

Board of Trustees Governance Policies Index

Governance Policy	To be reviewed by
Governance statement	March 2024
Board Roles and Responsibilities	March 2024
Board of Trustees Code of Conduct	March 2024
Role of the Chairperson	March 2024
Committee Principles	March 2024
Board Delegations of Authority	March 2024
Meeting Procedures	March 2024
Board Review of Governance	March 2024
Principal's Performance Appraisal	March 2024

Governance statement

The Maungaraki School Board of Trustees is a Crown entity and is responsible for the governance of the School. There is a clear distinction between the roles of the Board and School. The Board is focused on strategic leadership as opposed to administrative detail and is accountable for the School's performance. The Board is focused on the future rather than past or present, and is proactive rather than reactive in its operations and decision making.

All elected, appointed and co-opted trustees, whether they are parent or staff representatives, come to the board table entrusted to ensure effective governance, despite the different perspectives they bring to board discussions. Individuals are neither advocates nor delegates with sectional interests, but work for positive student achievement and good school governance.

The legal responsibility of boards of trustees is determined by Section 127(1) of the Education and Training Act 2020. The primary objectives 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 the 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.

Board Roles and Responsibilities

The Board of Trustees must:

- set a sensible and feasible strategic direction and monitor the School's progress against it
- approve and monitor the Annual Plan
- develop and review the general policy direction
- monitor and evaluate student-learning outcomes
- appoint and assess the performance of and nurture the Principal
- act as good employers
- provide financial stewardship and ensure appropriate financial policy and safeguards are in place and followed
- oversee, conserve and enhance school resources
- consider and approve major policies and programme initiatives
- effectively manage risk
- build a broad base of community support
- exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage
- deal with any disputes and conflicts referred to the Board
- ensure the Board is compliant with its legal requirements, including the:
 - Education and Training Act 2020
 - Health and Safety at Work Act 2015
 - Vulnerable Children Act 2014
 - Privacy Act 2020.
- ensure appropriate succession planning.

Board of Trustees Code of Conduct

The Board ensures a Charter (Mission, Vision and Values statements, Strategic and Annual Plans) and policy framework are established to guide and direct the management of the School. The Board monitors the implementation of these through school self-review.

Trustees act in the best interests of the School through the governance role of the Board. The following key responsibilities define the expectations of a member of this Board.

As a member of the Board of Trustees of Maungaraki School:

1. I will ensure the needs of all students at Maungaraki School and their achievement are paramount.
2. I will maintain and understand the values and goals of the School.
3. I will publicly represent the School in a positive manner.
4. I will abide by the collective decisions of the Board and not act independently of, or against, these.
5. I will respect the confidentiality of papers and information, including those in relation to the Board's role as employer.
6. I will make every effort to attend Board of Trustee meetings (regular and special) and read agenda papers and reports beforehand.

If I am unable to attend a meeting, I will contact the Chairperson, Principal, or Secretary beforehand to tender my apology, and familiarise myself with what occurred.
7. I will contribute my thoughts and ideas and listen to and respect those expressed by other Board members.
8. I will make every effort to discuss significantly contentious issues with the Chairperson before raising them at meetings.
9. I will take on a "portfolio" and undertake to find out more about my area of responsibility in an effort to ensure it operates effectively.
10. I will make every effort to participate in any professional development programme agreed to by the Board.
11. I will undertake an annual self-evaluation and seek feedback from other Board members to consider ways in which I have contributed to the effectiveness of the Board, and things I might do to increase my effectiveness.
12. I will declare any conflicts of interest.
13. I will respect the integrity of the Principal and staff. I understand my responsibilities as a good employer.

14. I will be encouraging and respectful of others contributing their views and opinions and will act in a respectful manner at all times, including during robust debate. I will respect the right for any member to declare their discomfort at any time during discussions.

Role of the Chairperson

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes.

To fulfil the obligations of the Education and Training Act 2020, the role of Chairperson must be decided annually. This will occur at the beginning of the first Board meeting each year. Expressions of interest or nominations and the early part of the meeting will be managed by another Board member (who is not seeking the Chair's role). The election process occurs and the designated Chair takes over at that point. In an election year, the Chair is decided in the first meeting after the election is held.

The Chair role involves the following responsibilities:

- Spokesperson for the Board on strategic matters.
- Establishment and maintenance of an ongoing working relationship with the Principal.
- Building of an effective team.
- Providing Board members with the opportunity for development.
- Dissemination of information to other Board members.
- Ensuring that the Principal's Performance Agreement and Appraisal are completed on an annual basis.
- Protected Disclosure Officer (see management procedures manual).
- Official signatory for the Board, including for annual accounts (required under section 134 of the Education and Training Act 2020).
- Preparing agenda for meetings.
- Chairing of the meeting:
 - Meeting discussion content will only be those issues that, according to Board policy, clearly belong to the Board to decide, not the Principal.
 - Deliberation will be timely, fair, orderly and thorough, but also efficient and kept to the point.

Committee Principles

The Board may set up committees (sub-committees of the Board) to help carry out its responsibilities and due process (e.g., staff appointments, disciplinary committee etc).

Board committees:

- hold delegated authority to act on the Board's behalf for specified courses of action
- are to have terms of reference containing information about:
 - purpose
 - committee members
 - duties and responsibilities
 - reporting procedures/schedule
- keep the Board up-to-date with progress and recommend options or board action
- may not be delegated any power to borrow money, as stated in section 156 of the Education and Training Act 2020.

Board Delegations of Authority

To fulfil legal obligations and to enable the Board and management of the School to function to their fullest potential, the following delegations of authority are in place.

A list of current delegations will be available in BoardPro at each meeting. Additions or deletions can then be made.

Personnel	Delegated Authority
<i>[Delegations can be to a person or committee].</i>	<i>[Task for which delegation of authority is required]</i>
Principal or delegate + at least one other (Staff or Trustee).	That the stated personnel are delegated authority to appoint Support Staff , as outlined in the Board's personnel policy.
Principal + two others (Staff or Trustee).	That the stated personnel are delegated authority to appoint Teaching Staff , as outlined in the Board's personnel policy.
Chairperson of the BOT	Delegated the authority to act as protected disclosures officer, as outlined in the Board's Governance policy.
Caro Wills	Delegated the authority to act as Privacy officer, as outlined in the Board's Governance policy.
Deputy Principal	That the Board, except where the Board otherwise determines, shall in the absence of the Principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, delegates the Deputy Principal to perform all the duties and powers of the Principal.
Principal	Delegated the authority to close the School if the Ministries of Health and/or Education require it due to a major health and safety threat to the School.
Principal, Deputy Principal, and Bursar	Delegated authority to be signatories for the School's bank accounts.
Principal	Delegated authority to approve staff applications for leave of up to six weeks.
Discipline Committee <i>(As outlined in Stand-downs, Suspensions and Exclusions Policy)</i>	That a discipline committee of no less than three board members (determined by availability) is delegated the authority to conduct a discipline hearing to determine a student's future at Maungaraki School in the event of student suspension.

Meeting Procedures

Throughout this section, an * denotes a legal requirement.

General

- Meetings will be held on a schedule set by the Board at the beginning of each year. Two meetings are usually held each term, or as required to meet the obligations of the Board.
- In the first meeting of the year (except election year) board roles are determined. In election year, board roles are decided in the first meeting after the election is held.
- The quorum shall be more than half the members of the Board currently holding office*.
- The Chairperson may exercise a casting vote in the case of equal votes, in addition to his/her deliberative vote*.
- Any trustees with 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*.
- Meetings are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.

Time of Meetings

- The Board will determine the length of time for each meeting.
- Each meeting will continue until business is finished, unless the Board decides to carry over any remaining business until the next meeting.

Special Meetings

- A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of board members.
- The Chairperson may call a special meeting to deal with urgent issues (for example, exclusions, stand-downs, ERO visit).

Exclusion of the Public

- The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987*.
 - o Clearly explain the reasons for excluding the public.
 - o Reserve the right to include any non-board member it chooses.

Public Participation

- Members of the public will not be allowed free discussion during the meeting, unless agreed to by the Chairperson.
- Members of the public wishing to seek speaking rights must register this with the Board Chair prior to the meeting. For rights to be granted, the relevant agenda item must be stated. Members of the public shall speak for no longer than three minutes.
- Public attending the meeting will be given a notice about their rights to participation in the meeting.
- Public will not be able to vote on motions presented.

Motions/Amendments (where appropriate)

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

Termination of Debate

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

Agenda

- The agenda preparation for each meeting is the responsibility of the Chairperson.
- The Board determines the overall structure of the agenda, aiming for at least 50 percent of meeting time on strategic discussion and decisions.
- The agenda will be distributed to trustees no later than the Friday before the meeting. Sufficient copies of the agenda will be available at the meeting for the public.
- Papers requiring significant reading and consideration are to be sent to trustees no later than five working days before the meeting.
- The order of the Agenda may be varied as required.

Minutes

- The minutes will be distributed to the Chair within five working days of the meeting. Draft minutes will be circulated to the Board for comment within five working days of the Chair receiving them.

Board Review of Governance

To ensure the Board remains proactive and maintains a culture of self-improvement, the Board will evaluate and review its performance as individuals and as a group annually.

This will focus on four elements of effective governance for schools: Accountability, Leadership, Representation, and the Employer Role.

The Board's performance will be evaluated against evidence which includes, but is not limited to:

- the Annual Report including the Analysis/Statement of Variance and audited financial statements
- student achievement data
- staff and student wellbeing surveys
- Education Review Office (ERO) reports
- Board self-evaluation
- feedback from parents, caregivers and staff
- student voice
- Principal performance review
- any other means deemed appropriate by the Board.

The Board self-evaluation will follow best practice, with each member reflecting on:

- how well the Board is working together and accomplishing its goals
- how well the member participates and contributes to meetings
- how well the Chair helps members participate and contribute
- how much time is spent on strategic issues
- how well meetings are run.

Principal's Performance Appraisal

The Board is responsible for reviewing the performance of the Principal annually, with the objective of ensuring high quality education opportunities for the students of Maungaraki School.

The Board, through the Chairperson and/or designated person, will establish an agreed set of objectives for the year's appraisal in consultation with the Principal. These objectives will be set in advance of the review period.

In addition to any informal contact between the Principal and Chairperson, there will be an agreed upon time when the Chairperson, and/or designated person, and the Principal meet to carry out a formal appraisal, based on the agreed objectives for the period. The format and process for this meeting will be negotiated and agreed upon by the Chairperson and/or designated person and the Principal. The process shall include a professional development plan for the Principal.

The Principal reports to the Board annually that the Principal's appraisal has been completed. The Board may use an independent appraiser, a committee, or a consultant, but the Standards for the Teaching Profession component must be assessed by a registered teacher. Any nominated body or person must be acceptable to the Principal.

The Teaching Council states that all principal positions are "teaching positions" regardless of whether the Principal has a teaching role, as principals are responsible for all learning in the school.

The outcome of the appraisal is reported to the Board (in-committee). The Principal will have an opportunity to respond to the report and address the Board before it discusses the report. The report remains confidential to the Principal and Board and their agents unless both parties agree to wider distribution.

Appraisal of the Principal has two elements:

1. Accountability – in leading the school and managing and improving the quality of teaching.
2. Development – objectives relating to both organisational goals and personal professional development goals.

The Principal's annual performance agreement includes:

- the timeframe of the initial meeting, monitoring events, the formal end-of-appraisal interview, and final report to the Board
- an outline of performance expectations: key tasks, expected results, and performance indicators
- the professional standards for principals according to the relevant Principals' Collective Agreement

- job description
- the School's strategic and annual operating plans
- the Teaching Council criteria for registration and certification as a teacher
- relevant career progression objectives
- sign-off by both the Principal and Board Chair.

As evidence of the appraisal process, the Principal compiles a digital or paper-based portfolio of evidence to record any relevant reflections, inquiry, professional learning, and other related activity.

The endorsement for a Principal on their application for the issue or renewal of a practising certificate is completed and signed by the Board Chair and a second endorser. The second endorser must hold a full practising certificate and must have been involved in the performance review/appraisal process.

In the event of a dispute related to the appraisal process, an independent, mutually acceptable third party will be invited to assist in resolving any disagreement.

In the final analysis, the Board as the employer will have responsibility for the final decision.