



# ***Pirinoa School***

## ***Board Policy***

### ***Handbook 2020***

*Roles and Rules For Exceptional Governance*

*He aha te mea nui ki tēnei ao?  
Māku e ki atu. He tangata, he tan gata, he tangata.  
What is the most important thing in the world?  
I would reply that it is people, people, people.*

#### **Our Vision**

***Inspired, Confident, Proud Tamariki***

#### **Our Mission**

***Pirinoa school is the heart of our community. We come together, to create a variety of opportunities that help all students excel as learners and members of society.***

## TABLE OF CONTENTS

<b>SECTION 1: THE BOARD AND THEIR ROLE</b>	<b>3</b>
1.1 <b>PIRINOA SCHOOL BOARD</b>	
Board Register	4
School Calendar of Events	5
School Organisation Chart	5
Key Personnel	6
1.2 <b>BOARD ROLES AND RESPONSIBILITIES</b>	7
Trustee Responsibilities	7
Trustee Fees	7
Size of the Board	7
1.3 <b>BOARD MEETINGS</b>	7
1.4 <b>MEETING AGENDA FORMAT</b>	8
Meeting rules sample	10
Handout for Board meeting visitors	11
Principal Report to the Board sample	12
Report on Strategic Plan Progress (quarterly) Sample	13
Board Paper Sample	14
Board Committees	14
Record of Delegation's Table sample	15
Delegation Letter sample	15
Disciplinary Terms of Reference sample	15
1.5 <b>PLANS</b>	16
Communication Plan	16
Accountability/Self Review (Evaluation of Performance)	17
Professional Development and Learning Plan Sample	18
Risk Management Plan Sample	19
<b>SECTION 2: CHARTER AND STRATEGIC PLAN</b>	<b>21</b>
Inserts 1 & 2	
Annual Plan Insert 3	
Appendix 1: Supporting documents	
Analysis of Variance: Insert 4	
Timeframes	22
<b>SECTION 3: POLICIES</b>	<b>23</b>
<b>Policy 1 – Governance</b>	23
1. Board Job Description	23
2. Governing Style	23
3. Code of Conduct	23
4. Conflicts of Interest	23
5. Self Review of Board Performance	23
6. Whistle Blowing	24
7. Handling Complaints	24
8. Legal Mandate	24
9. Personal Liability	24
10. Role of the Chair	25

<b>Policy 2 – The Board–Principal Relationship</b>	<b>25</b>
1. Principal Delegations	25
2. Monitoring Principal Performance	25
3. Principal Disciplinary Process	26
4. Principal Professional Expenses	26
5. Reporting to the Board	26
6. Board-Principal Relationship	26
7. Chairperson-Principal Relationship	27
8. Principal expectations of the Board	27
9. Board Expectations of the Principal	27
<b>Policy 3 – Management Delegations</b>	<b>28</b>
1. Curriculum Delivery (Linked to NAG 1)	28
2. Planning and Reviewing (Linked to NAG 2 AND 2a)	28
3. Personnel (Linked to NAG 3)	28
<b>Policy 4 - Asset Management (Linked to NAG 4)</b>	<b>29</b>
1. Budgeting	29
2. Finances Management	29
3. Asset Protection	29
4. Theft and Fraud	29
<b>Policy 5 - Health &amp; Safety (Linked to NAG 5)</b>	<b>30</b>
1. Child Protection Policy	31
2. Vehicle Use Policy	32
3. Pandemic Policy	34
<b>Policy 6 - Legal Responsibilities (Linked to NAG 6)</b>	<b>34</b>
<b>SECTION 4: REFERENCE MATERIAL</b>	<b>35</b>
<b><u>INSERTS</u></b>	
1. Charter	
2. Strategic Plan	
3. Annual Plan	
4. Analysis of Variance	

## Section 1: The Pirinoa School Board and their Role

The Pirinoa School Board of Trustees was established by the Education Act 1989. The Pirinoa School Board of Trustees governs the school on behalf of the community and the Crown and its key functions are to:

- ***Establish the school mission and set high level goals***
- ***Improve student achievement for all students***
- ***Approve major decisions and policies***
- ***Select the Principal and monitor their management of the school including financial management***
- ***Connect with external stakeholders***

The Board is led by the Chairperson and can be supported by a number of committees.

- The board members are listed in the Board Register.
- The school's organisation structure is detailed in the School\_Organisation Chart

The Board has a meeting schedule found in the Board Calendar. Most of each meeting is held in public and anyone is welcome to attend. Only trustees have speaking rights automatically.

### 1.1 Pirinoa School Board 2018: Board Register

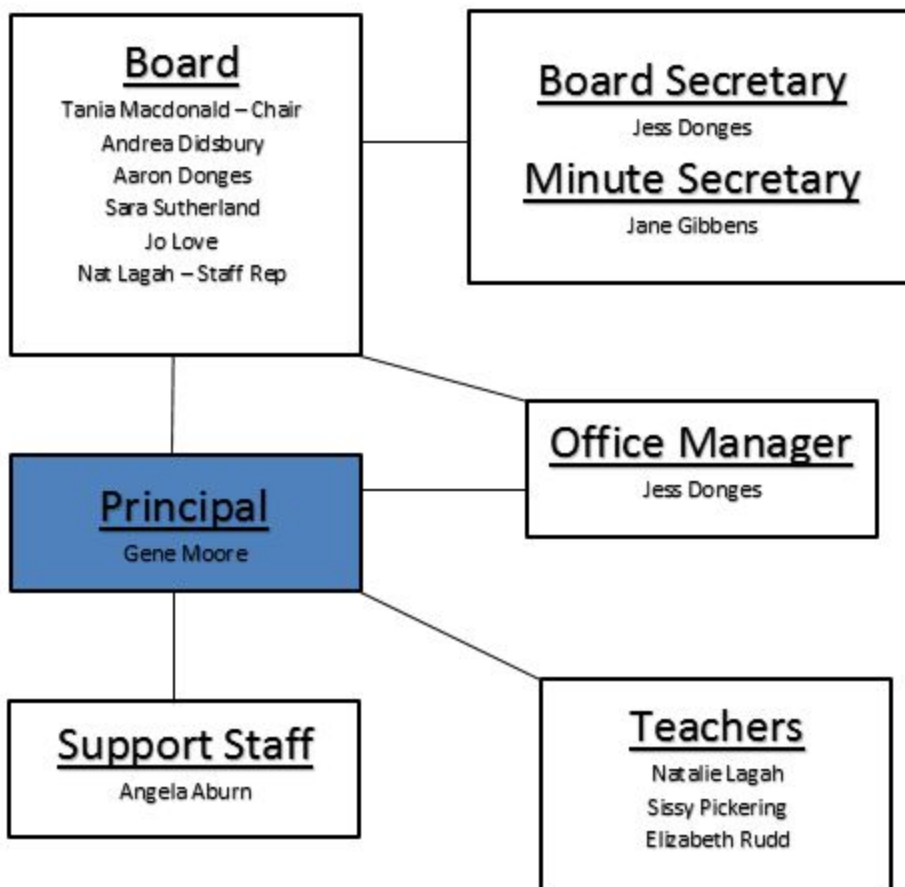
Our legal number of elected parent trustees is: 5. The honorarium paid is \$55.00 per Board meeting  
The potential number of co-opted trustees is 4.

Name	Contact details [Phone/email /address]	Position on Board [Chairperson CH, Commissioner CMR, Member ME]	Type of Member [Note 1]	Ethnicity [Note 1]	Gender	Relation- ship to school	Current Term expires
Tania Macdonald		Chairperson			F	Parent	June 2022
Andrea Didsbury		Member			F	Parent	June 2022
Aaron Donges		Member			M	Parent	June 2022
Jo Love		Member			F	Parent	June 2022
Sara Sutherland		Member			F	Parent	June 2022
Eugene Moore		Principal			M	Principal	June 2022
Natilie Lagah		Staff Representative			F	Teacher	June 2022

## Pirinoa School Calendar of Events

- TERM 1**      Swimming Sports
- TERM 2**      Cross Country  
Speech Competitions  
Rugby Sevens  
Netball  
Take a Kid Fishing
- TERM 3**      Jump Rope for Heart (biannually: odd years)  
School Production (biannually: even years)
- TERM 4**      Athletics  
Agricultural Day  
Senior Camp - Years 5 to 8 (biannually: odd years)  
Graduation

## School Organisation Chart



## Key Personnel

Pirinoa School School  
2782 Lake Ferry Road  
Pirinoa 5772  
Email: [office@pirinoa.school.nz](mailto:office@pirinoa.school.nz)

Board Chairperson: Tania Macdonald

Auditors:  
Cotton Kelly P O Box 5257, Palmerston North

Accountants:  
Education Services [www.educationservices.co.nz](http://www.educationservices.co.nz)

RTLB:  
Debbie Te Whaiti

MOE Curriculum Advisor: Lynette Allen

MOE Property Advisor: Dean Ashton

Team Leader  
Special Education Services:

Useful Websites:  
New Zealand School Trustees Assn: [www.nzsta.org.nz](http://www.nzsta.org.nz)

Ministry of Education: [www.minedu.govt.nz](http://www.minedu.govt.nz)

## 1.2 Board Roles and Responsibilities

### Trustee Responsibilities

It is the responsibility of the Board to meet the purpose of the mission statements and protect the assets. In this effort, trustees should be entitled to rely on the honesty and integrity of the Principal, outside advisers and auditors.

In order to do this, the Board will:

- Set and monitor the strategic directions and long-term plans and the management's implementation of the strategies.
- Ensure that effective audit, risk management and compliance systems are in place to keep within legal requirements.
- Appoint, review and nurture the Principal.
- Set delegated responsibilities and limits to the Principal.
- Review and approve the Annual Plan and the Budget.
- Monitor the performance of the school.
- Protect the special character.
- Ensure effective communication with and reporting to the community and the MoE.
- Act to ensure that Board meetings and discussions promote focused debate within a supportive team atmosphere.
- Approve major policies and programme initiatives.
- Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

### 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.

### Size of the Board

The law states the Board will have between 3 and 7 elected parent representatives, one elected staff trustee. The Principal is a full voting member of the Board. The Board also has the opportunity to co-opt a number of trustees where there are obvious skills or equity gaps.

Our current number of trustees is recorded in the Board Register. A trustee register is kept up to date with the current trustees.

The requirements and procedures governing the resignation and replacement of trustees is set by law and the Board should seek advice or information if needed.

## 1.3 Board Meetings

The Board will meet at least eight times a year and otherwise as necessary to deal with any urgent matter. A schedule of meetings will be provided to trustees at the beginning of each year. [see Board Calendar]

Trustees will be sent materials before meetings either electronically or in hardcopy.

Decisions of meetings are minuted and signed by the Chair of the relevant meeting. Minutes are circulated to trustees within at least 72 hours for approval and ratified at the following meeting.

The Chair together with the Principal will develop the agenda for each Board meeting. Board members are able to contribute agenda items up to one week prior to the meeting. Standing items will include the Principal report, financial reports, notification of trustees conflicts of interests.

<p>1. <u>Opening of meeting</u></p> <p>1.1 Chair opening statement - and outline of matters to be achieved.</p> <p>1.2 Apologies</p> <p>1.3 Disclosure of conflicts of interest</p> <p>1.4 Confirmation of agenda - identifying any changes and additions.</p>	<p>5 mins</p>
<p>2. <u>For discussion [Strategic review and evaluation - performance and compliance]</u></p> <p>2.1. Strategy: Strategic topic chosen from Strategic Plan (in Board Calendar of Work)</p> <p>2.2. Policy: From Board Calendar of Work.</p> <p>2.3. Risk: Risk factor from Board Calendar of Work</p> <p>2.4. Principal Report</p> <p>2.4.1. NAG 1</p> <p>2.4.2. NAG 2</p> <p>2.4.3. NAG 3</p> <p>2.4.4. NAG 4</p> <p>2.4.5. NAG 5</p> <p>2.5. Committee Reports (if necessary)</p> <p>2.6. Board professional development and learning.</p>	<p>45 -60 mins</p>
<p>3. <u>For decisions</u></p> <p>3.1. Major decisions (supported by board papers and recommendations) for proposals and other matters requiring approval beyond the management delegation.</p>	
<p>4. <u>For review and evaluation [performance and compliance]</u></p> <p>4.1. Policy Report – as identified from the Board Calendar of Work.</p> <p>4.2. Finances</p> <p>4.3. Curriculum or Project Report</p> <p><b>Resolution:</b> That the tabled reports be accepted. Moved/seconded</p>	<p>10 mins</p>
<p>5. <u>Administration</u></p> <p>5.1. Ratify previous minutes <b>Resolution:</b> That the minutes from the meeting #xx be ratified.</p> <p>5.2. Action list</p> <p>5.3. Receive major Correspondence</p> <p>5.4. Identify Items for the next agenda</p>	<p>10 mins</p>
<p>6. <u>Excluding the public - Personnel or sensitive item</u></p> <p><b>Resolution:</b> : that the public be excluded from the agenda items 7 pursuant to Sec 48 of the LGOI &amp; M Act 1987. The reason being to discuss a matter of personnel and the ground is protect the privacy of individual. Moved /seconded</p> <p><b>Resolution:</b> - : that xx, as HR Consultant, be permitted to remain at this meeting, after the public has been excluded, because of their knowledge of personnel matters which will support the board’s decision-making. Moved /seconded</p> <p><b>Resolution:</b> that the public be included for the rest of the agenda pursuant to Sec 48 of the LGOI &amp; M Act 1987. Moved /seconded</p>	<p>As required</p>
<p>7. <u>Chairperson Closing</u></p> <p>7.1. Review actions to be taken.</p> <p>7.2. Complete Meeting Evaluation [if required]</p>	<p>10 mins</p>



Board meetings will take place on the dates as listed in the Board calendar, starting at 5.45pm, on the school premises.

The goal is to promote a balance of fairness and efficiency. Fair so that people who have a point to make are given an opportunity.

Efficient so that time is spent on relevant discussion.

#### **Time of Meetings**

- Regular meetings start at 5.45pm.
- A resolution for an extension of time may be moved.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

#### **Quorum**

- The quorum shall be more than half (four) the members of the Board currently holding office.

#### **Discussion**

- Only members and guests recognized by the Chair may speak
- Public participation is at the discretion of the Chairperson.
- Public attending the meeting are given a notice about their rights to participation in the meeting. See pg 11.

#### **Resolutions & Voting**

- Only members of the Board who are present at the meeting may vote. [See Electronic voting below]. Before an item can be voted, there must be a quorum as well as a resolution and a seconder.

Discussion may precede or follow these resolutions, or both. After discussion and resolutions, one of four things can happen:

- There can be a vote on the resolution.
  - The resolution may be amended (seconder required), discussion on the amendment may follow and a vote taken on the amendment. If the amendment passes, the motion automatically passes. If the amendment fails, the resolution still stands and can be discussed until voted.
  - The resolution can be tabled (seconder required). There can be no discussion on a resolution to table — a vote must be taken immediately. If the vote is to table, no further discussion can take place on the resolution.
  - There may be no action on the resolution —therefore it becomes old business at a future meeting.
- The names of the mover/seconder will be recorded.
  - Resolutions must be clear and concise. It is useful if the resolution can be written and distributed with the agenda.
  - The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.

#### **Electronic voting**

- A decision may be made by email as long as all trustees respond and the decision is unanimous. The decision will be ratified at the following meeting.

#### **Committees**

- Make general Board meetings more productive by use of committees and rely on committee reports as a basis for action. The idea is for committees to sort through minutiae and come forward with a well-developed proposal for the whole board to consider. Committee reports can be oral or written. Written reports, distributed in advance of the meeting, tend to save time at the meeting.

#### **Disagreements**

- The Chair of the meeting is responsible for maintaining order. On procedural questions, the Chair's ruling is determinative and final.

#### **Special meetings**

- A special meeting may be called by delivery of notice to the Chairperson signed by at least one third (three) of trustees currently holding office

#### **Delegations of specific powers**

- The Board delegates [and minutes] authority to the senior teacher in the times of absence of the Principal.

#### **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 Meetings Act.

#### **Suspension of Meeting Procedures**

- Standing Orders may be suspended by resolution of the meeting.

### **Agenda**

- Agenda items are to be notified to the Chair 7 days prior to the meeting
- Late items will only be accepted with the approval of the Board
- The order of the Agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the Board are to be put on the agenda as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agenda documentation.
- The agenda is to be collated with the agenda items placed in the agenda order.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the Board 7 working days before the meeting

### **Meeting Procedures**

The meeting procedures can be suspended by resolution of the meeting.

### **Minutes**

- The Minutes Secretary will record minutes at Board of Trustee meetings.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the Board for approval within 7 working days of the meeting they record.

## Handout for Board Meeting Visitors

### **Welcome to the Pirinoa School Board of Trustees meeting**

Thank you for your interest and for coming  
to observe our meeting.

A Board of Trustees meeting is not a public meeting but a meeting held in public,  
therefore only trustees have automatic speaking rights.

If you have something you would like to share with the Board,  
please talk to the Chair, Tania Macdonald, at least 24 hours  
before the meeting date so that it can be decided  
whether speaking rights will be granted [and for how long] or  
whether your information is best dealt with at another forum.

The agenda has been attached.

Please note that you may be asked to leave the meeting if  
the Board deems it necessary to move into “excluding the public”  
because of personally or financially sensitive material.

Once again, welcome.

## Principal Report to the Board (Sample)

Principal's report to the Board of Trustees 09.02.17

School roll

Feb	Mar	Apr	May	June	July	August	Sept	Oct	Nov	Dec
51										

NAG 1 Effective Teaching	BoT Action Required
	Information only
	Information only
	Information only

NAG 2 Planning and reporting	BoT Action Required

NAG 3 Employment and personnel	BoT Action Required									
Banked staffing balance										
Feb	Mar	Apr	May	June	July	August	Sept	Oct	Nov	Dec
\$10,000										
										Information only

NAG 4 Finance and Property	BoT Action Required
	Information only
	Information only

NAG 5 Health and Safety	BoT Action Required
	Information only

NAG 6 Legislation and Compliance	BoT Action Required
	BOT Discussion
	BOT Discussion

Annual Plan - Strategic Goal One	What has happened so far
<b>Annual Aim 1 2017:</b>	

Annual Plan - Strategic Goal Two	What has happened so far
<b>Annual Aim 2 2017:</b>	

Annual Plan - Strategic Goal Three	What has happened so far
<b>Annual Aim 3 2017:</b>	

It is important that the report from the Principal concentrates on:

- progress on the Annual Plan
- progress on the major functions of the school
- progress on significant initiatives
- identification of risk and what is being done about it
- confirmation of compliance or what is being done about it

Report on Strategic Plan Progress [quarterly] Sample

Key Result Area	Targets	Progress	Issues for Board Attention or Discussion
<b>Strategic Goal #1: High literacy and high numeracy</b>			
% at or above national standards		Running records indicate that 60% of students are on track to be at or above national standards. We are working with students to identify next steps and .....	Attend the Parents Information evening on [date]. Chair to introduce.....
% Maori boys at or above national standards		All Blacks reading in school programme is full – and attendance 100%. Will report on literacy outcomes next meeting.	
Use of library		Our monitoring computer programme has started. Data next meeting.	
<b>Strategic Goal #2: Quality teachers</b>			
Student satisfaction		Teachers collecting feedback at the end of each lesson. This has now been in place for three months. Syndicates are using this information to support the design of professional development programmes	Read article on Teacher Professional Development. Need some thinking around PD Plan in Oct meeting
Attendance			
<u>etc</u>		.	

## Board Paper Sample

Agenda Item  
Author

---

Draft Resolution

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### Executive Summary

In no more than 5 lines explain what the paper is about and what it is trying to achieve. It should be clear whether it is for the board's information or is asking for approval, action etc

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### Background

In no more than 10 lines, outline the background to what is being proposed.. Provide any extra information in an attachment. Identify sources of any external input.

---

### Recommendation

In no more than 10 lines outline the recommendation. Do not repeat statement made above. Mention the options considered and the reasons for choosing the preferred option.

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### Issues

Strategy Implications – in no more than 10 lines indicate how the proposal is aligned to the current agreed plans

Financial implications – in no more than 10 lines explain the future expenditure implications.

Risk analysis – in no more than 10 lines analyse the major risks associated with the proposal and how they will be managed.

Legal and Policy Compliance – in no more than 10 lines outline the compliance implications. Identify the reports that will occur during and after implementation.

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Signed By

The following people have been involved in the preparation of this board paper [list names]

### 1.4 Board 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.

### Record of Delegation's Table Sample

Decide how best to carry out the Board's work, e.g. committee, individual, management  
 Make formal delegation and record in minutes. The delegated responsibility will be through a letter of appointment.

Enter the information in the table following.

Distribute the updated table following at each meeting

Date of Minuted Delegation	Date letter sent [informing of & outlining delegation]	Delegated Personnel	Delegated Authority	Delegation Ends
10-10-xx	12-10-xx	Jo Smith [T] Lesley Moffat [T]	That ..... and ..... are delegated authority to implement the Pirinoa School BOT's Property Committee as outlined in the appointment letter and the Board's Governing Policies.	31-06-xx

Notes:

[T] = trustee. There must be at least one trustee on every committee of the Board. Useful to indicate those that are trustees.

This table could form part of the Board's meeting reports as it is a working document and needs to be continually updated to reflect the current status of committee's composition

### Delegation Letter Sample

School Letterhead

Dear

The Pirinoa School Board of Trustees at its Board meeting on xxxxxx, delegated authority to you, xxxxxxxx, as a member of the xxxxxx committee to work within the terms of reference for the xxxxxx committee.

This delegation remains in force until xxxxxxxxx .

We look forward to working with you.

[signed and dated]

Chairperson

### Disciplinary Terms of Reference

The Board will ensure that all processes relating to the suspensions of students adhere to the requirements of the Education Act 1989, and its amendments, Education Rules 1999, and Ministry of Education Guidelines

#### Terms of Reference

- To act in fairness, without bias or prejudice and with confidentiality
- To act within legislation and the MoE guidelines
- To act only on written and agreed information, not verbal hearsay
- To use processes of natural justice in discipline hearing procedures
- To make recommendations on discipline matters to the board as necessary.
- To keep the board informed of the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis

## 1.5 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, confirm Board Calendar and identify annual goals and projects for the current year.

Focus	Reason	Board to...
<b>Governance</b>	<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Strategic responsibility</li> <li>• Teambuilding</li> </ul>	<ul style="list-style-type: none"> <li>• Issue <b>Board Handbook</b> to each trustee</li> <li>• Take all new trustees through an <b>Orientation Programme</b>.</li> <li>• Ensure a Website “governance” presence and update regularly.</li> <li>• Ensure School &amp; District Newsletters have a governance presence once a term.</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Skilled input into strategic planning</li> <li>• Feedback on progress</li> <li>• Feedback on compliance</li> <li>• Appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Receive a Strategic Report at each meeting on annual plan progress, issues of non-compliance, alerts.</li> <li>• Receive reports, according to schedule of review/audit.</li> <li>• Receive memo emails between meetings to keep Board updated</li> <li>• Require Chair – Principal meetings as necessary [at least monthly]</li> <li>• Appraise annually – two year cycle of appraiser [Board, external expert].</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Board is employer</li> <li>• Skills and knowledge for strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with staff as a new Board – at start of school year.</li> <li>• Seek annual feedback about Board as Employer role - survey mid-year.</li> <li>• Attend school events - where practicable.</li> <li>• Consult on Strategic Plan – 3-5 years</li> <li>• Review Strategic Plan – annual</li> <li>• Invite to appropriate meetings for input</li> <li>• Provide an end of year acknowledgement.</li> <li>• Thank you/condolence/congratulation cards sent as appropriate.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Legal requirements: Health Curriculum; NAG 1 Maori parents; strategic plan; board minutes.</li> <li>• Keep update with decisions</li> <li>• Consult strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise Board meeting dates, time and place</li> <li>• Publish minutes [on website, in office]</li> <li>• Contribute to Newsletter [with Board section]; quarterly;</li> <li>• Hold a discussion evening to consult on strategic plan.</li> <li>• Written surveys, focus groups.</li> <li>• Attend whanau hui.</li> <li>• Develop and update Website with supportive documents for parents</li> </ul>



## Accountability/Self Review (Evaluation of Performance)

An important role of the board is to ensure both conformance and performance of the organization as an assurance that the board is meeting its legal and policy obligations. 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 a Board Self-Review Plan which identifies the area of review frequency, and ideas about how information might be collected.

The Pirinoa School Board of Trustees Self Review is a deliberate and on-going process of finding out how well our **current** practice enhances children’s learning and development. It helps us to see the aspects of our practice that are working well and what we could do better.

As a result of our self-review, we are able to plan for decisions that enable improvements, which lead to further benefits for children.

The four types of Self Review that the Board will undertake during governance are:

1. Strategic Self Reviews
2. Regular Self Reviews
3. Emergent Self Reviews
4. Reflective Practice

Documentation will make the process for Self Review transparent for everyone. This could include reports, newsletters, questionnaires, minutes of meetings, photos and observations.

As a Board we will:

- Determine **how often** we will carry out a particular review, **what** the focus is and **when** the review will occur.
- Decide **who** will collect the data and inform the Board. This may include a contracted expert (i.e. Principal Appraiser).
- Put the review items onto the Board Calendar of Work.
- Have a common understanding of how the review will be undertaken.

### Accountability/Self Review Plan (Evaluation of Performance)

Self Review area	Specific Focus	Frequency	Method eg	Meeting #
Policy 1: The Governance Team Policy	Board	Annually	Board Assessment	
	Trustee-Code of conduct	Annually	Assessment against code of conduct	
	Chair-role description	Annually	Chair Assessment	
	Meetings-effectiveness	Every meeting for 2-3 meetings then 1x a year	Meeting Assessment	
Policy 2: Relationship with the Principal Policy	Principal Performance Agreement Principal Appraisal	Annually [with mid-year review]	Principal appraisal process. Report to whole Board [in committee]	
Policy 3: Oversight of Operations Policy	Curriculum	Annually	Attestation from Principal or Report analysing information from :  <ul style="list-style-type: none"> <li>• Survey</li> <li>• Key indicators</li> <li>• Observation</li> <li>• Community meeting</li> </ul> By <ul style="list-style-type: none"> <li>• Principal</li> <li>• Board</li> <li>• Expert</li> </ul>	
	Planning and Reporting	Annually		
	Personnel	Annually		
	Finance and property	Biennially		
	Health & Safety	Annually		
	Administration	Triennially		
National Curriculum Statements	Strengths/ weaknesses; trends; 8 areas	Over a 3 year cycle	Curriculum report from Principal	
Charter	Progress on Annual plan	Quarterly or 6 monthly	Principal Report to meetings	

Education priorities	National Standards Literacy & Numeracy Maori/Pasifika	Quarterly	Principal Report to meetings	
School priorities	Eg Communication Plan, Risk management plan	As required	Principal Report to Board; Board committee	
Community consultation	Community support	A small sample weekly?; big survey every 2-3 yrs	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Community meeting</li> </ul>	

### 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 2019	Year 2 2020	Year 3 2021
Term 1			
Term 2	NZSTA Meeting in Carterton July 1st at 6pm		
Term 3			
Term 4			

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

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

## Section 2: Charter and Strategic Plan

See Inserts 1 & 2

### 3: Annual Plan

See Insert 3

## Appendix 1: Supporting Documents

Management will be supported by a range of documents which include:

- Board Handbook of Policies
- Management Folder of Procedures
- Curriculum Plan
- Teacher Planning
- Assessment documentation
- Planning and Reporting Process documentation
- Appraisal Process
- Professional Development Plan
- Budget
- Asset Register
- 5 and 10 Year Property Plans
- Student Behaviour Management
- Effective Literacy Yr1-4, Yr 5-8
- [The New Zealand Curriculum](#)
- The [reading and writing standards](#) and the [mathematics standards](#)
- The [Number Framework](#)
- Literacy Learning Progressions
- [English Language Learning Progressions](#)
- [KaHikitia – Managing for Success: The Māori Education Strategy 2008–2012](#)
- Timperley, H., Wilson, A., Barrar, H., and Fung, I. (2007). [Teacher Professional Learning and Development: Best Evidence Synthesis Iteration \(BES\)](#). Wellington: Ministry of Education.
- ['Quality teaching for diverse students in schooling: Best evidence synthesis iteration'](#)
- [Effective pedagogy in mathematics/pāngarau: Best evidence synthesis](#)
- ['Creating strong achievement gains for Māori children in English-medium mathematics classrooms'](#)
- [NgaHaeataMatauranga: The annual report on Māori education on Education Counts](#)

Copies of the Charter should be sent to the regional Ministry of Education as soon as possible to the beginning of the new year.

### 4: Analysis of Variance

See Insert 4.

### Timeframes:

Our review of annual strategic goals, including student achievement benchmarks, is completed and presented to the Board of Trustees meetings. (See Board Calendar)

The following year's annual goals are set in Term 4 and confirmed at the first Board meeting in the following year.

We establish annual goals from the broad Strategic Goals of our Charter by using student achievement and review data, and being mindful of national trends and research information. This is forwarded to the local MOE office by 1 March each year.

The annual accounts are sent to the auditor by the 31<sup>st</sup> March each year.

The Annual Report, based on all the above, is completed and presented to the Board of Trustees in April/May and once approved, copies are sent to the Ministry by 31 May each year. The community has access to it on our website.

### Board will be supported by a range of documents which could include:

- Board Handbook of Policies
- Management Folder of Procedures
- Curriculum Plan
- Planning and Reporting Process documentation
- Personnel Files
- Professional Development Plan
- Budget
- Asset Register
- 5 and 10 Year Property Plans
- Student Behaviour Management

## Section 3: Policies

### Policy 1 - Governance

This policy sets out the behaviour and operations of the Board of Trustees.

#### 1. Board Job Description

The purpose of the Board, on behalf of the community and the Ministry of Education, is to see that Pirinoa School meets the educational needs of its students and serves as a wise steward of its resources while preventing unacceptable actions and situations. The Board :

- a. is responsible for maintaining the connection between the school and its community.
- b. will produce written governing policies in the following areas
- c. will hold the Principal accountable through monitoring of their performance against Board established policies and will take corrective action as needed.

#### 2. Governing Style

The Board provides strategic leadership to the school. In order to do this, the Board will:

- a. be forward focused and keep informed of issues and trends that may influence outcomes.
- b. make decisions based on knowledge of community needs and best practices and in accordance with the mission.
- c. be proactive and visionary in its thinking.
- d. encourage thoughtful deliberation, incorporating a diversity of viewpoints.
- e. work together as colleagues, encouraging mutual support and good humor.
- f. have the courage to lead and make difficult decisions.
- g. commit to excellence in governance, including regularly monitoring, assessing and improving its own performance.

#### 3. Code of Conduct

The Board is committed to a culture of honesty, integrity and excellent performance. Trustees shall:

- a. Publicly represent the school in a positive manner
- b. Respect the integrity of the Principal and staff
- c. Observe the confidentiality of non-public information acquired in their roles as trustees and not tell any other persons such information that might be harmful to the school.
- d. Be diligent and attend Board meetings prepared for full and proper participation in decision making
- e. Ensure that they do not act independently of the Board's decisions
- f. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's position are resolved within the board
- g. Recognise that only the Chairperson can speak publically for the board
- h. Be available to undertake appropriate professional learning and development.
- i. Disclose to the Board any and all impending conflicts of interest at the beginning of a Board meeting as per the agenda.

#### 4. Conflict 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.

#### 5. 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.

## 6. 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.

## 7. 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

## 8. 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.

## 9. Personal liability insurance

The Board will have 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.



## 10. Role of the Chair

The Chairperson assures the integrity and fulfillment of the Board's process by ensuring that the Board conducts business consistent with its own rules.

The **responsibilities** of the Board Chairperson include:

- a. Coordinating the planning of the Board's activities for the year ahead and planning for the school's future.
- b. Preparing, in consultation with the Principal and Board Secretary, the agendas for Board and Committee meetings.
- c. Presiding at Board meetings, making sure that they run smoothly and ensuring that deliberations will be fair, open, thorough, timely, orderly and to the point.
- d. Ensuring that Board members have the information they need to make informed decisions.
- e. Ensuring the orientation of all new trustees.
- f. Ensuring all Board members are involved in the work of the Board.
- g. Organising the committees of the Board. Maintaining contact with committee Chairs, helping them to stay on track and monitoring whether they need any additional support.
- h. Representing the Board at public functions.
- i. Keeping apprised of the concerns of external stakeholders.
- j. Representing the Board to outside parties in announcing Board-stated positions.

**Reviewed on: June 2018**

**Next Review Due: June 2021**

**Board Chair Signed:** *S Weatherstone*

## Policy 2 - The Board - Principal Relationship

This policy sets out the principles and rules around the link between the Board and its Principal to support them as a leadership team.

### 1. 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. Delegations include to:

- a. Meet the requirements of the current employment contract
- b. Meet the requirements of the Principal's Professional Standards
- c. Act as the education leader of the school
- d. Maintain the internal culture
- e. Manage the school effectively on a day-to-day basis within the law and in line with Board policies.
- f. Prepare and Implement the (annual) operational plans and give priority to the school's annual targets.
- g. Spend up to the Board approved budget.
- h. Use resources efficiently.
- i. Put good employer policies into effect.
- j. Oversee teacher appraisals and staff professional development.
- k. Appoint and manage staff, working in partnership with the Board for the appointment of management positions.
- l. Keep the Board up-to-date of significant staffing changes
- m. Preserve assets (financial and property)
- n. Communicate with the community on operational matters
- o. Keep the Board informed of information important to their role.
- p. Report to the Board on the compliance with their policies.
- q. Act as Protected Disclosures, Privacy, EEO Officer.

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.

## 2. Monitoring Principal Performance

The Board will conduct an annual review of the performance of the Principal.

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 Management Constraints.

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

## 3. Principal Disciplinary Process

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

## 4. 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.

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.

## 6. 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.

The Board and the Principal form the leadership team and clear role definitions have been developed.

- a. This is a professional relationship based on mutual respect, trust, integrity and ability.
- b. The Principal reports to the Board as a whole rather than to individual trustees.
- c. Day to day relationships between the Board and the Principal are delegated to the Chairperson.
- d. All reports presented to the Board by the staff arrive there with the Principal's approval and the Principal is accountable for the contents.
- e. There are clear delegations and accountabilities by the Board to the Principal through policy.
- f. Both parties will work to ensure no surprises.
- g. Neither party will deliberately hold back important information nor knowingly misinform the other.
- h. The Board must maintain a healthy independence from the Principal in order to fulfill the role of governance.
- i. The Principal should be able to share their biggest concerns with the Board.

## 7. 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.

Therefore it is expected that:

- a. This is a professional relationship based on mutual trust and respect.
- b. It works as a team and there should be no surprises
- c. The Principal and Chair are able to counsel the other on performance concerns
- d. The Principal and Chair do not undermine each other's authority
- e. Each agree and accept the need to follow policy and procedures
- f. Each agree not to hold back relevant information
- g. Each agree and understand that the Chairperson has no authority except that granted by the Board.
- h. 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.

## 8. Principal Expectations of the Board

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

- a. Keep him/her informed of community matters
- b. Publicly support him/her
- c. Fully consider recommendations and information offered
- d. Back his/her decisions when he/she is 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.

## 9. Board Expectations of the Principal

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

- a. Publicly support the Board and its members
- 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 that 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

## 10. Complaints Procedure

- a. If a Board member has a complaint they will approach the person directly involved in the first instance. If not resolved then they take their complaint to Board Chair in writing.
- b. If missing a Board meeting, points or questions must be put in a board paper (as per template in trustee folder, Pg 14) and this will then be circulated to the Board forty-eight hours before the meeting.

## 11. Addition of Agenda Items

- a. Agenda items intended for discussion should have supporting information and be circulated to Board members as part of Board papers.
- b. Agenda items: cut-off noon eight days prior to meeting.
- c. Agenda compilation: Board Chair, Principal and Board Secretary to consult after noon on the eight days before board papers go out, to draft up agenda.

**Reviewed on: June 2018**

**Next Review Due: June 2021**

**Board Chair Signed:** *S Weatherstone*

### Policy 3 - Management Delegations

This policy addresses the Board's interests from a risk management view. It provides the constraints expected in the day to day operations of the school and is linked to the [National Administration Guidelines](#).

#### 1. Curriculum delivery [linked to NAG 1]

The Board through the Principal will deliver a curriculum that fosters student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007*. In addition the Principal shall meet the requirements identified in [National Administration Guideline 1](#).

#### 2. Planning and Reviewing [linked to NAG 2 and 2a]

The Board, with the Principal, will develop a strategic plan and review plan including reference to the National Standards.

In particular the Principal shall meet the requirements outlined by [National Administration Guideline 2 and 2A](#).

#### 3. Personnel [linked to NAG 3]

The Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents.

In particular the Principal shall meet the requirements of [National Administration Guideline 3](#) including:

- a. Ensuring that employees and students are not discriminated against on other than clearly job-related criteria, individual performance or qualifications.
- b. Ensuring all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
- c. Ensuring that all required staff are registered or have a current Limited Authority to Teach.
- d. Providing a contract, either individual or collective, for all staff.
- e. Ensuring that all staff have an annual performance appraisal and a professional development programme linked to the appraisal.
- f. Meeting current employment legislation.
- g. Taking reasonable steps to protect staff from unsafe or unhealthy working conditions.
- h. Providing Protective Disclosure protection.

**Reviewed on: June 2018**

**Next Review Due: June 2021**

**Board Chair Signed:** *S Weatherstone*

## Policy 4 Asset Management [linked to NAG 4]

### 4.1. Budgeting

Budgeting shall reflect the Board's strategic results, manage the finances and show a generally acceptable level of foresight.

In particular the Principal shall meet the requirements of National Administration Guideline 4 ensuring financial planning that

- a. Reflects the results sought by the Board.
- b. Reflects the priorities as established by the Board.
- c. Complies with the Board's requirement of a balanced budget.
- d. Ensures adequate working capital.
- e. Demonstrates an appropriate degree of conservatism in all estimates.

### 4.2 Finances Management

The financial viability of the organisation must be protected at all times.

Therefore, the Principal shall:

- a. Incur only authorised debt.
- b. Use generally accepted accounting practices or principles.
- c. Use tagged funds for approved purposes.
- d. Spend only funds that have been allocated in the fiscal year.
- e. Ensure all money owed to the school is collected in a timely manner.
- f. Make timely payment to staff and other creditors.
- g. Sell or purchase only authorised property.
- h. Spend up to the Board's established budget limit.
- i. Ensure that all relevant government returns are completed on time.
- j. Ensure that no one person has complete authority over the school's financial transactions.

### 4.3 Asset Protection

Assets must be protected, and adequately maintained.

Accordingly, it is expected that the Principal shall:

- a. Insure assets.
- b. Allow only authorised personnel to handle funds or school property.
- c. Subject plant and equipment to proper wear and tear and sufficient maintenance with appropriate use.
- d. Implement the 5 and 10 year property plans.
- e. Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
- f. Receive, process or disburse funds under controls that are sufficient to meet the board-appointed auditor's standards.
- g. Invest or hold operating capital only in secure accounts, or in interest bearing accounts except where necessary to facilitate ease in operational transactions.

### 4.4 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.

**Reviewed on: June 2018**

**Next Review Due: June 2021**

**Board Chair Signed:** *S Weatherstone*

## Policy 5. Health & Safety [linked to NAG 5]

The Board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace regardless of their culture. The Board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the Board's Health & Safety policy and school procedures.

The Board will, as far as is reasonably practicable; (1) comply with the provisions of legislation dealing with health and safety in the workplace, by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- ensure there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures, and comply with the Sale and Supply of Alcohol Act 2012 (<http://www.legislation.govt.nz/act/public/2012/0120/latest/DLM3339333.html>)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents
- having a commitment to a culture of continuous improvement

The Principal has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the Health & Safety legislation, and in particular the six due diligence obligations (2)
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure that the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every two years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
  - cooperate with school health and safety procedures
  - comply with the health and safety legislation, duties of workers
  - ensure their own safety at work
  - promote and contribute to a safety conscious culture at the school.

**(1) Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

**(2)** know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

Reviewed on: June 2018

Next Review Due: June 2021

Board Chair Signed: *S Weatherstone*



## 5.1. Child Protection Policy

This policy outlines the Board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the Board's expectations when child abuse is reported or suspected by us.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The Board of Trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the Board, the Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the Principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this policy available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member

**Reviewed on: May 2018**

**Next Review Due: May 2021**

**Board Chair:** *S Weatherstone*

## 5.2. Vehicle Use Policy

This Vehicle Use Policy was approved and adopted by resolution of the Board of Trustees (the Board) of Pirinoa School (the school) at its meeting held on 26th June 2018 and became effective from that date.

### Introduction

1. The Board has a responsibility to ensure the safe and proper use of vehicles owned by the Board in order that staff can carry out their duties or other requirements linked to the business of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
2. The Board requires the Principal, as the Chief Executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy applies to all Board staff or other individuals who are approved to drive or travel in vehicles owned by the Board.
4. This Policy must be read in conjunction with other Board Policies and the Board's Code of Conduct, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations.

### Vehicle Management – Health and Safety

5. The Board is committed to road and vehicle safety. The Principal, approved drivers and management of the Board's vehicles must comply with the following:
6. All vehicles must be fitted with an appropriate first aid kit, which should be checked every year for completeness and expiry.
7. All vehicles will be registered, have a current warrant of fitness and be serviced every 15,000 km or as manufacturers specifications.
8. Smoking is not permitted in any vehicle at any time.
9. All vehicles must be fitted with an appropriate fire extinguisher and serviced in accordance with the manufacturers specifications.

### Approved Drivers

10. No employee of the Board or other individual shall drive a school vehicle without approval by the Principal unless they have:
  - Read, understood and accepted this Vehicle Usage Policy
  - A current full New Zealand Driver's Licence for the appropriate vehicle class.
  - Completed a driver agreement form
11. It is the approved driver's responsibility to advise the Principal if their licence is cancelled or has restrictions imposed.
12. It is the approved driver's responsibility to ensure they are familiar with the particular operating procedures for the vehicle, e.g. a manual or an automatic gearbox, and that they are competent in this regard.
13. The approved driver will comply with all land transport legislation or regulations.
14. The approved driver will complete a logbook entry recording the date/time, destination and mileage of each journey.
15. No vehicle will be issued to any person where there are reasonable grounds to believe the person is under the influence of alcohol or drugs, or where the use of medication could impair their ability to drive safely.

### Maintenance

16. Vehicles should be well maintained and returned to the school in a clean and tidy condition after each journey. Approved drivers must ensure that any maintenance needs, faults or damage are reported promptly to the vehicle administrator.
17. Approved drivers are responsible for ensuring their vehicle is in good and safe working condition for driving prior to commencing a journey, and are additionally responsible for the safety of any passengers they may transport e.g. standard safety features such as seatbelts and headlights are functioning
18. All approved drivers are responsible for ensuring that oil and water in the vehicle is checked each time the vehicle is refueled.
19. All vehicles will be issued with a fuel card for purchase of fuel, oil and carwash. A fuel card will be provided for fuel and other purchases directly associated with the vehicle. The driver must supply the odometer reading when purchasing fuel.

### Fines and Infringements

20. Any penalties or fines imposed, including speeding, traffic infringements and parking ticket fines are the responsibility of the approved driver. Any further charges incurred by the Board as a result of non-payment of fines are also the responsibility of the approved driver.

### Incidents, accidents and Insurance

21. All vehicles will be issued with a breakdown or roadside assistance information pack. Approved drivers will comply with instructions within the information pack where any mechanical breakdown or other event that renders the vehicle immobile occurs.
22. All vehicles when not in use are to be parked in secure lock-up parking on the school grounds.
23. All vehicles must be locked when parked either on or off school grounds. Under no circumstances are keys to be left in an unattended vehicle.
24. Drivers are to remove all valuable items from the vehicle whilst parked or ensure valuables are placed out of sight to reduce risk of theft.



25. All vehicles are covered by the Board's Motor Vehicle insurance policy which is managed by the Board's Executive Officer.
26. Any incident or accident involving a vehicle where damage or loss has occurred must be reported to the Principal as soon as practicable after the incident or accident.
27. In the event of a motor vehicle accident, the approved driver must:
  - make no admission of fault or liability or offer payment to any other party concerned irrespective of the circumstances
  - obtain the following details from the other party:
    - Make and registration number of other vehicle
    - Name and address of the driver and owner
    - Insurance company of any other vehicle involved in the accident
    - The name and contact details of any witnesses
  - contact the Police within 24 hours if anyone involved in the accident is injured.
28. If an accident occurs while the approved driver is under the influence of alcohol, drugs, or medication which may impair the ability to drive safely, or not holding a valid licence for the vehicle type, or carrying unapproved or dangerous goods inappropriately, the presence of which was the sole cause, or a material contributing cause, of the accident or damage, any claim on the Board's insurance may be declined and in that event the approved driver will be held personally liable for any losses suffered by the Board i.e the driver will cover will cover the cost of either the excess or the total amount incurred

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Signed by Matt Jackett  
Principal

*S Weatherstone*  
Signed by Stu Weatherstone  
Board Chair

On behalf of, and with the authority of the Board on 26th June, 2018

**Next Review Due: June 2021**

#### **Appendices**

- Record of accident including name, date, address, car make, registration, name of insurance company
- Record of driver's licence

### 5.3. Pandemic Policy

#### **Health & Safety [linked to NAG 5]**

The Board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace regardless of their culture.

The Board is responsible for ensuring health and safety procedures are developed and implemented.

This policy is an outline of how the Board of Trustees will respond to a pandemic as declared by the Ministry of Health and the Ministry of Education.

Pirinoa school will adhere to the directives that the Ministry of Health and Ministry of Education give at each Level of COVID 19 to ensure the health and safety of all is considered.

#### **General Information about a Pandemic (2020)**

##### **Pandemic characteristics and impact**

A pandemic has unique characteristics when compared with a more "typical" disaster. For example:

- Widespread impact

The impact of a pandemic would likely be widespread, even nation-wide, not localised to a single area and there may be little outside assistance. Many business continuity plans assume some part of an organisation is unaffected and can take up the required capacity.

- Not a physical disaster

A pandemic is not a physical disaster. It has some unique characteristics that require measures to limit contact, restrict movement, introduce quarantine and ban public gatherings.

- Duration

A pandemic would not be a short, sharp event leading immediately to the start of a recovery stage. A pandemic emergency may last several weeks or months. Plans need to take this into account.

- Notice

Some advance warning is likely if a pandemic develops overseas, but that warning period may be very short. Should a pandemic spread within New Zealand the education sector would most probably be one of the first sectors to be closed and closures sustained.

- Primary effect is on staffing levels

Unlike natural disasters where disruption to infrastructure and service delivery is likely to be related to hardware, a pandemic is more of a threat to staff. Employers will need to plan for the scenario of up to 50% staff absences at the height of a severe pandemic. Ministry of Health modelling shows that two weeks leave is the average amount of leave

Staff absences can be expected for many reasons, including:

- illness or incapacity (suspected or actual)
- their need to stay at home to care for sick dependents
- they may feel safer working from home (for example, to keep out of crowded places such as public transport – public transport may cease)
- some people may be assigned to 'alternative duties' for their employer or another agency (such as health or welfare roles)
- others may need to stay at home to look after pre-school and school-aged students (as early childhood education services and schools may be closed).

**Reviewed on: June 2020**

**Next Review Due: June 2023**

**Board Chair Signed:**

### [Policy 6. Legal Responsibilities \[linked to NAG 6\]](#)

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

For any legal advice school in the first instance needs to contact NZSTA. The Chair will be delegated that responsibility.

In particular the Principal shall meet the requirements of [National Administration Guideline 6](#) ensuring legal compliance.

**Reviewed on: June 2018**

**Next Review Due: June 2021**

**Board Chair Signed:** *S Weatherstone*

## Section 4: 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.

### Suggested List

- Web page
- Budget (appendix)
- Annual Report including Financial Report (appendix)
- ERO Reports (appendix)
- Key project reports
- 5 and 10 year Property Plans

### Inserts

1. Charter
2. Strategic Plan
3. Annual Plan
4. Analysis of Variance

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