



Hagley College Board of Trustees

Governance Manual

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1. Introduction

Introduction

The purpose of this document is to capture in one location all the governance policies of the Hagley School Board of Trustees.

2. Governance and Management Definition

The following are the Board's agreed governance and management definitions, which form the basis of its working relationships, policy and processes.

<p>The ongoing improvement of student progress and achievement is the Board's focus. 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>The Board and Principal form the leadership, with the role of each documented and understood. The Board is proactive rather than reactive in its operations and decision making and does not involve itself in the administration 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 the Board's policy framework and the law of New Zealand.</p>
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3. Governance policies

Governance policies are developed by the Board and reflect how the Board has agreed to operate. The Board reviews its own operation against these policies on a regular basis.

a. Board Roles & Responsibilities Policy

Expectations and Limitations

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 strategic planning process. 1.2 The Board sets the mission, vision, values and strategic aims 1.3 The Board approves the annual implementation plan and targets. 1.4 The strategic plan, annual plan and analysis of variance are submitted to the Ministry of Education (MoE) by 1 March each year. 1.5 Regular Board meetings include a report on progress towards achieving strategic aims and targets 1.6 The Board leads an annual review and uses the AoV to inform next year's strategic outcomes.
The Board	The Standards
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, priority groups, engagement and well-being 2.2 Reports at each regular Board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Well analysed information is reported to the Board where it is discussed, critiqued and challenged. 2.4 Progress and achievement targets are regularly monitored and adapted as appropriate. 2.5 The Board sets the expectation of an inclusive environment through planning, programmes and policy.
3. Appoints, assesses the performance of and supports the principal	3.1 Principal's performance management system in place and implemented as per the policy
4. Approves the budget and monitors financial management of the school	4.1 Budget that is approved at the first meeting each year is reflective of the annual implementation plan 4.2 The budget is monitored at each Board meeting 4.3 Financial management of the school is monitored as per the financial policies
5. Effectively manages risk	5.1 The Board operates to its defined governance model 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 review and audit and takes action if necessary 5.4 The principal reports on all potential and real risks

The Board	The Standards
	and any action taken
6. Ensures compliance with legal requirements	<p>6.1 New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of board members</p> <p>6.2 New and continuing members are kept aware of any changes in legal and reporting requirements for the school.</p> <p>6.3 The Board seeks appropriate advice where necessary</p> <p>6.4 Accurate minutes of all Board meetings are approved by the Board and signed by the Chair.</p> <p>6.5 Individual staff/student matters are always discussed in public-excluded session.</p> <p>6.6 Board meetings have a quorum.</p>
7. Ensures trustees attend Board meetings and take an active role	<p>7.1 Board meetings are effectively run</p> <p>7.2 Trustees attend Board meetings having read Board papers and reports and are ready to discuss them</p> <p>7.3 Attendance at 80% of meetings (min.)</p> <p>7.4 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down)</p>
8. Approves major policies and programme initiatives.	<p>8.1 The board approves programme initiatives as per policies.</p> <p>8.2 The board monitors implementation of programme initiatives.</p>
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.	<p>9.1 The Treaty of Waitangi is obviously considered in Board decisions.</p> <p>9.2 The Board, principal and staff are culturally responsive and inclusive.</p>
10. Approves and monitors human resource policy/ procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	<p>10.1 The board becomes and remains familiar with the broad employment conditions that cover The employees (staff employment agreements and arrangements).</p> <p>10.2 The board ensures there are personnel policies in place and they are adhered to (code of behaviour).</p> <p>10.3 The board ensures there is ongoing monitoring and review of all personnel policies.</p>
11. Deals with disputes and conflicts referred to the board as per the school’s concerns and complaints procedures	<p>11.1 Successful resolution of any disputes and conflicts referred is achieved.</p>
12. Represents the school in a positive, professional manner.	<p>12.1 Code of behaviour is adhered to.</p>
13. Oversees, conserves and enhances the resource base.	<p>13.1 Property/resources meet the needs of the student achievement aims.</p>
14. Effectively hands over governance to new board/trustees at election time	<p>14.1 New trustees are provided with induction and a copy of the board’s governance manual.</p>

The Board	The Standards
	14.2 New trustees are fully briefed and able to govern following attendance at an orientation programme. 14.3 Appropriate delegations are in place as per 14.4 Board and trustees participate in appropriate ongoing professional development.

b. Trustee’s Code of Behaviour Policy

The Board is committed to ethical conduct in all areas of its responsibilities and authority.

Trustees shall:

- Ensure the needs of all students and their achievement is paramount
- Be loyal to the School and its mission
- Maintain and understand the values and goals of the School
- Publicly represent the School in a positive manner
- Respect the integrity of the Principal and staff
- Observe the confidentiality of non-public information acquired in the role of trustee and not disclose to any other persons such information that might be harmful to the School
- Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
- Ensure that they do not act independently of the Board’s decisions
- Speak with one voice through the Board’s adopted policies and ensure that any disagreements with the Board’s stance are resolved within the Board
- In the course of board meetings, disclose any interests in a transactions or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- Recognise the lack of authority in any individual trustee or subgroup/committee of the Board in any interaction with the Principal or staff.
- Recognise that only the Chairperson (working within the Board’s agreed chair role description or delegation) or a delegate working under written delegation can speak for the Board.
- Continually self-monitor individual performance as a trustee against policies and against any other current Board evaluation tools
- Attend at least one appropriate Board/trustee training course per year

In the interests of supporting their schools some individual trustees become involved at the management level of school affairs. Often this involvement reflects particular expertise on the part of the trustee. In these instances, the person is acting as a volunteer, in a capacity other than a trustee, and it is best for the individual to separate the trustee role from his or her role in direct school administration. Where this happens, it should be clearly understood by the trustee, the Board Chair and the Principal, and will be noted in the Principal’s regular report to the Board.

c. Trustee remuneration and expenses policy

The board exercises its right to set the amount that the chair and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken.

The principal, as a member of the board, is entitled to the same payment as all other trustees except the chair. Any other payments or reimbursements are at the discretion of the board.

Currently Hagley College:

- the chair receives \$75 per board meeting

- elected board members receive \$55 per board meeting
- there is normally no payment for working group/committee meetings
- attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- costs associated with attendance at professional development sessions may be met by the board but prior approval must be sought
- all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

d. Conflict of interest policy

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

- All staff and board members will 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.
- Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.
- Any trustee who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.
- Any trustee who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.
- 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 associate 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.

e. Chairperson's Role Description Policy

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities:

- Is appointed by election at the first Board meeting of the year except in an election year where it shall be at the first meeting of the Board
- Acts within Board policy and delegations at all times and not independently of the Board
- Leads the Board members and develops them as a cohesive and effective team
- Represent the Board to the school and wider community and external agencies except for those matters that have been delegated to another person/s and carries a responsibility to safeguard the integrity of the Board
- Assists Board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour
- Ensures the work of the Board is completed

- Establish and maintain systems for information flows to the Board so that the Board is fully informed
- Receive all correspondence for the Board
- 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 Board protocols and policies
- Is the official signatory for the Board including the Annual Accounts
- Deal with disputes and conflicts as per the Board's concerns and complaints procedures
- Ensure any potential or real risk to the school or its name is communicated to the Board. This includes any concern or complaint.
- Establish and maintain an ongoing working relationship with the Principal
- Ensure the Principal's performance agreement and appraisal are completed on an annual basis.

f. Responsibilities of the Principal policy

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

Scoping

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal.

Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the chair, individual board members, committee chairs or committees of the board are in place.

The board chair/board committee has responsibility for the principal's performance review.

Expectations and limitations

The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the board's expressed values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the principal are set out in the board's operational policies and include the following:

- Meet the requirements of their current job description and employment agreement including the areas of practice from the Professional Standards for Secondary Principals.
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies.
- Develop, seek board approval for 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.
- Use resources efficiently and effectively and preserve assets (financial and property).
- Operate within the board's approved annual budget.

- Give effect to good employer policies and practices through effective procedures, instructions or guidelines.
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements.
- Communicate with the community on operational matters as and where appropriate.
- Refrain from unauthorised public statements about the official position of the board on social, political and/or educational issues that are or have the potential to be controversial.
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring and Reporting policy.
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
- Appoint, on behalf of the board, the privacy officer.
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette.
- Ensure systems are developed and implemented to support the smooth running of the school in regards to surrender and retention of property and searches of students.
- Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines.

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

Monitoring and Reporting

Prior to each Board meeting, the Principal is responsible for providing to the Board the Principals written board report. This will include reports from the Senior Leadership Team.

The report should be in line with the board's annual work plan and address all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

The Principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that:

- is timely, accurate and presents information in an understandable form that is not too complex or lengthy and is in the spirit of the no surprises approach.
- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims, annual plan and key performance indicators
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration
- outlines financial income and expenditure and explains any variance against budget
- summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- identifies the instances of physical restraint
- includes information of any actual or potential risks to health and safety
- specifies current roll numbers and explains any roll variance against year levels
- recommends changes in board policies when the need for them becomes known
- highlights areas of possible adverse publicity or community dissatisfaction
- highlights any changes or potential changes to Ministry of Education policy which may have an impact on the school
- includes a property update
- includes an update on learning communities

- informs the board of any significant complaints and/or complaint trends that the principal believes should be brought to the boards attention.
- addresses any other matter requested by the board within a reasonable, specified timeframe.
- Where a decision by the Board is required, clearly state the recommended motion and the reasons for that recommendation

g. Staff Trustee Role Description Policy

The role of the Staff Trustee is to bring to the Board a staff perspective in discussions and decision-making. As trustees, the Staff Trustee has an obligation to serve the broader interests of the school and its students. The roles involve the following responsibilities:

- To work within the Board’s charter
- To abide by the Board’s governance and operational policies
- To act first and foremost as a Trustee and in the best interests of the students at the School at all times
- It is not expected that the Staff Trustee will act as an advocate
- The Staff Trustee is bound by the Trustee Code of Conduct
- It is not necessary for the Staff Trustee to prepare a verbal or written report for the Board unless specifically requested from the Board.

h. Student Trustee Role Description Policy

The role of the Student Trustee is to bring to the Board a student perspective in discussions and decision-making. As trustees, the Student Trustee has an obligation to serve the broader interests of the school and its students. The roles involve the following responsibilities:

- To work within the Board’s charter
- To abide by the Board’s governance and operational policies
- To act first and foremost as a Trustee and in the best interests of the students at the School at all times
- It is not expected that the Student Trustee will act as an advocate
- The Student Trustee is bound by the Trustee Code of Conduct
- It is not necessary for the Student Trustee to prepare a verbal or written report for the Board unless specifically requested from the Board.

i. Relationship between chair and principal policy

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

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.

The chair has no authority except that granted by the board. The chair does not act independently of the board

- The chair and principal must work as a team, and there should be no surprises.
- The relationship must be professional.
- Each must be able to counsel the other on performance concerns.
- The chair supports the principal and vice versa as appropriate.
- Each agrees not to undermine the other’s authority.
- There is agreement to be honest with each other.
- Each agrees and accepts the need to follow policy and procedures.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.

Delegations

Refer to Delegations Schedule

j. Principal's Performance Management policy

An annual performance agreement will be established between the board and principal and be in place at the beginning of each school year.

The principal's performance against this agreement will be reviewed throughout the year, and a final report will be prepared and presented to the board at the end of the school year.

The prime focus of the agreement will be that every student at the school is able to attain their highest possible standard in educational achievement.

A budget for professional expenses and for professional development will be established annually in accordance with the principal's 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.

Process/Delegations

The chair (or personnel committee of the board) will ensure an annual performance review is carried out in accordance with this policy.

- 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.
- The principal's performance will be formally reviewed on an annual basis by duly delegated members of the board and, optionally at the board's choice, an independent consultant who specialises in education.
- Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
- There will be three interim reviews, one each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
- The principal will be reviewed on the criteria set out in the performance agreement – performance objectives, professional standards, learning and development objectives and fulfilment of additional duties that require concurrence payment.
- 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.
- The board chair, delegate(s) and consultant 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.
- The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied, with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report in accordance with the principal's views or let the report stand with the principal's comments attached.
- The chair/delegate(s)/consultant will present the final report/summary back to the board with the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit, and further discussion may continue among the board.

- The principal will be informed personally and in writing of the final outcome following the report discussion.
- 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.

4. Governance Processes and Procedures

a. Meeting protocols

The board of trustees of Hagley College is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

Timing of meetings

- Dates and times of meetings will be set in the board workplan and usually held *per term on first Tuesday of the month starting at 5.30pm and finishing no later than 8pm.*
- 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

Agenda and meeting papers

- The chair is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting.
- The Board Annual Plan should be consulted and followed when setting the agenda (See Board Annual Plan at Appendix A)
- The principal is to ensure that secretarial services are provided to the board.
- Agenda items are to be notified to the chair 5 days prior to the meeting.
- The agenda and board papers will be circulated to board members at least 5 days prior to the meeting.
- 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.
- Copies of the agenda will be made available at the meeting place for any members of the public or prior on request.
- 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 items in the agenda should carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- The agenda is to be collated with the items placed in order and marked with an agenda item number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

Public participation

- The board meeting is a meeting open to the public rather than a public meeting.
- Only trustees have automatic speaking rights.
- Public participation is at the discretion of the board.
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting

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 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*

- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain.

Conduct of meetings

- A quorum of more than half the members currently holding office is required.*
- Trustees will declare any conflict of interest at the beginning of the meeting.
- 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 (contracts, pay and conditions). 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.
- The chair shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board.*
- The elected chair (or, in their absence, a non-school-based trustee) presides at meetings.
- 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 whether or not to grant it.*
- Points of order are questions directed to the chair that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.
- The board's normal meeting procedures may be suspended by resolution of the meeting.

Decision-making process

- All decisions are to be taken by open voting by all trustees present.
- In the event of tied voting on a resolution, the chair may exercise a casting vote in addition to their deliberative vote.*
- 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.
- 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.

Minutes

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- Minutes are sent to the chair for checking within 3 working days and distributed electronically to the board within 7 working days. Requests for corrections or amendments should be submitted by email to the chair as soon as possible to ensure accurate minutes can be confirmed at the next meeting.

- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the 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.
- Meetings 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.

* Legislative requirement

b. Public attending board meetings

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings. Members of the public include staff, students and parents of the school who are not trustees on the board.

These procedures will be provided to members of the public attending meetings so that they understand the rules that apply and will be followed unless otherwise authorised by the board:

- Board meetings are not public meetings but meetings held in public.
- If the meeting moves to exclude the public (usually to protect the privacy of individuals), members of the public will be asked to leave the meeting until this aspect of business has been concluded.
- Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably, this request has been made in advance. Public participation is at the discretion of the board.
- Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of 15 minutes per interest group.
- No more than 3 speakers on any one topic.
- Speakers are not to question the board and must speak to the topic.
- Board members will not address questions or statements to speakers.
- Speakers shall not be disrespectful or offensive or make malicious statements or claims.
- If the chair believes that any of these have occurred or the speaker has gone over time, they will be asked to finish.

c. Committee principles

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

Board committees:

- are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate
- can include non-board members but at least one must be a trustee
- 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
- assist the board chiefly by preparing policy alternatives and implications for board deliberation
- are intended to assist the board and not to advise or carry out the work of staff
- must act through the board and can only recommend courses of action unless they hold delegated

authority to act on the board's behalf

- are to have terms of reference drawn up as required, usually containing information as to their:
- purpose
- membership
- delegated authority.

The board of Hagley College currently has the following standing committees

- Policy Committee
- Disciplinary committee
- Finance committee
- Health and Safety Committee

Any other committees established for special purposes should conform to the above principles.

d. Policy and Review Committee terms of reference

Purpose

To monitor, on the board's behalf, compliance with board policies and external legislation. To examine existing policies and develop new ones, as needed within the school. To act on the Board's behalf to review or develop policies then table their recommendations to the Board.

This includes:

Reviewing and drafting policies

To periodically audit and review the school policies to ensure compliance and relevance.

The audit process checks the School's compliance with its policies and related procedures, current legislation and Ministry of Education requirements.

- **Development process** involves a range of stakeholders who will vary.

The key policy developer[s] will liaise with stakeholders as part of the process of developing the policy or procedure draft. Drafts are considered and further developed by the Policy Committee then made available for comment by stakeholders. Following further review and development as required, policies are presented for consideration and eventual ratification by the Board.

- **Publication and distribution:**

Following Board ratification:

- Policies relating to students, parents and community are published on our website
- All policies:
 - student / parent community focused policies
 - policies intended for staff [eg: staff PLD]
 - policies for trustees [eg: governance policy]are published on staff Sharepoint site and trustee BoardPro site.

Maintaining Trustee Register

The Policy and Review Committee will also keep a Trustee register which shall be updated when there is any change of board membership and reviewed annually as part of succession planning.

Facilitating Board Self Review

The Policy and Review Committee coordinates the Boards bi-annual review and provides a report back to the Board. The report outlines the general outcomes, including recommendations.

Committee members

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

Members shall be the Staff trustee and Principal (Chair)

As well as these non-trustee attendees:

- Policy developers
- SLT secretary

At least one trustee who should not be either the board chair or principal. Any trustee can also attend. Members of the management team shall attend meetings when requested.

Meets

Scheduled to meet once a month.

5pm last Tuesday of the month

Reporting

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

e. Student Disciplinary committee terms of reference

Purpose

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.

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 three trustees.

Delegated authority

Under Schedule 6 section 17 of the Education Act 1989, certain powers of the board shall be delegated to the student disciplinary committee of the board of trustees. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the Ministry of Education 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, or
- decide the outcome of any student disciplinary meeting.

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

f. Finance Committee terms of reference

Purpose

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

Scoping

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 finances and budget to the principal.

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

Delegated authority

The finance committee is responsible to the board for:

- recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff
- determining the level of budgetary discretion available to the principal
- monitoring and reporting on the annual budget via the principal
- reviewing on behalf of the board accounts passed for payment by the school
- advising on additional funding sources
- 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
- recommending changes to financial policy
- overseeing the preparation of the annual accounts for board approval
- assisting the principal in reporting financial performance to parents and the community
- providing input into the school's strategic plan
- preparing special reports for consideration by the board
- annually reviewing the school's risk management needs and insurance cover
- assessing and making recommendations to the board on requests for spending on individual items outside of budget.

g. Trustee induction process

The board is committed to ensuring continuity of governance and a smooth transition when trustees join the board. 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
- an outline of what will be covered in the induction meeting
- the date of the next board meeting
- chair and principal contact details
- Any necessary administration matters, like Board bio for website, email address for Board Pro etc.

New trustees will be issued with a Board of Trustees Folder (either electronically or in hard copy) containing copies of the school's:

- Governance Manual
- strategic and annual implementation plans
- policies
- current budget

- last ERO report
- last annual report
- triennial board workplan
- minutes of the last three open board meetings
- NZSTA Governance Essentials booklet
- any other relevant material.

New trustees will be invited to attend an induction, facilitated by the chair or delegate, which will include:

- explaining board policy and other material in the Board of Trustees Folder
- code of behaviour – trustees to sign and agree to work within the board’s code
- overview of the requirements of the board chair role with reference to policy
- introduction to the strategic plan and explanation of its importance
- summary of any opportunities or risks facing the board
- professional development from NZSTA
- overview of first board meeting – election of board chair, delegations.

The principal and chair or delegate will brief all new members on the organisational structure of the school. The principal will conduct a site visit of the school.

New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.

After 3 months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members.

h. Board complaints checklist

Once a letter of complaint has been received, the board chair should ensure the following process is followed:

1. Ensure the process has been followed as outlined in the school concerns and complaints procedure or is a genuine complaint against the principal or board.
2. Verify with the principal that any staff (or others) identified in the complaint are aware of the situation and that there has been discussion and attempts to reconcile.
3. If the complaint or action is employment related or has potential industrial relations implications, contact the NZSTA employment advisory and support centre. For all other complaints, contact the NZSTA governance advisory and support centre.
4. Alert the school’s insurance broker.
5. Acknowledge the letter of complaint within 7 days and advise the board process, or redirect the complainant to principal, syndicate leader or staff member as appropriate. Report to the board without names or detail at the next meeting.

6. Once confirmed as a complaint, forward it confidentially to all trustees for consideration.
7. Board request to principal to present full written report outlining all actions taken, advice received, meetings held and justified decisions made.
8. Board determines whether the above fully satisfies them of full and fair process. If so, the board supports the principal and advises the complainant.
9. If not satisfied, the board meets and discusses in committee, determines whether to formally meet the complainant and delegates responsibility to trustee(s) as deemed appropriate.
10. Board delegates meet with the complainant and discuss the complaint more fully, verifies, investigates and clarifies. Support persons should be confirmed as welcome to attend.
11. Board delegates report back to full board and recommend actions/decisions.
12. Board takes appropriate actions, records and formally minutes decisions.
13. Board advises complainant in writing of its provisional decisions and factors considered in reaching them, within 21 days of complaint receipt, unless otherwise agreed by all parties. Complainant is given opportunity to comment before the board's final decision is reached and given.
14. Board endeavours to convene follow-up meeting within 1 month of step 9.

i. Internal evaluation process

A planned process for internal review enables continuous improvement in the governance and performance of the school.

A copy of the current annual workplan will be regularly considered by the Chair and Principal to ensure the evaluation cycle is on track.

Performance will be evaluated against evidence that includes but is not limited to:

- the annual report including the AoV/SoV and audited financial statements
- student achievement data
- Education Review Office (ERO) reports
- NZSTA Internal Evaluation Tool (IET)
- feedback from parents, caregivers and staff
- student voice
- principal performance review
- any other means deemed appropriate by the board.

5. Operational Policies

The Board of Trustees of Hagley College has operational policies. Detailed procedures are associated with most of the policies and are the responsibility of the Principal to develop, implement and report on compliance to the Board. Refer to the Principal for all procedures.

Policy statement	A statement that describes <i>why</i> the School does something and <i>what</i> is expected	Board
Objectives or Expectations and Limitations	Specific rules that define the policy and describe <i>what</i> must be done to support the policy e.g. legislation, school rules	Legal compliance
Procedures*	Step-by-step descriptions of <i>how</i> to carry out the policy	Principal
Guidelines*	Descriptions of suggested best practices for colleagues on the <i>most efficient</i> ways to implement policies	Principal

*Not part of this governance document.

6. Board Self-Review

Bi-annually the Board will undertake a review of the effectiveness of the Board (“the review”). The review should involve the trustee’s evaluating their own contribution to the Board and their individual effectiveness, as well as the effectiveness of the Board and the Chairperson.

The Policy and Review Committee coordinates the review and provides a report back to the Board. The report outlines the general outcomes, including recommendations.

The Review Committee will also keep a Trustee register which shall be updated when there is any change of board membership and reviewed annually as part of succession planning

7. Schedule of Delegations

This schedule of delegations was approved by the Board of Trustees Hagley College in the first BOT meeting of each year and became effective on that date. The schedule sets out the responsibilities that can only be exercised by the Board and the responsibilities delegated to the Principal. This schedule will be reviewed annually.

The purpose of the schedule is to ensure that the effectiveness of the governance and management of the school is maintained, to provide an agreed basis by which the Principal can exercise his responsibilities, and to enable responsibilities delegated to be monitored.

Responsibilities retained by the Board of Trustees

The Board retains for itself and does not delegate to the Principal or any other staff member:

- a) Approval of all operating, capital and property maintenance budgets and amendments to those budgets;
- b) The disposal of fixed assets with a cost price in excess of \$800;
- c) The appointment of any teaching staff in excess of positions funded by the Ministry of Education.
- d) The allocation of any unit payment to any staff member that is not funded by the Ministry of Education.
- e) Leave on full pay granted to staff other than for provisions in Collective Agreements;
- f) The termination of employment of any employee of the school;
- g) Formal communications with the Minister of Education and any other Minister of the Crown or member of parliament unless otherwise agreed;
- h) Responses to the Secretary for Education, the Privacy Commissioner, the Ombudsman or any other permanent head of a Government Department, which was initiated by a formal communication received from such persons and addressed to the Board or the Board Chairperson unless agreed with the Board;
- i) Interviews with the media and the distribution of media releases on any matter which involves the school specifically unless by agreement with the Board under established protocols outlined in Board policy;
- j) Signature of any formal or legal agreement which is in the name of the school and must involve the Board of Trustees.

Note: These responsibilities are in addition to those specified in legislation which requires Board compliance.

Board delegations to the Principal

The Board of Trustees delegates to the Principal the responsibilities listed below:

- a) The day - to - day curriculum, financial, personnel, resource and pastoral care management in the school and the achievement of the government's key achievement areas and requirements as specified in official educational policy documents and school policy;
- b) Approval of any orders for goods and services up to the value of \$2000 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
- c) Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- d) The implementation of the collective and individual employment agreements for staff ensuring compliance;

- e) Communication with parents, officials, and organisations with whom the Principal deals as part of the day-to-day curriculum responsibilities, personnel, resource management and pastoral care;
- f) Organising operations within the boundaries of school policy, prudence and ethics established by the Board;
- g) Acting on behalf of the Board as the Privacy Officer and Equal Employment Officer.
- h) Authority to control access to NOVOPAY by authorised personnel.

Note: These responsibilities complement those responsibilities and goals set out in the Principal’s job description and performance agreement.

Delegated authority for the Discipline Committee

That the powers conferred on the Board under section 15,16 and 17 of The Education Act 1989 be delegated to the discipline committee of the Board of Trustees to work within the established terms of reference. That all current trustees except the Principal are delegated authority to be members of the board’s Disciplinary Committee acting under the Terms of Reference for this committee.

Delegated authority for the Deputy Principal

That the Deputy Principal be appointed Acting Principal in the absence of the Principal from school except where the Board at its discretion otherwise determines.

Delegated authority for Staff suspension

That the Principal may suspend any employee for up to 10 days during any inquiry or following receipt of a complaint if satisfied that the welfare and interests of any student attending the school or of any employee at the school so requires.

Because employment matters are high risk for the Board as the employer of all staff at the school, and prior to any action by the Principal to suspend any employee, the Principal shall discuss the issue with the Board Chairperson and seek legal/NZSTA and Insurance advice.

Principal.....

Date

Board Chair.....

Date

Appendix A – Board Annual Meeting Plan

The Board meets on the first Tuesday of each month during term time. The full Senior Leadership Team attends and reports at each meeting. The 2021 Board meetings schedule follows.

Notes:

- Te Urungi –a steering group of trustees, whānau, ākongā and kaiako with a bicultural partnership focus:
- Preschool Trust - established under a Trust Deed, the Trust acts as a governance group for the operating the Hagley Community Preschool.

Start of year	Notes
Election of Officers	
Delegated authorities	
Committee composition	
Annual plan and strategic goals approval	
Annual budget approval	
Principal’s performance agreement confirmation	
Board professional development planning	
Term 1	Notes
March roll return	
Charter/strategic plan review	
Analysis of variance review	
Portfolio reports review	
Learning areas review, including student achievement; priority learners	
Designated character Year level roll numbers determination	
Ongoing throughout the year at each meeting	Notes
Student learning and wellbeing	
Staff professional learning and development programme	
Professional growth cycle	
Staff and community liaison	
Te Urungi / bicultural partnership	
Preschool Trust	
Budget	
Property	
Policy review and updating	
Staffing	
Kāhui ako	
School redevelopment	
Preschool Trust	
Education Outside the Classroom	
Health and Safety, including emergency planning and procedures	
Term 4	Notes
Planning for next year [strategic goals and budget]	

2021 MEETING DATES

MONTH	FINANCE COMMITTEE 5:00pm	BOARD OF TRUSTEES 5:30pm	PRESCHOOL TRUST 4:00 pm	POLICY COMMITTEE 5:00 pm	Te Urungi 3:30pm
February	No meeting	Tue 02	Tue 23	Tue 23	Thu 25
March	Tue 02	Tue 02	Tue 30	Tue 30	No meeting
April	Tue 13	Tue 13	No meeting	No meeting	Thu 8
May	Tue 04	Tue 04	Tue 25	Tue 25	Thu 27
June	Tue 01	Tue 01	Tue 29	Tue 29	No meeting
July	Tue 06	Tue 06	Tue 27	Tue 27	Thu 1 and Thu 29
August	Tue 03	Tue 03	Tue 31	Tue 31	No meeting
September	Tue 07	Tue 07	Tue 28	Tue 28	Thu 2
October	No meeting	No meeting	Tue 26	Tue 26	Thu 28
November	Tue 02	Tue 02	Tue 30	Tue 30	No meeting
December	Tue 07	Tue 07	No meeting	No meeting	Thu 2