



# Alfriston College

## Charter, Governance and Operational Policies

### 2018

Version 5 ratified: 27 October 2020

Signed: \_\_\_\_\_  
Board of Trustees

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# Introduction: key legislative requirements

The board of trustees of Alfriston College is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

**Refer to the New Zealand Curriculum, New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities.** To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

## Governance and management

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

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

## Education Act 1989

In developing the above definitions for Alfriston College, the board is mindful of the sections of the **Education Act 1989** set out below.

The *Education Act 1989* was amended on 19 May 2017, clarifying the governance role of the board of trustees and a focus on student achievement. The powers and functions of boards are now set out in Schedule 6 of the Act, with the School Leader's role as chief executive specified in section 76.

## Schedule 6 Boards of trustees

### 1 Board is governing body of school

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 76, the school's School Leader is the board's chief executive in relation to the school's control and management.

### 2 Board's objectives in governing school

- (1) A board's primary objective in governing the school is to ensure that every learner at the school is able to attain his or her highest possible standard in educational achievement.
- (2) To meet the primary objective, the board must—
  - (a) ensure that the school—
    - (i) is a physically and emotionally safe place for all learners and staff; and
    - (ii) is inclusive of and caters for learners with differing needs; and
  - (b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and
  - (c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of learner performance); and
  - (d) if the school is a member of a community of learning that has a community of learning agreement

under section 72, comply with its obligations under that agreement as a member of that community; and

(e) comply with all of its other obligations under this or any other Act.

### 3 Staff

Subject to Parts 8A and 31, a board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

### 4 Board has complete discretion

A board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and the general law of New Zealand.

### 5 Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori

- (1) A board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.
- (2) In performing its functions and exercising its powers, a board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.
- (3) Without limiting subclauses (1) and (2), a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time learners whose parents ask for it.

### 6 Delegations

- (1) A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
  - (a) a trustee or trustees:
  - (b) the School Leader or any other employee or employees, or office holder or holders of the board:
  - (c) a committee consisting of at least 2 persons at least 1 of whom is a trustee:
  - (d) any other person or persons approved by the Minister:
  - (e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
- (2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
- (3) The board must not delegate the general power of delegation.
- (4) A delegate to whom any function or power is delegated may,—
  - (a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and
  - (b) delegate the function or power only—
    - (i) with the prior written consent of the board; and
    - (ii) subject to the same restrictions, and with the same effect, as if the sub delegate were the delegate.
- (5) A delegate who purports to perform a function or exercise a power under a delegation—
  - (a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
  - (b) must produce evidence of his or her authority to do so if reasonably requested to do so.
- (6) No delegation in accordance with this Act—
  - (a) affects or prevents the performance of any function or the exercise of any power by the board or the trustees; or
  - (b) affects the responsibility of the board for the actions of any delegate acting under the delegation; or
  - (c) is affected by any change in the membership of the board or of any committee or class of persons.
- (7) A delegation may be revoked at will by—
  - (a) resolution of the board and written notice to the delegate; or
  - (b) any other method provided for in the delegation.
- (8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.
- (9) The board may, by resolution, appoint committees—
  - (a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or
  - (b) to perform or exercise any of the board's functions and powers that are delegated to the committee.
- (10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the board the details of any financial interest that would disqualify the person from being a trustee under section 103A.
- (11) This clause applies to each member of a committee who is not a trustee with any necessary modifications

## 7 Bylaws

A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.

# Part 7 Control and management of State schools

## 8 Role of School Leader

- (1) A school's School Leader 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 School Leader –
  - (a) shall comply with the board's general policy directions; and
  - (b) subject to paragraph (a), has complete discretion to manage as the School Leader thinks fit the school's day-to-day administration.

# Part A: Annually updated section

	Approval date	Reviewed date	Reviewed date
1. Trustee register	29/10/18	26/08/19	27/10/20
2. Board work plan	29/10/18	26/8/19	
3. Charter/Strategic plan – our number 1 policy	29/10/18	21/02/19	
4. Delegations list	29/10/18	1/07/19	06/04/20

# A1 Trustee register: updated when there is any change of board membership and reviewed annually as part of succession planning

Approved number of elected parent representatives = 5  
Mid-term election cycle: N/a

Date of board meeting where changed: 27 October 2020

Name	Phone/email	Position on board – chair (CH), trustee (T), commissioner (CMR), member (ME)	Type of member – parent elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, School Leader	Date started	Date left the board	Current term expires
Sarah-Jane Whitehead	021 225 9325 / <a href="mailto:Sarah-jane.whitehead@asb.co.nz">Sarah-jane.whitehead@asb.co.nz</a>	Chair	Parent elected	01/07/2019		June 2022
Stephen Miller	<a href="mailto:mnl.stephenmiller@gmail.com">mnl.stephenmiller@gmail.com</a>	Deputy Chair	Parent elected	01/07/2019		June 2022
Diane Rachel Black	<a href="mailto:tamakikitetonga@xtra.co.nz">tamakikitetonga@xtra.co.nz</a>	Member	Parent elected	01/07/2019		June 2022
Salava Sefilino	<a href="mailto:msefilino@gmail.com">msefilino@gmail.com</a>	Member	Parent elected	01/07/2019		June 2022
Isaac Tekai	<a href="mailto:isaactekai@gmail.com">isaactekai@gmail.com</a>	Member	Parent elected	01/07/2019		June 2022
Sarah Loomb	<a href="mailto:s.loomb@alfristoncollege.school.nz">s.loomb@alfristoncollege.school.nz</a>	Staff Representative	Staff Trustee	03/10/2014		June 2022
Harmanjeet Singh	<a href="mailto:17274@ac.school.nz">17274@ac.school.nz</a>	Student Representative	Student Trustee	3/10/2019		Dec 2020
Izya Peihopa	<a href="mailto:17356@ac.school.nz">17356@ac.school.nz</a>	Student Representative	Student Trustee	25/09/2020		Dec 2021
Robert Hector Solomon Solomone	027 274 3336 / <a href="mailto:r.solomone@alfristoncollege.school.nz">r.solomone@alfristoncollege.school.nz</a>	School Leader	School Leader	23/06/2014		
Jolie Kay-Cassin	<a href="mailto:j.kay@alfristoncollege.school.nz">j.kay@alfristoncollege.school.nz</a>	Minute Secretary		23/09/2019		

# A2 Board work plan

Board meeting dates								
Area for review	February	March	May	June	August	September	October	November
Strategic plan	Confirm plan, approved and sent to MoE Review AoV/SoV					Review of strategic plan	Approve reviewed plan	Draft analysis of variance Draft annual plan
Strategic aims		Pedagogy	Pathway Planning			Pedagogy	Pathway Planning	
Policy	Review and update self-review schedule (C5/C5.1)	Governance policies	Operational policies	Curriculum Governance policies	Employer responsibilities policy review	Personnel		Annual policies Role of the chair
Learner progress and achievement	Previous year's summary of attendance, engagement, achievement Year 9 and 10 literacy and numeracy	Special education needs	Term 1 Attendance, Engagement, Achievement NZCL analysis of variance NCEA confirmed results	Priority groups – Maori / Pasifika / Students with special education needs	Term 2 Attendance, Engagement, Achievement	Deep Learning	Term 3 Attendance, Engagement, Achievement	
Human resources	School Leader performance agreement process Teacher registration / police vetting report	School Leader performance agreement approved HR tool checklist 1 EEO report MU/MMA report	School Leader performance review report HR tool checklist 2	HR tool checklist 3	HR tool checklist 4	Mid-year review School Leader performance HR tool checklist 5 Conflict of interest report	Teaching and non-teaching staff performance review report	Formal review report Year-end review School Leader performance
Curriculum	Key competencies		English		The Arts		Health and Physical Education	
Budget	Approved	Monitor Accounts to auditors	Monitor	Mid-year review	Monitor	Monitor	Monitor	Draft budget for next year Trustee remuneration and expenditure review
New government initiatives								
New local initiatives								
Board process requirements	Elect board chair Review parent reporting	Roll return 1 March Accounts to auditor	Annual report approved and sent to MoE	Parent reporting mid-year review Religious education community consultation	Roll return 1 July Review planning and reporting processes	Roll return 1 September Community consultation Health curriculum consultation	Succession planning Draft planning for next year	Confirm planning for next year Parent reporting year-end review
Board best practice	Trustee induction process reviewed	Promote trustee elections	Promote trustee elections	Induction of new board Elect board chair				
Board professional learning and development	Board self-directed learning / workshops	Board self-directed learning / workshops	Board self-directed learning / workshops	NZSTA Governance essentials	Board self-directed learning / workshops	Board self-directed learning / workshops	Board self-directed learning / workshops	Board self-directed learning / workshops
Reports / reviews	Concerns and complaints procedure	Use of physical restraint report [as/when required]	Chairs report Hazard management report Emergency planning and procedures report International student report	10Y property plan Evacuation procedure report	Chairs report Hazard management report Internet safety report	Evacuation procedure report		Chairs report Hazard management report International student report

Review schedule: Annually

# A3 Strategic plan - our number 1 policy

## Alfriston College 2019 - 2021

### Introductory Section - Strategic Intentions

<b>Vision Statement</b>	Alfriston College will be a learning community dedicated to developing and supporting life-long, independent learners by creating an environment that fosters a sense of Belonging, values Learning and expects Success.
<b>Mission</b>	The learning needs of 21st century learners require schools to provide differentiated and personalised learning programmes to ensure all learners have the opportunities to pursue their talents and interest in the manner, and to the level best suited to their individual potential. This requires that the concepts of learning, assessment and achievement be constantly challenged, and reshaped to match all learner's needs including Maori, Pasifika and learners with special needs. Success or achievement is no longer measured through information recall or examination outcomes alone; it is the accumulation of academic, sporting, cultural and social successes and for learners to value and demonstrate through their actions that learning is an empowering activity of great personal and social worth. The overall strategic vision for Alfriston College is expressed through the school's Manuka Pod AC Way Model.
<b>Values</b>	The values we encourage, model and explore through our Whaanau and Learning Programmes are Whakapapa (Connection), Aahuatanga (Character), Tuu Maaia (Confidence) and Maatau (Competence)
<b>Principles</b>	BELONGING through the 4Cs Whaanau Programme, LEARNING that is authentic and relevant which develops the 10 Independent Learning Actions: Manaaki (Caring), Auaha (Creative), Mahi Ngatahi (Collaborative), Paakiki (Curious), Hinonga (Enterprising), Harikoa (Joyful), Ngana (Persevering), Aumangea (Resilient), Whakaaro (Thinking) and Ihumanea (Wise), and SUCCESS for all in recognition of the diversity of cultures within New Zealand society and the special place of Tangata Whenua
<b>Maaori Dimensions and Cultural Diversity</b>	The school recognises its responsibilities in relation to the Treaty of Waitangi; because of its particular geographical location, and the need to observe Tainui kawa or protocols.  In understanding that school communities in Aotearoa/New Zealand are increasingly diverse and that both learners and learning leaders come from a wide range of linguistic and cultural backgrounds; the school seeks to acknowledge, value and accommodate the heritage of each of these groups to address the particular educational needs, interests and aspirations of the individuals within them.

<b>Baseline Data or School Context</b>	
<b>Learners' Learning</b>	Alfriston College is a decile 2 state co-educational school located in Manurewa, South Auckland.  The school's current roll is 1160. Demographics are: 38% Maori 26% Pacific Peoples 14% Indian 10% NZ European 9% Other Asian 3% Other
<b>Learner Engagement</b>	Current school reviews have identified the following priorities to be developed: <ul style="list-style-type: none"> <li>refine quality assurance systems to support greater consistency of high quality practices</li> <li>expand the use of achievement information in ways that better inform decisions about learners' learning pathways</li> <li>continue to develop learning pathways that ensure cognitive challenge and deep learning for learners from Years 9 to 13.</li> </ul>
<b>School Organisation and Structures</b>	Alfriston College opened in January 2004 with a vision to meet the diverse needs of 21st Century learners. The buildings have been purpose built to provide the best possible learning opportunities. The learning programmes are designed to ensure learners can make meaning of what they are learning and how it relates to their experiences and the world around them. The development of a spirit of independent learning is at the core of everything we do at Alfriston College. Learners need to be equipped to face the ever changing world they live in. They need not only to acquire knowledge but gain skills and personal attributes that will prepare them for their future careers – many of which

do not even exist yet. They need to be innovative and adaptable, able to solve problems and to communicate – and have the capacity and zest for lifelong learning.

At Alfriston College, we expect every child to succeed. Learners are nurtured, challenged and provided with every opportunity to excel – academically, culturally and in sports. Community is emphasised as learning is a shared experience. We have developed a special character at Alfriston College, designed to respond to the global, national and local needs and trends of the 21st Century. Our unique characteristics include innovative learning programmes, Whaanau/community facilities, cross-age group learning opportunities, a rich ICT environment emphasising visual and sound resources, flexible learning spaces and furniture, buildings that emphasise energy efficiency, natural light and fresh air.

#### *Development of the Independent Learner*

Research shows that learners flourish in schools where they are able to develop a strong sense of belonging and ownership of the learning facilities and their culture. At Alfriston College, we have created a unique learning environment to promote well-being and pride in the school. This enables us to encourage and nurture learner's success. We believe this is particularly important given the cultural diversity of the school and the local community.

Creating a sense of community is central to our philosophy. The Whaanau structure or school-within-a-school has been designed to meet this goal. All learners are placed in one of the five Whaanau where they become part of an extended family of staff and learners during their years at school. Each Whaanau is located in a purpose-designed two storey networked building.

The Whaanau structure provides learners with the security of place and belonging, enabling them to develop a strong sense of identity. The five Whaanau are:

Auaha  
Kaitoro  
Tirohanga  
Whainga  
Kaitaataki

A Whaanau Leader and Amokura who mentor a year-level group of learners lead each Whaanau. This fosters and builds closer positive relationships between learners, learning leaders and the school.

#### *Whaanau Values*

The values and beliefs are known as the 4C's and they underpin the collective beliefs of each Whaanau. They are delivered through a programme that focuses on fostering personal growth and the development of emotional intelligence.

#### Connection - Whakapapa

- Is understanding and respecting: yourself, the environment, culture, people, learning, spirituality.

#### Character - Aahuatanga

- Is demonstrating: adaptability, care and compassion, honesty and integrity, perseverance, responsibility, service to others.

#### Confidence - Tuu Maaia

- Is gained by: believing in yourself and your own abilities, participating and working with others.

#### Competence – Maatau

- Is being able to: relate to others, communicate and manage self.

Competition between Whaanau at Alfriston College is vigorous, tapping into two basic needs: a need to belong and a need to be challenged. Each Whaanau has developed a distinctive culture through their colours, mottos, flags and traditions while sharing core values and beliefs that are common to all.

Alfriston College has an innovative curriculum that encourages integration across different learning areas, attempts to provide learners with Whaanau based learning opportunities and focuses on independent learning as an essential skill.

#### *Learning in Year 9 and Year 10*

Learning in the junior school is focused on developing young people who are connected, confident, and competent and of good character with a zest for learning.

We want all learners to feel a sense of belonging in our school and to our Whaanau. There is a very

strong connection between Whaanau and learning. Our Year 9 and 10 learners primarily learn in Whaanau-based groupings, with the majority of their learning leaders also being from the same Whaanau.

Good learners are able to transfer knowledge and skills to new contexts, and are self-aware and self-regulating with regard to not only the present, but their futures too.

We want to enable all learners to experience success. In addition to gaining meaningful qualifications in the senior school, we want learners to be prepared for life beyond school with a set of dispositions - our 10 Independent Learner actions.

All planning for learning in Year 9 is informed by the Alfriston College Learning Design Principles. There is emphasis on connected, authentic and relevant contexts and skills.

The core learning area curricula are delivered through an integrated programme known as Whaanau-based Learning, delivered by a core team of consistent and specialist learning leaders. Learners experience the Arts, Learning Languages, Technology and Sport through Imagine, Create and Innovate (ICI) programmes of learning.

#### *Whaanau-based Learning*

- Is an 'integrated' curriculum delivering the AOs of the core learning areas (English, Maths, Science, Social Studies and Health & Physical Education) with emphasis on the development of a core set of learning dispositions and skills ultimately transferable to learning in the senior school.
- Is based around a learner's place in and connection to their worldview, which will include their own whakapapa and heritage, Alfriston College, Manurewa, Auckland, New Zealand, Earth, the Universe and the future.
- Is delivered by a small, consistent, connected team of learning leaders – the Learning Team.
- Is a time and place where individual learners' learning goals and pathways are co-constructed, recorded and used to track and review progress. These are 24/7 accessible to parents and Whaanau via Linc Ed.
- Is a programme of learning that builds on learners' capacities to be connected, confident, competent learners of good character with a zest for 720 minutes per week is given to Whaanau-based learning.

#### *Imagine, Create, Innovate (ICI) Learning*

- Is an opportunity for all learners to engage with the Arts, Technology, Learning Languages and Sports curricula and associated skills.
- Encourages imagination, creativity and innovation.
- Learners select three ICI classes per term.
- Learners will be guided in their selection process by their Amokura to ensure curriculum and skill development.

The senior school has an innovative curriculum that encourages integration across different learning areas, provides specialisation and focuses on independent learning as an essential skill. Learning is a progression and pathway.

#### *Learning in Year 11*

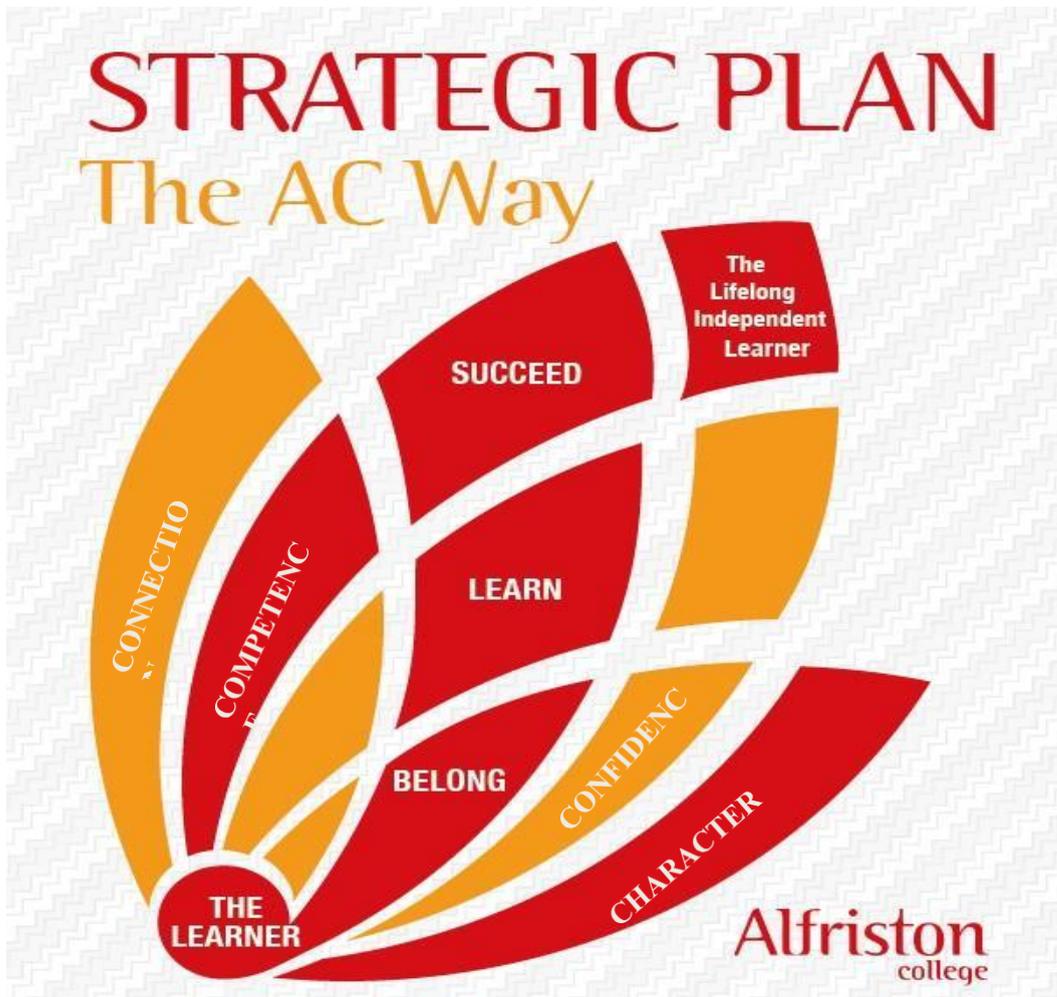
Learning in Year 11 is divided into three trimesters, each of 12 weeks. For each trimester, learners select a combination of project-based learning classes and passion learning classes.

In each project-based class learners design and follow their own plan for a project which is linked to a big driving question. The project will integrate learning from two different curriculum areas and generate evidence for assessment against three or more achievement standards in the same two curriculum areas, with multi-level assessment available if appropriate. Project-based learning classes will be a collaborative environment with up to 50 learners and 2 learning leaders sharing a space. Learners select two project-based learning classes each trimester.

Passion classes provide learners with opportunities to follow their interests and passions for learning. Each trimester learners select three different passion classes. Learners could choose to try something new in each class every trimester or they could focus on a deep passion for learning in a particular area of the curriculum. Passion classes usually offer assessment opportunities in a single curriculum area and occur in a smaller environment with one Learning Leader.

Occasionally a project-based class or a passion class may run over two or three trimesters. This gives learners greater opportunity to build evidence for portfolio assessments. In all project-based classes and passion classes internal assessment will occur at appropriate times during each trimester and external assessment will take place during the NCEA examination period in November and December.

	<p>By choosing their own combination of passion and project-based classes, and by designing their own projects and choosing their own assessments, learners can build a highly personalised programme of learning and assessment for NCEA Level 1.</p> <p><i>Learning in Year 12 and Year 13</i></p> <p>Level 2 and Level 3 courses focus on the acquisition of external qualifications and dispositions required for life after school. Learners select a programme from a range of courses designed to lead either to a tertiary academic qualification, tertiary vocational qualification or employment. Learners may also access specialist industry-based programmes like Gateway, STAR, Trades Academy and Dual Pathways.</p> <p>All classes are timetabled to accommodate individual subject choices. NO subjects are compulsory apart from ILC.</p> <p>Year 12 Learners must select six Passions and have Independent Learning time. Year 13 Learners must select five Passions and have Independent Learning time. ILC offers mentoring, monitoring, careers advice and flexible learning time.</p> <p><i>Meeting all Learner's needs</i></p> <p>Learning opportunities are learner centred. Specific programmes have been designed to meet the needs of all learners. Not all children learn the same way at the same time. Learning leaders provide differentiated learning opportunities in their classes to cater for various learning styles and personalities. The specific needs of targeted learners are met through the Inclusive Education Learning Area.</p> <p>A focus of the Alfriston College curriculum across all levels is to ensure all learners have a connected, authentic and relevant pathway in their learning journey.</p>
<p><b>Review of Charter and Consultation</b></p>	<p>The current Charter and Strategic sections were reviewed and revised in 2020.</p> <p>All programmes will be based on the New Zealand Curriculum framework and curriculum documents, with an emphasis on the AC Way. The school will consult and report to the community on the progress of all learners. Regular 'anytime, anywhere' monitoring of learner achievement and programme information will be reported to individual learners, parents and the community. The school will provide a safe physical and emotional environment. Programmes of learning will be supported by the school's policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety procedures.</p>



## The Strategic Plan Described

The school logo, a Manuka pod, captures the essence of what defines our learning community.

The learner is the seed, at the centre of all we do. All learning is structured in such a way as to nurture this seed through the stages of 'belong, learn and succeed'. The eventual success, genesis of a Lifelong, Independent Learner, is visually captured by a seed leaving the pod as it has matured and gained an independence acquired through a mastery of the Independent Learning Actions.

Fundamental to belonging, learning and succeeding are our four lifelong values: connection, character, confidence and competence. On these lifelong values rest the strategic structure that drives our people, processes and systems. In addition, this structure and school leadership and administration collaborate to create the environment that fosters a sense of belonging, values learning and expects success.

This environment protects and supports the learner and builds the capacity and capability to survive well in the rapidly changing world they live in.

In this way, The AC Way, the needs of the learner are paramount and exist within a safe and supportive ecosystem.

Strategic Structures	Strategic Aims	Strategic Objectives 2019 - 2021
Learning Connection	1 Our learning environment will ensure belonging and maximise learning experiences and outcomes	1.1 Develop educationally powerful and relationally trusting connections with parents, families and communities 1.2 Develop a school environment that establishes and ensures an orderly and supportive environment conducive to learning and wellbeing
Learning Confidence	2 Our learners will have connected, authentic and relevant pathways that develop joyous, life-long, actively involved, independent learners	2.1 Ensure that learning progress and development is planned and personalised 2.2 Ensure that community collaboration and partnerships extend and enrich opportunities for learners to become confident, connected, actively involved, lifelong learners
Learning Character	3 In our community, learning will be connected, authentic and relevant and our culturally responsive and relational pedagogy will develop lifelong, independent learners	3.1 Ensure that learning experiences are future focussed, accessible, flexible connected, authentic and relevant 3.2 Ensure that learning aligns with the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa
Learning Competence	4 In our community, we will be successful, lifelong, independent learners who can grow with anyone inclusive relationships that respect biculturalism and diversity	4.1 Ensure that learners have coherent, challenging, learning experiences which enhance equity and excellence 4.2 Build inclusive relationships and programmes which target learners not well served to ensure individual needs are met and educational outcomes are enhanced
Learning Leadership	5 In our community, leaders will be future focused, learning and learner centred, collaborative and open to learning	5.1 Ensure that learning is effectively planned, coordinated and evaluated 5.2 Ensure that learning experiences are effectively assessed and provide sufficient and equitable learning opportunities that develops learners' assessment and learning to learn capabilities
Learning Administration	6 In our community, our organisation will be trusting, relational, reflective and responsive to the needs of all learners	6.1 Ensure evidence based planning, coordination and evaluation is an integral part of the school ecology and that the AC Way underpins all we do to develop and enact the school's vision, values, goals and statutory obligations for equity and excellence 6.2 Respond to areas of national interest by planning and implementing sustainable programmes appropriate to the special character and context of our learning community

Review schedule: Annually

Reviewed:

Next review:

# A4 Alfriston College 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	<b>Term of Delegation Note:</b> Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
1/07/2019	<b>Disciplinary Committee</b>	That all current trustees bar the school leader, student trustee and staff trustee are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.	On-going
	<b>Employment, Finance and Property (EFAP) Committee</b>	That the EFAP Committee members are delegated authority to be members of the board's EFAP Committee acting under the Terms of Reference for this committee. The Board of Trustees further delegates to the Chair of the EFAP Committee, Board of Trustees Chair, Finance Leader and the School Leader the authority to make decisions as an executive group on matters of finance and property only when urgency is required and the full Board of Trustees meetings are more than three weeks apart	
	<b>Other BOT Committees</b> See C2	That trustees in the additional following BOT Committees are delegated authority to be members of the board's Committee acting under the Terms of Reference for each committee: Planning, Reviewing, Achievement, Teaching and Learning (PRATL); Health, Safety and Well-being (HSW)	
	<b>Senior Leaders</b>	That the board directs that, except where the board, at its discretion, otherwise determines, a Senior Leader shall, in the absence of the school leader 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 School Leader.	
	<b>Deputy Chair</b>	The Chair authority is delegated to the Deputy Chair if the Chair is unavailable. When the Chair will be unavailable for more than one month, the delegation shall be confirmed by a Board of Trustees resolution.	
	<b>School Leader</b>	The School Leader is delegated the responsibility for undertaking the annual staff appraisals. In turn the School Leader may delegate parts of this task to senior members of staff and/or external consultants	
		The School Leader is delegated full Board authority to appoint staff within the limitations detailed in the Personnel and Appointments policy	
The School Leader is delegated full Board authority to grant discretionary leave up to a maximum of four days for all staff			
The Board delegates to the School Leader the task of the attestation of teacher performance. In turn the School Leader may delegate this task to senior members of staff			

		<p>The School Leader is delegated authority to investigate complaints and to issue verbal and written warnings as appropriate in accordance with employment law and the relevant Collective Agreements. Any such warnings must be reported to the Board of Trustees at their next meeting. The School Leader may suspend any employee during an inquiry or following receipt of a complaint if satisfied that the welfare and/or interest of any learner attending the school or any employee at the school so requires. If subsequent investigation indicates that there is a serious case to answer, and that it could result in dismissal, the School Leader will refer the matter to the Board of Trustees. The Board of Trustees will delegate authority to a Board subcommittee to instigate a formal investigation and decide upon the outcomes.</p> <p>The School Leader is delegated authority to instigate competency procedures in relation to teaching staff in accordance with the Secondary Teachers' Collective Agreement [STCA]. Any such procedures must be reported to the Board of Trustees at their next meeting.</p>	
		<p>The School Leader has authority to spend up to the limits of the approved annual budget within respective categories and to delegate spending limits to identified staff</p>	
		<p>The School Leader has authority to replace capital items not approved in the budgeting process on an 'urgent' basis. Power exercised under this authority will be reported to the next meeting of the Board</p>	
		<p>All bank accounts and authorities may be signed on behalf of the Board by any two of the following:</p> <ul style="list-style-type: none"> <li>- The School Leader</li> <li>- A Senior Leader</li> <li>- The Finance Leader</li> <li>- The Board of Trustees Specialist</li> <li>- Board of Trustees Chairperson</li> </ul>	
		<p>Delegation to invest Board funds is granted to the School Leader and the Finance Leader in compliance with the Education Act. Funds may not be invested outside the school's bank unless the Board so authorises</p>	
		<p>The School Leader has authority to administer the payroll [with exception of the school leader's salary]. Appointments and resignations will be reported to the next meeting of the Board. Increments will be in accordance with Collective Agreements.</p>	
		<p>The day to day administration of property is the responsibility of the School Leader. In turn the School Leader may delegate this task to the Property Leader</p>	
		<p>The School Leader is delegated the responsibility to manage individually approved projects. In turn the School Leader may delegate this task to the Property Leader. Larger projects may involve an external Property Management Consultant being appointed</p>	
		<p>The School Leader is delegated responsibility for Emergency Plan Coordination. The School Leader may delegate this task to a senior member of staff</p>	

		The School Leader is delegated full Board authority to act as the Board's Privacy Officer. The Privacy Officer will implement and/or follow the specific criteria as outlined in the Terms of Reference for this position. The School Leader may delegate this task to a senior member of staff	
		The School Leader is delegated full Board authority to act as the Board's EEO Officer. The EEO Officer will implement and/or follow the specific criteria as outlined in the Terms of Reference for this position. The School Leader may delegate this task to a senior member of staff	
		The Board Chair in consultation with the School Leader is delegated authority to approve overnight trips that have not been through the usual Board procedure. All approvals must be reported to the full Board at the next meeting	
		The School Leader has authority to close the school if necessary due to exceptional circumstances, e.g. on advice of the Ministry of Health around pandemic issues	
		The School Leader can sign declarations on behalf of the Board in relation to information required by the Ministry of Education	
		The School Leader is delegated to complete mandatory reports to the New Zealand Teachers Council	

Review schedule: Annually

Reviewed: 6 April 2020	Next review:
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## Part B: Governance policies - how we work as a board

	Outcome statements	Approved/reviewed	Reviewed
1. Board roles and responsibilities policy	The board of trustees is focused on governance that fosters and supports the ongoing improvement of learner progress and achievement.	Approved 29/07/19	
2. Trustee code of behaviour policy	The board will act in an ethical and respectful manner.	Approved 29/07/19	22/06/20
3. Trustee remuneration and expenses policy	Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.	Approved 29/07/19	
4. Conflict of interest policy	The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.	Approved 29/07/19	22/06/20
5. Chair role description policy	The board is effectively led.	Approved 29/07/19	22/06/20
6. Staff trustee role description policy	The staff representative brings a staff perspective to board discussion and decision making.	Approved 29/07/19	17/09/20
7. Student trustee role description policy (where applicable)	The student representative brings a learner perspective to board discussion and decision making.	Approved 29/07/19	17/09/20
8. Relationship between chair and school leader policy	The relationship between the chair and the school leader is based on trust, integrity and mutual respect.	Approved 29/07/19	
9. School leader performance management policy	A fair and transparent performance management process recognises the professionalism of the school leader and the accountabilities of the board.	Approved 29/07/19	22/06/20

# B1 Board roles and responsibilities policy

## Outcome statement

The board of trustees is focused on governance that fosters and supports the ongoing improvement of learner progress and achievement.

## Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school and governs via its policies, which it entrusts to the school leader to implement.

## Delegations

Accountability rests with the whole board, with no individual trustee or committee having decision-making authority unless it has been delegated and documented.

## Expectations and limitations

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The board leads the annual charter/strategic plan review process.
	1.2	The board sets/reviews the strategic aims by November.
	1.3	The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education by 1 March each year.
	1.4	Regular board meetings include a report on progress towards achieving strategic aims.
	1.5	The charter/strategic plan is the basis for all board decision making.
2. Monitors and evaluates learner progress and achievement.	2.1	The board approves an annual review schedule covering curriculum and learner progress and achievement reports.
	2.2	Reports are received at each regular board meeting from the school leader on progress against the annual plan, highlighting risk/success.
	2.3	Information reported to the board is thoughtfully discussed, critiqued and challenged.
	2.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3. Appoints, assesses the performance of and supports the school leader.	3.1	School leader's performance management system is in place and implemented.
4. Approves the budget and monitors financial management of the school.	4.1	Budget is approved by the first meeting each year.
	4.2	Satisfactory performance of financial management against budget is in evidence.
5. Effectively manages risk.	5.1	The board has an effective governance model in place.
	5.2	The board remains briefed on internal/external risk environments and takes action where necessary.
	5.3	The board identifies trouble spots in statements of audit and takes action if necessary.
	5.4	The board ensures the school leader reports on all potential and real risks when appropriate and takes appropriate action.
6. Ensures compliance with legal requirements.	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
	6.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
	6.3	The board seeks appropriate advice when necessary
	6.4	Accurate minutes of all board meetings are approved by the board and signed by the chair.

	6.5	Individual staff/student matters are always discussed in a public-excluded session.
	6.6	Board meetings have a quorum.
7. Ensures trustees attend board meetings and take an active role.	8.1	Board meetings are effectively run.
	8.2	Trustees attend board meetings having read board papers and reports and are ready to discuss them.
	8.3	Attendance at 80% of meetings (minimum).
	8.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer <a href="#">Education Act 1989 s104 (1) (c)</a> )
8. Approves major policies and programme initiatives.	8.1	The board approves programme initiatives as per policies.
	8.2	The board monitors implementation of programme initiatives.
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	9.1	The Treaty of Waitangi is obviously considered in board decisions.
	9.2	The board, school leader and staff are culturally responsive and inclusive.
10. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	10.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
	10.2	The board ensures there are personnel policies in place and they are adhered to (code of behaviour).
	10.3	The board ensures there is ongoing monitoring and review of all personnel policies.
11. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	11.1	Successful resolution of any disputes and conflicts referred is achieved.
12. Represents the school in a positive, professional manner.	12.1	Code of behaviour is adhered to.
13. Oversees, conserves and enhances the resource base.	13.1	Property/resources meet the needs of the learners' achievement aims.
14. Effectively hands over governance to new board/trustees at election time.	14.1	New trustees are provided with induction and a copy of the board's governance manual.
	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 <a href="#">Schedule 6 (17)</a> of the Education Act.
	14.4	Board and trustees participate in appropriate ongoing professional development.

## Procedures/supporting documentation

See PRATL #1-2, 7, 12-14; EFAP #3-5; H&S #1, 19

See Appendix 3

## Monitoring

Monthly Committee Reports Term 4 Variance Report

## Legislative compliance

[Education and Training Act](#)

[2020 Employment Relations Act](#)

[2000 State Sector Act 1989](#)

Reviewed:	Next review:
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# B2 Trustee code of behaviour policy

## Outcome statement

The board will act in an ethical and respectful manner

## Scoping

Every member of the board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and board policy.

## Expectations and limitations

As members of an effective governance team, each member of the board of trustees shall:

- ensure the needs of all learners 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 school leader and staff
- 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
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the board's decisions
- speak with one voice through board 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 transaction 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 committee/working party of the board in any interaction with the school leader or staff
- recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation can speak for the board
- continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
- be available to undertake appropriate professional development.

## Procedures/supporting documentation

*See Appendix 1*

## Monitoring

*Term 2 and Term 4 Chair Report*

## Legislative compliance

[Education and Training Act 2020](#)

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Reviewed: 22 June 2020

Next review:

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# B3 Trustee remuneration and expenses policy

## Outcome statement

Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.

## Scoping

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 school leader, 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.

## Expectations and limitations

Currently at Alfriston College:

- the chair receives \$75 per board meeting; the maximum attendance fees paid in any calendar month \$160
- elected board members receive \$55 per board meeting; the maximum attendance fees paid in any calendar month \$100
- there is a payment of \$15 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.

## Procedures/supporting documentation

*School reimbursement claim form*

*See EFAP #2*

*See Appendix 3*

## Monitoring

*EFAP Term 3 Report*

## Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

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Reviewed:

Next review:

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# B4 Conflict of interest policy

## Outcome statement

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

## Scoping

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).

## Expectations and limitations

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 and 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 learner enrolled at the school must be excluded from any meeting while the board discusses and considers anything relating to or decides on any matter relating to them as an individual learner.

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.

## Procedures/supporting documentation

*Disclosure of interest statements minuted at relevant BOT meetings*

## Monitoring

*EFAP Term 3 Report*

## Legislative compliance

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Reviewed: 22 June 2020

Next review:

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# B5 Chair role description policy

## Outcome statement

The board is effectively led.

## Scoping

The chair is the leader of the board and works on behalf of the board with the school leader on a day-to-day basis. The chair establishes and nurtures a positive professional working relationship with the school leader.

The chair represents the board of trustees to the broader community and works in partnership with the school leader to safeguard the integrity of the board's processes.

The chair often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

The chair presides over board meetings and ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its learners and staff are reached.

## Delegations

The board delegates management of the relationship between the board and the school leader to the chair.

## Expectations and limitations

The chair:

- is appointed by election at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board\*
- 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
- welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood (and signed) and leads new trustee induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the trustee code of behaviour policy
- ensures the work of the board is completed
- sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- 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
- ensures interactive participation by all board members
- 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
- is the official signatory for the board, including for annual accounts\*
- is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the school leader
- ensures the school leader's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

\* Legislative requirement

# Procedures/supporting documentation

*Governance policies*

## Monitoring

*Chair Reports*

## Legislative compliance

[Education and Training Act 2020](#)

[Local Government Official Information and Meetings Act 1987](#)

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Reviewed: 22 June 2020	Next review: Month prior to meeting when chair is elected
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# B6 Staff trustee role description policy

## Outcome statement

The staff representative brings a staff perspective to board discussion and decision making.

## Scoping

As a trustee, the staff representative is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other board member.

## Expectations and limitations

Staff representative accountability measures	Standard
1. To work within the board's strategic plan.	1.1 The strategic plan 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 learners 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 necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to by the board.	5.1 No regular reports are received unless a request has been made by the board on a specific topic.

## Procedures/supporting documentation

*Refer to AC BOT Returning Officer*

## Monitoring

*Chair Reports*

## Legislative compliance

Review schedule: 17 September 2020	Next review: Month prior to meeting when Staff Rep is elected
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# B7 Student trustee role description policy

## Outcome statement

The student representative brings a learner perspective to board discussion and decision making.

## Scoping

As a trustee, the student representative is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other board member.

## Expectations and limitations

Staff/Student representative accountability measures	Standard
1. To work within the board's strategic plan.	1.1 The strategic plan is obviously considered in board decisions.
2. To abide by the board's governance and operational policies.	2.1 The student trustee has a copy of the governance manual and is familiar with all board policies.
3. The student trustee is first and foremost a trustee and must act in the best interests of the learners at the school at all times.	3.1 The student trustee is not a learner advocate.
	3.2 The student trustee does not bring learner concerns to the board.
4. The student trustee is bound by the trustee code of behaviour.	4.1 The student trustee acts within the code of behaviour.
5. It is not necessary for the student trustee to prepare a verbal or written report for the board unless specifically requested to by the board.	5.1 No regular reports are received unless a request has been made by the board on a specific topic.

## Procedures/supporting documentation

*Refer to AC BOT Returning Officer*

## Monitoring

*Chair Reports*

## Legislative compliance

Review schedule: 17 September 2020	Next review: Month prior to meeting when Student Rep is elected
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# B8 Relationship between chair and School Leader policy

## Outcome statement

The relationship between the chair and the school leader is based on trust, integrity and mutual respect.

## Scoping

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

The chair and school leader 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.

## Delegations

The board delegates management of the school leader performance process.

## Expectations and limitations

The chair and school leader 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 school leader 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.

## Procedures/supporting documentation

*Refer to The AC Way*

## Monitoring

*Chair Reports*

## Legislative compliance

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Reviewed:

Next review:

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# B9 School Leader performance management policy

## Outcome statement

A fair and transparent performance management process recognises the professionalism of the school leader and the accountabilities of the board.

## Scoping

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

The school leader'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 learner 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 school leader'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.

## Delegations

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

## Expectations and limitations

The review process will occur annually, providing a written record of how the school leader has performed as per the terms of the performance agreement and identifying professional development needs.

The school leader'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 school leader and chair or delegate(s) to discuss progress.

The school leader 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 school leader and the board disagree on the performance objectives, the board, after considering the school leader'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 school leader has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.

The school leader and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied, with the school leader 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 school leader. The school leader can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the school leader's views before deciding to either amend the report in accordance with the school leader's views or let the report stand with the school leader'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 school leader may/may not be present at the presentation and/but will have the opportunity to address the board. The school leader will then exit, and further discussion may continue among the board.

The school leader 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 school leader, the board and their agents unless both parties agree to wider distribution.

## Procedures/supporting documentation

*Performance and Learning Objectives*

*Plan School Improvement Plan*

*Performance Agreement*

*School Leader's Performance Committee Monitoring and Coaching Conversations Summary*

*See Appendix 3*

## Monitoring

*Monitoring and Coaching Conversations Plan*

## Legislative compliance

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Reviewed: 22 June 2020	Next review:
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## Part C: Governance processes and procedures – ways in which we ensure effective governance

	Approval date	Reviewed date	Reviewed date
1. Meeting protocols	29/10/18	29/07/19	
1.1 Public attending board meetings	29/10/18	29/07/19	
1.2 Meeting agenda	29/10/18	29/07/19	
1.3 Meeting checklist	29/10/18	29/07/19	
1.4 Evaluation of meeting	29/10/18	29/07/19	
2. Committee principles	29/10/18	29/07/19	23/07/20
2.1 Disciplinary committee terms of reference	29/10/18	29/07/19	23/07/20
2.2 PRATL committee terms of reference	29/10/18	29/07/19	23/07/20
2.3 EFAP committee terms of reference and annual calendar	29/07/19	29/07/19	23/07/20
2.4 <b>HSW</b> committee terms of reference	29/10/18	29/07/19	23/07/20
3. Trustee induction process	29/10/18	29/07/19	
4. Concerns and complaints process	29/10/18	29/07/19	24/08/20
4.1 Board complaints checklist	29/10/18	29/07/19	24/08/20
5. Internal evaluation process	29/10/18	29/07/19	23/07/20
5.1 Triennial review programme	29/10/18	29/07/19	23/07/20

# C1 Meeting protocols

The board of trustees of Alfriston 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 work plan and usually held on the last Monday of the month, starting at 6.00pm and finishing no later than 9.00pm.

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 school leader, for the preparation of an agenda prior to each meeting.

The school leader is to ensure that secretarial services are provided to the board.

Agenda items are to be notified to the chair at least 3 days prior to the meeting.

The agenda and board papers will be circulated to board members via google docs at least 3 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.

The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public.

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 are to 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 – see C1.1 Public attending board meetings.

## 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 the 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 available 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

## C1.1 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, learners 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.

The number of speakers on any one topic will be at the Board Chair's discretion, time permitting.

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.

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This procedure approved by the board of trustees on 1 July 2019:

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# C1.2 Meeting agenda

A typical agenda will be as follows:

Board Meeting Agenda and Minutes - Monday 29 July 2019, 6.00pm, Boardroom, Alfriston College, Porchester Road, Randwick Park			
Chair:			
<b>ADMINISTRATION:</b>			
Present:			
Apologies:	<p><i>It was then moved that the <b>apologies be accepted</b></i>  <b>Moved:</b>  <b>Seconded:</b>  <b>Carried</b></p>		
Declaration of conflict of interest:			
Members of the Public:			
In attendance:			
Presentation by:			
<b>IN-COMMITTEE DISCUSSION:</b>			
In-Committee:	<p><b>At:</b>  <i>It was moved that in order to discuss <b>financially sensitive and ensure privacy of individuals</b> the public is removed from the next section of this meeting</i>  <b>Moved:</b>  <b>Seconded:</b>  <b>Carried</b></p>		
Out of In-committee:	<p><b>At:</b>  <i>It was moved that the meeting now enable the public to attend</i>  <b>Moved:</b>  <b>Seconded:</b>  <b>Carried</b></p>		
<b>TABLED DISCUSSION:</b>			
Subject	Discussion / Details / Resolution:	Who:	Timeframe:
Work in progress:	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then decided that the <b>tabled documents</b> be accepted</i>  <b>Moved:</b>  <b>Seconded:</b>  <b>Carried</b></p> <p><i>It was then moved to accept the (                      ) Report</i>  <b>Moved:</b>  <b>Seconded:</b>  <b>Carried</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		

	<p><i>It was moved that the <b>above recommendations</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
Any other matters:	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then decided that the <b>tabled documents</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><i>It was then moved to accept the (                    ) Report</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was moved that the <b>above recommendations</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		

**MONITORING / STRATEGIC:**

Subject	Discussion / Details / Resolution:	Who:	Timeframe:
Chairs report:	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then decided that the <b>tabled documents</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><i>It was then moved to accept the (                    ) Report</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was moved that the <b>above recommendations</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
Health, Safety and Welling [HSW] report:	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then decided that the <b>tabled documents</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><i>It was then moved to accept the (                    ) Report</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		

	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was moved that the <b>above recommendations</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
<p>Employment, Finance and Property [EFAP] report:</p>	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then decided that the <b>tabled documents</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><i>It was then moved to accept the (                    ) Report</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was moved that the <b>above recommendations</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
<p>Planning, Reviewing, Achievement, Teaching and Learning [PRATL] report:</p>	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then decided that the <b>tabled documents</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><i>It was then moved to accept the (                    ) Report</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was moved that the <b>above recommendations</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
<p>School Leader's report:</p>	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then decided that the <b>tabled documents</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><i>It was then moved to accept the (                    ) Report</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		

	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was moved that the <b>above recommendations</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
Minutes of previous meeting and matters arising from the minutes:	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>• Agenda/minutes of meeting ( )</li> </ul> <p><i>It was moved that the minutes of ( ) meeting be taken as read and accepted as a true and accurate record</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><b>Matters arising:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		
Correspondence:	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>• Inwards and outwards correspondence</li> </ul> <p><b>Additional inwards correspondence:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Additional outwards correspondence:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then moved that the <b>tabled and additional inwards and outwards correspondence</b> be received and accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was moved that the <b>above recommendations</b> be accepted</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
Review of AC Charter, Governance and Operational Policies 2018 v4:	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then resolved that ( ) be accepted:</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
C5.1 Triennial review programme [internal evaluation process]	<p><b>Tabled documents:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>It was then resolved that ( ) be accepted:</i></p> <p><b>Moved:</b> <b>Seconded:</b> <b>Carried</b></p>		
IDENTIFIED AGENDA ITEMS FOR NEXT MEETING:	<ul style="list-style-type: none"> <li>•</li> </ul>		

<b>PREPARATION FOR NEXT MEETING:</b>	<ul style="list-style-type: none"> <li>• Health, Safety and Wellbeing, 5.00pm, <b>Monday</b> (            )</li> <li>• Employment, Finance and Property, 3.30pm, <b>Wednesday</b> (            )</li> <li>• Planning/Reviewing and Achievement/Teaching and Learning, 5.00pm, <b>Thursday</b> (            )</li> <li>• BOT monthly meeting, 6.00pm, <b>Monday</b> (            )</li> </ul>		
<b>MEETING CLOSURE:</b>	<b>At:</b>		
<b>ACTIONS FOR BOT SECRETARY:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>		

**Signed by Board Representative:**

**Dated:**

*Notes:*

- *Correspondence is attached to the agenda.*
- *List of current delegations is available at the meeting*

## C1.3 Meeting checklist – 20xx

### Term 1 - 20xx

_ February	Notes
Elect board chair [except in election year]	
Review co-opted/seconded positions [reason/end date]	
Review roles and responsibilities	
Approve annual plan and send to MOE	
Review analysis of variance / statement of variance [AoV/SoV]	
Review and update self-review schedule [C5 / C5.1]	
Previous year summary attendance, engagement, achievement	
Learner achievement/progress report - Y9-10 literacy and numeracy	
School leader performance agreement process confirmed	
Teacher registration and police vetting [non-teaching] report	
Curriculum - key competencies	
Approve annual budget	
Property regularly audited	
Review parent reporting	
Trustee induction process reviewed [election year]	
Plan board professional development for year	
Review concerns and complaints procedure	
Sign financial attestation [appointment of auditors]	
Sign annual health and safety attestation	

_ March	Notes
March roll return	
Strategic aim - pedagogy	
Policy review - governance	
Learner achievement/progress report - special education needs	
School leader performance agreement approved	
HR toolkit checklist 1	
EEO policy report	
Management unit/allowances report	
Monitor budget / monthly financial statements	
Accounts to auditor	
Promote trustee elections	
Use of physical restraint report (as/when required)	

_ April	Notes
Monitor budget	
Promote trustee elections	

### Term 2 - 20xx

_ May	Notes
Strategic aim - pathway planning	
Term 1 attendance, engagement, achievement report	
NZCL analysis of variance	
NZEA confirmed results	
HR tool checklist 2	
Curriculum - English	

Monitor budget / monthly financial statements	
Annual report approved and sent to MOE	
Promote trustee election	
Chair's report	
Hazard management report (termly)	
Emergency planning and procedures report	
International Students report	
<b>_ June</b>	<b>Notes</b>
Policy review – Curriculum, Operational policy review	
Learning progress/achievement - priority groups report: - Māori students - Pasifika students Students with special education needs	
School Leaders performance mid-year review	
HR tool checklist 3	
Monitor budget – mid-year review	
Reporting to parents mid-year review	
Religious education community consultation	
Induction of new Board	
Elect board chair [election year]	
NZSTA governance essentials PLD	
Plan 10YP	
Evacuation procedure report	
<b>_ July</b>	<b>Notes</b>
July roll return	
Monitor budget	
<b>Term 3 – 20xx</b>	
<b>_ August</b>	<b>Notes</b>
Employer responsibilities policy review	
Term 2 attendance, engagement, achievement report	
School Leader performance review report	
HR toolkit checklist 4	
Curriculum – The Arts	
Monitor budget / monthly financial statements	
Review planning and reporting processes	
Chairs report	
Hazard management report (termly)	
Report on internet safety	
<b>_ September</b>	<b>Notes</b>
September roll return	
Review of strategic plan	
Strategic aim - Pedagogy	
Policy review - personnel	
Learner progress/achievement – deep learning	
HR toolkit checklist 5	
Conflict of interest report	
Monitor budget / monthly financial statements	
Community consultation ahead of planning for next year	
Health curriculum community consultation	

Evacuation procedure report	
<b>Term 4 – 20xx</b>	
<b>_ October</b>	<b>Notes</b>
Approve reviewed strategic plan	
Strategic aim – Pathway planning	
Term 3 attendance, engagement, achievement report	
Teaching and non-teaching staff performance review report	
Curriculum – Health and Physical Education	
Monitor budget / monthly financial statements	
Succession planning	
Present draft planning for next year	
<b>_ November</b>	<b>Notes</b>
Draft analysis of variance /statement of variance [AoV/SoV]	
Draft annual plan	
Policy review – annual policies	
Policy review – Role of the Chair	
Formal HR review report	
School Leaders performance year-end review	
Draft budget for next year	
Monitor monthly financial statements	
Trustee remuneration and expenditure review	
Confirm planning for next year	
Parent reporting year-end review	
Chairs report	
Hazard management report (termly)	
Report on International Students	
<b>_ December</b>	<b>Notes</b>
School Leader performance review report	
Evacuation procedure report	

# C1.4 Evaluation of meeting on [date] chaired by [name]

1. How well do you think we achieved the objectives for the meeting based on the agenda?

Not at all					Very well				
1		2		3		4		5	

Comment:

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2. How well do you think the board works as a team?

Not at all					Very well				
1		2		3		4		5	

Comment:

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3. How satisfied are you with how the meeting was chaired?

Not at all					Very well				
1		2		3		4		5	

Comment:

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

Not at all					Very well				
1		2		3		4		5	

Comment:

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5. Is there anything that you believe could improve our meeting process?

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Name: (Optional) \_\_\_\_\_

## C2 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).

The Education Act 1989 Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

### 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 school leader 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 Alfriston College currently has the following standing committees

Disciplinary committee

Employment, Finance and Property (EFAP)

Health, Safety and Wellbeing (HSW)

Planning, Reviewing, Achievement, Teaching and Learning (PRATL)

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

Date Approved: 1 July 2019

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Reviewed: 23 July 2020

Next review:

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# C2.1 Disciplinary committee terms of reference

## Purpose

To ensure that all processes relating to the suspension of learners 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 school leader, staff representative and student representative. The chair of the committee is the board chair or, in the chair's absence, will be determined by the committee. The quorum for the committee shall be two trustees.

## Meets

As required. The chair of this committee will report to the board as appropriate.

## Delegated authority

Under Schedule 6 section 17 of the Education Act 1989, certain powers of the board shall be delegated to the 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 disciplinary meeting.

The board will be kept informed by the school leader of the number of stand-downs, suspensions, exclusions and expulsions once a term.

Review schedule: Triennially

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Reviewed: 23 July 2020	Next review:
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## C2.2 PRATL [Planning and Reviewing, Achievement, Teaching and Learning] committee terms of reference

### Purpose

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

- a. supporting the board to review the effectiveness of the board's governance processes
- b. reviewing the effectiveness of systems for the assessment and management of areas of risk
- c. verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other
- d. commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the board
- e. reporting any problems or reservations arising from the external auditor's/reviewer's work and any other matters that the external auditor/reviewer brings to the attention of the board
- f. ensuring implementation of the triennial review programme.

### Committee members

At least one trustee who should not be either the board chair or school leader.

### Meets

Monthly and 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 delegations list.

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

Selected members of the senior leadership team shall attend meetings as committee members. A representative of the external auditor 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 cooperate with any request made by the committee. The school leader will be informed in advance of any such requests.

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

*(Note: NZSTA provides free and confidential advisory services to trustees and boards via its Advisory Support Centre 0800 782 435.)*

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

Review schedule: Triennially

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Reviewed: 23 July 2020	Next review:
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## C2.3 EFAP [Employment, Finance and Property] committee terms of reference

### Purpose

The EFAP committee is formed to provide guidance to the school leader in the personnel, financial and asset management of the school.

### Scoping

The board of trustees has overall responsibility for the personnel, financial and asset management of the school but delegates the day-to-day management of such responsibilities to the school leader.

As a committee of the board, the EFAP committee is responsible for providing guidance to the school leader on such matters.

### Delegated authority

The EFAP committee is responsible to the board for:

- recommending, in association with the school leader, an annual operating and capital budget, including professional development budget allocation for the school leader and the staff and additional funding sources
- determining the level of budgetary discretion available to the school leader
- monitoring and reporting on the management of personnel, annual budget, and property via the school leader
- reviewing on behalf of the board accounts passed for payment by the school
- assisting the school leader to prepare a financial results report, where appropriate, which is to be provided to the board by the school leader at every board meeting
- recommending changes to personnel, financial and asset management policy
- overseeing the preparation of the annual accounts for board approval
- assisting the school leader 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.

### Finance committee annual calendar

Date	Action required
31 March	Finance committee self-review and plan for the year, 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 including 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.

Review schedule: Triennially

Reviewed: 23 July 2020

Next review:

## C2.4 HSW [Health, Safety and Wellbeing] committee terms of reference

### Purpose

To monitor, on the board's behalf, its ethical responsibility to consider, promote, balance and respond to all aspects of the learner and learning, including physical, social, emotional, academic and spiritual needs. This includes:

- supporting the board to review the effectiveness of related governance processes and policies
- reporting any problems or reservations arising from such reviews
- recommending new relevant and appropriate policies and procedures
- verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other
- providing input into the school's strategic plan.

### Committee members

At least one trustee who should not be either the board chair or school leader.

### Meets

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

The committee shall be appointed by the board. The board may co-opt additional trustees to the committee as and when required. Selected members of the senior leadership team shall attend meetings as committee members.

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 cooperate with any request made by the committee. The school leader 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.

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

Review schedule: Triennially

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Reviewed: 23 July 2020

Next review:

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## C3 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 access 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 school leader contact details.

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

- strategic and annual implementation plans
- policies
- current budget
- last ERO report
- last annual report
- triennial board work plan
- minutes of the last three open board meetings
- 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 governance 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 school leader and chair or delegate will brief all new members on the organisational structure of the school. The school leader 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. The review will include aspects in Appendix 2

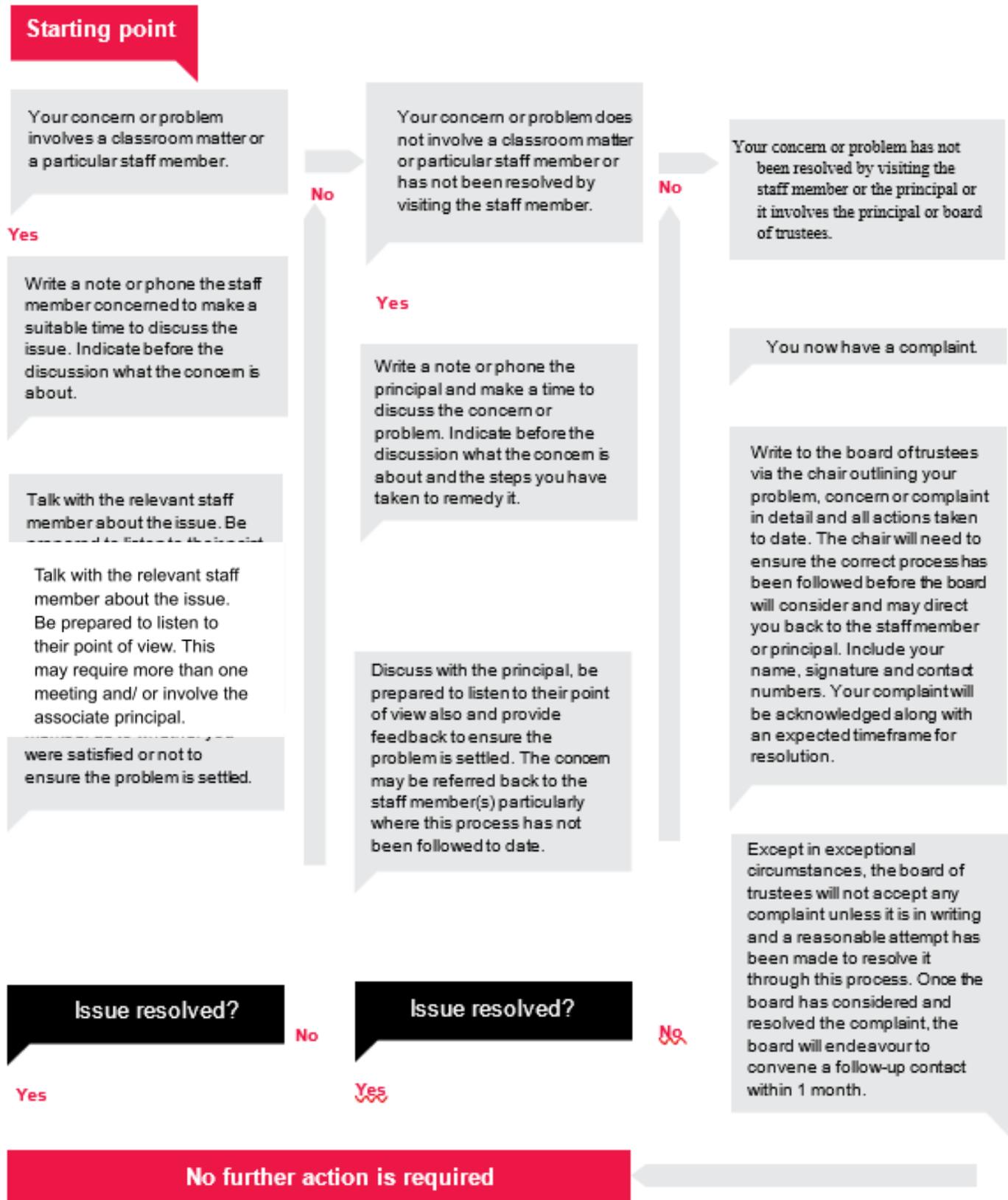
*See Appendix 2*

*See Appendix 5*

Review schedule: Triennially

Reviewed:	Next review:
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# C4 Concerns and complaints process



Review schedule: Triennially

# C4.1 Board complaints checklist

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

	Notes/date completed
1. Ensure the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the school leader or board.	
2. Verify with the school leader 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 school leader, middle leaders 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 the school leader to present a 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 school leader 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.	

<p>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.</p>	
<p>11. Board delegates report back to the full board and recommend actions/decisions.</p>	
<p>12. Board takes appropriate actions, records and formally minutes decisions.</p>	
<p>13. Board advises the 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.</p>	
<p>14. Board endeavours to convene a follow-up meeting within 1 month of step 9.</p>	

Review schedule: Triennially

<p>Reviewed: 24 August 2020</p>	<p>Next review:</p>
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## C5 Internal evaluation process

A planned process for internal review enables continuous improvement in the governance and performance of the school. See Appendix 3 for AC Internal Evaluation Diagram

The board's triennial review schedule is based on annually updated work plans.

A copy of the current work plan will be considered at each board meeting to ensure the evaluation cycle is on track.

Performance for each area itemised on the review schedule 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
- school leader performance review
- any other means deemed appropriate by the board.

Review schedule: Triennially

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Reviewed: 23 July 2020	Next review:
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## C5.1 Triennial review programme 2019–2021

*See Appendix 6*

Review schedule: Triennially

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Reviewed: 23 July 2020

Next review:

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## Part D: Operational policies – board expectations for the control and management of the school

	Outcome statements	Approved	Reviewed	Reviewed
1. Responsibilities of the school leader policy	Authority and accountability for the day-to-day running/operation of the school is delegated to the school leader.	29/10/18	29/7/19	
2. Curriculum delivery policy	Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.	29/10/18	29/7/19	24/08/20
3. Personnel (NAG 3) policy	The obligations and responsibilities of being a good employer are met.	29/10/18	29/7/19	22/06/20
3.1 Appointments policy	The best applicants are appointed through a fair, rigorous appointments process.	29/10/18	29/7/19	22/06/20
4. Financial planning policy	All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students.	29/10/18	29/7/19	24/08/20
4.1 Financial condition policy	The school is financially viable and manages risks effectively.	29/10/18	29/7/19	24/08/20
4.2 Asset protection policy	Assets of the school are utilised to maximise the best outcomes for learners.	29/10/18	29/7/19	24/08/20
5. Protection and sharing of intellectual property (creative commons) policy	The board enables and encourages sharing and collaboration between learning leaders by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.	29/10/18	29/7/19	22/06/20
6. Health and safety policy	A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all learners, staff and other people in the workplace.	29/10/18	29/7/19	24/08/20
7. Child protection policy	Learners at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.	29/10/18	29/7/19	24/08/20
8. Managing challenging behaviour and physical restraint policy	To minimise the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around  The management of learner behaviour and the use of physical restraint.	29/10/18	29/7/19	24/08/20
9. Concerns and complaints policy	All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.	29/10/18	29/7/19	24/08/20

# D1 Responsibilities of the school leader policy

## Outcome statement

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

## Scoping

The school leader 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 school leader is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and school leader 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 school leader. Reference in documentation to the school, management and staff is to be read as 'school leader' for responsibility for implementation.

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

The board chair/personnel committee has responsibility for the school leader's performance review.

## Expectations and limitations

The school leader 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 school leader 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 four areas of practice from the Professional Standards for Primary/Secondary School Leaders.
- 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 learner 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 below.
- 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 and EEO 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 school leader is not restricted from using the expert knowledge of individual board members acting as community experts.

## Procedures/supporting documentation

Board's governance and management definitions school leader's job description

School leader's employment agreement including relevant school leader Professional Standards

School leader's performance agreement and review report school improvement plan and budget

Personnel-related policy and procedures including appointments and performance management

## Monitoring

The board will review the school leader's performance in line with its policy on school leader performance review.

Evidence gathered for the review will include school leader reporting to the board in line with the board's annual work plan and that addresses 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 school leader 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
- includes data and analysis on curriculum delivery, learner progress and achievement once a term
- tracks progress and variance towards strategic aims 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 once a term
- 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 once a term
- recommends changes in board policies when the need for them becomes known
- highlights areas of possible adverse publicity or community dissatisfaction
- addresses any other matter requested by the board within a reasonable, specified timeframe.

## Legislative compliance

[Education and Training Act 2020](#)

[Privacy Act 1993](#)

[Protected Disclosures Act 2000](#)

[Collective Employment Agreement for School Leaders](#)

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Reviewed:	Next review:
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# D2 Curriculum delivery policy

## Outcome statement

Curriculum delivery reflects strategic plan aims and meets legislative requirements.

## Scoping

The board's primary objective is to ensure that every learner at the school is able to attain his or her highest possible standard in educational achievement.

## Delegations

As the professional leader of the school, the school leader is responsible for fostering quality teaching and learning outcomes.

## Expectations and limitations

The school leader must ensure:

- an annual plan is developed setting out how progress will be made towards the achievement of strategic aims and targets and is approved by the board
- the school curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa)
- school programmes provide learners in years 9–10 with opportunities to learn in all areas of the national curriculum and for learners in years 11–13 to continue to learn in their specialised areas of learning
- there is a focus on the national priority groups of Māori, Pasifika and learners with special learning needs in school planning and reporting\*
- assessment practices enable the engagement, progress and achievement of learners to be monitored and reported
- board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

## Procedures/supporting documentation

Curriculum planning

Assessment cycle

PRATL #1-14

## Monitoring

Through the PRATL committee or monthly report, the school leader will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that:

- includes data and analysis on curriculum delivery, learners progress and achievement
- tracks progress and variance towards strategic aims and key performance indicators
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration.

## Legislative compliance

[Education and Training Act 2020](#)

[New Zealand Curriculum/Te Marautanga o Aotearoa](#)

*\*National Education and Learning Priorities (from 2019)*

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Reviewed: 24 August 2020

Next review:

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# D3 Personnel (NAG3) policy

## Outcome statement

The obligations and responsibilities of being a good employer are met.

## Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through the School Leader..

## Delegations

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

## Expectations and limitations

The school leader must ensure:

- all employment-related legislative requirements are applied
- all employees' understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free environment is provided
- employment records are maintained and all employees have written employment agreements
- management pay units for appropriate positions are allocated in a fair, transparent manner
- employee leave is effectively managed and reported so that:
  - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
  - board approval is sought for any requests for discretionary staff leave with pay
  - board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
  - board approval is sought for any requests for staff travelling overseas on school business
  - the board is advised of any staff absences longer than four school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.

## Procedures/supporting documentation

See AC Way Guide

PRATL #1

EFAP #14-18

## Monitoring

Through the EFAP committee or monthly report, the school leader will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that outline variances, impacts and new implications relating to the board's obligations and responsibilities of being a good employer

## Legislative compliance

[State Sector Act 1988](#) [Employment Relations Act 2000](#)

[Privacy Act 1993](#)

[Health and Safety at Work Act 2015](#)

[Collective employment agreements](#)

## D3.1 Appointments policy

### Outcome statement

The best applicants are appointed through a fair, rigorous appointments process.

### Scoping

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

### Delegations

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the school leader is the responsibility of the board, which will determine the process and seek NZSTA advice.

### Expectations and limitations

The school leader must ensure that:

- appointment of senior leaders and NZ curriculum area leaders will involve an appointment committee consisting of the school leader, and, at the discretion of the board, a further trustee
- unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the school leader in consultation with the board chair or delegate where deemed necessary
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff.

### Procedures/supporting documentation

Police Vetting Procedure Safety Checklist

HR Procedures Manual

PRATL #13-14

EFAP #14-18

### Monitoring

Through the EFAP committee or monthly report, the school leader will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that outline variances, impacts and new implications relating to the board's obligations and responsibilities of being a good employer

### Legislative compliance

[Collective employment agreements](#) [Employment Relations Act 2000](#) [Vulnerable Children Act 2014](#)

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Reviewed: 22 June 2020

Next review:

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# D4 Financial planning policy

## Outcome statement

All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for learners.

## Scoping

The board of trustees has overall responsibility for the financial management of the school. The school leader is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives.

## Delegations

The board delegates the day-to-day management of the school's finances and budget to the school leader.

The school leader, in association with the finance committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the finance committee terms of reference.

## Expectations and limitations

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

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

## Procedures/supporting documentation

Annual budget

## Monitoring

The school leader 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.

## Legislative compliance

*Refer to the Ministry of Education website for information on managing school finances; and*

[\*Financial Information for Schools Handbook \(FISH\)\*](#).

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Reviewed: 24 August 2020

Next review:

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## D4.1 Financial condition policy

### Outcome statement

The school is financially viable and manages risks effectively.

### Scoping

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

### Delegations

The school leader is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

### Expectations and limitations

The school leader must ensure:

- unauthorised debt or liability is not incurred
- generally accepted accounting practices or principles are not violated
- tagged/committed funds are not used for purposes other than those approved
- more funds than have been allocated in the fiscal year are not spent without prior board approval
- all money owed to the school is collected in a timely manner
- timely payment to staff and other creditors is made
- unauthorised property is not sold or purchased
- all relevant government returns are completed on time
- no one person has complete authority over the school's financial transactions
- when making any purchase:
  - of over \$1000, comparative prices are sought
  - of over \$5000, an adequate review of ongoing costs, value and reliability is undertaken
  - of a single item outside the budget and not MOE property plan related or is an alteration to authorized approved levels, board approval is first sought
- effective systems are in place to meet the requirements of the payroll system.

### Procedures/supporting documentation

EFAP #1-10

### Monitoring

Through the EFAP committee or monthly report, the school leader will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that ensures fiscal prudence and effective management of risk

### Legislative compliance

Refer to the Ministry of Education website for information on managing school finances; and [Financial Information for Schools Handbook \(FISH\)](#).

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Reviewed: 24 August 2020

Next review:

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## D4.2 Asset protection policy

### Outcome statement

Assets of the school are utilised to maximise the best outcomes for learners.

### Scoping

Assets may not be unprotected, inadequately maintained or unnecessarily risked.

### Delegations

The school leader is delegated day-to-day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for learners and staff.

### Expectations and limitations

The school leader must:

- ensure all board assets are insured
- not allow unauthorised personnel or groups to handle funds or school property
- not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500
- ensure the implementation of the 10-year property maintenance plan
- engage sufficient property maintenance staff for the school within budget limitations
- receive board approval for maintenance contracts over \$5,000 for any one contract
- conduct competitive tenders for all contracting
- protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

### Procedures/supporting documentation

AC Way Guide

EFAP #11-12

### Monitoring

Through the EFAP committee or monthly report, the school leader will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that ensures school assets are utilized to maximize the best outcomes for learners

### Legislative compliance

Refer to the Ministry of Education website for information on managing school finances; and

[Financial Information for Schools Handbook \(FISH\)](#).

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Reviewed: 24 August 2020

Next review:

# D5 Protection and sharing of intellectual property (Creative Commons) policy

## Outcome statement

The board enables and encourages sharing and collaboration between learning leaders by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

## Scoping

The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of board of trustees of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

## Delegations/responsibility

The board delegates to the school leader the responsibility to:

- apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees owns copyright
- transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike license
- ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

## Limitations and expectations

The board:

- does not make any claim over the ownership of copyright works produced by learners – the copyright to these works remains with the creator
- recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply.

## Resolution of disputed copyright ownership

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

1. In the first instance, the dispute should be documented and presented to the school leader.
2. If the dispute is still not resolved, the documentation should be presented to the board chair.
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken. Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

## Definitions

**Creative Commons Aotearoa:** The New Zealand affiliate of an international non-profit movement that provides free open licenses that copyright holders can use to share their work.

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

## Procedures/supporting documentation

See AC Way Guide

NZC Manual

PRATL #6

## Monitoring

Any matters or risks in relation to this policy shall form part of the school Leader's report to every board meeting, taking care that individual learners cannot be identified. The board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action.

NZC Leaders and SLT will collaborate to monitor the protection and sharing of intellectual property on a day-day basis.

## Associated legislation

[The New Zealand Copyright Act 1994](#)

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Reviewed: 22 June 2020	Next review:
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# D6 Health and safety policy

## Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all learners, staff and other people in the workplace.

## Scoping

The board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

## Delegations

The board delegates to the school leader, as officer, the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information they need in order to comply with policy and procedures.

## Expectations and limitations

The board will, as far as is reasonably practicable **1**, comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with staff and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of learners, staff and visitors to the school procedures and comply with the Sale and Supply of Alcohol Act 2012
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and learners and staff are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The school leader, as officer, has responsibility for implementing this policy and therefore must:

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

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

**2.** These are to:

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

## Procedures/supporting documentation

Staff induction  
Education outside the classroom, SAP, health and safety register  
Hazard register  
Hazard assessment register  
Injury and incident reporting (procedure, checklist, board report, investigation form)  
Emergency procedures, including for shut-down and evacuation  
Administering medication  
Accident management  
Alcohol, smoking and drugs Before and after-school care  
Behaviour management – managing challenging behaviour and physical restraint (policy and procedures)  
Civil defence and crisis procedures  
Collection, storage and access to personal information  
Concerns and complaints  
Court orders against parents/caregivers  
Cyber safety  
First aid and infection (pandemic plan)  
Healthy eating  
Parent helpers  
Adult behaviour at school (adult conduct at school)  
Playground supervision  
Police vetting  
Protected disclosures  
Sexual harassment  
Sun smart (sun safety)  
Transporting children

## Monitoring

Through the PRATL and HSW committees or monthly report, the school leader will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that ensures legislative compliance

## Legislative compliance

[Health and Safety at Work Act 2015](#)

[Vulnerable Children Act 2014](#)

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Reviewed: 24 August 2020

Next review:

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# D7 Child protection policy

## Outcome statement

Learners at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

## Scoping

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

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the [Oranga Tamariki Act 1989](#), any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local police.

## Delegations

Although ultimate accountability sits with the board, the board delegates responsibility to the school leader to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

## Expectations and limitations

The school leader must:

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

## Procedures/supporting documentation

AC H&S Child Protection Policy Definitions

Identification and reporting of child abuse and neglect:

- Four categories of abuse (emotional, physical, sexual and neglect)
- How to respond to suspected abuse or neglect
- How to respond to disclosures made by a child
- Recording a disclosure
- Reporting suspected child abuse and neglect

Confidentiality, information sharing and recording

Safety checking – safety checklist

Staff capability and professional development safe at work practices:

- Physical contact with children

- Working one on one with children
- Transporting children
- Overnight stays/camps
- Social media and technology (internet protection, photo storage)
- Parent help
- Visitors on site
- External contractors
- Before and after-school programmes
- Billeting
- Socialising with children
- Gifts and rewards
- Intimate care – toileting
- Application of medication and sunscreen

Managing challenging behaviour and physical restraint policy

Allegations against staff

## Monitoring

Through the PRATL and HSW committees or monthly report, the school leader will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that ensures legislative compliance

## Legislative compliance

<http://www.nzsta.org.nz/> – further information including frequently asked questions

<http://www.education.govt.nz/>

[Vulnerable Children Act 2014](#)

[Oranga Tamariki Ministry for Children](#) – further information and sample child protection templates

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# D8 Managing challenging behaviour and physical restraint policy

## Outcome statement

To minimise the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around the management of learner behaviour and the use of physical restraint.

## Scoping

This policy applies throughout the school.

All staff are required to familiarise themselves with Ministry of Education guidelines for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development.

The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education. The board will ensure that parents or caregivers are notified if physical restraint is an element in a learner's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

## Delegations

The board delegates to the school leader:

- responsibility for ensuring that adequate staff training and support is in place
- the reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education
- notification to parents and caregivers if an element of physical restraint is in a learner's individual behaviour plan.

## Limitations and expectations

- Physical restraint is defined as using force to prevent, restrict or subdue the movement of a learner's body or part of the learner's body and is a serious intervention.
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a learner
- Use of physical restraint is limited to teachers or authorised staff members and only where:
  - there are reasonable grounds to believe that there is a serious and imminent risk to the safety of a learner or of any other person
  - the restraint used is reasonable and proportionate in the circumstances.
- Authorised staff are employees authorised by their employer (the board of trustees) to use physical restraint.
- Teachers and staff members who are authorised to physically restrain learner shall receive suitable training and support.
- Seclusion of learner is prohibited. Seclusion of learner is defined as placing a child or learner in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

## Procedures/supporting documentation

Refer AC H&S Procedures

## Monitoring

Instances, matters or risks in relation to this policy shall form part of the school leader's report to every board meeting, taking care that individual learners cannot be identified.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at governance level to support reducing such incidents.

Whaanau Leaders and SLT will collaborate to ensure legal compliance on a day-day basis.

## Associated legislation

[Education and Training Act 2020](#)

[Education \(Physical Restraint\) Rules 2017](#)

[Health and Safety at Work Act 2015](#)

# D9 Concerns and complaints policy

## Outcome statement

All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

## Scoping

In order to maintain a safe and comfortable environment for all learners, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

## Delegations

The board delegates to the school leader full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the school leader, responsibility lies with the board.

## Expectations and limitations

In complying with the policy, the school leader shall not fail to:

- implement and maintain robust procedures to meet the policy requirements
- ensure that the process for complaints or grievances is clearly communicated
- report to the board as follows:
  - When receiving a complaint, the board must ensure that the complainant has previously followed the school's concerns and complaints procedure and that the complaint has been escalated to board level correctly.
  - Should the board receive a complaint regarding the school leader or determine that any policy violation may have occurred, the board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the school leader).
  - Where the board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

## Procedures/supporting documentation

Parent/whānau concerns and complaints procedure

Staff concerns and complaints procedure

## Monitoring

The school leader shall maintain a register of complaints and resolutions and report to the board at least quarterly per annum outlining numbers of complaints, resolution success figures and any areas of concern for board deliberation.

## Legislative compliance

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Reviewed: 24 August 2020

Next review:

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## **APPENDIX 1 Trustees Code of Behaviour Agreement**

I, \_\_\_\_\_, have read and understood:

1. the governance framework including the school charter, policies and board induction pack,  
and
2. the Alfriston College Trustees Code of Behaviour Policy outlined in B2 of the Alfriston College Charter,  
Governance and Operational Policies,  
and
3. agree to follow and abide by it to the best of my ability.

Signature:

Date:

*See Part B, #2*

## **APPENDIX 2 Alfriston College Employee Policies Acknowledgment**

I, \_\_\_\_\_, have read and understood  
the Alfriston College Charter, Governance and Operational Policies.

Signature:

Date:

*See Part C, #3*

## **APPENDIX 3 School Leader's Performance Management Policy Agreement**

This performance agreement is between the Alfriston College Board of Trustees and \_\_\_\_\_,  
School Leader

This agreement covers the employment period beginning \_\_\_\_\_ and concluding  
\_\_\_\_\_

Dates of interim performance assessments in the form of mediated conversations led by School Leader (on-going): At scheduled intervals with the School Leader's appraisal committee (to be included in formal schedule), End of Term 3 / Midterm 4 / Start term 1

Date of final performance review (interview): \_\_\_\_\_

Date report presented to Board: \_\_\_\_\_

Chair signature: \_\_\_\_\_

Chair name: \_\_\_\_\_

School Leader's signature: \_\_\_\_\_

The purpose of the performance agreement is to provide:

- A clear understanding of the Board's expectations for the School Leader
- Measurement of School Leader's contributions to the school's strategic objectives
- A narrative of learning and development targets for the School Leader
- A record of the School Leader's growth
- A measure of the School Leader's achievements in the professional standards and practising teacher criteria
- A formal process to provide determination of Principal Career Allowances and Concurrence payments
- The basis for the annual performance review

Good performance:

The School Leader has satisfied the employment agreement if:

- The professional standards have been met
- Practising teacher criteria have been met
- Performance objectives and learning objectives have been met [the Board and School Leader may need to revise objectives throughout the year. Changes should be discussed and agreed upon]

In working towards achieving the goals as set out in this agreement, the Board of Trustees will support the School Leader in the following ways:

- 
- 
-

Performance and Learning Objectives: Year, \_\_\_\_\_

School Leader: ALFRISTON COLLEGE, \_\_\_\_\_

Date: \_\_\_\_\_

<b>Objectives</b>  Linked to charter targets and individual needs.	<b>Indicators/Tasks</b>  What will happen throughout the year to make this happen?	<b>Evidence</b>  What evidence will occur throughout the year to show progress and achievement?	<b>Outcomes</b>  What will this look like when achieved? What will be the impacts on learners?	<b>Links to Professional Standards, PTC, Career Structure</b>
<b>Objective 1:</b>				<u>Professional Standards</u> Culture, Pedagogy, Systems, Partnerships and Networks  <u>Career Structure Criteria</u> Meeting requirements of performance review  <u>PTC:</u> 1-12
<b>Objective 2:</b>				<u>Professional Standards</u> Culture, Systems and Partnerships  <u>PTC:</u> 1-12
<b>Objective 2a:</b> By the end of the year I  through  so that				<u>Professional Standards</u> Culture and Partnerships  <u>Career Structure Criteria</u> Participation in a learning and development plan that demonstrates professional growth, including pedagogical leadership  <u>PTC:</u> 1-12

See Part B, #1, #3.1

## APPENDIX 4 Evaluation of Meeting

Meeting on \_\_\_\_\_ Chaired by \_\_\_\_\_

1 How well do you think we achieved the objectives for the meeting based on the agenda?

Not at all                      1      2      3      4      5                      Very well

Comment:

2 How well do you think the board worked as a team?

Not at all                      1      2      3      4      5                      Very well

Comment:

3 How satisfied are you with how the meeting was chaired?

Not at all                      1      2      3      4      5                      Very well

Comment:

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

Not at all                      1      2      3      4      5                      Very well

Comment:

5 Is there anything that you believe could improve our meeting process?

Comment:

Name: (Optional).....

## **APPENDIX 5 3-Month Board Induction Review**

Name: \_\_\_\_\_

▪ **Did you feel welcomed onto the board?**

Very welcome                      Welcome                      Not very welcome

Comment:

▪ **Did you receive all the necessary information in a timely manner?**

Very timely                      Timely                      Not very timely

Comment:

▪ **Did you find the induction with the School Leader and Board Chair to be effective?**

Very effective                      Effective                      Not very effective

Comment:

Please comment on how we could improve this induction process:

*See Part C, #3*

*See Appendix 2*