus	Charter/strategic plan review through Principals Report
Charter/strategic plan review through Principals Report	Presiding Member (Chair) signs off SUE reports (each term)
Financial Report – budget mid-year review	Financial Report
	Hazard management report (each term)
TERM 4	
November (x2 meetings)	**December**
Unit Allocation Report and Presentations – Meeting 1	End of Year Student achievement/progress report
Working Meeting – Strategic Planning for next year –	Completed review of Charter/strategic plan

Meeting 2	
Community Consultation Plan	Self-Review Report
Draft Budget for next year	Principal performance end of year report
Strategic Planning 2020	Draft AoV
Update on international students	Budget – end of year report and approve budget for next year
Teaching and non-teaching staff performance review report	Evacuation procedure report
Charter/strategic plan review through Principals Report	Hazard Register completed
Financial Report	Presiding Member (Chair) signs off SUE reports (each term)

15. Delegations and Committee Principles

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

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

Delegations must be made by resolution of the board and should be notified to the delegate(s) in writing, along with terms of reference.

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

Anyone to whom a sub-delegation has been made, is subject to the same restrictions and terms of reference as the original delegate.
No one may exercise any of the board's functions or powers without delegation.

Board committees

- 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 committee 1 member must be a board member.
- May not speak or act for the board except when formally given such authority for specific and time-limited purposes – such authority will be carefully stated in order not to conflict with authority delegated to the principal or the presiding board member.
- 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 Riverhead School board currently has the following standing committees:
- Student Behaviour Management Committee

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

16. 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 and Training Act 2020, Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999 and Ministry of Education guidelines.

Committee members
All members of the board excluding the principal. The board's presiding member shall preside over student suspension meetings, or in their absence, another non-school based board member determined by the committee. The quorum for the committee shall be three board members.

Delegated authority
Under Clause 8 of the Education (School Boards) Regulations 2020, certain powers of the board shall be delegated to the student behaviour management committee of the board. The committee will:

- Review the principal's decision to suspend.
- If the principal's decision to suspend is upheld, make recommendations to the board or decide the outcome according to the committee as delegated.
- Uphold the principles of natural justice in suspension meeting procedures.
- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the Ministry of Education guidelines and student (human) rights set out in the New Zealand Bill of rights Act 1990 and the Human Rights Act 1993
- act only on written and agreed information, not verbal or hearsay.

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

17. Board Induction Process

The board is committed to ensuring continuity of governance and a smooth transition when new members join the board.

New members will receive a welcome letter on their joining the board which includes:
- where and when they can pick up their governance folder.
- a suggested date for induction.
- an outline of what will be covered in the induction meeting.
- the date of the next board meeting.
- board presiding member (chair) and principal contact details.

New board members 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 work plan
- minutes of the last three open board meetings
- any other relevant material.

New board members will be invited to attend an induction, facilitated by the principal and presiding member or delegate, which will include:
- induction to the board's strategic goals, strategic plan and an explanation of their importance
- explanation of board policy and other material in the governance folder
- summary of any opportunities facing the board.
- overview of the requirements of the presiding member role with reference to policy
- discussion of the board's code of conduct – board members to sign and agree to work within the board's code.
- overview of first board meeting, including delegations.

The principal and presiding member 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.

18. 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 work plans.

A copy of the current work plan 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 AoV 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.

19. Concerns and Complaints Policy

Link to Concerns and Complaints Policy under Employer Responsibility via Riverhead School Docs

20. Board Complaints Checklist

Once a letter of complaint has been received, the board's presiding members should ensure the following process is followed:

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 details at the next meeting.	
6.	Once confirmed as a legitimate complaint, forward it confidentially to all board members for consideration. Any member who has a conflict of interest should declare and take no further part in the process around this matter.	
7.	Board requests the principal to present a 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 members of the board 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 the full board and recommend actions/decisions.	
12.	Board takes appropriate actions, records and formally minutes decisions.	
13.	Board advises the 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 the opportunity to comment before the board's final decision is reached and given.	
14.	Board advises the complainant of their right to apply for dispute resolution if they are dissatisfied with the outcome.	
15.	Board endeavours to convene a follow-up meeting within 1 month of step 9.	