



Chanel College Board of Trustees Policies, Protocols and Practices

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Board Process - Policy 1

Chanel College

Chanel College is a state integrated co-educational Catholic college serving the Catholic community of the Wairarapa. Its special character arises from its right to teach, practise and promote the values of Jesus Christ and the teachings of the Catholic Church in all aspects of College life. The special character of Chanel College is defined in law under the terms of the Conditional Integration Act of 1975.

The special character is expressed in the College motto and mission statement. It is also reflected in the philosophy of governance and underpins all policy documents which form the basis for school procedures.

Enrolment Criteria

Criteria for Preference of Enrolment in Integrated Catholic Schools.

1. The child has been baptised or is being prepared for baptism in the Catholic Church.
2. The child's parents/guardians have already been allowed one or more of its siblings to be baptised in the Catholic faith.
3. At least one parent/guardian is a Catholic and although their child has not yet been baptised, the child's participation in the life of the school could lead to the parents having the child baptised.
4. With the agreement of the child's parent/guardian, a grandparent or other significant adult in the child's life, such as an aunt, uncle, or godparent, undertakes to support the child's formation in the faith and practices of the Catholic Church.
5. One or both of the child's non-Catholic parents/guardians is prepared to become a Catholic.

Governance Statement

The Board is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It emphasises strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the Principal. The Board and Principal form the leadership team 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. Enhancing student achievement is its focus.

Legal Mandate

The legal responsibility of school trustees is set out in Section 75 and Section 76 of the Education Act 1989, with the employer responsibility in Section 65. The Board implementation of school governance will ensure compliance with the Education Act and the National Education Guidelines.

Governance: Education Act s75

Boards to control management of schools –

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

Management: Education Act s76

Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

(a) Shall comply with the board's general policy directions; and

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

Employer: Education Act s65

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

Integration Document

Through the Integration Agreement with the Crown, Proprietors have entered into a partnership with the Crown based on various pieces of legislation. It is obviously important that these obligations are carefully carried out given the legal basis of the relationship the Proprietor has with the Crown. This document can be viewed at the school.

Board Of Trustees' Objectives

1. Ensure a quality learning programme that is based on enhancing knowledge, skills, attitudes and values outlined in the National Curriculum Framework and which is aimed at enabling students to attain their full potential.
2. Evaluate the College's programmes and activities to ensure effective planning and reporting.
3. Act as a good employer.
4. Support a College climate which attracts the best available staff, promotes high levels of staff performance to support the College's aims, objectives, policies and plans.
5. Make certain that the Senior Management Team allocate and control income and expenditure in ways that effectively support the teaching and learning programmes.
6. Ensure that buildings and site facilities that are appropriate to the programme needs of the College, are conducive to teaching and learning and which comply with relevant health and safety requirements.
7. Actively support a College climate which promotes and safeguards the physical and emotional well being of students.
8. Encourage higher levels of community involvement in the College's activities.
9. Encourage an ethos that reflects New Zealand's cultural diversity and in particular the unique position of Maori as the tangata whenua.
10. Ensure that the College fully complies with all regulatory and legislative requirements as they relate to the College's operation and to the board of Trustee activities.

Code of Conduct for the Board of Trustees

Trustees shall at all times:

1. Maintain and understand the values and goals of the school.
2. Serve the needs of the school rather than any particular area of interest.
3. Bring credibility and goodwill to the Board.
4. Respect the principle of fair play and due process.
5. Respect and give consideration to diverse and opposing viewpoints.
6. Publicly represent the school in a positive manner.
7. Respect the integrity of the Principal and staff.
8. Observe the confidentiality of the non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school.
9. Be diligent and attend Board meeting prepared for full and appropriate participation in decision making.
10. Ensure that individual trustees do not act independently of the Board's decisions.
11. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board.
12. Avoid any conflicts of interest with respect to their trustee responsibility.
13. Recognise the lack of authority in any individual trustee or subgroup of the Board in any interaction with the Principal or staff.
14. Recognise that only the Chairperson or Board delegate can speak on behalf of the Board.
15. Continuously self-monitor their individual performance as trustee against policies and against other current Board evaluation tools.
16. Be available to undertake appropriate professional development.

Conflicts of Interest

Members of the board acting on the school's behalf must be free from conflicts of interest that could adversely influence their judgment, objectivity or loyalty to the school when conducting board activities or making governance decisions. It is recognised that trustees may take part in legitimate financial, business, charitable and other activities outside their trustee role, but any potential conflict of interest raised by those activities must be disclosed promptly to the board.

Where conflicts of interest arise, trustees are expected to bring them to the board's attention, excuse themselves from discussion where relevant, and not take part in the decision making.

Role of the Chairperson

The Chairperson is the school's leader in all community, public and non-professional situations. The Chairperson's role is to oversee the Board activities and to act as spokesperson for the Board.

Key Tasks

- To provide leadership to the Board of Trustees.
- To provide appropriate support to the Principal.
- To ensure that an annual Performance Agreement is negotiated and carries out with the Principal.
- To facilitate Board meetings and establish a working code of ethics.
- To adhere to and develop meeting procedures.
- To create and maintain an environment of unity, common purpose and harmony with in the Board of Trustees.
- To ensure that the Board operates within its governance role.
- To assist sub-committees through processes and procedures.
- To document how the NEGs and NAGs are being implemented by maintaining a programme of self review.
- To ensure that appropriate documentation is filed for official agencies to view.
- To work with the Principal and Board in the formation of an Annual School Development Plan.
- To draw up the agenda for Board meetings.

Trustee Fees

Trustees will be paid fees for meeting attendance with additional fees paid to the Chair to reflect the additional responsibilities of the position. The amount will be found on the Board Register of this Handbook.

The board will also meet the cost of:

- Travel and costs directly associated at functions where the trustee is representing the school.
- Governance professional learning and development opportunities where the board has approved the attendance of the trustee.

Personal liability insurance

The Board has insurance to cover the collective or delegated decisions of the board which may be found to be unwise. Each trustee should ensure that they understand the requirements of the insurance cover.

Self Review of Board Performance

The board will at least once a year conduct a performance review of itself, its members and the outcomes of its policies.

Whistle blowing

The Board will facilitate the disclosure and impartial investigation of any serious wrongdoing. This policy advises that the board will meet the rights of employees to disclose serious wrongdoing, as set out in employment agreements, receiving and dealing with such disclosures. The policy is consistent with, and facilitates, the Protected Disclosures Act 2000.

Handling complaints

The Board recognises that there will be times when complaints will be made against either the Board or one of its employees. To ensure that the concern or complaint is dealt with promptly and fairly, the following process will be followed. Complaints will be handled as near the source as possible.

- a. The person/group with a concern should approach the person directly involved.
- b. If unresolved, the concern should be taken to the Principal.
- c. If unresolved, the concern should be taken to the Board through a written letter.
- d. The letter of complaint will be acknowledged by the chairperson and the complainant will be advised of the next steps in the board process. The letter becomes part of the correspondence that will be dealt with at the next board meeting while the public is excluded.
- e. The letter is tabled at the board meeting [with the public excluded] and referred to relevant parties for reporting back to the board. The board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the board.

- f. At the meeting of the board/committee the reports are received and the parties may be invited to speak to their complaint or answer questions. The board/committee considers the evidence and/or information and comes to a decision or recommendation.
- g. Depending on the delegated powers of the committee either they or the board as a whole come to a resolution as to how the board will respond and/or what action will be taken.
- h. The board's response is communicated to parties to the complaint. This may be either publicly or confidentially depending on the case.
- i. Any of the parties may request the board to reconsider their decision – however normally for such a reconsideration to take place new information that would have been relevant to the board's deliberation must be produced.

Board Process - Protocols and Practices

Meeting Standing Orders

General

- The board of Trustees will hold at least ten formal monthly meetings each year.
- A schedule of meetings for the following year will be drawn up at the last meeting of the current year.
- Additional formal meetings (special meetings) may be convened from time to time as required at the request of and with the agreement of a majority of Board members.
- Board members will be entitled to claim a meeting fee as determined by the Board, per meeting for each of the ten formal monthly meetings attended. The chairperson's meeting fee will be determined by the Board.
- No payment will normally be made for special meetings.

Notice of Meetings to Board Members

- The Board secretary may issue a written notice of meeting to each Board member at least 10 days before each meeting.
- Board members are to advise the Board Secretary of any items for the agenda no later than five days prior to the date of the Board meeting.
- Board members are to provide any reports to the Board Secretary no later than five days prior to the date of the Board meeting.
- The Chairperson may defer any items not notified five days prior to the meeting to the next month's meeting.
- The Board Secretary in conjunction with the Board Chair will issue an agenda and set of reports and list of incoming and outgoing correspondence (Board papers) to each Board member no later than four days prior to the date of the Board meeting.
- All Board members will be expected and deemed to have read the Board papers prior to the Board meeting.

Notice of Meetings to Community

- Immediately following the last Board meeting of the year the community will be notified through the College newsletter of the dates of the meetings for the next year.
- In addition the time, date and place of the next meeting will be published in the monthly College newsletter.

Meeting Agenda

Meetings will follow the set agenda, which typically will be as follows:

Opening Prayer

Apologies

Minutes

Matters Arising

Principal's Report

Correspondence

Committee Reports as and when required

Goal and Risk Factors

General Business

Confidential Section

Minutes

Matters Arising

Principal's Report

Correspondence

General Business

It will be the responsibility of the chair to ensure that:

- The meeting is run efficiently;
- Discussion is limited to items on the agenda;
- Discussion is orderly i.e. one person speaking at a time;
- Everyone is given a fair opportunity to speak.

Members of the Public

- Members of the public in accordance with the Local Government Official Information and Meetings Act 1987 may attend meetings of the Board.
- Members of the public by resolution of the Board may be given speaking rights. Normally the public will be given an opportunity to speak at the end of the meeting unless they have prior to the meeting notified the Chair that they wish to speak on a specific item. In such a case the member of the public may be invited to speak when the item in question is being discussed by the Board.
- To the greatest extent possible members of the public should be encouraged to advise the Chairperson of the Board no later than five days prior to the Board meeting of any issues they may wish to bring to the attention of the Board and/or speak to.
- The Chairperson may defer any items not notified five days prior to the meetings to the next month's meeting.

Minutes of Meeting

- Minutes will be kept of all formal meetings of the Board
- It will be the responsibility of the Board Secretary to ensure that minutes of the open part of the meeting (ie: not confidential Section 48) are sent out to Board members and one copy made available to staff and College community. The confidential section minutes will be tabled on the night of the meeting and returned to the secretary for destruction apart from one copy to be kept for the minute book.
- Once signed an "official copy" of the minutes will be lodged in a minute book.

Proposals for first meeting of the year.

1. Deputy Principal's Power to Act for the Principal (reference delegation of Principal's powers)

The Deputy Principal has full authority to act for the Principal in the absence of the Principal for all matters of student discipline.

Committees

The Board may set up committees to do board work. Committees will be used sparingly and in an ad hoc manner. Committees must have at least one trustee as a member. From time to time, the Board may set up ad hoc committees to deal with special issues on behalf of the Board.

Each committee will have its own terms of reference defining its purpose, roles and responsibilities, membership and reporting requirements. Committees are not to make decisions on behalf of the Board unless given authority to do so.

Each committee will undertake an annual review of their objectives and activities.

Terms of Reference - Board Review Committee

The Self Review Committee is delegated full Board authority to review the policies and procedures of the Board according to a review schedule approved by the Board. In exercising this delegation the Committee will provide the Board with an update on scheduled meetings of the Board. All policies and procedures which require modification will be submitted to a full meeting of the Board for final approval.

MEMBERSHIP

The membership of the Committee will be determined by the Board on a needs basis.

Note In forming the Committee consideration must be given to the type of review to be undertaken.

COMMITTEE CHAIRPERSON

The Board Chairperson will / may invite a member of the Board to assume the role of Chairperson for a hearing.

COMMITTEE MEETING DATE

The Committee will only meet on a needs basis.

1. The type of review to be undertaken will determine the operational procedures of the Committee.
2. In general the Committee will be expected to implement the self review criteria as outlined in the College's Self-Review Manual.

Terms of Reference - Appointments Committee

MEMBERSHIP

Core members include the Chairperson or another BOT member so delegated by the full Board and the Principal. Other members of the Committee will be selected on a needs basis – including, if deemed appropriate, a member of senior staff.

COMMITTEE CHAIRPERSON

The Committee will be chaired by the Chairperson.

MEETINGS

The Committee will meet needs basis. Committee minutes will be recorded.

OPERATIONAL BRIEF

The Committee is responsible for:

1. Appointing staff according to the Board's appointment procedure.
2. The Board's equal employment opportunity programme.

Note For the appointment of the Principal, a Principal from another College (not the applicant) may be invited to give the committee specialist advice or even help with the interview process.

Terms of Reference - Finance Committee

MEMBERSHIP

The Principal, the Executive Officer and appointed trustees. The Committee has the power to co-opt other members.

Note The Board Chair is ex-officio on all Board committees.

COMMITTEE CHAIRPERSON

The Committee will be chaired by a trustee.

MEETINGS

The Committee will meet as required.

OPERATIONAL BRIEF

The Committee is responsible for advising the Board on all matters of finance. The Committee is empowered to make finance policy / procedure recommendations and to review policy.

OPERATIONAL PROCEDURE

1. Develop and review policies relating to finance for the approval of the Board.
2. Preparation of a draft budget (by the end of each year) for the approval of the Board.
3. Develop and review accounting and purchasing procedures.

Ensure that:

- 3.1. all expenditure is via recognised channels or authorities;
 - 3.2. an assets register is maintained;
 - 3.3. records of all financial transactions are in good order;
 - 3.4. financial reports comply with Public Sector Accounting Standards;
 - 3.5. Copy of financial reports are available for parent inspection.
4. The Principal shall provide the Board with a monthly summary which reports on:
 - 4.1. income and expenditure;
 - 4.2. variance from budget;
 - 4.3. current account balances;
 - 4.4. capital expenditure;
 - 4.5. current investments.
 5. The Principal will have delegated authority to form a Management Financial Committee to assist and provide financial advice to them and the College. Any such advice, however, will not become policy unless approved by the Board.

Terms of Reference – Property Committee

MEMBERSHIP

The Principal and appointed trustees will form the Committee. The Committee has the power to co-opt other members and maybe combined with the Finance Committee.

Note The Board Chair is ex-officio on all Board committees.

COMMITTEE CHAIRPERSON

The Committee will be chaired by a trustee.

MEETINGS

The Committee will meet on a needs basis.

OPERATIONAL BRIEF

The Committee is responsible for advising the Board on all property matters. The Committee is empowered to make property policy recommendations to the full Board.

It is noted that the property committee or Board cannot spend funds on property at the College other than that identified under the long term maintenance provisions.

OPERATIONAL PROCEDURE

1. Develop and review policies relating to property for the approval of the Board.
2. Preparation (and review) of a ten year maintenance plan for building, facilities and grounds for the approval of the Board within the requirements of the integration act as guiding principle.
3. To carry out an annual inspection of the premises by 30 September each year, to check on the outputs of the current work programme and review potential works.
4. To prepare an annual property budget.
5. To undertake an annual evaluation of the property section of the budget to determine whether the goals were met.
6. Undertake regular inspections of the property, at the request of the Principal, and report to the Board.
7. Reviewing capital requirements and preparing a draft recommendation to the Proprietors for Board approval.

Terms of Reference – Policies And Procedures Committee

OBJECTIVE

Development and writing of the Board of Trustees Policies and Procedures.

MEMBERSHIP

The membership of the Committee will be determined on a needs basis.

COMMITTEE CHAIRPERSON

The Committee will elect its own chair / convener.

COMMITTEE MEETING DATE

The Committee will meet on needs basis.

MATTERS TO BE ADDRESSED

The Committee will implement the Policies and Procedures Making Procedure.

The Committee will respond to the Ministry of Education or Education Review questionnaires on behalf of the Board.

Board process - Plans

Communication Plan

The Board is committed to open and transparent communication. Each year it will identify key actions to ensure stakeholders are kept informed of progress and achievements.

Action

- At the first meeting, identify which activities are going to be implemented for the current year.
- Identify how, and who is responsible
- Allocate responsibility for a committee/ trustee to oversee progress and report back to the board on progress and outcomes.
- Enter dates into plan below and onto the **Board Calendar of Work**.

Focus	Reason	Board to...	Date[s] implemented
Governance	<ul style="list-style-type: none"> • Accountability • Strategic responsibility • Teambuilding 	<ul style="list-style-type: none"> • Issue Board Handbook to each trustee • Take all new trustees through an Orientation Programme. • Ensure a Website “governance “presence and update regularly. • Ensure Newsletters have a governance presence. 	
CEO /Principal	<ul style="list-style-type: none"> • Skilled input into strategic planning • Feedback on progress • Feedback on compliance • Appraisal 	<ul style="list-style-type: none"> • Receive a Strategic Report at each meeting on annual plan progress, issues of non-compliance, alerts. • Receive reports, according to schedule of review/audit. • Receive Memo emails between meetings to keep board updated • Require Chair – Principal meetings as necessary [at least monthly] • Appraise annually – three year cycle of appraiser [year one - board, year two - board, year three - external expert]. 	
Staff	<ul style="list-style-type: none"> • Board is employer • Skills and knowledge for strategic plan 	<ul style="list-style-type: none"> • Meet with staff as a new board – after election. • Seek annual feedback about Board as Employer role. • Attend school events - where practicable. • Consult on Strategic Plan – 3-5 years • Review Strategic Plan – annual • Invite to appropriate meetings for input • Provide a morning tea per term 	
Parents	<ul style="list-style-type: none"> • Legal requirements: Health Curriculum; NAG 1 Maori parents; strategic plan; board minutes. • Keep update with decisions • Consult strategic plan 	<ul style="list-style-type: none"> • Advertise Board meeting dates, time and place • Publish Minutes [on website, in office] • Contribute to Newsletter [with Board section]; quarterly; • Hold discussion evenings; 2 per year • Consult on strategic plan - written surveys, focus groups, strategic information giving and learning sessions • Develop and update Website with supportive documents for parents • Report in writing twice a year, including information around National Standards 	

Accountability Plan [Evaluation of Performance]

An important role of the board is to ensure both conformance and performance of the organisation. The board needs to be assured that all parts of the school are complying with legislation and sector requirements and also progressing towards and achieving the goals of the mission and strategic plan. Following is an Evaluation Plan which identifies the area of review, a suggested frequency, and also some idea about how information might be collected.

- Determine **how often** you will carry out a particular review and **when** the review will occur. See the **Review Plan**.
- Decide **who** will collect the data and write the report for the board. Choose from:
- A contracted expert
- Put the review items onto the **Board Calendar of Work**.

Adapt and use the templates provided to collect, analyse and report on performance. This is the assurance you need that the board is meeting its legal and policy obligations.

Area of Policy Review	Focus	Suggested Frequency	Data gathered by:	Questions to ponder
Policy 1: The Governance Team Policy	Board-effectiveness in understanding governance; role description	Annually	Self-assessment survey	What value does the board add?
	Trustee-Code of conduct	Annually	Assessment against code of conduct by chair/audit committee/principal	Does each trustee live to the code of conduct?
	Chair-role description	Annually	Assessment by trustees	Are meetings well run? Does the board have processes that enable the desired outcomes?
	Meetings-effectiveness	Every meeting for 3 meetings then 1x a year	Survey	Are our meetings effective and strategic?
	Community partnership	A small sample weekly?; big survey every 2-3 years	Survey Community meetings Website presence School newsletter presence	What mechanisms do we have in place to hear the parent voice? How do we communicate what we are doing on their behalf?
Strategic performance [Charter]	Strategic Plan	Annually [with maybe quarterly updates]	Annual plan; key result indicators	What progress/ achievement are we making towards our annual goals? Are we satisfied? How can we help?
Policy 2: Relationship with the Principal Policy	Principal Performance Appraisal	Annually [with mid year review] Regular reports to board meeting	Principal appraisal process by consultant/chair/audit committee	Are we delivering on our Annual Plan?
Policy 3: Oversight of Operations Policy	NAG's; Curriculum Planning & Reporting Personnel Finance & Assets Health & safety Legal requirements	Annually? Once every two years?	Attestation by Principal Survey; key indicators; attestation by principal, committee or expert Dashboard reporting.	Do we have "Success for all"? Are we reporting to parents/MoE effectively? Are we good employers? Does our budget reflect strategic priorities? Are our staff, children and children safe and in a healthy environment? Did we meet all legal requirements?

Education priorities	National Standards Literacy & Numeracy Maori/Pasifika Special needs	Quarterly,	Principal Report to meetings	Are we progressing on these?
School priorities	Eg Communication Plan, Risk management plan	As required [see calendar]	Principal Report to Board; Board committee	What does our community want to tell us?
Community consultation	Community support	A small sample weekly?; big survey every 2-3 yrs	Survey	What does our community want to tell us? Are we strategising re our big risks?

Professional Development and Learning Plan

It is important to keep the board updated and ready to contribute to board decisions.

- Identify the skills and knowledge of the board
- Fill in the chart below with the professional development and learning needs of trustees.
- Allocate funds in the budget.
- Enter onto the **Board Calendar of Work**.

PLD Plan	Year 1	Year 2	Year 3
Term 1	<ul style="list-style-type: none"> • Governance and Management Roles • Intro to the Board Handbook • Board right to discipline 		
Term 2	Finance and Audit	Strategic Planning	
Term 3	The Employer Role		Recruitment and Succession
Term 4	Measuring Performance		

Risk Management Plan

The Board needs to have an oversight of risk – those situations which may interfere and prevent progress and achievement of the mission. See potential risks and tools to manage them in the table below

Types of Risks	Examples of Risk	Tools to Manage Risk	Date Actioned
1. Strategic - risks impacting on the direction of the organisation	Changes in * environment,* technology, law	<ul style="list-style-type: none"> • A full strategic planning process every 3-5 years • A review and update of plan annually • Monitor and review progress towards strategic goals and refocus as required • Scan environment for trends and events that could impact, continually 	
2. Operational – day to day risks that could impact	<ul style="list-style-type: none"> • Health and safety • Resource allocation • Natural catastrophes • Information systems • Poor decisions 	<ul style="list-style-type: none"> • Follow relevant codes of practice even if they aren't law • Ensure internal controls are in place to minimise the risk of fraud, data loss or theft • Set Board Policies to guide the organisation's work and ensure all staff and board members have access to and understand their application • Secure trustees' general liability insurance 	
3. Financial – risks directly associated with money	<ul style="list-style-type: none"> • Cash flow • Interest rates • Asset value verses debt 	<ul style="list-style-type: none"> • Establish written financial policies to guide matters such as borrowing, investing, bill payment and accounts receivable • Prepare budget projections and compare actual to budget regularly • Engage auditors annually • Determine and monitor key financial risk ratios 	
4. Knowledge – risks related to the development, retention and preservation of intellectual capital; and use of others intellectual capital	<ul style="list-style-type: none"> • Human resources- knowledge and competencies of the organisations people • Copyrights 	<ul style="list-style-type: none"> • Have board and staff sign confidentiality agreements • Provide training so people have the knowledge and skills to fulfill their responsibilities • Label proprietary printed material with copyright wording • Have a copyright practice for use by organisation 	

<p>5. Compliance – risks related to obeying the law</p>	<ul style="list-style-type: none"> • Filling in government reports in an accurate and timely manner • Following generally accepted accounting procedures • Due diligence by board members and staff 	<ul style="list-style-type: none"> • Have written procedures for record keeping and reporting; make appropriate documents available for board and staff • Conduct internal audits on a regularly scheduled and random basis • Engage an external auditor to conduct an annual inspection of key records and practices • Have CEO sign compliance certificates indicating to the best of their knowledge they have acted prudently and legally • Have trustees declare potential conflicts of interest in writing annually and at every meeting as appropriate 	
<p>6. Reputation risk</p>	<ul style="list-style-type: none"> • Ethical breaches • Miscommunication • Cultural impropriety • Discrimination 	<ul style="list-style-type: none"> • Identify the organisation’s values and actively manage to ensure these values are upheld • Co-ordinate leadership messages to ensure alignment and consistency throughout • Undertake training as necessary 	

Board/Principal Relationship - Policy 2

The board's linkage to the operations of the school is through the principal. Only decisions made by the Board or its delegate are binding on the Principal. Decisions or instructions of individual board members, portfolio holders or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it

The principal can always use the expert knowledge of individual board members acting as volunteers.
Communication to the staff should be through the principal.

Principal Delegations

The Board delegates the day to day operating of the school to the Principal in the understanding that the Principal shall act ethically, lawfully, and prudently and inside the Board's general policy framework. The Principal is responsible for the successful management and professional leadership of the school, acts as adviser to the Board and shares collective responsibility for the governance of the school including the development of the Charter and School Policies.

This includes:

1. Co-ordinate the school's day-to-day operations within the law and in line with board policies..
2. Prioritise student achievement. Build trusting relationships that lead to mutually supportive and effective ways to engage students in learning.
3. Provide leadership that not only promotes but directly participates with senior leaders and teachers in regular formal or informal professional learning. Motivate and develop the capabilities of others empowering staff throughout the school to develop and exercise leadership roles.
4. Appoint staff positions other than Heads of Department and Senior Management, tagged positions and Special Character appointments which will be the responsibility of the Appointments Committee.
5. Implement and monitor policy on staffing and staff performance, appraisal, and development.
6. Involve parents, students, whanau, iwi and community in the school's vision and direction. Develop and maintain links with parents/whanau, contributing and other schools and with the community, that enhance outcomes for students.
7. Establish with the Board of Trustees an annual work and reporting plan and follow it.
8. Spend up to the board approved budget.
9. Celebrate diversity and model inclusive, culturally appropriate ways of operating.
10. Develop and maintain a culture of self-review that informs strategic and annual plans, monitors progress, ensures compliance with legal requirements and evaluates effectiveness.
11. Provide the board with reports and feedback on the achievement of educational, financial and administrative objectives, and information of importance to their role.
12. Act as a Protected Disclosures Officer and appoint, on behalf of the board, a Privacy Officer and EEO Officer. Oversee the development, implementation and reporting of the annual E E O programme.

Monitoring Principal Performance

The board will conduct an annual review of the performance of the principal. The Board Chairperson in conjunction with an independent consultant (who specialises in education) or another principal, are delegated the responsibility for undertaking the Principal's annual appraisal.

Ongoing monitoring of the Principal performance will be against the

- accomplishment of Board goals as outlined in the Charter and
- operation within the boundaries established in the Board policies on Oversight of Operations..

The Board will acquire monitoring data by one of three methods:

- by internal report in which the Principal confirms compliance information to the Board
- by external report, in which an external third party contracted by the Board assesses compliance with Board policies and
- by direct Board inspection by a delegated member or members of the Board assess compliance.

The performance management process must include the following:

1. Written statements of performance expectations
2. Targeted professional development

3. Appraisal discussion and report
4. Participation within a 12 month period

Principal Disciplinary Process

If and when a disciplinary process is needed, the board shall seek advice and follow due process.

Principal Professional Expenses

A budget for professional expenses and for professional development will be established annually. These expenses may include continuing education, books and periodicals, and attendance at professional conferences.

Reporting To The Board

The Principal reports to the board as a whole and keeps it informed of the outcomes of programmes and services; financial position; policies and all matters with potential legal consequence for our school. Thus the Board is supported in its strategic decision-making and risk management.

Therefore, the principal shall:

- a. inform the Board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic goals and decisions are based.
- b. submit the monitoring data required in a timely, accurate and understandable fashion.
- c. report and explain financial variance of 10% against budget.
- d. present information in a suitable form – not too complex or lengthy.
- e. inform the board when, for any reason, there is non-compliance of a board policy.
- f. Recommend Changes To Board Policies When Necessary.
- g. Limit Public Statements About The Official Position Of The Board On Controversial Social, Political, And/Or Educational Issues To The Board Position.

The Board - Principal Relationship

The performance of the school depends significantly on the effectiveness of this relationship and a positive, productive working relationship must be developed and maintained.

- a. The board and the principal form the leadership team and clear role definitions have been developed.
- b. This is a professional relationship is based on mutual respect based on trust, integrity and ability.
- c. The principal reports to the board as a whole rather than to individual trustees.
- d. Day to day relationships between the board and the principal are delegated to the chairperson.
- e. All reports presented to the board by the staff arrive there with the principal's approval and the principal is accountable for the contents.
- f. Both parties will work to ensure no surprises.
- g. Neither party will deliberately hold back important information nor knowingly misinform the other.

The Chairperson – Principal Relationship

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

This is a professional relationship based on mutual trust and respect. It works as a team and there should be no surprises. The principal and chair are able to counsel the other on performance concerns

- a. The principal and chair do not undermine each other's authority
- b. Each agree and accept the need to follow policy and procedures
- c. Each agree not to hold back relevant information
- d. Each agree and understand that the chairperson has no authority except that granted by the board.

- e. The chairperson should act as a sounding board for the principal both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

Expectations

In order to fulfill their responsibilities the Principal needs the board to:

- a. Keep the principal informed of community matters
- b. Publicly support them
- c. Fully consider recommendations and information offered
- d. Back their decisions when they are within legislation and the general policy direction of the board.
- e. Create no surprises
- f. Come to meetings prepared
- g. Commit to get to know the organisation and the environment in which it operates.
- h. Regularly attend meetings.
- i. Commit to teamwork.
- j. Speak with one voice.

In order to fulfill its responsibilities the board needs the Principal to:

- a. Publicly support the board and its trustees.
- b. Facilitate board involvement in community advocacy and leadership.
- c. Create no surprises
- d. Offer insight and recommendations, including option analysis and long-range implications so that wise decisions can be made.
- e. Adhere to board policy.
- f. Prepare reports that enable the board to monitor performance because they are relevant, timely, and comprehensive.
- g. Give warnings and advance notice of issues in the educational community
- h. Clearly guide on processes and procedures
- i. Positively represent the Board
- j. Give feedback on the performance of the Board
- k. Recommend training and professional development for the Board

Written Delegations to the Principal -Finance

1. PRINCIPAL'S AUTHORITY

The Principal is delegated the power to order goods and services and approve for payment any items included in the College budget, once the budget has been approved by the Board. The Principal shall have the authority to order goods and services and approve for payment items not so included to a discretion limit set by the Board of Trustees. Any such spending shall be scheduled and recorded in the Board's monthly minutes. The Board may limit this authority at any time.

2. PRINCIPAL'S RIGHT TO DELEGATE

2.1. Within the limits set under the Principal' authority the Principal may delegate to staff the power to order goods and services. The Principal may withdraw the delegation to any staff member at anytime without question.

2.2. Head of Departments and others with approved budgets are delegated the power to order goods and services and approve for payments items within their budget limit.

3. SIGNING AUTHORITY
Any two of those listed below have full Board authority to sign Board cheques, cheque vouchers and authorise electronic transfer account payments on sighting appropriate invoices.
 - 3.1. The Principal.
 - 3.2. Board Chair.
 - 3.3. Designated trustees.
 - 3.4. Executive Officer.
 - 3.5. Deputy Principal.

4. FUNDRAISING
The Principal is delegated full Board authority to approve fund raising activities.

Written Delegations to the Principal - Property

1. ADMINISTRATION
The day to day administration of property is the responsibility of the Principal.

2. HEALTH AND SAFETY
The Principal will ensure that the requirements of an approved Health and Safety Plan are implemented.
Note Refer to policies and procedures under N A G 5.

3. PROPERTY MANAGER
The Principal may delegate to an approved personal responsibility to:
 - manage individually approved maintenance projects;
 - manage individually approved 'capital' projects.
Note The Property Manager has authority to spend up to the budget limits of individually approved projects as approved by the Principal's delegated spending authority level only.

4. BUILDING HIRE
The Principal is delegated full Board authority to hire out the College's buildings. The Principal will ensure a priority usage is reserved for the College community.

Written Delegations to Principal - Privacy

1. PRIVACY OFFICER

The Principal is delegated full Board authority to act as the Board's Privacy Officer. The Privacy Officer will implement and / or follow the specific criteria as outlined in the Terms of Reference for this position. The Principal may delegate this task to a senior member of staff.

2. PRINCIPAL'S POWER TO INVESTIGATE COMPLAINTS

The Principal is delegated the full Board authority to investigate any complaint made under the Smoke Free Environments Act 1990 and to implement the appropriate action. Any exercise of this authority must be reported to the next meeting of the Board.

3. PROTECTED DISCLOSURES RECIPIENT(s) – P D R
 - 3.1. The Principal will be the protected disclosures recipient.

 - 3.2. The Board Chair to act as the protected disclosures recipient in the event that information concern the Principal.

 - 3.3. The P D R can ...
 - 3.3.1. request a special meeting of the Board of Trustees to consider the issue;
 - 3.3.2. initiate a complaint's investigation;
 - 3.3.3. contact appropriate advisers – N Z S T A for advice on investigating a possible wrong doing;
 - 3.3.4. contact the Board's insurer on employment issues;

- 3.3.5.** refer the matter to another appropriate authority if urgency dictates.

Oversight of Operations - Policy 3

Policies are statements of intent that provide direction for the Board and Principal. All policies must be consistent with government legislation, regulations, the charter of the school, and relevant employment contracts.

When the Board is developing policies it must be vigilant that these do not stipulate the processes and programmes which may be used in the implementation of the policy. These are generally the responsibility of the Principal in his or her day-to-day management of the school.

N A G 1 - Curriculum

The Chanel College Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

The Board, through the Principal and staff, is required to:

1. develop and implement teaching and learning programmes.
 - to provide all students in Years Seven to Ten with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand Curriculum.
 - giving priority to student achievement in literacy and numeracy.
 2. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to:
 - student achievement in literacy and numeracy.
 - breadth and depth of learning related to needs, abilities and interests of students, the nature of the College's curriculum, the scope of the New Zealand Curriculum (as expressed in the National Curriculum Statements).
 3. on the basis of good quality assessment information, identify students and groups of students:
 - who are not achieving.
 - who are at risk of not achieving.
 - who have special needs and special abilities.
 - with aspects of the curriculum which require particular attention.
 - who are gifted and talented.
 4. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in **3.** above.
 5. in consultation with the College's Maori community, develop and make known to the College's community policies, plans and targets for improving the achievement of Maori students.
 6. provide appropriate career information and guidance for all students in Year Seven and above, with a particular emphasis on specific career guidance for those students who have been identified by the College as being at risk of leaving college unprepared for the transition to the workplace or further education / training.
2. the Board will approve the following procedures:
 - Education Outside the Classroom (E O T C).
 - Teaching Staff Professional Development.
 - Student Assessment Appeals.

N A G 2 – Strategic Planning, Self-Review and Reporting

The Chanel College Board of Trustees with the Principal and teaching staff is required to ...

1. develop a Strategic Plan which documents how the Board is giving effect to the National Education Guidelines through the Board's policies, plans and programmes, including those for curriculum, assessment and staff professional development.
2. maintain an ongoing programme of self review in relation to the above policies, plans and programmes, including evaluation of information on student achievement.

3. report to students and their parents, guardians and caregivers on the achievement of individual students and to the College's community on the achievement of students as a whole and groups (identified in N A G 1 3.) including the achievement of Maori students against the plans and targets referred to in N A G 1 4.

NAG 2A - Reporting for National Standards

The Chanel College Board of Trustees with the Principal and teaching staff is required [for students in Years 7 and 8] to

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- (b) report school-level data on National Standards in the board's annual report under three headings:
 - i. school strengths and identified areas for improvement
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement.

In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

- (c) report in the board's annual report on:
 - i. the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy); and
 - ii. how students are progressing against National Standards as well as how they are achieving.

In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.
- (d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

N A G 3 – Personnel Management

According to the legislation on employment and personnel matters, The Chanel College Board of Trustees is required in particular to:

1. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
2. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

N A G 4 – Finance (Section One)

According to legislation on financial and property matters, the Chanel College Board of Trustees is also required in particular to:

1. allocate funds to reflect the College's priorities as stated in the Charter;
2. monitor and control College expenditure and ensure that annual accounts are prepared and audited as required by the *Public Finance Act 1989* and the *Education Act 1989*;
3. implement a maintenance programme to ensure that the College's buildings and facilities provide a safe, healthy, learning environment for students.

Theft and Fraud

The Board accepts that it has a responsibility to protect the physical and financial resources of the school. The Principal is delegated the responsibilities to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the school or who are service recipients of the school. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that meets the principles of natural justice and is procedurally just and fair.

Therefore, the Principal shall set up systems and procedures to guard against the actions of theft and fraud and report on the outcomes of this policy as required.

N A G 4 – Property (Section Two)

According to legislation on financial and property matters, the Chanel College Board of Trustees is also required in particular to:

1. allocate funds to reflect the College's priorities as stated in the Charter;
2. monitor and control College expenditure, and ensure that annual accounts are prepared and audited as required by the *Public Finance Act 1989* and the *Education Act 1989*;

3. implement a maintenance programme to ensure that the College's buildings and facilities provide a safe, healthy, learning environment for students.

N A G 5 – Safe Environment

The Chanel College Board is also required in particular to:

1. provide a safe physical and emotional environment for students;
2. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

N A G 6 – Administration and Legislative Compliance

The Chanel College Board is also expected to comply with all general legislation concerning requirements such as attendance, the length of the College day and the length of the College year.

To meet the objectives and requirements of :

1. the National Administration Guideline Six – Administration and Legislative Compliance;
2. the requirements of the Smoke – Free Environments Act 1990;
3. the requirements of the Protected Disclosures Act 2000;
4. other legislation.

NAG 7 - Annual Charter Update

Chanel College Board is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8 - Analysis of Variance

Chanel College Board is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in Years 1-8 from the 2013 school year, and all schools from the 2014 school year.

Appendix A: Reference Material

In this section, gather together resources that a board member would find useful and keep them informed when governing the school. Each document may be issued to the board member or this section could contain web-links or references to where the documents are kept.

NAG's

NEG's

List of Government Priorities

Education/Curriculum Plan

Board Policy Framework

Communication/Risk management/Accountability/Professional learning for Board Plans

Budget

Annual Report including Financial Report

ERO Reports

Key project reports

5 and 10 year Property Plans

Principal's Management Plan [including procedures]

Monitoring and Reviewing Resources on Board with Lesley Moffat.

Recruitment and Induction Plan – pages 1 – 4.

Role of the Proprietor Responsibility

BOARD OF TRUSTEES RESOURCES (in a green box in the Board Secretary's office)

Education Review Office Framework for School Reviews

Education Review Office Evaluation Indicators for School Reviews

New Zealand School Trustees Association Resource Annual

New Zealand School Trustees Association Trusteeship – A Guide for School Trustees

Handbook for Boards of Trustees of New Zealand Catholic Integrated Schools

Ministry of Education Effective Governance Working in Partnership

Ministry of Education School Charters Incorporating National Standards

Ministry of Education Guidelines for Principals and Boards of Trustees on Stand downs, Suspension, Exclusions and Expulsions

WEBLINKS

NZSTA www.nzsta.org.nz

MOE www.info@minedu.govt.nz