



TITAHI BAY SCHOOL

Kura Kids are Believers & Achievers

Governance framework March 2019

Governance policies - how we work as a board

	Outcome statements	Approved/reviewed	Next review
1. Board roles and responsibilities policy	The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.		
2. Trustee code of behaviour policy	The board will act in an ethical and respectful manner, in line with Titahi Bay School's KURA values.		
3. Trustee remuneration and expenses policy	Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.		
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.		
5. Chair role description policy	The board is effectively led.		
6. Staff trustee role description policy	The staff trustee brings a staff perspective to board discussion and decision making.		
7. Relationship between chair and principal policy	The relationship between the chair and the principal is based on trust, integrity and mutual respect.		
8. Principal performance management policy	A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.		

1. Board roles and responsibilities policy

Outcome statement

The board of trustees is focused on governance that fosters and supports the ongoing improvement of student 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The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked.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 principal 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 31 December each year.
	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 student progress and achievement.	2.1	The board approves an annual review schedule covering curriculum and student progress and achievement reports.
	2.2	Reports are received at each regular board meeting from the principal 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 principal.	3.1	Principal'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 principal 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 public-excluded session.
	6.6	Board meetings have a quorum.
7. Ensures trustees attend board meetings and take an active role.	7.1	Board meetings are effectively run.
	7.2	Trustees attend board meetings having read board papers and reports and are ready to discuss them.

	7.3	Attendance at 80% of meetings (minimum).
	7.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education Act 1989 s104 (1) (c))
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, principal 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 conduct is adhered to.
13. Oversees, conserves and enhances the resource base.	13.1	Property/resources meet the needs of the student achievement aims.
14. Effectively hands over governance to new board/trustees at election time.	14.1	New trustees 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 Schedule 6 (17) of the Education Act.
	14.4	Board and trustees participate in appropriate ongoing professional development.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter monitoring and reporting procedures.

Legislative compliance

[Education Act 1989](#)

[Employment Relations Act 2000](#)

[State Sector Act 1989](#)

Reviewed:	Next review:
-----------	--------------

2. Trustee code of behaviour policy

Outcome statement

The Titahi Bay School Board of Trustees is committed to demonstrating ethical conduct, in accordance with the school's KURA values, in all areas of its responsibilities and authority. As a board we will act with kindness, respect and unity to ensure our Kura kids have every opportunity to achieve.

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 our KURA values legislation and board policy.

Expectations and limitations

Our trustees will

- maintain and understand the KURA values and goals of the school
- ensure the needs of all students and their achievement is paramount.
- be loyal to the school and its mission
- publicly represent the school in a positive manner
- respect the integrity of the principal and staff at all times
- observe the confidentiality of non-public information acquired in their role as trustees 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 its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
- avoid any conflicts of interest with respect to their fiduciary responsibility
- recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal 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

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

[Education Act 1989](#)

Reviewed:

Next review:

3. 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 principal, as a member of the board, is entitled to the same payment as all other trustees except the chair.

Any other payments or reimbursements are at the discretion of the board.

Expectations and limitations

Currently at Xxx School:

- the chair receives \$75 per board meeting
- elected board members receive \$55 per board meeting
- there is no payment for working group/committee meetings
- attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- costs associated with attendance at professional development sessions may be met by the board but prior approval must be sought
- all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

Procedures/supporting documentation

School reimbursement claim form

Monitoring

Board to enter own monitoring and reporting procedures.

Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

Reviewed:

Next review:

4. 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, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

Any trustee who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.

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

Procedures/supporting documentation

Disclosure of interest statements

Monitoring

Conflicts of Interest Register will be maintained.

Legislative compliance

Reviewed:

Next review:

5. 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 principal on a day-to day basis.

The chair establishes and nurtures a positive professional working relationship with the principal.

The chair represents the board of trustees to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes and ensures the school's KURA values are demonstrated.

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 students and staff, in accordance with our KURA values, are reached.

Delegations

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

Expectations and limitations

The chair:

- Is elected at the first board meeting of the year except in a triennial trustees election year where it shall be at the first meeting of the board*
- Welcomes new members, ensures that the conflict of interest disclosure is made and the code of conduct 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 Trustees' Code of Conduct policy
- Leads the board members and develops them as a cohesive and effective team
- Ensures the work of the board is completed
- Ensures they act within board policy and delegations at all time and do not act independently of the board
- 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 which according to board policy clearly belong to the board to decide
- Effectively organised and presides over board meetings ensuring that meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies*
- 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/s and is the official signatory for the board's 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 principal
- Ensures the principal'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.

*this is a legislative requirement

Reviewed annually prior to meeting when chair is elected.

Procedures/supporting documentation

Governance policies

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

[Education Act 1989 Schedule 6](#)

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

Reviewed:	Next review: Month prior to meeting when chair is elected
-----------	---

DRAFT

6. 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 charter/strategic plan.	1.1	The charter/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 framework and is familiar with all board policies.
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 3.2	The staff trustee is not a staff advocate. The staff trustee does not bring staff concerns to the board.
4. The staff trustee is bound by the trustee code of conduct.	4.1	The staff trustee acts within the code of conduct.
5. It is not necessary for the staff/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

Governance Framework

Code of Conduct

Review schedule: Triennially

7. Relationship between chair and principal policy

Outcome statement

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

Scoping

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

The chair and principal should act as sounding boards, both supporting and challenging, in order to hold the school to account for achieving the goals and targets that have been set.

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

Expectations and limitations

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

Procedures/supporting documentation

Governance Framework

Code of Conduct

Reviewed:	Next review:
-----------	--------------

8. Principal performance management policy

Outcome statement

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

Scoping

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

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

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

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

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

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 principal has performed as per the terms of the performance agreement and identifying professional development needs.
- The principal's performance will be formally reviewed on an annual basis by duly delegated members of the board and, optionally at the board's choice, an independent consultant who specialises in education.
- Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
- There will be three interim reviews, one each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
- The principal will be reviewed on the criteria set out in the performance agreement – performance objectives, professional standards, learning and development objectives and fulfilment of additional duties that require concurrence payment.
- If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
- The board chair, delegate(s) and consultant may gather information from staff, parents or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
- The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied, with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report in accordance with the principal's views or let the report stand with the principal's comments attached.
- The chair/delegate(s)/consultant will present the final report/summary back to the board with the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit, and further discussion may continue among the board.
- The principal will be informed personally and in writing of the final outcome following the report discussion.
- The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

Procedures/supporting documentation

Primary Principals Collective Agreement

Code of Professional Responsibility and Standards for the Teaching Profession

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Reviewed:	Next review:
-----------	--------------

DRAFT