

# **Colville School**

## **Governance**

### **2020**



**EFFORT ~ SERVICE ~ MANNERS**

**CONNECT ~ COMMUNICATE ~ COLLABORATE**

**WHANAUNGATANGA**

**MANAAKITANGA**

**AKO**

**MAHI TAHA**

# GOVERNANCE POLICIES

2020-2022

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## Introduction

The Colville School Board of Trustees is committed to the continual improvement of student progress and achievement. To ensure effective school performance the Board is focused on the maintenance of a strong and effective framework of governance that incorporates legislative requirements and good practice.

The following information explains the Board's governance and management definitions that form the basis upon which both the working relationship with the Principal and the Board's policies are developed.

## Governance

The Colville School Board of Trustees is entrusted to work on behalf of all school stakeholders. The Board is accountable for the school's performance, providing strategic leadership, establishing the school vision, and ensuring compliance with legal and safety requirements. This role is sometimes referred to as stewardship.

The key document that identifies the strategic direction of the school is the **Colville School Charter**. The strategic plan reflects the long-term and annual objectives for the school, the information on which these decisions were based and the step-by-step process by which each objective will be achieved.

The Board sets policies relating to governance and makes clear delegations of management to the Principal. Together the Board and the Principal form the school's Leadership Team in which the role of each is documented and understood. While the Board does not involve itself in the administrative details of daily management it does focus on the ongoing improvement of student progress and achievement.

The Board acknowledges the Education Act 1989, (Amended 2019) Sections 65, 66, 72, 75 and 76. Section 75 of the Act determines the legal and prime responsibility of the Board of Trustees.

### 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 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.

## Management

While the board is responsible for school policy overall, it delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with both the Board's policy framework and the laws of New Zealand.

### s.76 Principal's role

1. *A school's Principal is the board's chief executive in relation to the school's control and management.*
2. *Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the Principal –*
  - a) *Shall comply with the board's general policy directions; and*
  - b) *Subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the school's day-to-day administration.*

In accordance with Section 66 of the Education Act, the Board makes annual delegations to the Principal that enable her to carry out her duties as the Chief Executive Officer of the school. The delegations also assist in defining the differing roles of leadership and the essential relationship between the Board and the Principal. While the Board delegates it always retains the final responsibility.

## Key Governance Roles

Role	The Board
1. Sets the strategic direction and long-term plans of the school and monitors its progress against them.	<ul style="list-style-type: none"> <li>⇒ Leads the annual review of the Charter and sets the strategic aims</li> <li>⇒ Approves the Annual Plan and Student Achievement Targets</li> <li>⇒ Annually submits the Charter to MoE by March 1</li> <li>⇒ Structures its meetings around progress reports on the strategic plan</li> <li>⇒ Checks to see that its decisions are consistent with the Charter.</li> </ul>
2. Monitors and evaluates student progress and achievement.	<ul style="list-style-type: none"> <li>⇒ Understands the difference between progress and achievement</li> <li>⇒ With the Principal, establishes a reporting schedule for student achievement</li> <li>⇒ Ensures that annual targets are met</li> <li>⇒ Ensures that it understands the national curriculum and delivery mechanisms.</li> </ul>
3. Protects the special character of the school.	<ul style="list-style-type: none"> <li>⇒ Ensures that Te Ao o Te Maori is upheld and strengthened.</li> </ul>
4. Appointment of and the performance management of the Principal.	<ul style="list-style-type: none"> <li>⇒ Establishes an annual performance agreement with the Principal that includes a performance review against professional standards.</li> </ul>
5. Values and reflects New Zealand's dual cultural heritage through the Treaty of Waitangi.	<ul style="list-style-type: none"> <li>⇒ Ensures that the Principal and staff are culturally responsive.</li> </ul>
6. Approves the budget and monitors the financial management of the school.	<ul style="list-style-type: none"> <li>⇒ Approves the annual budget at the first meeting of the year</li> <li>⇒ Supports the Principal to maintain an effective financial process that meets budget requirements</li> <li>⇒ Identifies any risks from annual audits and monthly external agency status reports and takes action when required.</li> </ul>
7. Ensures compliance with legal requirements.	<ul style="list-style-type: none"> <li>⇒ Maintains a suitable number of trustees</li> <li>⇒ Provides appropriate orientation for new trustees to ensure a full awareness of responsibilities</li> <li>⇒ Has efficient meetings at which a quorum is present</li> <li>⇒ Approves accurate minutes of meetings</li> <li>⇒ Uses official circulars to identify legal compliance and seeks advice where necessary</li> <li>⇒ Excludes the public when discussing individual student / staff matters.</li> </ul>
8. Works as an effective group.	<ul style="list-style-type: none"> <li>⇒ Has a minimum of 80% meeting attendance</li> <li>⇒ Trustees have received all meeting documents prior to a meeting and have read them in order to make an informed contribution</li> <li>⇒ Meetings are well run and keep to agenda</li> <li>⇒ Has and keeps to a code of ethics</li> <li>⇒ Ensures the future of governance through trustee training and transition.</li> </ul>

9.	Approval of policies and programmes.	<ul style="list-style-type: none"> <li>⇒ Ensures that its policies are appropriate and meet current requirements</li> <li>⇒ Follows a clear process in forming policies</li> <li>⇒ Considers all new programmes against the Charter and monitors them as appropriate.</li> </ul>
10.	Personnel.	<ul style="list-style-type: none"> <li>⇒ Ensures that all staff have appropriate employment agreements and accurate job descriptions</li> <li>⇒ Is aware of the relevant details of employment agreements</li> <li>⇒ Has suitable personnel policies in place that are subject to regular review</li> <li>⇒ Fulfils the requirements of being a good employer.</li> </ul>
11.	Community Links.	<ul style="list-style-type: none"> <li>⇒ Uses an effective network to keep aware of community issues that may affect the school</li> <li>⇒ Reports regularly to the community on school matters</li> <li>⇒ Consults regularly with the community on the Charter and on issues relating to the strategic goals</li> <li>⇒ Has an effective complaints and disputes process</li> <li>⇒ Encourages support for the children by family / whanau.</li> </ul>

### Key Management Roles of the Principal

The professional leader of the school and the Chief Executive Officer of the Board who works closely with the Board to provide for the best interests of all.	
Leader of learning and the day-to-day manager of the school including authorised financial transactions.	Responsible for the administration of the school.
Responsible for the implementation of the curriculum and classroom programmes including classroom teaching programmes, planning and review	Develops the teaching capabilities of staff through strong professional relationships, performance review and professional development.
Responsible for ensuring that all pupils meet with educational success.	Develops and implements the Annual Plan giving priority to the school's annual targets.
Maintains a high level of understanding of curriculum issues and educational theory.	Responsible for all professional teacher activities.
Provides effective leadership for teachers, relievers and support staff.	Spends time in all classrooms, checks school grounds and ensures a high level of safety for all.
Develops a strong school learning culture that meets the school vision.	Maintains clear and consistent communication with the community and parents / whanau and creates opportunities for regular parent and teacher child-centred discussions.
Meets the requirements of the NZ Principal Professional Standards.	Meets Ministry of Education deadlines for required information returns.
Creates an annual budget that is within the resources of the school and has it approved by the Board.	Preserves the financial and property assets of the school. Uses school resources efficiently and effectively
Reports to the Colville School Board of Trustees, to the Colville School parents and families / whanau and to the Ministry of Education.	SOURCE: 2020 Principal Job Description.

# BOARD OF TRUSTEES GOVERNANCE POLICIES

The following policies identify the ways in which Colville School Board of Trustees meets and implements its governance responsibilities. Where required, statements of policy are supported by clear procedures. Each policy is subject to review in accordance with the processes described in the review policy. (See policy 9)

## 1. STRATEGIC DIRECTION

**POLICY:** *The Colville School Charter is the key set of principles and objectives that give direction to the Board in its governance responsibilities. It establishes the mission, the aims and the targets by which the Board implements the National Education Guidelines and the Board's priorities.*

1. The School's Charter will:
  - Comply with the legislative requirements outlined in Sections 61, 62 and 63 of the Education Act 1989. (See Procedures.)
  - Include a strategic plan across a three-year period that reflects considered and realistic objectives.
  - Include objectives and targets that are in accordance with designated Ministry of Education priorities, are in accordance with the needs of the students, and that are supported by valid data.
  - Include, when appropriate, specified objectives from the Board.
2. The Charter will be the consequence of an annual process that draws information from the school management, appropriate national assessment data, community stakeholders and the trustees. It forms the basis of all major decisions taken by the Board
3. At the start of each year the Board will advise the Principal of the nature and timing in which it wishes to receive progress reports on the Charter strategic plan. Primarily, these reports will identify variance and risk.
4. The Board will also endorse the Annual Plan prepared by the Principal that identifies the steps that will be taken by the school in that year to achieve the targets set in the strategic plan.
5. The Board takes the lead in and responsibility for all matters relating to the construction of the Charter.

## PROCEDURES:

### SECTION 61 OF THE EDUCATION ACT 1989.

A School Charter must contain the following;

- a) A section that includes:
  - the aim of developing policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.
  - the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori for fulltime students whose parents request it.
- b) A long-term strategic planning section that:
  - establishes the Board's aims and purposes.
  - establishes for the next 3-5 years the Board's aims, objectives, directions and priorities for intended student outcomes, the school's performance and use of resources.
  - includes any aims or objectives that designate the school's special character.
- c) An annually updated section that:
  - establishes annually the Board's aims, objectives, directions and priorities for intended student outcomes, the school's performance and use of resources.
  - sets targets for the key activities and achievement objectives for the year.
- d) The charter must include the Board's aims, directions, objectives, priorities and targets in the following:
  - student achievement including the assessment of students against any national standard published under Section 60 A (1)
  - the Board's activities aimed at meeting both general government policy objectives for all schools set out or referred to in national education guidelines and specific policy objectives applying to this school.
  - the management of the school and the Board's capability, resources, assets and liabilities, including its human resources, finances, property and other ownership matters.
  - other matters of interest to the public that the Minister may determine.

- e) A school charter must:
- contain all annual or long-term plans that the Board is required to have or has prepared for its own purposes.
  - contain a summary of each plan or a reference to it.

## 2. STUDENT PROGRESS AND ACHIEVEMENT

**POLICY:** *The COLVILLE School Board acknowledges that a priority of the Board is to support student progress and achievement. To this effect it empowers the Principal to identify and deliver a school curriculum that:*

1. provides opportunities for success for all students in all essential learning and skill areas of the NZ Curriculum / Te Marautanga o Aotearoa
2. meets all legislative requirements, Ministry of Education guidelines and Board expectations
3. gives priority to student achievement in literacy and numeracy
4. provides career information and guidance.

The Principal is required to:

- i. report on the progress and achievement of all students using valid assessment formats and data as agreed with the Board
- ii. ensure that achievement data provided to the Board meets MoE recommended standards as to range and validity
- iii. identify students at risk of not achieving including those gifted and talented students, and implement appropriate teaching and learning strategies to address needs
- iv. ensure that there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting
- v. consult with the Māori community about plans for improving the achievement of Māori students
- vi. ensure the achievement of the School Charter aims and targets
- vii. seek Board approval before making changes to the school curriculum requiring increased spending or significant changes to programme and staffing
- viii. report regularly to the Board on the number of stand-downs, suspensions and exclusions at the school.

## 3. FINANCIAL MONITORING

**POLICY:** *The Colville School Board has the overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the Principal. It requires the Principal to provide stable financial management and approved budgeting techniques to ensure that the school is fiscally responsible, provides the resources to deliver effective learning programmes, constructs an annual budget that makes the best use of the available resources and to institute an internal financial management system that is in accordance with generally accepted accounting best practice.*

### PROCEDURES

- i. The Board delegates to the Principal the responsibility for the day-to-day financial management of the school and to be accountable for the school's financial resources.
- ii. In December of each year, the Principal will submit to the Board for approval an annual budget that reflects the priorities established by the Board, complies with the requirement of a balanced budget and ensures working capital.
- iii. The Board will employ the services of an approved external organisation to oversee the budget expenditure and provide quarterly reports to the Board.
- iv. The Board requires the Principal to ensure that annual financial reports are prepared that are submitted to government-approved auditors and are available to parents.
- v. The budget will reflect the Board's strategic priorities and be realistic in relation to the projected income of the school.
- vi. The Board can empower a 'Friends of the School' committee to raise funds on account of the school in the knowledge that while such funds are not the property of the Board they are to be used for the designated purpose and will be deposited into the school FoS account.
- vii. In protecting the financial viability of the school, the Principal shall:

1. avoid unauthorised debt
2. keep accurate records of all financial transactions
3. work within accepted accounting practices and principles
4. used tagged funds only for their purpose
5. confine spending to the amounts stated in the budget unless specifically authorised by the Board to exceed that sum
6. ensure that all monies owing to the school are collected and banked
7. ensure that accounts are paid in a timely fashion
8. be one of two or more approved signatories for any school cheque
9. ensure that all relevant government financial returns are completed on time
10. work with the Board trustee or sub-committee appointed to support the Principal in financial management when required
11. keep funds raised by the PTA separate from operational funding
12. seek up to three quotations for goods and services
13. ensure that no purchases are made without an approved order form
14. spend no more than \$1000 on any single purchase without authority from the Board
15. ensure that all assets are insured, have adequate protection, and are used by properly authorised personnel
16. maintain a 10 Year property maintenance plan.

See also Protection Against Theft and Fraud. p19

#### **4. EFFECTIVE GOVERNANCE**

**POLICY:** *The Colville School Board of Trustees is committed to maintaining strong and effective governance on behalf of all stakeholders. To this end it will ensure that its meeting procedures meet the best possible standards of efficiency, its trustees are well-informed and responsible in the knowledge of their roles, its decisions are in the best interests of the school and linked to its strategic plan, and that it acknowledges the need to preserve confidentiality at appropriate times.*

1. Board members are committed to ethical conduct in all areas. (See Ethics below)
2. Board members will declare any real or perceived conflicts of interest to ensure confidence in the Board's integrity. Upon or before election to the Board, a written statement of interests, relationships and holdings that may cause such a conflict will be given to the Board Secretary to be kept on file.
3. Board meetings will be focused at governance level and provide all information required for valid decisions to be taken. A quorum (more than half of all current trustees) must be present for binding decisions to be taken. (See Meetings below)
4. Members of the school community (staff and parents / caregivers who are not trustees) may attend Board meetings. (See Public Attendance below)

The Board Chairperson is responsible for safeguarding the integrity of the Board's processes, for guaranteeing the validity of its processes and for supporting it to meet its obligations to its Charter, the school and the community. (See Role of the Chairperson below)

5. The Board Chairperson will be responsible for ensuring that Board members become familiar with the relevant sections of the Education Act 1989 and subsequent amendments in order that they are in an informed position as to the Board's obligations regarding legislative statutes and regulations, Ministry of Education circulars and the Education Gazette.
6. Board policies are the expressions of governance principles on key issues that the school is or may face on a regular basis and where direction from the Board is required.
7. The Board may delegate some aspects of governance to ad hoc sub-committees such as the Discipline sub-committees. (See Committee Terms of Reference below)
8. The role of the Staff Trustee is to provide staff and student perspectives on Board decisions. (See Role of Staff Trustee below)



## PROCEDURES

### ETHICS

Trustees shall:

- Ensure the needs of all students and their achievements are paramount.
- Be loyal to Colville School and its mission statement.
- Respect the integrity of the Principal and the staff.
- Observe the confidentiality of non-public information acquired in their role as trustees and not disclose such information to any other persons.
- Be diligent in the attendance at board meetings and arrive prepared for full and appropriate participation in the board's governance roles.
- Speak with one voice in public and ensure that any disagreements with policy or individual trustees are resolved within the board.
- Ensure that individual trustees do not act independently of the board's decisions.
- Declare any conflict of interest with decisions or proposed actions of the board.
- Recognise that the Principal is accountable to the Board as a whole and not to any individual trustee or groups of trustees.
- Recognise that only the chairperson or a trustee with the written delegated authority of the board, can speak for the board.

### CONFLICTS OF INTEREST

All trustees will avoid a conflict of interest. This is defined as an interest that conflicts with, might conflict with or may be seen by others to conflict with, the interests of the Board itself. This may relate to money or any other potential benefit. e.g. family relationships, existing personal or professional relationships, directorships or employment, relationships with other organisations including appointing bodies, decisions that may benefit the decision-maker. Trustees will assess such risk on a case-by-case basis, especially in situations such as:

- involvement in meetings where a decision relating to a close relative (staff / student) is to be made
- attendance at meetings by a principal or staff member where a matter relating to their employment is to be discussed
- where a trustee has a child at the school and a matter relating specifically to that child is being considered
- where a trustee has an interest in or a close tie to a business that contracts to the Board.

The Board acknowledges that the existence of an incentive or a perception of bias is sufficient to create a conflict of interest regardless of whether the trustee would actually act on the incentive.

### MEETINGS

The Board is committed to efficient and effective meetings.

1. The Chairperson shall be elected at the first meeting of the Board each year except in the general election year where it will be at the first meeting of the newly elected Board.
2. Board meetings are the responsibility of the Board Chairperson.
3. Meetings are held as per the annual agenda with a stated time and place.
4. Agenda items are to be notified to the Chairperson **seven days** prior to a meeting. Late items will only be included with the approval of the Board. The order of the Agenda may be varied by resolution at the meeting.
5. The Board will have an appointed **Minutes Secretary**. The Minutes are to show resolutions, numbers of trustees for and against as appropriate, and a summary of the major points for each discussion. A draft set of minutes should be sent to the Board Chairperson for checking **within 48 hours** of the meeting and, once approved, forwarded to trustees as soon as possible. Minutes are approved and signed by the Chairperson at the following meeting.
6. The quorum shall be **more than half of the trustees** currently holding office.
7. Apologies from those trustees who cannot be present shall be recorded. Trustees who miss three consecutive meetings without the prior leave of the Board cease to be members.
8. Information requiring to be read by trustees prior to the meeting must be sent to trustees **at least four days before** a meeting.
9. Only trustees have automatic speaking rights.

10. All resolutions / motions moved in debate must be seconded unless moved by the Chairperson. Motions and amendments once proposed and accepted cannot be withdrawn without the consent of the meeting. No further amendment is accepted until the first one is disposed of. The mover has the right of reply. A matter already discussed may not be reintroduced by way of an amendment.
11. All decisions are to be taken by open voting of all those members present.
12. A Special Meeting may be called by the Chairperson or by delivery of a request for the same signed by at least one third of current trustees.

### **PUBLIC ATTENDANCE**

The Board meeting is a meeting held in public rather than a public meeting.

1. Members of the school community will be made welcome at Board meetings
2. Public participation in meetings is at the discretion of the Chairperson.
3. Public attending a meeting should be given notice of their rights when attending a meeting. e.g.
  - If the meeting moves to exclude the public (usually to protect the privacy of individuals) the public must leave the meeting until this aspect of business has been concluded.
  - Members of the public may request speaking rights on a particular agenda item. This request should have been made to the Chairperson in advance and such participation is at the discretion of the Board. Speakers will be restricted to three minutes each per subject with a maximum of three speakers per subject unless the Chairperson rules otherwise. Speakers may not question the trustees and trustees will not address questions or statements to speakers.
  - The Chairperson is the final arbiter on any matters concerning public participation.

### **ROLES OF THE CHAIRPERSON AND TRUSTEES**

#### **THE CHAIRPERSON**

1. Welcomes new members, ensures that conflict of interest disclosures are made, the code of ethics is signed and leads the induction of new members.
2. Assists members in understanding of the role of a trustee, the responsibilities and accountability required.
3. Leads and develops the members into being a cohesive and effective team.
4. Ensures that meetings are efficient and that the Board stays on schedule to meet its obligations and fulfill its plans.
5. Ensures that the Board works according to its policies.
6. Sets the agenda for Board meetings and signs off on the Minutes.
7. Encourages and supports the interactive involvement of all trustees.
8. Is the official public spokesperson for the Board.
9. Establishes and maintains a productive working partnership with the Principal.
10. Initiates and ensures completion of the Principal's annual Performance Agreement and Review.
11. Ensures that complaints and disputes are dealt with according to the procedures set down by the Board.
12. Identifies any real or potential risk and leads the Board in managing it.
13. May appoint a proxy to cover any situations when s/he is unavailable for a period of time.

#### **TRUSTEES**

Will support the concept and details of governance as expressed in all policies adopted by the Board as a whole and which are recorded in this document.

#### **THE STAFF TRUSTEE**

1. Is a full member of the Board with the same rights and responsibilities as an elected or co-opted trustee.
2. Acts in the best interests of the staff at all times but is not an advocate for the staff.
3. Does not bring staff issues or concerns to the Board unless specifically requested to by the Board Chairperson.
4. Is bound by the Code of Ethics.
5. Does not provide regular reports to the Board unless specifically requested to by the Board Chairperson.

## BOARD SUB-COMMITTEES

Any sub-committee established by the Board will comply with the following guidelines.

1. Will focus on policies that fall within their area of responsibility as set down by the Board.
2. Will be chaired by a member of the Board of Trustees.
3. Will meet as required.
4. Will have a clear designation.
5. Will take to the full Board recommendations arising out of its deliberations on any matter deemed to be the sub-committee's responsibility.
6. Cannot make final decisions on behalf of the Board of Trustees on any matter without the formally expressed permission of the full Board.
7. Will have the Principal and Chairperson of the Board as ex-officio members.

### The Discipline Sub-Committee

The purpose of the committee is to ensure that all processes relating to the suspension of students adhere to the requirements of the Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

1. The Board will appoint its members to the sub-committee. The Chairperson will be the Board Chairperson, or in his / her absence, a person appointed by the sub-committee.
2. The quorum will be two members.
3. The Principal will not be a member.
4. The sub-committee will have the delegated powers of the Board in respect to Sections 15 – 17 of the Education Act 1989.
5. All meetings of the sub-committee are confidential.
6. The sub-committee will act in fairness without bias or prejudice.
7. The sub-committee will act within the legislation and MOE guidelines.
8. The sub-committee will act only on written and agreed information, not verbal hearsay.
9. The sub-committee will use the process of natural justice in hearing procedures.
10. The sub-committee will make recommendations on disciplinary matters to the Board as required.

## **5. TREATY OF WAITANGI**

**POLICY:** *The Colville School Board of Trustees is committed to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.*

1. The Board will consider the implications of the Treaty of Waitangi when making decisions.
2. The Board will be culturally responsive and inclusive.
3. The Board will meet its obligations with regard to Section 61 (3) of the Education Act 1989 in that the Charter will contain the aim of developing policies and practices that reflect New Zealand's cultural diversity, the unique position of the Maori culture and include reasonable steps to provide instruction in tikanga Māori and te reo Māori for those fulltime students who request it.
4. The Board requires the Principal after consultation with local iwi, to promote and enhance Māori culture and values within the school and the community, to raise the level of self-esteem of Māori students and to provide leadership opportunities for Māori students that raise their self-confidence.
5. The Board requires the Principal to ensure the effective delivery of the curriculum to Māori students, ensure that the view of Māori is represented in the curriculum, and to maintain an ongoing and supportive liaison with local Māori groups within the school community.

## **6. PERSONNEL**

**POLICY:** *The Colville School Board will act as a good employer and manage any issues involving staff conduct in an equitable, honest and open manner, complying with all relevant employment and personnel legislation including the provisions of collective and individual employment contracts. The Board is the employer of all teaching and non-teaching staff at school. With the exception of the appointment and management of the Principal, the Board delegates its responsibility for the recruitment, appointment and management of all staff in accordance with Section 65 of the State Sector Act 1988 to the Principal within the following guidelines.*

1. All employment processes must comply with the concept of “A Good Employer” EEO, the Human Rights 1993 and NAG 3.
2. Staff employment agreements, dispute resolution, staff discipline and staff dismissal must comply with relevant collective agreements.
3. Staff will be provided with adequate facilities and resources and a good working environment in accordance with the provisions of the Health and Safety at Work Act 2015.
4. Staff will be made aware of the conditions of their employment and the relevant award details.
5. The Board will maintain open channels of communication with the staff.
6. Staff will have an annual performance review using the Colville School Performance Management System. (See Staff Performance Review below)
7. A staff manual outlining expected procedures and good practice will be available to all staff.
8. Employment matters will comply with the requirements of the Privacy Act 1993. (See Privacy below)
9. Where workplace stress arises, staff will be given appropriate assistance and support.
10. In the event of a serious issue of employment arising, the Principal will notify the Board Chairperson as soon as possible in order that the Board can seek NZSTA advice and support where required.

**PROCEDURES** Only the headings of each personnel procedure are listed here. Full details are listed in the Principal’s Management Folder.

- Class Release Time  
Outlines intent and use of classroom release (CRT) for staff.
- Discretionary Leave  
Outlines the provisions by which leave of absence can be sought.
- Equal Employment Opportunities  
Removal of any discriminatory practices relating to employment.
- Employment of Teaching Personnel  
Describes job descriptions, advertising of vacancies, application forms and process, and the essentials of decision and appointment.
- Employment of Support Staff  
Describes job descriptions, advertising of vacancies, application forms and process, and the essentials of decision and appointment.
- Harassment  
Explains the process to manage any form of harassment – sexual, racial, gender, physical, verbal, electronic.
- Management Units (not applicable to Colville)  
Sets out the process by which such units are gained and how they are used within the school.
- Police Verifications  
All employees and persons who work with students regularly must have a clear “character reference” from the NZ Police.
- Privacy  
Establishes the relevant provisions of the Privacy Act 1993 as they apply to COLVILLE School.
- Staff Performance Review  
Outlines requirements for all staff, the role of the Principal and the process that will be followed.
- Staff-Board Relationships  
An indication as to how communication between the Board and the staff can be maintained.
- Staff Serious Misconduct  
Provides the guidelines set by the Board for the Principal to follow in the instance of serious misconduct on the part of staff.
- Teacher Dismissal  
Details the process governing termination of employment.
- Verifications  
Responsibilities of bona fide employees.
- Workplace Stress  
An outline of the need to be aware of stress and guidelines for the provision of support.

## 7. PRINCIPAL EMPLOYMENT AND MANAGEMENT

**POLICY:** *The Principal is the professional leader of the school and works in partnership with the Board. As the Board’s Chief Executive Officer the Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, imprudent or which violates the Charter or expressed values of the school.*

1. The Principal is appointed by the full Board. (See Principal Appointment below)
2. The Principal is responsible for the day-to-day management of the school. (See Responsibilities of the Principal below)
3. The Principal is responsible for the implementation of Board policies including the Charter.

4. The Principal reports to the Board as a whole and keeps it accurately informed as to the delivery and outcomes of curriculum, teaching and learning, financial position, employment and all matters having real or potential legal considerations and risk for the school. (See Principal Reporting below)
5. The Principal and the Board Chairperson work together on a day-to-day basis, hence a positive working relationship is significant for the school's outcomes. (See Principal/Board Relationship below)
6. The Principal will have an annual allowance for professional expenses and professional development. Overseas professional development or overseas trips will be approved by the Board on a case-by-case basis.
7. In the event of a complaint against the Principal, the Board Chairperson will lead any inquiry and should a disciplinary process be required, follow the procedures established in Board policy. (See Disciplinary Process In Relation to the Principal below)
8. The Principal will have an annual performance agreement and performance review that will be initiated by the Board Chairperson. (See Principal Performance Review.)

## **PROCEDURES**

### Appointment of the Principal

1. The Principal will be appointed by the full board.
2. The Board will consider employing an external professional advisor to support it in this process.
3. The successful applicant must be a currently registered NZ Teacher with previous management experience.
4. All relevant aspects of the process described in Employment, Health and Safety and Employment of Teaching Personnel, will apply to this process.
5. Each appointment will be reviewed against NZSTA good practice prior to the final decision being made.

### Responsibilities of the Principal

1. The Principal is the professional leader of the school whose key contributions are the day-to-day management of the school and the interpretation of Board policy.
2. Meet the requirements of the Principal Job Description.
3. Meet the requirements of their performance agreement as defined in the COLVILLE School Performance Management System. (Note that a minimum of 3 Principal Professional Standards is included in the annual agreement)
4. Act as educational leader and day-to-day manager within the requirements of the law and in line with Board policies.
5. Develop and seek Board approval for an Annual Plan aligned to the Board's Strategic Plan, legislative requirements and MoE expectations.
6. Meet MoE timelines for information returns.
7. Implement the Annual Plan giving priority to the school's annual targets.
8. Use resources efficiently and effectively.
9. Follow good employer practices and ensure that such procedures are in place.
10. Approve staff attestation for salary increments.
11. Establish senior management positions and allocate pay units.
12. Oversee staff performance review and professional development.
13. Hire, deploy and terminate relieving / auxiliary staff positions.
14. Hire teaching staff as per staff appointments policy.
15. Preserve financial and property assets.
16. Communicate with the school community about school events and achievements on a regular basis.
17. Limit public statements about the official position of the Board on any controversial social, political and educational issues to what the Board has formally adopted as a position of record.
18. Keep the Board advised of any information important to its role.
19. Report to the Board on compliance and variance and indicate areas to upgrade.
20. Act as Protected Disclosures Officer in accordance with Board policies.
21. Appoint, on behalf of the Board, a Privacy Officer and an EEO Officer.

### Principal Reports to the Board

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 implications and risks for the school. This allows the Board to make informed strategic and governance decisions. Therefore the Principal shall

- a) Inform the Board of significant trends, implications of Board decisions, issues arising from policy or changes in the assumptions on which Board decisions are based
- b) At each Board Meeting, submit a report covering the following management areas:
  - ⇒ Strategic Aims
  - ⇒ Personnel
  - ⇒ Finance
  - ⇒ Variance
  - ⇒ Student Progress and Achievement
  - ⇒ Curriculum
  - ⇒ Health and Safety
- c) Update reports on any changes to staffing, programmes, plans and processes
- d) Request Board approval relating to discretionary staff leave and / or staff absences of more than five days
- e) Report on monitoring / progress data
- f) Identify financial variance against budget reports.
- g) Provide regular reports on student stand-downs, suspensions and exclusions.
- h) Report on roll variance as appropriate.
- i) Coordinate and present any management / staff reports to the Board.
- j) Report on any other matter as requested by the Board.

#### Board / Principal Relationships

The Board and the Principal depend upon an effective relationship to produce positive outcomes for the school. For this to be achieved the following must be valued:

- The relationship is based on mutual respect, trust, integrity and ability.
- The relationship must be professional.
- The Principal reports to the Board as a whole rather than to individual trustees.
- The day-to-day relationship between the Board and the Principal is the responsibility of the Board Chairperson.
- The Board makes clear delegations and accountabilities to the Principal.
- There are no surprises – neither party will suppress important information or knowingly misinform the other.
- The Board will maintain a healthy independence from the Principal in order to fulfill its role.
- The Principal must be able to share his / her biggest concerns with the Board in safety.
- The Principal and Board Chairperson support each other when required, understand each other's strengths and weaknesses, agree not to undermine each other's authority, and can use each other as a critical friend in relation to the achievement of Board goals and targets.

#### Disciplinary Process in Relation to the Principal

Should a complaint be made against the Principal the following procedures will apply.

1. Any complaint must be in writing. Receipt of the complaint must be made to the complainant.
2. The complaint will be discussed with the Principal by the Board Chairperson.
3. The Board Chairperson will advise the Board of the complaint and establish a sub-committee to investigate the issue. If the matter is raised at a Board meeting it will be "in-committee".
4. The Board Chairperson and a Board sub-committee appointed for that purpose, will decide whether the complaint is a performance matter or whether it has substance and needs to be investigated.
5. Any such investigation will be led by the Board Chairperson and remain confidential.
6. The Board Chairperson may seek external advice.
7. The Principal will be kept informed but will not attend meetings.
8. If the complaint requires investigation, the Principal can only be suspended if the allegation is of serious misconduct.
9. In the interests of both the Principal and the Board, any complaint should be dealt with as quickly as possible.
10. If there is a dispute between the Principal and the Board, the Principal will discuss the matter with the Board Chairperson. Any discussion will be "in-committee."
11. If the matter is not resolved Principal may initiate a mediation process. This would involve obtaining agreement as to each party's role and arranging future meetings to monitor progress.
12. Legal proceedings are a last resort if mediation is not successful.

## Principal Performance Management

The Board supports the concept of continuous performance improvement and acknowledges the positive outcomes in the professional growth of its Principal that are derived from an annual performance review.

### Procedures

1. The Board Chairperson is responsible for initiating the Principal's performance review in March of each year.
2. The performance review will be conducted by an NZSTA-approved external reviewer in accordance with the procedures outlined in the Coroglen School Performance Management System. The Board will establish a budget for this.
3. The Board Chairperson will consult with the Principal prior to initiating the review process in order to establish the performance objectives that are to be reviewed and to ensure that they are in accordance with the Principal Professional Standards and the requirements of the NZ Education Council Aotearoa. These will include the Primary Principals' Professional Standards and Registered Teacher Standards where appropriate.
4. All performance goals will be established in a performance agreement between the Principal and the Board and will have agreed performance indicators.
5. The performance review report will be confidential to the Principal and to the Board of Trustees unless both parties agree to sections of the report being made public.
6. Any dispute between the Principal and the Board arising from the performance review will be referred to an independent arbitrator.

[Policy 7 reviewed July 2019](#)

## **8. COMPLAINTS AND DISPUTE PROCEDURES**

**POLICY:** *The Colville School Board requires that any complaint relating to the school is heard, investigated and, wherever possible, resolved to the satisfaction of the complainant, promptly, courteously, whilst ensuring that natural justice occurs. (See Complaint Against the Principal above.)*

**Key Understanding:** *The school community has a legal right to access information and teaching materials used by the School under the conditions of the Official Information Act. (See Official Requests for Information below.)*

**Key Understanding:** *The Colville School Board will provide a safe process by which school employees can report serious wrongdoing in the school. (See Protected Disclosures below.)*

### **PROCEDURES**

#### Complaints

1. All complaints, either oral or written about any aspect of the school, should be directed to the Principal or a designated proxy. In the event that the complaint is against the Principal, it must be in writing and it should be directed to the Chairperson of the Board of Trustees.
2. All complaints will be listed in a complaints register held in the Principal's office and acknowledged within 12 hours of receipt unless circumstances dictate otherwise.
3. For all complaints other than those against the Principal, the Principal will investigate the details of the complaint. This includes any complaint against the Board Chairperson, unless the Board of Trustees directs otherwise.
4. Where relevant to the nature of the complaint, the Principal and / or the Board Chairperson will seek legal advice and guidance.
5. Within 7 days of the complaint being registered, the Principal will contact the complainant in writing to advise of a meeting with relevant parties to discuss the complaint in detail and to seek resolution. A written record of such meetings must be taken and retained by the school with a copy available to the complainant. In the case of complaints against staff members, professional codes of conduct and employment agreements must be followed.
6. The details of any complaint and its outcome must be kept confidential to the complainant, the Principal and other persons involved in the complaint.
7. Where necessary the Principal and the complainant are entitled to seek external support in the resolution of the issue. Should no resolution be achieved, the matter will be referred to the Board Chairperson.

8. Where the complaint is against the Principal, the Chairperson of the Board shall follow the procedures outlined above. Where no resolution is achieved, the Board Chairperson will seek external professional mediation. **See FLOW DIAGRAM in Appendix B.**

#### Official Requests for Information

- a) School Boards must give reasonable assistance to an applicant who makes a request for official information. The Board has 20 days to decide whether to grant the request. If the Board does not give a decision within 20 days, that is deemed to be a refusal. The Official Information Act 1982, enables participation in decision making by providing proper access to official information. The Act states that such information must be made available **unless** there is a good reason for withholding it.
- b) The Board is required to provide information relating to internal policies and decisions. If the Board refuses to provide the information the applicant can make a complaint to the Office of the Ombudsman. The Ombudsman can require the school to produce any documents or information relating to the investigation. It has powers of entry and there are offences for obstruction.
- c) When in receipt of a request for information under the Official Information Act the Board should contact the NZSTA Help Desk for specific assistance. The Board should also consult the Office of the Ombudsman Good Practice Guides – *The OIA and School Boards of Trustees*.
- d) It is important to note that a request by an applicant for personal information about themselves is covered by the Privacy Act, however a parent requesting information about their child is covered by the Official Information Act.

#### Protected Disclosures

- ⇒ A Protected Disclosure is a declaration made by an employee who believes that serious wrongdoing has occurred. Employees making such disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.
- ⇒ Serious Wrongdoing can be any of the following:
  - Unlawful, corrupt or irregular use of funds or resources.
  - An act or omission or course of conduct that seriously risks public health or safety or the environment, or that constitutes an offence, or that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement or constitutes serious risk to the maintenance of law.
- ⇒ Conditions for Disclosure  
Before making a disclosure the employee should be sure the following conditions are met: that the information is about serious wrongdoing in or by the school; and that the employee believes on reasonable grounds the information to be true or is likely to be true; and that the employee wishes the wrongdoing to be investigated; and that the employee wishes the disclosure to be protected.
- ⇒ Who can make a Disclosure  
Any employee of the school can make a disclosure. For the purposes of this policy an employee includes: current employees and Principal, former employees and Principals and contractors supplying services to the school.
- ⇒ Protection of Employees making Disclosures  
An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy, may bring a personal grievance in respect of retaliatory action from their employers, may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory actions from their employers, are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure and will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

#### **Any employee of Colville School who wishes to make a protected disclosure should:**

- 1. Submit the disclosure in writing to the Protected Disclosures Officer. The disclosure should contain detailed information including the following:
  - The nature of the serious wrongdoing
  - The name or names of the people involved
  - Surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant
- 2. The Principal has been nominated by the Board of Colville School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose. If you believe that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it



- inappropriate to disclose to them, then you can make the disclosure to Board of Trustees Chairperson.
3. On receipt of a disclosure, the Protected Disclosures Officer must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Officer or arranged by him/her as quickly as practically possible, through an appropriate authority.
  4. All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Officer will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential -
    - to ensure an effective investigation
    - to prevent serious risk to public health or public safety or the environment
    - to have regard to the principles of natural justice.
  6. At the conclusion of the investigation the Officer will prepare a report of the investigation with recommendations for action that will be sent to the Colville School Board of Trustees.
  7. In certain circumstances a disclosure may be made to one of the following if the employee making the disclosure has reasonable grounds to believe that:
    - The Colville School Board of Trustees Chairperson responsible for handling the complaint may be involved in the wrongdoing, OR
    - Immediate reference to another authority is justified by urgency or exceptional circumstance,
    - OR there has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate authorities include the Commissioner of Police, Controller and Auditor General, Director of the Serious Fraud Office, Inspector General of Intelligence and Security, Ombudsman, Parliamentary Commissioner for the Environment, Police Complaints Authority, Solicitor General, State Service Commissioner, Health and Disability Commissioner, the Head of every public sector organisation.

8. A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this policy and reasonably believes that the person or authority to whom the disclosure was made:
  - has decided not to investigate; OR
  - has decided to investigate but not made progress with the investigation within reasonable time; OR
  - has investigated but has not taken or recommended any action; AND
  - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

## 9. BOARD REVIEW

**POLICY:** *The Colville School Board will conduct reviews of its policies and procedures triennially.*

### PROCEDURES

1. The Board Chairperson will initiate the review of Board matters.
2. The annual review timetable will be established by the Board at its first meeting. Primary review objectives are the Charter and Strategic Plan, consultation with the community, financial provision for current and future needs and all compliance objectives established by the Ministry of Education.
3. A clear process by which any review of Board matters is conducted will be established by the Chairperson. (see Review Process below)
4. Where appropriate, the Board Chairperson may appoint an external person to conduct a review.
5. Unless deemed otherwise by the Chairperson and the Board, all review outcomes will remain confidential to the Board.

### Review Process

#### A. Strategic Plan.

In November of each year the Board will review the process by which it established the strategic objectives for the previous year. It will:

- revisit the quantity and quality of information it used to make its decisions

- gather all progress and outcome information gathered during the year against each strategic objective and use it to evaluate the objective's success
- consider whether there is any other source of information that is now relevant to the objective that needs to be accessed
- reach accord on the outcome of each objective and decide whether the objective has been achieved or needs to continue or needs to be modified
- use the outcomes of the process to inform the strategic plan for the following year.

**B. Policies and Procedures**

In reviewing each aspect of its performance as a Board and the relevance of its policies and procedures, trustees will:

- identify the number of times and the circumstances in which each procedure was followed in the year prior to its review
- request and receive information from the user(s) of the policy as to the effectiveness of the process followed in achieving its desired outcome
- request and receive information from the user(s) of the policy as to whether any modifications need to be made and the detail thereof
- check Ministry of Education notices in the year prior to the review to confirm that the policy and procedures meet current requirements
- consider whether the policy and procedures are still relevant for the school.

**C. Trustee Meetings and Roles**

In December of each year the Chairperson will lead a non-threatening review of the way in which the Board has worked as a governing body. This review will include:

- the effectiveness and organisation of Board meetings
- trustee attendance and contributions to Board matters
- the roles of the Chairperson and trustees
- the relationship with the Principal
- future-proofing.

For Review Schedule see Appendix A.

## **10. ASSET PROTECTION**

**POLICY:** *The Colville School Board is responsible for maintaining and protecting the assets and resources of the school in the best interests of the students, staff and the school community. Assets and resources must not be unprotected, inadequately maintained or unnecessarily placed at risk. The Board is responsible for the over-view of the programme and funding of general maintenance of grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. It delegates the responsibility for day-to-day asset and resource protection to the Principal. (See Asset and Resource Protection Requirements.)*

### **PROCEDURES**

#### **A. Asset and Resource Protection**

The Principal:

1. must insure assets at all times
2. cannot allow unauthorised personnel or groups to handle school funds or property
3. must prevent the subjecting of plant and equipment to improper wear and tear or insufficient maintenance or improper use
4. must maintain an current asset register for all items of furnishing, plant, machinery, equipment, technology and written resources costing more than \$500.
5. must ensure the implementation of the 10-Year Property Maintenance Plan
6. must engage sufficient property maintenance staff within budget limitations
7. must receive Board approval for maintenance items over \$1000 for any one contract
8. must conduct competitive tenders for all contracting
9. must protect intellectual property, information and files from loss or significant damage or duplication or unauthorised access
10. must ensure that controls over the receiving, processing or disbursing of funds will meet the Board-appointed auditor's standards

11. must invest or hold operating capital in secure interest-bearing accounts except where necessary to facilitate ease in operational transactions.

## **B. Buildings and Grounds**

- a) Buildings and grounds will comply with local by-laws and government regulations and codes.
- b) A 5YA and 10-year maintenance plan will be developed including a list of annual requirements.
- c) The Principal and the Board will work with MOE to ensure that capital works and maintenance comply with current policies.

## **C. Protection against Theft and Fraud**

The Colville School Board of Trustees has a responsibility to protect the physical and financial resources of the school against theft and fraudulent actions by any person and in the first instance, delegates that authority to the Colville School Principal.

- i. The school's physical resources will be kept secure and the asset register maintained. Annual asset register checks must be conducted by the Principal.
- ii. The school's financial system must meet the requirements of the standards set out in the Crown Entities Act (2004) and of accepted accounting practice promulgated and supported by the New Zealand Institute of Chartered Accountants. (see also Financial, Property and Resource Management)
- iii. Annually a designated Colville School Board trustee will be appointed to oversee the management of the school financial systems in conjunction with the Principal.
- iv. All staff members must be advised of their responsibilities in the use of school resources and of the requirement to inform the Principal immediately if they suspect or become aware of any theft or fraudulent activity.
- v. In the event of any allegation of theft or fraud the Principal will:
  1. Confirm that a theft or an act of fraud has been committed.
  2. As soon as possible after being advised of an allegation of theft or fraud, the Principal will:
    - record the details of the allegation including the name of the person(s) allegedly involved, and the value / quantity of the theft or fraud
    - request a written statement from the person who advised the Principal of the allegation
    - advise and consult with the Chairperson of the Board of Trustees and together decide whether to immediately involve the New Zealand Police.
  3. If after consultation a *prima facie* case of theft or fraud exists, the Principal will:
    - investigate the matter further
    - if satisfied that a *prima facie* case exists, invoke any disciplinary procedures that exist in the employment contract if the alleged offender is a staff member
    - lay a complaint with the New Zealand Police
    - if necessary, commission an independent expert investigation
    - inform the Manager of National Operations through the local Ministry of Education Office and the school's auditors / insurance company
    - seek legal advice.
  4. On completion of the further investigation, the Principal and the Board Chairperson will, if necessary, take any other action that they deem appropriate.
  5. If a case of theft or fraud is considered to exist, the Principal or other designated person will:
    - inform the person in writing of the allegation that has been received and request a meeting with them to which their representative(s) are invited
    - meet with the person named in the allegation and their representative(s) to explain the nature of the allegation
    - obtain a verbal or written response that is confirmed in writing to be accurate by all those present at the meeting
    - advise the person in writing of the subsequent processes that will be followed.
  6. All matters relating to the allegation will be kept confidential and NZSTA should be advised of the incident and advice requested. Any further requirements in any relevant collective agreement should be followed.
  7. Should the allegation of theft or fraud against the Principal should be made to the Board Chairperson.
  8. Any allegation of theft or fraud against a member of the Board of Trustees should be made to the Principal.

## 11. HEALTH AND SAFETY

NOTE: Only the two major policies are included here. All Health and Safety information and procedures including relevant aspects of the Vulnerable Children's Act 2015 are now included in a specific Health and Safety Manual.

- A. Health and Safety.** *Colville School requires that students, staff, visitors to and contractors working on the school site, have a safe physical and emotional environment. The Board therefore requires that there are clear processes in place that comply with the relevant sections of the Health and Safety at Work Act 2015, New Zealand standards of health and safety and the intent of National Administration Goal 5 and other approved codes of practice.*
- B. Child Protection.** *Colville school is committed to the prevention of abuse and to the wellbeing of children and young people in its care. 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.*

## 12. CONTINUITY OF GOVERNANCE

**POLICY:** *The Colville School Board of Trustees will take appropriate steps to develop the governance capacities of its trustees.*

1. The Board Chairperson will conduct a stock-take of the skills and abilities of trustees in order to find "best fit" with existing Board roles and responsibilities.
2. The Board Chairperson and the Principal will ensure that all new trustees are given a full orientation to the Board and the school including the issue of relevant information about Board process and responsibilities.
3. The Board Chairperson will plan a "learning cycle" for all trustees so that they have opportunities to share Board institutional knowledge by "hands-on" involvement.
4. The Board Chairperson will plan trustee access to targeted professional development such as the series offered by NZSTA.
5. Where appropriate, the Board Chairperson will access external experts to advise on and extend the Board's knowledge of governance.
6. The Board Chairperson will lead an annual process of self-review of governance with all trustees, table the outcomes, and lead discussions on maintaining and developing Board institutional knowledge.
7. Where possible, the Board Chairperson will address the issue of "future-proofing" Board governance.

## 13. DELEGATIONS TO THE PRINCIPAL

**POLICY:** *The Principal is the Board's chief executive in relation to the school's control and management. The Board therefore delegates to the Principal the following capacities, rights and powers.*

1. The day-to-day management of the school's teaching and learning processes.
2. The day-to-day management of the school's finances and budgeting including all internal delivery systems.
3. The right of purchase of up to \$1000 on a single item without Board approval.
4. The capacity to seek sponsorship and raise funds in the school's name.
5. The capacity to invest and transfer funds in school-owned term deposits for a period up to 12 months.
6. The capacity to complete and deliver all forms, returns and data collections required by the Ministry of Education or other Board approved agency.
7. The right to recruit and appoint staff in accordance with Section 65 of the State Sector Act 1988.
8. The right to approve staff attestation and pay units for management.
9. The right to establish a management structure suitable to meet the needs of the school.
10. The capacity to implement other requirements specified by the Secretary of Education.
11. The right to oversee staff performance review and professional development.
12. The right to identify and deliver a school curriculum that provides opportunities for success for all students.

13. The capacity to promote Māori culture and values within the school and to deliver an effective curriculum for Māori students.
14. The right to engage contractors to work on school situations subject to limits imposed by the Board.
15. The capacity to protect and maintain all school assets and resources.
16. The right to be the primary educational leader within the school.
17. The right to initiate and complete surrender and retention of property, personal searches and to physically restrain a student in accordance with current Board policy.
18. The capacity to ensure a safe physical and emotional learning and working environment for all students and staff in accordance with the provisions of the Health and Safety in Employment Act 1992 and the Board's Health and Safety policy
19. The capacity to act as the school's Protected Disclosures Officer.

Specific delegations retained by the Board include:

1. Approval of all operating capital, cash flow and property maintenance budgets and amendments to these budgets.
2. Approval for expenditure of any invoice in excess of \$1000 excluding approved budget items, 10YPP and 5YA.
3. Approval to dispose of fixed assets with a book value in excess of \$500.
4. Transfer of money in school-owned term deposits for periods longer than 12 months.
5. Leave on full pay to a permanent employee for a period longer than 5 days.
6. Approval for the termination of employment of any permanent employee.
7. The signing of applications for special grants for additional buildings or other major applications for funding.
8. Formal communications and agreements with the Minister of Education or any Minister of the Crown or Member of Parliament or any other declaration or request addressed to the Board Chairperson.
9. Interviews with any form of media on any matter relating to the school unless specifically delegated to the Principal.
10. Initiation of any legal action or signature of any formal or legal agreement that is in the name of the school.

[Policy 13 reviewed August 2019](#)

## 14. REPORTING TO THE COMMUNITY

**POLICY:** *Colville School will maintain an open and reciprocal relationship with its school community.* (See Community Partnership.)

**Key Understanding:** *Colville School will report to the community and to parents / caregivers on student progress and school capabilities.* (See Community Partnership.)

The Colville School Board of Trustees will consult effectively with the school community and the wider community, report to our school community and the wider community, and be sensitive and responsive to the diverse nature and needs of our school community.

### Community Partnership

The Principal will ensure that:

1. An open and welcoming atmosphere is maintained in the school.
2. Consultation with the community is regular, non-threatening and demonstrates respect and support for all the cultures represented in the community.
3. All school programmes encourage respect for others in the school community and the wider community.
4. Full, clear and concise information regarding the school's mission, policies and programmes, is available to the community through the Charter, written policies and a Prospectus.
5. An annual report of the school's achievements is prepared and published.
6. A publicity group (including the Principal) is established to ensure that local media receive publicity material and opinion pieces regularly.
7. Assistance is actively sought from parents / caregivers / whanau, community groups and specialised agencies.
8. Members of the community and community groups are encouraged to use the school and its facilities.
9. Where appropriate parents / caregivers are given the opportunity to be involved in the evaluation of programmes.

The Colville School Board of Trustees will provide a meaningful indication of a student's current achievement, allow students to monitor their progress, alert parents or caregivers when concerns arise so that these may be remedied before the concern becomes a major issue and to provide parents/caregivers with information that enables them to provide guidance for and to support their child.

The Principal will ensure that:

1. All teachers will keep accurate records that can be collated to provide appropriate information.
2. Reporting takes a variety of forms, e.g. telephoning, visiting, letters, meetings, formal school reports.
3. When teachers have serious concerns about a student's progress these will be reported to parents promptly.
4. All parents will have an opportunity to meet their child's teachers informally before the end of Term 1.
5. Information provided in reports will be as specific as possible and indicate the student's performance in relation to expected outcomes.
6. Teachers will inform students of their progress as a regular, ongoing part of teaching programmes.
7. Relevant information regarding students' achievement will be communicated in a timely manner to Ministry of Education.

## 15. SCHOOL HOUSES

**POLICY:** *The Colville School Board of Trustees acknowledges that the school houses are **core houses**<sup>1</sup> to provide for recruitment of teaching staff. It acknowledges that it has a landlord responsibility to manage the rental and maintenance of the houses and to use the income derived from its rental to pay associated costs.*

1. The Board will appoint a trustee to be responsible for all matters relating to the houses and their rental. The selected trustee will keep the Board advised of relevant matters and work with the Principal as appropriate.
2. A monthly rental will be set taking into account the average sum recommended by the annual Ministry of Education rental review and the current market rent for the area. Teaching staff who rent the house are entitled to a 25% discount.
3. Any vacancy will be advertised locally with an appropriate timeline. Priority of rental is to be given to a teacher at the school or to a teacher at a nearby school or a place of education.
4. All prospective tenants must provide evidence of previous tenancies including at least two references relating to their occupation of a rental property. A representative of the Board must conduct due diligence in the case of references.
5. The Board reserves the right to decline an application on the basis of evidence of potential threats to the health and safety of the students and staff of the school.
6. The terms of the tenancy will be set out in a periodic tenancy agreement provided by the Board that meets the requirements of the 1986 Tenancies Agreement Act and any subsequent amendments, will identify all aspects of the rental agreement including such items as a bond, and the identification of outgoings that are exclusively attributable to the tenant's occupation of the property including electricity, gas, phone and metered water, inspections and the like.
7. The responsibility for insuring the houses rests with the Board.

## APPENDIX A

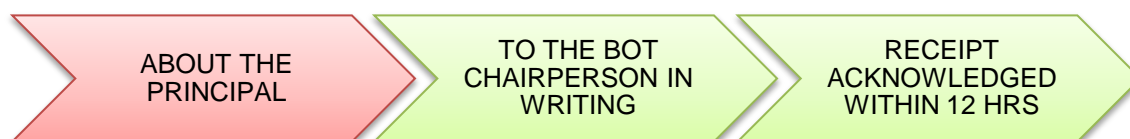
POLICY REVIEW SCHEDULE			
	POLICY	LAST REVIEW	CHAIR SIGN
			NEXT REVIEW
1.	STRATEGIC DIRECTION	April 2020	April 2021
2.	STUDENT PROGRESS & ACHIEVEMENT	April 2020	April 2021
3.	FINANCIAL MONITORING	May 2020	May 2021
4.	EFFECTIVE GOVERNANCE	June 2020	June 2021
5.	TREATY OF WAITANGI	Feb 2020	March 2021

<sup>1</sup>. See MoE definition Appendix D

6.	PERSONNEL	August 2020		August 2021
7.	PRINCIPAL EMPLOYMENT & MANAGEMENT	June 2020		June 2021
8.	COMPLAINTS & DISPUTES	March 2020		March 2021
9.	BOARD REVIEW	March 2020		March 2021
10.	ASSET PROTECTION	June 2020		June 2021
11.	HEALTH & SAFETY	November 2019		November 2020
12.	CONTINUITY OF GOVERNANCE	November 2019		November 2020
13.	REPORTING TO THE COMMUNITY	November 2019		November 2020
14.	DELEGATIONS	March 2020		March 2021

## APPENDIX B

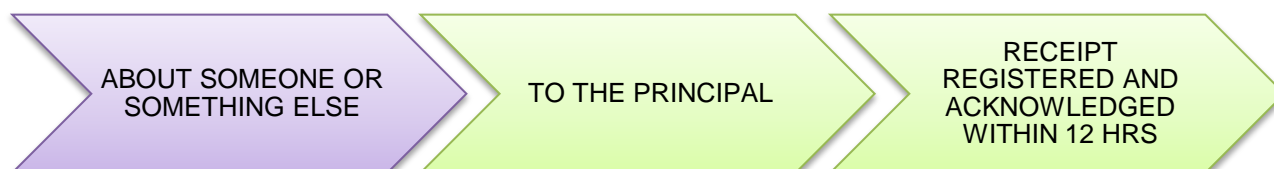
### COMPLAINT RECEIVED



BOARD CHAIR INVESTIGATES  
or appoints external investigator.



WITHIN 7 DAYS of complaint receipt, contacts complainant in writing to advise of meeting. Details tabled, discussion, and resolution sought. Written record retained by both parties. NOTE: Relevant professional codes of conduct must be followed. Outcome **CONFIDENTIAL**. If no resolution achieved, external professional mediation sought.



PRINCIPAL INVESTIGATES



WITHIN 7 DAYS of complaint receipt, Principal contacts complainant in writing to advise of meeting. Details tabled, discussion, and resolution sought. Written record retained by both parties. NOTE: Relevant professional codes of conduct must be followed if staff member involved. Outcome **CONFIDENTIAL**. If no resolution achieved, matter referred to BOT Chairperson.

## APPENDIX C

### Core Houses

A core house is one that is:

- a principal's house, and/or
- in an isolated school community where finding a housing within a reasonable travelling distance is a problem, and/or
- needed for recruitment as the school is considered hard-to-staff.

Those boards that choose to have their school's core houses transferred to them have full landlord responsibilities including:

- finding tenants
- property inspections
- collecting the bond and rent
- annual rent reviews
- managing tenancy disputes
- paying for all operating costs including rates and insurance
- arranging and paying for maintenance work and capital upgrades.

#### Using the rental income

Schools can keep all the rental income but must use proper accounting practices to record it and budget it to pay for:

- all the operating costs
- all health and safety work to keep the house safe and healthy for tenants. For example, plumbing and electrical work
- general maintenance work. For example, external and internal painting, interior and exterior lining and cladding, pathways etc
- modernisation and upgrades. For example partial or full bathroom and kitchen refurbishment.

The Ministry does not provide any additional funding for core houses transferred to boards. If the rental income falls short, you can use the school's **surplus operational funding** on house expenses provided all the other school operating costs are met first. You can also use **discretionary funding**, such as fundraising and grants, to pay for work on the house.

Any surplus rental income, after paying all costs and keeping a reserve for major upgrades and health and safety work on the house, can be used for other school expenses.

Ministry of Education 18/11/2014