



Parnell District School Governance Framework 2016

Our Vision

Through courage and wisdom for all ākonga to become confident and active participants, learning to cherish themselves, others, their bi-cultural heritage, their environment, their community, their learning and life.

Our Mission

Parnell District School will be an inclusive, respectful, happy and challenging place focused on growth and learning for all.

The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance and is aligned with the school's Charter and values. All other policies and procedures listed in this framework document are held in a separate policy manual. Unless otherwise advised, all policies will be reviewed triennially.

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Introduction

The Board of Trustees of Parnell District School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education based on the New Zealand Curriculum and acknowledges the principles contained in the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

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

Governance and Management

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

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p>

In developing the above definitions for Parnell District School, the board is mindful of the following excerpts from the Education Act 1989:

Education Act 1989, (Section 75, 72, 76, 65 and 66)

The Education Act 1989 was revised on 13th June 2013 to better reflect the board's primary focus of student achievement. The legal and prime responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Functions and powers of boards

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) 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.

s.72 Bylaws –

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

s.76 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), has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 Staff

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

s66 Delegations

- (1) The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - (a) a trustee or trustees:
 - (b) the principal or any other employee or employees, or office holder or holders, of the board:
 - (c) a committee consisting of at least 2 persons, at least 1 of whom is a trustee:
 - (d) any other person or persons approved by the board's responsible Minister:
 - (e) any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

In order to carry out effective governance of the school the board has developed the following policy framework:

Part 1

The Charter - attached

Part 2

Governance Policy

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. (See 3 year review programme).

1. Board Roles and Responsibilities Policy

The Board of Trustees' key areas of contribution are focused on four outcome areas:

**Representation
Leadership
Accountability
Employer Role**

The board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1 The board leads the annual charter review process. 1.2 The board sets/reviews the strategic aims by Parnell District School. 1.3 The board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year. 1.4 Regular board meetings include a report on progress towards achieving strategic aims. 1.5 The Charter is the basis for all board decision making.
2. Monitors and evaluates student progress and achievement.	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports. 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success. 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3. Appoints, assesses the performance of and supports the principal	3.1 Principal's performance management system in place and implemented.
4. Approves the budget and monitors financial management of the school	4.1 Budget approved by the first meeting each year 4.2 Satisfactory performance of school against budget.
5. Effectively manages risk	5.1 The board has an effective governance model in place. 5.2 The board remains briefed on internal/external risk environments and takes action where necessary. 5.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary. 5.4 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action.

The board	The Standards
6. Ensures compliance with legal requirements.	6.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members. 6.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary. 6.3 Accurate minutes of all board meetings, approved by board and signed by chair. 6.4 Individual staff/student matters are always discussed in public excluded session. 6.5 Board meetings have a quorum.
7. Ensures trustees attend board meetings and take an active role.	7.1 Board meetings are effectively run. 7.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them. 7.3 Attendance at 80% of meetings (min.). 7.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c).
8. Approves major policies and programme initiatives.	8.1 Approve programme initiatives as per policies. 8.2 The board monitors implementation of programme initiatives.
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	9.1 The Treaty of Waitangi is considered in board decisions. 9.2 The board, principal and staff are culturally responsive and inclusive.
10. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer.	10.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements). 10.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct. 10.3 Ensures there is ongoing monitoring and review of all personnel policies.
11. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	11.1 Successful resolution of any disputes and conflicts referred.
12. Represents the school in a positive, professional manner.	12.1 Code of conduct adhered to.
13. Oversees, conserves and enhances the resource base.	13.1 Property/resources meet the needs of the student achievement aims.
14. Effectively hands over governance to new board/trustees at election time.	14.1 New trustees provided with governance manual and induction. 14.2 New trustees fully briefed and able to participate following attendance at an orientation programme. 14.3 Appropriate delegations are in place as per s66 Education Act. 14.3 Board and trustees participate in appropriate professional development.

Review schedule: Triennially

2. Responsibilities of the Principal Policy

The principal is the professional leader of the school and the board's chief executive working in partnership with the Board of Trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the Board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description;
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards;
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies;
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process;
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement;
6. Use resources efficiently and effectively and preserve assets (financial and property);
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place;
8. Allocate pay units for appropriate positions;
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development;
10. Employ, deploy and terminate relieving and non-teaching staff positions;
11. Employ teaching staff as per the appointments policy;
12. Communicate with the community on operational matters where appropriate;
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues;
14. Keep the board informed of information important to its role;
15. Report to the board as per the boards reporting policy requirements;
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000;
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure "no-surprises".

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

Review schedule: Triennially

3. Disciplinary Process in Relation to the Principal Policy

In the event the board receives a complaint regarding the principal or determines that policy violation(s) may have occurred in the first instance the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal). Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

4. Principal Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually in accordance with the principal's appraisal and professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the Board of Trustees at least one term in advance of the event.

Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

5. Reporting to the Board Policy

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. 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 aims are based.
2. submit written reports covering the following management areas
 - each board meeting
 - i. strategic aims progress report
 - ii. personnel report
 - iii. finance report
 - iv. other National Administration Guideline areas
 - Other reports as per the reporting timetable
 - i. curriculum reports
 - ii. student progress and achievement reports
 - iii. other surveys and reports
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration;
4. submit any monitoring data required in a timely, accurate and understandable fashion;
5. report and explain financial variance against budget in line with the board's expectations;
6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis;
7. report and explain roll variance against year levels and reasons;
8. present information in a suitable form – not too complex or lengthy;
9. inform the board when, for any reason, there is non-compliance of a board policy;
10. recommend changes in board policies when the need for them becomes known;
11. highlight areas of possible bad publicity or community dis-satisfaction;
12. coordinate management/staff reports to the board and present to the board under the principal's authority;
13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets; and
14. report on any matter requested by the board and within the specified timeframe.

Board Reporting Plan

	Feb 29	March 21	April 11	May 16	June 13	July 25	August 22	Sept 19	October 17	Nov 14	Dec 12
Charter Vision Strategic Goals	Sign off for 1st March to MOE Work on vision statement Agree on Strategic Goals 2016 Annual Plan	Report and update Annual Plan	Work on vision statement	Report and update Annual Plan	Work on vision statement	Report and update Annual Plan		Report and update Annual Plan	Begin Annual Charter review		Begin Analysis of Variance report (NAGs 7 & 8) annual planning
Consultation	Meet the teachers	Goal setting with students School Gala	Student well being Y7/8 area survey	Health curriculum	School consult vision	School consult values	Hui Parent questionnaire		Feedback from questionnaire		
Policy	HR audit	Governance manual update for new board	NAG 3- Complete review		NAG 5 complies with H and S Act	NAG 5 complies with H and S Act	NAG 5 complies with H and S Act				
Student progress and achievement	OTJ analysis of variance and targets set for 2016			Review of targets				Review of targets			
Personnel	Appraisal plan Job descriptions Attestation		Support staff review			Staff survey		Begin Staffing Plan for 2017	End of year Staff Appraisal interviews	Report: Staff Appraisal	
Professional Development	Action plan for 2016 Applications for study grants	Individual PLD		Board training needs	Applications for study grants					Report on school wide PLD	
Curriculum	Annual plan	Homework policy	e-learning		Library EOTC	Writing Health	Maths Maori	Visual Art Inquiry	Technology Learning languages	Reading	
Health and Safety	Hazards report Security	Hazards report Vulnerable children's Act	Hazards report	Hazards report	Hazards report RAMs	Hazards report	Hazards report	Hazards report	Hazards report		
Budget	Preparation for the auditors	Update from 1st March confirmed roll		Annual accounts to MOE					Finalise draft and approve Budget		
Assessment reports	OTJ reports			e-AsTTle		OTJ on track report		e-AsTTle			
Administration			Attendance report				Attendance report				
New initiatives CoL (ACCOS) ALLiS	Appointments and programme			Report			Report				

Property	Seismic work Visit schools for junior area upgrade ideas Appointment of consultant	Reinstatement of field Stone wall PTA playground	Condition assessment MLE review	Plan for Junior area		5YA signed and submitted for MOE approval		Room 19 changes costed			
ERO		March visit report			Visit report and progress against action plan			Visit report and progress against action plan			
Board Processes	Elect Chair Conform Election date	Parent meeting to meet candidates	Board elections	Board training programme							

6. Trustees' Code of Behaviour Policy

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the school and its mission
5. Publicly represent the school in a positive manner
6. Respect the integrity of the principal and staff
7. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
13. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development

I, _____ as a trustee of the Parnell District School Board, have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

7. Trustee Remuneration and Expenses Policy

The board has the right to set the amount that the chair and other board members are reimbursed for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The principal, as a member of the board is entitled to the same payment as all other trustees except the chair. Currently at Parnell District School;

- 1 The chair receives \$75.00 per board meeting.
- 2 Elected board members receive \$55.00 per board meetings.
- 3 There is no payment for working group/committee meetings.
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.
- 5 Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval must first be sought.
- 6 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

8. Conflict of Interest Policy

The standard of behaviour expected at Parnell District School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

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

9. Chair's Role Description Policy

The chair of Parnell District School safeguards the integrity of the board's processes and represents the Board of Trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

The Chair:

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board*;
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction;
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Conduct policy;
4. Leads the board members and develops them as a cohesive and effective team;
5. Ensures the work of the board is completed;
6. Ensures they act within board policy and delegations at all times and do not act independently of the board;
7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items;;
8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies*;
10. Ensures interactive participation by all board members;
11. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts*;;
12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
13. Establishes and maintains a productive working relationship with the principal;
14. Ensures the principal's performance agreement and review are completed on an annual basis;
15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures;
16. Ensures any potential or real risk to the school is communicated to the board.
* *Legislative Requirement*

Review Schedule: Annually in November or prior to meeting when chair is elected

10. Staff/Student Trustee Role Description Policy

The staff/student trustee fulfils legislative requirements relating to board composition. The role of the staff/student trustee is to bring a staff/student perspective to board decision making and discussion.

As a trustee the staff/student trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

Staff/Student Trustee accountability measure	Standard
1. To work within the board's Charter	1.1 The Charter is considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff/student trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff/student trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff/student trustee is not a staff/student advocate 3.2 The staff/student trustee does not bring staff/student concerns to the board
4. The staff/student trustee is bound by the Trustee Code of Behaviour	4.1 The staff/student trustee acts within the Code of Behaviour
5. It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic.

Review schedule: Triennially

11. The Relationship between the Board and the Principal Policy

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the Board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the principal are delegated to the chair.
5. All reports presented to the board by the staff (unless specifically requested by the board) arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfil its role. The board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The principal should be able to share their biggest concerns with the board.

12. Principal's Performance Management Policy

It is the policy of the Parnell District School Board of Trustees to establish a performance agreement with the principal each year and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The basis for the annual appraisal is an annual performance agreement negotiated annually with the Board of Trustees Chairman that fits within the parameters of the current Principals' Collective Employment Agreement (CEA). The key components of the Performance Agreement are:

- Job Description: Performance expectations will be summarised and documented in the Principal's Job Description that sets out key tasks and expected outcomes.
 - Attestation of Professional standards: These will measure important knowledge, skills and attitudes that all principals should be able to demonstrate, with respect to professional leadership, staff management, financial and asset management, strategic management, relationship management and statutory reporting requirements.
 - Appraisal goals- development objectives will be identified, negotiated, listed and set for the 12 month period of appraisal.
3. The annual appraisal of the Principal will consider achievement against mutually agreed performance objectives relating to school initiatives and personal growth goals. Relevant professional development activities will be undertaken by the Principal in order to achieve these objectives and goals.
 4. The Board Chairperson may contract an external appraiser who is an independent consultant who specializes in education. This person, who will be agreed on by both parties, will undertake the attestation and appraisal of the principal and report to the Board on progress and the outcome of the appraisal. The services of this person will be specified in a written contract with the Board.
 5. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role including two-three interim reviews, one per each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
 6. The principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
 7. If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
 8. The board chair, delegate(s) and consultant, in consultation with the principal, may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
 9. The annual budget will set aside appropriate provision to enable the process to be conducted successfully and professional development opportunities to be realised.
 10. The appraiser will hold a summary interview with the principal. If the principal does not agree with the report the appraiser may choose to amend aspects of the report in the light of evidence presented or let it stand with principal comments attached.
 11. The Chair will be presented with the report who will, in turn, present this in committee with the principal present.
 12. An independent person will be agreed upon should there be a need to mediate any disputes between the appraiser and the principal. Also see disputes procedures as outlined in the general appraisal policy.
 13. The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

* Legal requirement

13. The Relationship between the Chair and the Principal Policy

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

The relationship principles are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chair's Role Description Policy
5. The Trustees' Code of Behaviour Policy

Relationship principles:

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

2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the chair has no authority except that granted by the board.
13. Understand that the chair and principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

14. Meeting Process Policy

The board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. Sufficient copies of the agenda of the open (public) session will be posted on the Board of Trustees' notice board and available at the meeting place for the public.
2. 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.
3. Have the right, by resolution, to 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. Decisions by the board are fully recorded but remain confidential. The board needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
 - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

15. Meeting Procedure Policy

(an * denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings within the *Public Attending Board Meetings Procedure* (See p. 12).

Board meetings;

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.*
- The chair shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*

- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
- The amount the chair and other board members are paid for attendance at board meetings is set by the board. Currently the chair receives \$75 per board meeting and board members receive \$55 per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.

Time of meetings:

- Regular meetings commence at 6.00pm and conclude by 9.30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

- A special meeting may be called by delivery of notice to the chair signed by at least one third of trustees currently holding office.

Exclusion of the public:

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*

Public participation:

- The board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure* (See p. 12).

Motions/amendments:

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

Tabling documents

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

Correspondence

- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.

Termination of debate:

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

Lying on the table

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Points of order

- Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

Suspension of meeting procedures:

- The board's normal meeting procedures may be suspended by resolution of the meeting.

Agenda:

- Agenda items are to be notified to the chair 10 days prior to the meeting
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- 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 3-5 working days before the meeting

Minutes

- The principal is to ensure that secretarial services are provided to the board.
- 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 chair for approval within 5 working days of the board meeting before being distributed to trustees within 10 working days of the meeting.

15.1 Public Attending Board Meetings Procedure

The Board of Trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings.

In order that members of the public understand the rules that apply to then attending board meetings these procedures will be provided and followed unless otherwise authorised by the board.

- 1 Board meetings are not public meetings but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
- 3 Under a basic principle of "no surprises", *members of the public may request speaking rights on a particular subject. This request must be made in advance and be able to be placed on the agenda.
- 4 Public participation is at the discretion of the board.
- 5 Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
- 6 No more than 2 speakers on any one topic.
- 7 Speakers are not to question the board and must speak to the topic.
- 8 Board members will not address questions or statements made by speakers.
- 9 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 10 If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff, students and parents of the school who are not trustees on the board.

15.3 Evaluation of meeting on [date] chaired by [name]

1 How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all **Very well**
1 2 3 4 5

Comment:

2 How satisfied are you with how the team worked as a group?

Not at all **Very well**
1 2 3 4 5

Comment:

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

Not at all **Very well**
1 2 3 4 5

Comment:

4 Is there anything that you believe would improve our meeting process?

Name: (Optional).....

Review schedule: Triennially

16. Board Induction Policy

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore,

1. New trustees will receive a welcome letter on their joining the board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction
 - The date of the next board meeting
 - Chair and principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
 - Charter – including the strategic and annual/operational plans
 - Policy schedule
 - The current budget
 - The last ERO report
 - The last annual report
 - The triennial review programme
 - Any other relevant material
3. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The principal and chair or delegate, will brief all new members on the organisational structure of the school.
5. The principal will invite trustees to a site visit of the school.
6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members.

17. Board Review Policy

The performance of the board is measured by the outcomes from;

- the annual report
- the triennial review programme
- the Education Review Office (ERO) report
- any other means deemed appropriate by the board

18. Committee Policy

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

Education Act 1989, section 66

Section 66 gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Section 66 for further information.

Board committees:

1. Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. May not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair.
4. Help the board (not the staff) do its work.
5. Other than the board discipline committee must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.
6. Assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - purpose
 - committee members
 - delegated authority

The following committees are currently established:

- Personnel

Committee Terms of Reference

18.1 Review Committee Terms of Reference

Purpose:

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

1. Supporting the board to review the effectiveness of the board's governance processes.
2. Reviewing the effectiveness of systems for the assessment and management of areas of risk.
3. Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
4. Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the board.
5. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the board.
6. Ensuring implementation of the triennial review programme.

Committee Members:

[at least 2 trustees; excludes the board chair and excludes the principal]

Meets:

As required. The chair of this committee will report to the board as appropriate on the areas covered by the terms of reference and the triennial review programme.

Delegated Authority:

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

The committee shall be appointed by the board. The board may co-opt additional trustees to the committee as and when required.

Members of the management team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are requested to co-operate with any request made by the committee. The principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the board.

[**Note:** NZSTA provides free and confidential advisory services via its helpdesk, human resource and industrial advisors free to trustees and boards.]

No individual member of the review committee can act without the directive of the committee as a whole.

18.2 Student Disciplinary Committee Terms of Reference

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

All members of the board excluding the principal. The chair of the committee is the board chair or in the chair's absence will be determined by the committee. The quorum for the committee shall be two trustees.

Delegated Authority:

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be

delegated to the discipline committee of the Board of Trustees. The committee will:

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

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

18.3 Finance Committee Terms of Reference

Responsibility of the Board

The Board of Trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the principal.

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

Purpose of the Finance Committee

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

Delegated Authority

The finance committee is responsible to the board for:

1. Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
2. Determining the level of budgetary discretion available to the principal.
3. Monitoring and reporting on the annual budget via the principal.
4. Reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
5. Assisting the principal to prepare a financial results report, where appropriate, which is to be provided to the board by the principal at every board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Assisting the principal in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Compliance Reporting

The principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board, with recommendations on the actions required to meet compliance.

Finance Committee Annual Calendar

Date	Action Required
28 February	Finance committee self review and plan for the year
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the board
30 November	Revised annual budget (if required) submitted to the board for approval

19. Parnell District School **Delegations List template**

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	Delegated Authority See individual Committee Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
15/02/20XX	Disciplinary Committee All current trustees bar the principal	That all current trustees bar the principal are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.	
15/02/20XX	Finance Committee	That the Finance Committee members are delegated authority to be members of the board's Finance Committee acting under the Terms of Reference for this committee.	
16/03/20XX	DP AP	That the board directs that, except where the board, at its discretion, otherwise determines, the deputy principal or the assistant principal 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, perform all the duties and powers of the principal.	

Notes:

[T] = trustee

Review schedule: Annually

20. Concerns and Complaints Process



3.3 Concerns and Complaints Policy

We are always happy to help and want to put things right. This policy sets out the principles and guidelines for addressing any issues that arise, It applies to any person associated with the school (e.g. parents, caregivers, staff, Principal, student, trustee) who wishes to make a complaint about a staff member or any other person or event for which the school is responsible.

PRINCIPLES

Informal resolution – Concerns or complaints will be resolved at the lowest level possible.

Natural justice principles – all complaints will be fully and fairly investigated, dealt with impartially and in confidence.

Time limits – complaints will be dealt with within agreed time limits and everyone will be kept fully informed. Complaints of an historical nature will not normally be considered.

Support – complainants will be encouraged to be supported by a friend or advice and the subject of a complaint will be given the same level of support as the complainant.

Anonymous or vexatious complaints – Will not usually be investigated except at the discretion of the principal or Board Chair.

Publicity and accessibility – The procedure will be well publicised and easily accessible to all.

Monitoring – the principal will keep records of all complaints for monitoring purposes.

Review: This Policy shall be reviewed by the Board of Trustees every three years and will be available on the school's website.

GUIDELINES

Note to parents: "Open and full communication is a priority. Just "popping in" to the classroom may not be satisfactory as classroom teachers are busy people who endeavor to give their students quality learning time. They would also like to give you the quality time."

Informal – *when it is reasonable to assume the matter can be resolved through constructive discussion*

1. Parents to make an appointment to see their child's teacher outside of classroom time i.e. before 8.30am or after 3.00pm by emailing the teacher or contacting the office for assistance.
2. Parents will be encouraged to enter this discussion in the spirit of constructive problem solving. Where this is not possible the meeting should will be terminated and the complainant referred to the principal.
3. If possible, the two parties will seek to agree on the action required to resolve the complaint.

4. If the complaint remains unresolved or if the problem has resurfaced, the complainant may discuss the matter with the Assistant or Deputy Principal or make an appointment to meet with the principal.
5. Staff will brief Team Leaders of the parent complaint and steps agreed to resolve matters.
6. Staff members who have a complaint against a fellow staff member should also seek to resolve minor matters through constructive open to learning dialogue. If this is not possible or matters remain unresolved, the staff member should refer the matter to the Assistant, Deputy Principal or Principal as the complainant sees fit.

Formal – when the concern is in writing and/ or the complainant considers the matter to constitute a serious complaint and/ or has been unable to resolved through an informal process.

PRINCIPAL

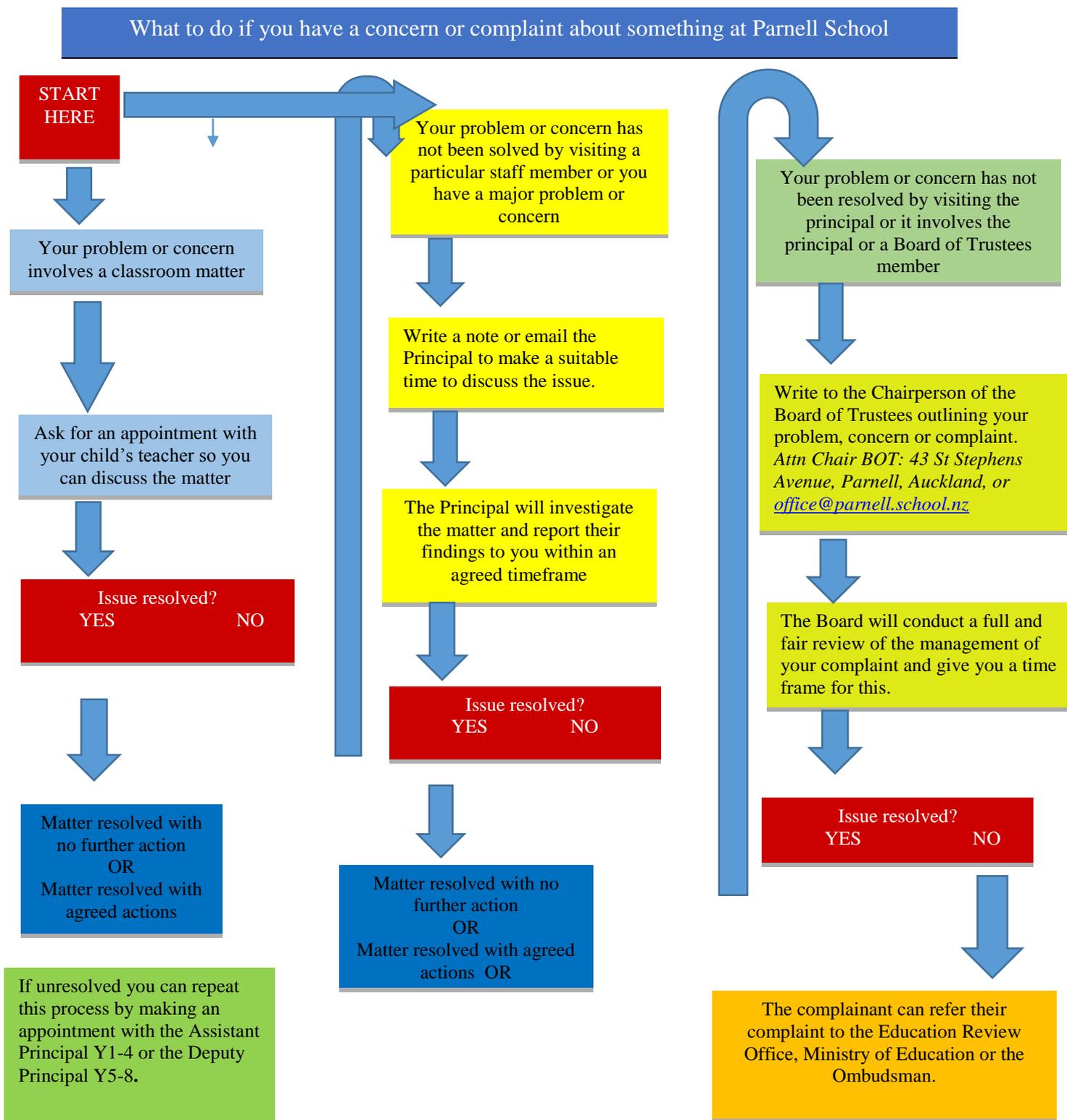
7. The principal will meet with the complainant, make a record of all matters and discussions concerning any complaint including details of any agreed outcome and timeline.
8. If deemed to be a minor matter or a first concern raised in regard to this staff member, the matter may be resolved through discussion with the principal and a commitment to agreed actions.
9. Where the matter is considered by the principal to be likely to be of a serious nature or is a second or later complaint against the same staff member, the principal will write to the staff member outlining the concern or complaint and require them to attend a formal meeting. The staff member will be advised to bring a support person to the meeting.
10. The principal will advise the school's insurers and follow their advice.
11. The principal will also advise the Board Chair but they will not become involved in the complaint at this stage. However if the matter involves significant safety concerns, the complaint may be escalated to the Board for investigation after discussion with the insurers.
12. With the agreement of the insurers and the Board Chair, the principal may suspend the staff member on full pay during the investigation if they believe there are sufficient safety concerns for students or other staff.
13. The principal will conduct a full and fair investigation. This will include
 - Informing the person complained about of the complaint in writing and giving adequate time for a response to the complaint;
 - Advising and suggesting the person complained about, seeks assistance and representation;
 - Providing an opportunity for the complaint to speak to the complaint in addition to a written response;
 - Confidentiality - by which all parties agree to avoid discussing any matters relating to the complaint with any third parties until the final outcome is reached.

14. The principal will respond to the complainant and the person complained of in writing with a final decision. A copy will be placed in the staff member's file.
15. If the person who is the subject of the complaint or the person laying the complaint is dissatisfied with the outcome of the principal's investigation and decision, either party may appeal to the Board Chair.

BOARD OF TRUSTEES

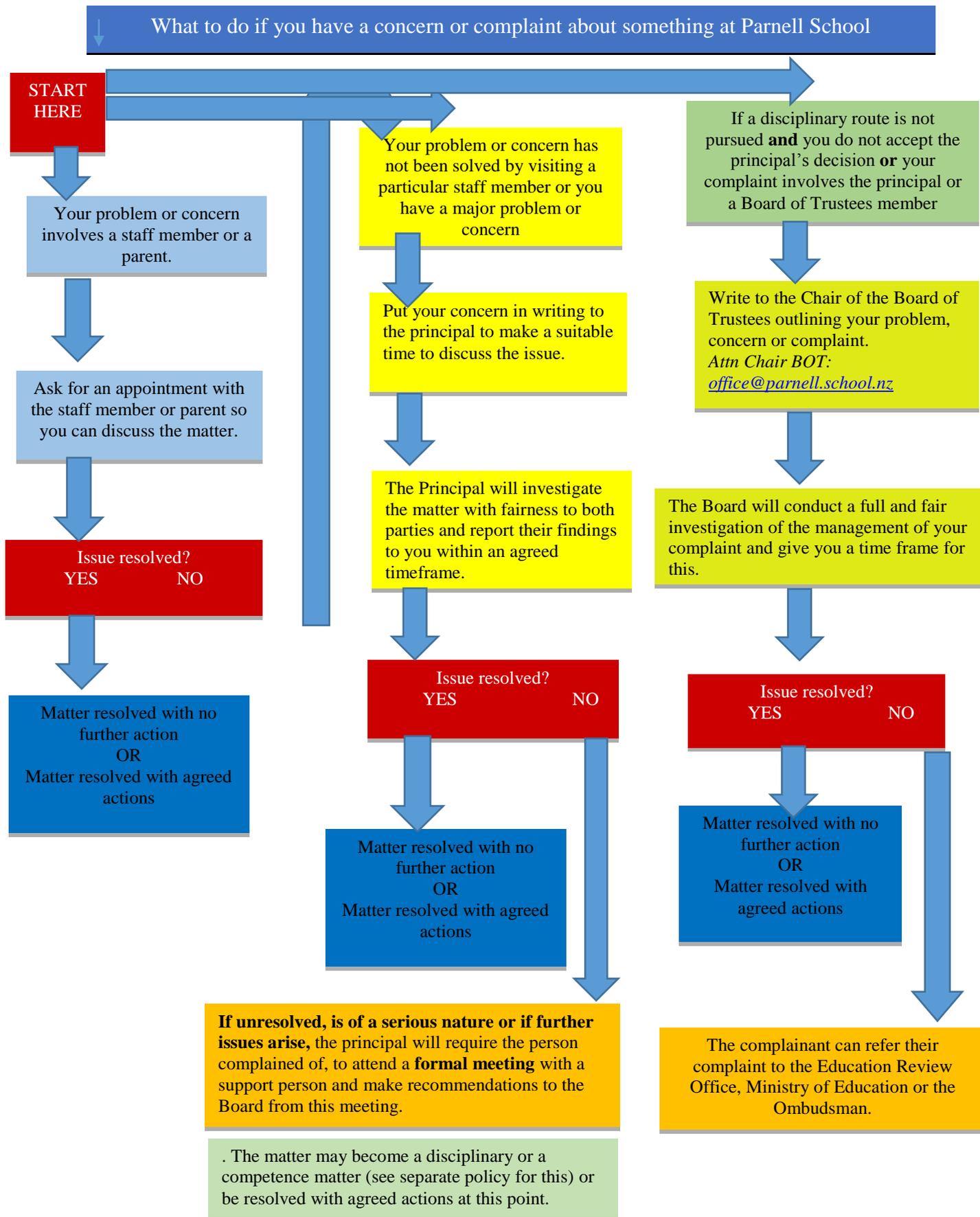
16. The Board will accept written and signed complaints from parent or staff that have been unresolved through steps 1-12 above, is of a serious or urgent nature, is against the principal or is a protected disclosure.
17. The Board will acknowledge the letter of complaint, advise of the next steps in the Board process and ensure the staff member is aware of their right to representation and support.
18. The Board will notify its insurer of the complaint (if not already done in Step 8 above), and take appropriate legal advice as required.
19. The Board will conduct an independent review of the complaint and steps taken to investigate and resolve the matter where it is a complaint that has been managed by the principal. If considered necessary and at the discretion of the Chairperson of the Board of Trustees, an independent person maybe appointed by the Chairperson to review or conduct a further investigation.
20. The outcome of the complaint will be reported at a Board in-committee meeting for a review and final decision.
21. If the complaint is against the principal the principal will step aside from the review and decision.
22. The complainant and the person complained of will be advised of that decision.
23. A mandatory report will be made to the Education Council if the complaint is upheld and fits the criteria and the staff disciplinary policy will be followed.
24. If the complainant is dissatisfied with the Board's decision, they may choose to take legal advice or refer their complaint to the Ministry of Education, the Education Review office, and/ or another government agency.

Appendix 1 – Flow chart outlining concerns and complaints procedures for parents and caregivers at Parnell School



This flowchart is a summary of the Concerns and Complaints policy available on the website or at the office

Appendix 2 – Flow chart outlining concerns and complaints procedures for staff at Parnell School



This flowchart is a summary of the Concerns and Complaints policy available on the website or at the office.

21. Triennial Review Programme/Board Annual Work Plan

Policies are written in Blue

Year/ Term 2016	Achievement Reports	Profession al Developm ent	Curriculum and school focus Reviews	NAG 1 Curriculum	NAG 2 Operations Self-Review	NAG 3 Personnel	NAG 4 Finance Property	NAG 5 Health and Safety	NAG 6 Administrati on Legislative	NAG 7/8 Charter and Reporting
Term 1	Target data	As per separate plan	e-learning		Charter Strategic Plan	Policy review Appraisal Job desc	Budget	10 year property plan Hazard ID	Zoning	Charter updated and sent to MOE
	National Standards									
Term 2	Curriculum reports		Library	Special needs/ Extension programmes	Governance Manual School Image	Police vets Registration	Fundraising Furniture plan	Health and Safety Policy review	Enrolment forms	Target monitoring
	Writing		Inquiry							
	Maths									
Term 3	Curriculum reports Health		Physical activity Kiwisport		Community consultation	Administration review	Fee paying students	Travelwise E.O.T.C First Aid		Target monitoring
Term 4	Reading Achievement against targets		Maori Visual Art		Annual Goals 2017 Board training needs	Professional development plan	Garden and property plan Insurance	Civil Defence Internet safety	Compliance with key legislation	OTJ data and variance report
			Second language learning							
2017										
Term 1	Target data/ NS report			Science	Maori/PI achievement	Charter Strategic Plan Board training		Vandalism	School Cleaning Security	Treaty of Waitangi Policy review
Term 2	Math		Technology	21C curriculum GATE	Op plan review	EEO	Budget Pool	Child Abuse Smoke free	Copyright Privacy	Target monitoring
			Health							
Term 3	Curriculum reports		Arts..Dance/ Drama/ Music	Policy review OTJs and moderation	Consultation Tataiako		Fixed assets Vandalism	Animal Code of Ethics Hazard ID	Archives Code review	Target monitoring
Term 4	Achievement against targets		Writing		Update Strategic plan Development/ Annual Goals 2018	Appraisal systems Teacher inquiry	LT maintenance and development plans Budget 2018	Hazard ID Fire Safety Road safety	Stand Downs Suspensions	OTJ data and variance report

Year/ Term 2018	Achievement Reports	Professi onal Develop ment	Curriculum Reviews	NAG 1 Curriculum	NAG 2 Operations Self-Review	NAG 3 Personnel	NAG 4 Finance Property	NAG 5 Health and Safety	NAG 6 Administrati on Legislative	NAG 7/8 Charter and Reporting
Term 1	Target data	Plan developed from appraisal, development plans, targets, strategic plan, Charter and school review	Spelling	ICT framework	School Image	Registration Recruitment Police vets	Policy review Grants Furniture plan	First aid Hazard ID	Copyright	Charter updated and submitted to MOE
				Soc St	Special needs Bullying National standards	Maori community consultation	Induction Appraisal procedures	Asset register Budgeting Insurance	Bullying	Review zone Attendance
Term 2			Reading						School Image CORE Community ERO	
	Term 3			Curr reports	Curriculum delivery	Concept programme	EEO	Cleaning		Hazard ID
Term 4				Physical activity Kiwisports					Policy review Annual Goals 2019	Workplace stress
	Achievement against targets									
	National Standards									

Part 3

Operational Policy and NAGs

(Full Table of policies and procedures held in separate policy manual)

1. Curriculum Delivery Policy

NAG 1 – Each Board of Trustees through the principal and staff is required to:

- a) develop and implement teaching and learning programmes
 - i. To provide all students in years 1-10 with opportunities to achieve for successes in all areas of the National Curriculum;
 - ii. Give priority to student achievement in literacy and numeracy, especially in Years 1-8;
 - iii. Giving priority to regular quality physical activity that develops movement skills for all student especially in Years 1-6.
- b) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated ; giving priority first to:
 - i. Student achievement in literacy and numeracy, especially in years 1-8; and then to
 - ii. The breadth and depth of learning related to needs, abilities and interests of students, the nature of the school's curriculum and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
- c) On the basis on good quality assessment information, identify students and groups of students;
 - i. Who are not achieving
 - ii. Who are at risk of not achieving
 - iii. Who have special needs (including gifted and talented students; and
 - iv. Aspects of the curriculum which require particular attention;
- d) Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above; and
- e) In consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and
- f) Provide appropriate career education and guidance for all students in year 7 and above, with particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/ training.

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore the principal must ensure:

1. achievement of the Charter aims and targets
2. compliance with the National Administration Guidelines
3. there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made;

2. Personnel Policy

NAG 3 – According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

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

The Parnell School Board of Trustees 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 and identified good practice. Therefore, the principal must ensure:

1. that all employment related legislative requirements are applied;
2. the rights of all employees to personal dignity and safety;
3. that all matters of dispute are resolved in an appropriate and fair manner;
4. a smoke free environment is provided;
5. that employment records are maintained and that all employees have written employment agreements;
6. that employee leave is effectively managed and reported so
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered;
 - b. board approval is sought for any requests for discretionary staff leave with or without pay;
 - c. board approval is sought for any requests for staff travelling overseas on school business; and
 - d. the board is advised of any staff absences longer than 3 school days.
7. that performance agreements are established for all staff and that reviews are undertaken annually;
8. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement; and
9. the requirements of the Health and Safety in Employment Act 1992 are met; and
10. advice is sought as necessary from NZSTA advisors if employment issues arise.

3. Appointments Policy

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with school procedures on safety checking, police vetting and screening.

The overall aim of the policy is to ensure that the best, most competent person is selected for the position and that recruitment, selection, and appointment processes are fair and consistent, and meet the legislative requirements of a good employer.

1. All positions, including those of permanent and fixed-term employees, are covered by procedures that meet all legislative requirements regarding safety checking, police vetting and screening of all staff.
2. Appointments will be approved by the Board of Trustees on the recommendation of an Appointments Committee constituted under Section 66 of the Education Act 1989.
3. Appointment of the deputy-principal, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chair and a further trustee (should the board feel the need to include one).
4. Unless determined otherwise by the board, appointment of all other teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary.
5. Appointment of the principal is the responsibility of the board which will determine the process.

4. Financial Planning Policy

NAG 4- According to legislation on financial and property matters, each Board of Trustees is also required to:

- a) allocate funds to reflect the school's priorities as stated in the Charter;
- b) monitor and control school expenditure and ensure the annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c) comply with the negotiated conditions of any current asset management agreement and implement a maintenance programme to ensure the school's buildings and facilities provide a safe, health learning environment of students.

The Board of Trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance's and budget to the principal. The principal, in association with

the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the budget should:

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply where the board's requirement is for a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates

5. Financial Condition Policy

The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud cannot be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the principal must ensure that:

1. unauthorised debt or liability is not incurred
2. generally accepted accounting practices or principles are not violated
3. tagged/committed funds are not used for purposes other than those approved
4. more funds than have been allocated in the fiscal year are not spent without prior board approval
5. all money owed to the school is collected in a timely manner
6. timely payment to staff and other creditors is made
7. unauthorised property is not sold or purchased
8. all relevant government returns are completed on time
9. no one person has complete authority over the school's financial transactions
10. when making any purchase:
 - only staff with budget responsibilities may purchase goods in line with school finance policies
 - the principal may authorise spending up to \$2000,
 - over this amount the principal will seek board approval first and where possible present three quotes or comparative prices
 - an adequate review on ongoing costs, value and reliability is undertaken
11. effective systems are in place to meet the requirements of the payroll system

6. Asset Protection Policy

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal must:

1. all board assets are insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. receive board approval for maintenance contracts over \$5000 for any one contract
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication

10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: Triennially

7. Health and Safety Policy

NAG 5- Each Board of Trustees is also required to:

- a) provide a safe physical and emotional environment for students;
- b) promote healthy food and nutrition for all students; and
- c) comply in full with any legislation in force or that may be developed to ensure the safety of students and employees.

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. 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 and 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
- 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, as Officer has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations²
- 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.

8. 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

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

9. Legal Responsibilities Policy

NAG 6- Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

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

10. Protection and sharing of intellectual property (creative commons)

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Parnell District School therefore:

1. Recognises that the Board of Trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the Board of Trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
 - d. Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the Board of Trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance the dispute should be documented and presented to the school principal.

2. If the dispute is still not resolved then the documentation should be presented to the chairman of the Board of Trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

(1 & 2 above should be replaced with the school's dispute resolution process, where appropriate.)

Definitions

Creative Commons: An international non-profit that provides free open licences that copyright holders can use to share their work.

Teaching Materials: Copyright works produced by employees of the school for the purposes of teaching.

NAG 2 Each Board of Trustees, with the Principal and teaching staff, is required to:

- a) Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development.
- b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes including the evaluation of information on student achievement, and
- c) report to students and their parents on the achievement of individual students and to the schools community on the achievement of students as a whole and of groups (identified through NAG 1 (c) including the achievement of Maori students against the plans and targets referred to in NAG 1 (e).

NAG 2A where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff is required to use the National Standards to:

- a) Report to students and their parents on the students' progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b) Report school-level data on National Standards in the Boards' annual report under three headings
I school strengths and identified areas for improvement
The basis for identifying areas for improvement, and
Planned actions for lifting achievement.

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

- c) Report in the annual plan on:
 - i) The numbers and proportion of students at, above, below and well below National Standards, including Maori, Pasifika, gender and by year level (where this does not breach an individual's privacy) and
 - ii) How students are progressing against National Standards as well as how they are achieving.
 In addition to its inclusion in the board's annual report, the NAG 2a (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.
- d) Report the NAG 2A (c) information in the format prescribed by the Secretary for education from time to time.

NAG 7 Each Board of trustees is required to complete an annual update of the school's Charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before the 1st March of the relevant year.

NAG 8 Each Board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities or targets set out in the school charter at the same time as the updated school charter provided to the secretary for education under NAG 7.

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

