



# REIGNIER CATHOLIC SCHOOL BOARD GOVERNANCE POLICY

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## BOARD GOVERNANCE POLICY

The Board are entrusted to work on behalf of the stakeholders to ensure that there is an ongoing focus on improvement of student progress and achievement at Reignier Catholic School and that all aspects of this meet the requirements of the Ministry of Education, and reflect the Catholic values and expectations of the community.

The following documentation outlines the board's governance framework and is aligned with the school's Charter values.

This policy framework supports a governance model that is hands off and strategic rather than hands on and operational.

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## Introduction

The board of trustees of Reignier Catholic School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education as stated in the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

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

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

### Governance

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.

Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership team with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.

The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school. The ongoing improvement of student progress and achievement is the board's focus.

### Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies – separate folder]

In developing the above definitions for Reignier Catholic School the board was mindful of the following excerpts from the Education Act 1989:

Education Act 1989, Section 75 and 76, and Section 65

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

(a) Shall comply with the board's general policy directions; and

(b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

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

## Part 1

## Governance Policy

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. (See 3 year review programme p23).

### 1. Board Roles & Responsibilities Policy

The board of trustees key areas of contribution are:

Representation  
Leadership  
Accountability  
Employer Role

The board	Standard
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the Charter review process 1.2 The board sets the strategic aims and approves the annual plan and targets in line with MoE expectations 1.3 Regular board meetings include a report on progress towards achieving strategic aims 1.4 The Charter is the basis for all board decision making
2. Protects the special character of the school	2.1 Special character is obviously considered in all board decisions 2.2 Special character update is included at every board meeting
3. Monitors financial management of the school and approves the budget	3.1 Satisfactory performance of school against budget 3.2 Budget approved by the first meeting each year
4. Monitors and evaluates student progress and achievement	4.1 Reports at each regular board meeting from principal on progress against annual plan highlight risk/success 4.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities 4.3 Board review schedule covering curriculum and student progress and achievement reports are followed
5. Effectively manages risk	5.1 Attend board meetings having read board papers and reports and ready to discuss them 5.2 Board meetings have a quorum 5.3 Remain briefed on internal/external risk environments and take action where necessary 5.4 Identify 'trouble spots' in statements of audit and take action if necessary 5.5 Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action
6. Ensures compliance with legal requirements	6.1 New members have read and understood all relevant documentation; & requirements of board members 6.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 6.3 Accurate minutes of all board meetings, approved by board and signed by chair 6.4 Individual staff/student matters are always discussed in public excluded session (in-committee)

7. Attends board meetings and takes an active role as a trustee	7.1 Attendance at 80% of meetings (min.) 7.2 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c) 7.3 Board papers read prior to attending board meetings
8. Approves major policies and programme initiatives	8.1 Approved and minuted.
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 The Treaty of Waitangi is obviously considered in board decisions 9.2 The board is culturally responsive and inclusive
10. Approves and monitors personnel policy and procedures and acts as a good employer	10.1 Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements
11. Appoints, assesses the performance of and supports the principal	11.1 Principal's performance management system in place & implemented
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the school in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new board/trustees at election time	15.1 New trustees provided with governance manual 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme

## 2. Trustees' Code of Behaviour Policy

All current and new Board of Trustee members to sign Trustees' Code of Behaviour Policy, as follows:

- Trustees' Code of Behaviour Policy

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

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

I, xxxxxxxx, have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

### 3. Conflict of Interest Policy

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

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's integrity, and to protect the integrity and reputations of staff and board members.

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

### 4. Chairperson's Role Policy

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

#### **The Chair:**

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

### 5. Staff Trustee Role Description Policy

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

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

<b>Staff Trustee accountability measure</b>	<b>Standard</b>
1. To work within the board's Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff trustee is not a staff advocate 3.2 The staff trustee does not bring staff concerns to the board
4. The staff trustee is bound by the Trustee Code of Behaviour	4.1 The staff trustee acts within the code of behaviour
5. It is not expected that the staff trustee act as a union delegate	5.1 The staff trustee does not bring staff issues to the board
6. It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board	6.1 No regular reports received unless a request has been made by the board on a specific topic.

## 6. The Relationship between the Board and the Principal Policy

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

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

## 7. Principal's Performance Appraisal Policy

The principal's performance is appraised on an annual basis with the objective of ensuring high quality educational opportunities for the students of the school. This process will:

1. Ensure that the principal's performance will be formally appraised on an annual basis by the board chairperson or delegate(s) and, at the board's choice, either an independent consultant who specialises in education and is able to review the effectiveness of the education provided or other suitable trustee.

2. Result in a written assessment of the principal's performance on an annual basis, identifying any training/professional development needs for the principal to undertake.
3. There will be an agreed number of meetings during the review period between the principal and chairperson or delegate(s) to discuss progress.
4. The criteria for appraisal will be the objectives set in the performance agreement, the objectives being drawn from the school's strategic and annual operating plans, the principal's job description, professional standards and board policies on operations.
5. If there is any disagreement between the principal and the board as to the objectives, the board, after considering the principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The board's decision will be final.
6. The board chairperson or delegate(s) may seek feedback on the principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the principal has performed.
7. The chairperson or delegate(s) will report back formally once a year to the board a summary report on the result of the appraisal. This will be discussed in committee with the principal absent.
8. The performance agreement and results of the appraisal are confidential to the principal, the board and their agents unless both parties agree to wider distribution.
9. In the event of a dispute relating to the appraisal results, the board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the board will have responsibility for any final decision.

#### 8. The Relationship between the Chairperson and the Principal Policy

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

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

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

Relationship principles:

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

## 9. Meeting Process Policy

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

1. are based on a prepared annual agenda. The agenda preparation is the responsibility of the chairperson. Sufficient copies of the agenda of the open (public) session will be posted on the board of trustees notice board and available at the meeting place for the public.
2. are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
  - make the reasons for excluding the public clear
  - reserve the right to include any non-board member it chooses

## 10. Meeting Procedure Policy

(an \* denotes legislative requirement)

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

Board meetings;

### General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- The quorum shall be more than half the members of the board currently holding office.\*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.
- The chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.\*
- The chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.\* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 & 17 of Education Act to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
- The amount the chairperson and other board members are paid for attendance at board meetings is set by the board. Currently the chairperson receives \$75 per board meeting and board members receive \$55 per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chairperson.
- Board minutes will be taken by a non trustee paid on a commercial basis on contract.

### Time of meetings:

- Regular meetings commence at 7.30pm and conclude by 9.30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.

- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

#### Special meetings:

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

#### Exclusion of the public:

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

#### Public participation:

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

#### Motions/amendments:

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

#### Tabling documents

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

#### Correspondence

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

#### Termination of debate:

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

#### Lying on the table

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

#### Points of order

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

#### Suspension of meeting procedures:

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

#### Agenda:

- Agenda items are to be notified to the chair 3 or more days prior to the meeting
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- The order of the Agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agendaed as separate meeting items.

- All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agenda documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the board 2 or more working days before the meeting

#### Minutes

- The principal is to ensure that secretarial services are provided to the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the chair for approval within 7 working days of the board meeting before being distributed to trustees within 14 working days of the meeting.

#### Public Attending Board Meetings Procedure

Welcome to the Reignier Catholic School board of trustees meeting. We welcome public presence at our meetings and hope that you enjoy your time observing our board meeting.

In order that you understand the rules that apply to members of the public attending our meetings please read the following:

- 1 Board meetings are not public meetings but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
- 3 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.
- 4 Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 Speakers are not to question the board and must speak to the topic.
- 6 Board members will not address questions or statements to speakers.
- 7 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 8 If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

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

#### Meeting Agenda -

A typical agenda will be as follows.

## AGENDA

### Reignier Catholic School Board of Trustees Meeting

**Date:**

**Venue:**

**Time:**

Item	Time
Opening Prayer	
Welcome	
Apologies/Written Requests for Leave	
<b>Strategic Discussions</b>	
Ongoing summary of progress to date in relation to annual plan	
Exploration of special issue or project eg budget, principal performance agreement/appraisal, delegations	
PTA Update	
<b>Strategic Decisions</b>	
Strategic decisions made if required	
<b>Monitoring/Student Achievement</b>	
Principal's Report	
Board discussion	
Expert Presentation	
Data Analysis	
Exploration of key result area e.g. goals	
<b>Administration</b>	
Finance and Property minutes	
Minutes of previous meeting - review outstanding workplan items	
Correspondence	
Dates for Next Meeting	
BOT     ____/____/____	
Finance    ____/____/____	
Meeting Closed	



- Any other relevant material
3. The chairperson or delegate will meet with new board members to explain board policy and other material in the governance manual.
  4. The principal and chairperson or delegate, will brief all new members on the organisational structure of the school.
  5. The principal will conduct a site visit of the school.
  6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
  7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chairperson with the new members. The review will include the following aspects:

▪ Did you feel welcomed onto the board?  
 Very welcome                      Welcome                      Not very welcome  
 Comment:

▪ Did you receive all necessary information in a timely manner?  
 Very timely                      Timely                      Not very timely  
 Comment:

▪ Did you find the induction with principal and board chair to be effective?  
 Very effective                      Effective                      Not very effective  
 Comment:

Please comment on how we could improve this induction process:

#### Trustee Review

Trustees will participate in the review of board governance policies as per the triennial review schedule.

#### Chairperson Review

The board chair's position will be reviewed annually in November. The Chairperson's Role Policy will form the basis of this review and will be sent to all trustees. Once collated these results will be shared with the chair and recommendations included in the review report that is presented to the board.

#### Board Review

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

- the annual report
- the triennial review programme
- the ERO report
- any other means deemed appropriate by the board

## Governance Processes/Procedures

### 1. Committee Principles

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

#### **Education Act 1989, section 66**

-gives the board the authority to delegate any of its powers to a special committee except the power to borrow money.

The board must document in the board minutes and in writing to each committee member the precise powers that are delegated to an individual committee. In addition the same delegation motion must name who has delegated authority. For example, the committee can:

- a) investigate and report their findings to the board.

- b) investigate and make any recommendations based on those findings to the board.
- c) investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the board what they did.

**Board committees:**

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

1.1 Review Committee Terms of Reference (set up on needs basis). All Board of Trustee members involved in review of Governance Policy and Procedures.

**Purpose:**

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

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

**Committee Members:**

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

**Meets:**

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

**Delegated Authority:**

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

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

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

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees

are requested to co-operate with any request made by the committee. The principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the board. [Note: NZSTA provides helpdesk and industrial advice free to trustees and boards.]

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

## 1.2 Disciplinary Committee Terms of Reference

### **Purpose:**

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

### **Committee members:**

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

### **Delegated Authority:**

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline committee of the board of trustees. The committee will:

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

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

## 1.3 Finance Committee - Financial Management Terms of Reference

### **GOALS**

- To effectively manage the school's financial resources and use them to achieve the goals set within the Charter.
- To maintain accountability for and control of the school's financial resources.
- To safeguard the assets of the school for future generations of students.

### **OBJECTIVES**

- Produce a budget for the coming year by 30 November and present it to the Board for approval, whilst giving due consideration to building maintenance, capital purchases, and curriculum replacement
- Keep expenditure within budget by means of recognised procedures and regular monitoring.
- Ensure that all expenditure, and commitment of expenditure, is approved according to the recognised procedures and within the recognised delegations.
- Ensure reports comply with the public sector accounting standards and are prepared annually for audit.
- Ensure that the annual financial statements are forwarded to the Ministry of Education in accordance with section 87 of the Education Act 1989.
- To keep records of all financial transactions accurate and up to date, and to ensure that any school funds are lodged with an approved bank.

### **FUNCTION OF THE BOARD**

The Board of Trustees retains primary responsibility for the overall financial management of the school in accordance with governance obligations. At times it will delegate some of its authority and responsibilities to Committees and staff members; however in each of these cases it will retain an overseeing role.

### **Specific Responsibilities Retained by the Board**

The Board has retained the following financial management responsibilities:

- Approval of the finance policy
- Approval of all delegations
- Approval of the annual budget
- Approval of all major capital purchases to the value of \$2,000 or more
- Approval of any expenditure in excess of total annual budget.
- Approval of lease commitments greater than \$1,000.00 per year.

In addition to this, the Board will receive a monthly report from the Finance Sub-committee summarising the school's performance against budget and outlining the Finance Sub-committee's expectations for the remainder of the year.

#### FUNCTION OF THE FINANCE SUB-COMMITTEE

The Board has established the Finance Sub-committee to take responsibility for overseeing the day-to-day management of the school's financial resources, commitments and obligations. The Committee shall oversee the preparation of budgets, monitor the collection of revenue, monitor expenditure, and provide advice to the Board and to the Principal on financial matters.

Specific Responsibilities Delegated to the Finance Sub-committee

Budgeting:

- Consult with the school's budget holders for budget preparation.
- Ensure that budgets are drafted.
- Ensure the final budget is presented to the Board for approval.

Monitoring:

- Monitor the budget control and cashflow.
- Report expenditure outside the budget to the Board.
- To authorise any consumable item over \$1,500 within budget.

Reporting:

- Provide the Board of Trustees with a monthly financial report.
- Ensure that reports comply with legislation, in particular the Education Act 1989, and they follow generally accepted accounting principles.
- Ensure that draft annual financial statements are presented to the Finance sub-committee or the Board on or before the second Monday in March, and that draft financial statements are provided to the auditor by 31 March.
- Present the final financial statements to the Board of Trustees.
- Ensure that the audited financial statements are provided to the Ministry of Education by 31 May, in accordance with section 87 of the Education Act 1989.

Provide Advice:

- Give advice to the Board as required about the school's financial management.
- Advise the Board on financial procedures as set out by the Ministry of Education.
- Advise the Principal on financial management.

Record Keeping:

- Maintain a system that is clear and efficient and that produces accurate and timely information for the Board and the appointed school accountant.
- Ensure that the accounting system meets audit requirements and that financial information can be extracted at year end.
- Oversee the maintenance of the asset register.
- Maintain appropriate accounting and purchasing procedures, and make recommendations to the Board on their implementation.

Other Specific Delegated Responsibilities

Board of Trustees Chairperson:

- To have cheque signing authority.

Principal:

- The principal will manage this finance policy on the Board's behalf and ensure that appropriate systems and procedures are in place to safeguard the school's assets.
- To be a member of the Finance Sub-committee
- To authorise any consumable item up to \$1,500 within budget.
- Invest money in a manner which will maximise a return on funds within Ministry of Education approved guidelines.
- To have cheque signing authority.

School Secretary:

- Ensure that all invoices have the authorisation stamp affixed and are duly completed.
- To prepare a monthly report of actual against budget for the finance sub-committee.
- To prepare a monthly bank reconciliation on all the school's bank accounts for the finance sub-committee.
- To provide a list of expenditure for the preceding month to the finance sub-committee together with tax invoices.

Staff Representative on the Board of Trustees:

- To have cheque signing authority.

Expense Authorisation

Expenses must be authorised by the person the claimant reports to or the principal. In the case of the principal, that person shall be the chairperson of the Board of Trustees.

Approval:

As part of the annual review of this policy, the Board requires the Principal to circulate this policy to all staff, and a copy is to be included in the School Policy Manual. The School Policy Manual shall also be available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

**Compliance Reporting**

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

**Finance Committee Annual Calendar**

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

2. Reignier Catholic School Delegations List

<b>Date of Minuted Delegation</b>	<b>Personnel</b> Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	<b>Delegated Authority</b> See individual Committee Terms of Reference in the board's Governance Manual	<b>Term of Delegation</b> Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
	<b>Disciplinary Committee</b> All current trustees bar the principal	That the Disciplinary Committee members aforementioned are delegated authority to implement the board's Disciplinary Committee Terms of Reference, as outlined in the board's Governance Manual.	
	<b>Finance and Property Committee</b> Brendan Lancaster (T) Bruce Allan (T) Mike Signal (T) Victoria Walling (T) Nick Gouder (T) Julia Johnson (Principal)	That the Finance Committee members aforementioned are delegated authority to implement the board's Finance Committee Terms of Reference, as outlined in the board's Governance Manual.	
	DP AP	That the board directs that, except where the board, at its discretion, otherwise determines, the deputy principal or the assistant principal shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.	

Notes:  
[T] = trustee

### 3. Complaints Process

Refer Reignier Catholic School Complaints Policy and Process

Supporting Governance Documentation

1) Trustee Register – see “Board of Trustees” on Reignier Catholic School website for more information on Trustees.

<b>NAME</b>	<b>SUB COMMITTEES</b>
Julia Johnson Principal	Catholic Character Curriculum Finance & Property Personnel
Patrick Jones Chairperson Proprietor’s Rep	Catholic Character Curriculum Personnel
Andrew Graney Proprietor’s Rep	Catholic Character
Sandra Unwin Proprietor’s Rep	Catholic Character
Barbara Mear Proprietor’s Rep	Catholic Character
Sheryl Riceman Staff Rep	
Victoria Walling Parent Rep	Finance & Property
Nick Gouder Parent Rep	Hall Steering Personnel Finance & Property
Brendan Lancaster Parent Rep	Finance & Property Personnel
Mike Signal Parent Rep	Finance & Property
Bruce Allan Parent Rep	Finance & Property
Lisa Mason Scribe	

2. Triennial Review Programme

**Example - Reignier Catholic School Board of Trustees – Three Year Workplan 2013 - 2015**

2013	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Meeting Dates											
Requirements											
Charter/ Strategic Aims											
Catholic Character											
Student Progress and Achievement											
Budget											
Principal Appraisal											
Curriculum*											
Policy*											
Board PD											
Board Initiatives											

2014	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Meeting Dates											
Requirements											
Charter/ Strategic Aims											
Catholic Character											
Student Progress and Achievement											
Budget											
Principal Appraisal											
Curriculum											
Policy											
Board PD											
Board Initiatives											

2015	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Meeting Dates											
Requirements											
Charter/ Strategic Aims											
Catholic Character											
Student Progress and Achievement											
Budget											
Principal Appraisal											
Curriculum											
Policy											
Board PD											
Board Initiatives											

## Part 2

## Operational Governance Policy

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

The principal's key contribution is **day-to-day management** of the school as per the management definition in the introduction to this governance manual.

### 1 Responsibilities of the Principal Policy

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

1. Meet the requirements of the current job description
2. Meet the requirements of the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with board policies.
4. Develop an annual plan that is aligned with the board's strategic plan and meets both legislative requirements and any MoE expectations.
5. Seek approval from the board each year for the annual plan so that MoE expected dates can be met..
6. Implement the annual plan and give priority to the school's annual targets.
7. Use resources efficiently and effectively.
8. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
9. Approve staff attestation for salary increments.
10. Allocate pay units for management positions.
11. Oversee staff appraisals and staff professional development.
12. Hire, deploy and terminate relieving and auxiliary staff positions.
13. Hire teaching staff as per the appointments policy.
14. Preserve assets (financial and property).
15. Communicate with the community on operational matters where appropriate.
16. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.
17. Keep the board informed of information important to its role.
18. Report to the board on the compliance or lack of with their policies.
19. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the Charter
20. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000." [see STA Link 2001/01]
21. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

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

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

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

## 2. Disciplinary Process in Relation to the Principal Policy

In the event the board receives a complaint regarding the principal or determines that policy violation(s) has (have) occurred and the board judges the degree and seriousness of the concern or violation(s) to warrant initiating a disciplinary process, the board shall seek free advice in the first instance from an NZSTA industrial adviser and follow due process.

## 3. Principal Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually and be included in the budget. Spending within budget occurs at the discretion of the principal except in the case of overseas professional development. All overseas trips for professional development must be approved first 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.

## 4. Reporting to the Board Policy

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management. Therefore, the principal may not fail to:

1. inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
  2. submit written reports covering the following management areas at each board meeting:
    - principal's management report including:
      - i. Strategic Aim Report
      - ii. Personnel Report
      - iii. Finance Report
      - iv. Variance Report
      - v. Key Performance Indicators
- and,
- the coordination and approval of the following reports:
    - i. Student Progress and Achievement Report
    - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
  4. seek board approval for any requests for discretionary staff leave of longer than xxx days
  5. seek board approval for any requests for staff travelling overseas on school business
  6. advise the board of any staff absences longer than xxxx school days
  7. submit any monitoring data required in a timely, accurate and understandable fashion
  8. report and explain financial variance against budget in line with the board's expectations
  9. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
  10. report and explain roll variance against year levels and reasons on a per meeting basis
  11. present information in a suitable form – not too complex or lengthy
  12. inform the board when, for any reason, there is non-compliance of a board policy
  13. recommend changes in board policies when the need for them becomes known
  14. highlight areas of possible bad publicity or community dis-satisfaction
  15. coordinate management/staff reports to the board and present to the board under the principal's authority
  16. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
  17. report on any matter requested by the board and within the specified timeframe

Review schedule: Triennially