



— TE KURA O TITITEA —
MOUNT ASPIRING COLLEGE

Governance Policies
Mount Aspiring College

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Part 1: Introduction

1.1 Policies Overview

The purpose of this document is to capture in one location all the governance policies of Mount Aspiring College School Board, including:

a. Strategic Plan

The Strategic Plan is the guiding document for the School Board’s leadership of the School. It includes the mission, vision, values and strategic goals to provide direction to the management of the School. Each year the Board must update the Strategic Plan and provide a copy to the Ministry of Education prior to 1 March. The Principal and staff develop an annual plan for approval by the Board that is designed to deliver the results described in the purpose, vision, values and strategic goals in the Strategic Plan.

Here is the link to the most recent version of the [Strategic Plan](#).

b. Governance Policies

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

c. Operational Policies

Operational policies are developed by the Board and reflect the Board’s delegation of day to day responsibilities to the Principal. The operational policies reflect the following National Administration Guidelines (NAGs) - *(Please note that the NAGs are being replaced by the NELPs)*:

NAG 1	Curriculum and Student Achievement
NAG 2	Documentation & Self-Review
NAG 3	Employer Responsibility
NAG 4	Financial & Property Management
NAG 5	Health & Safety
NAG 6	Legislation and Administration
NAG 7	Submit Charter
NAG 8	Analysis of Variance to Ministry annually

d. National Education and Learning Priorities

The Board is also guided by the National Education and Learning Priorities (NELPS) which sets out the objectives for the Education System as being:

- Helping each child and young person attain educational achievement to the best of their potential
- Promoting the development of:
 - Resilience
 - Determination
 - Confidence and creative and critical thinking
 - Good social skills and the ability to form good relationships
 - Participation in community life and fulfillment of civic and social responsibilities
 - Preparedness for work

Instilling an appreciation of the importance of:

- The inclusion within society of different groups and persons with different personal characteristics
- The diversity of society
- Cultural knowledge, identity and the different official languages
- The Treaty of Waitangi and te reo Maori

e. Governance and Management

The following are the Board's agreed governance and management definitions, which are in line with the requirement of the Education Act 1989 and form the basis of its working relationships, policy and processes.

Governance

- The ongoing improvement of student progress and achievement is the Board's focus.
- The Board acts in a stewardship role and is entrusted to work on behalf of all stakeholders.
- It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.
- The Board and Principal form the leadership, with the role of each documented and understood.
- The Board is proactive rather than reactive in its operations and decision making and does not involve itself in the administration details of the day-to-day running of the school.

Management

- The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with the Board’s policy framework and the law of New Zealand.

f. Procedures

Detailed procedures are associated with most of the policies and are the responsibility of the Principal to develop, implement and report on compliance to the Board.

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

*Not part of this governance document however we have included the [Concerns and Complaints Procedure](#).



Part A: Annually updated section

1. [Board member register](#)

2. [Board work plan](#)

3. [Strategic plan – our number 1 policy](#)

4. [Delegations Summary](#)



Part B: Governance policies - how we work as a Board

	Outcome statements
1. Board roles and responsibilities policy	The Board is focused on governance that; fosters and supports the ongoing improvement of student progress and achievement; ensures that the school is a safe and inclusive place for all students and staff; gives effect to Te Tiriti o Waitangi.
2. Board code of conduct policy	The Board will act in an ethical and respectful manner.
3. Board remuneration and expenses policy	Remuneration and reimbursement of expenses to Board members 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. Presiding member (chair) role description policy	The Board is effectively led.
6. Staff representative role description policy	The staff representative brings a staff perspective to Board discussion and decision making.
7. Student representative role description policy (where applicable)	The student representative brings a student perspective to Board discussion and decision making.
8. Relationship between presiding member (chair) and Principal policy	The relationship between the chair and the Principal is based on trust, integrity and mutual respect.
9. Principal performance management policy	A fair and transparent performance management process recognises the professionalism of the Principal and the accountabilities of the Board.

2.1 Board Roles and Responsibilities Policy

a. Outcome statement

The School Board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

b. Scope

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.

Accountability rests with the whole Board, with no individual board member or committee having decision-making authority unless it has been delegated and documented. All sub delegations are approved by the Board, as are revocations.

c. 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 December.
	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, including students with differing needs.	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. Ensures that the school is a safe place for all students and	3.1	All reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination.
	3.2	Students' rights under the Education & Training Act 2020 , the



staff.		New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured.
4. Ensures the school gives effect to Te Tiriti o Waitangi.	4.1	Plans, policies and local curriculum reflect local tikanga Maori, matauranga Maori and te ao Maori.
	4.2	All reasonable steps are taken to make instruction available in tikanga Maori and te reo Maori.
	4.3	Maori students achieve equitable outcomes.
5. Appoints, assesses the performance of and supports the Principal.	5.1	Principal's performance management system is in place and implemented.
6. Approves the budget and monitors financial management of the school.	6.1	Budget is approved by the first meeting each year.
	6.2	Satisfactory performance of financial management against budget is in evidence.
7. Effectively manages risk.	7.1	The Board has an effective governance model in place.
	7.2	The Board remains briefed on internal/external risk environments and takes action where necessary.
	7.3	The Board identifies trouble spots in statements of audit and takes action if necessary.
	7.4	The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action.
8. Ensures compliance with legal requirements.	8.1	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.
	8.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
	8.3	The Board seeks appropriate advice when necessary
	8.4	Accurate minutes of all Board meetings are approved by the Board and signed by the presiding member.
	8.5	Individual staff/student matters are always discussed in public-excluded session.
	8.6	Board meetings have a quorum.
9. Ensures board members attend Board meetings and take an active role.	9.1	Board meetings are effectively run.
	9.2	Board members attend Board meetings having read Board papers and reports and are ready to discuss them.
	9.3	Attendance at 80% of meetings (minimum).



	9.4	No unexplained absences at Board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education & Training Act 2020, schedule 23, clause 12(1)(c))
10. Approves major policies and programme initiatives.	10.1 10.2	The Board approves programme initiatives as per policies. The Board monitors implementation of programme initiatives.
11. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	11.1 11.2 11.3 11.4	The Board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements). The Board ensures there are personnel policies in place and they are adhered to (code of conduct). The Board ensures there is ongoing monitoring and review of all personnel policies. The Board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme).
12. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures.	12.1	Successful resolution of any disputes and conflicts referred is achieved.
13. Represents the school in a positive, professional manner.	13.1	Code of conduct is adhered to.
14. Oversees, conserves and enhances the resource base.	14.1	Property/resources meet the needs of the school's aims.
15. Effectively hands over governance to new Board members at election time.	15.1 15.2 15.3 15.4	New Board members are provided with induction and a copy of the Board's governance manual. New Board members are fully briefed and able to govern following attendance at an orientation programme. Appropriate delegations are in place as per the Education (School Boards) Regulations 2020, regulation 8 Board and Board members participate in appropriate ongoing professional development.



d. Procedures/supporting documentation

[Conflict of Interest Policy](#)

e. Legislative compliance

[Education & Training Act 2020](#)

[Education \(School Boards\) Regulations 2020](#)

[Human Rights Act 1993](#)

[New Zealand Bill of Rights Act 1990](#)

[Employment Relations Act 2000](#)

[Public Service Act 2020](#)

[Privacy Act 2020](#)

2.2 Board Code of Conduct Policy

a. Outcome statement

The Board will act in an ethical and respectful manner

b. Scope

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

c. Expectations and limitations

As members of an effective governance team, each member of the School Board shall:

- Ensure the needs of all students and their achievement is paramount
- Uphold the principles of Te Tiriti o Waitangi
- Be loyal to the school and its mission
- Maintain and understand the values and goals of the school
- Publicly represent the school in a positive manner
- Respect the integrity of the Principal and staff
- Observe the confidentiality of non-public information acquired in their role as a board member 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 Board members 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 Board member or committee/working party of the Board in any interaction with the Principal or staff
- Recognise that only the presiding member (working within the Board's agreed presiding member role description or delegation) or a delegate working under written delegation can speak for the Board
- Continually self-monitor their individual performance as board members against policies

and any other current Board evaluation tools

- Be available to undertake appropriate professional development.

d. Procedures/supporting documentation

[Board Code of Conduct](#)

e. Legislative compliance

[Education & Training Act 2020](#)

[Education \(School Boards\) Regulations 2020](#)

2.3 Board Remuneration and Expenses Policy

a. Outcome statement

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

b. Scope

The Board exercises its right to set the amount that the presiding member 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 board members except the presiding member.

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

c. Expectations and limitations

Currently at Mount Aspiring College:

- The presiding member receives \$75 per Board meeting
- Other Board members receive \$55 per Board meeting
- These honoraria are non-taxable within the agreed “allowed exemptions”. Payments up to \$55.00 for a Board member and \$75.00 for the presiding member to attend a Board meeting are defined as “expenditure incurred in the production of the payment” and are exempt from withholding tax
- There is a limit on the number of payments for attending meetings in any one year that are exempt from withholding tax. Annual “allowed exemptions” are \$605 per Board member (equivalent to 11 meetings per school year at \$55.00 a meeting) and \$825 for the presiding member (equivalent to 11 meetings at \$75 a meeting)
- There is no payment for working group/committee meetings
- Costs associated with attendance at professional development sessions may be met by the Board but prior approval must be sought
- All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring.

d. Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school board members](#)

2.4 Conflict of Interest Policy

a. Outcome statement

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

b. Scope

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

c. 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 declaring and managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.
- Any board member who has a pecuniary interest or any other interest (such as close family relationship) that may influence them in carrying out their duties and responsibilities as a board member must be excluded from any meeting while the Board discusses, considers anything relating to or decides on the matter.
- Any board member who is a member of the Board's staff must be excluded from any meeting while the Board discusses, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.
- Any board member who is a student enrolled at the school must be excluded from any meeting while the Board discusses, 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 matter.
- If so many Board members are conflicted that a quorum cannot be formed, the Board will form a committee of non-conflicted members with appropriate delegation.



- d. **Procedures/supporting documentation**
[Conflict of Interest Register](#)

- e. **Legislative compliance**
[Education \(School Boards\) Regulations 2020](#)

2.5 Presiding Member (Chair) Role Description Policy

a. Outcome statement

The Board is effectively led.

b. Scope

- The presiding member presides over Board meetings and ensures that each Board member 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 are reached.
- The presiding member is the leader of the Board and works on behalf of the Board with the Principal on a day-to-day basis.
- The presiding member establishes and nurtures a positive professional working relationship with the Principal.
- The presiding member represents the Board to the broader community and works in partnership with the Principal to safeguard the integrity of the Board's processes.
- The presiding member 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 Board delegates management of the relationship between the Board and the Principal to the presiding member.
- The Board presiding member has responsibility for the Principal's performance review.

c. Delegations

The Board delegates management of the relationship between the Board and the Principal to the presiding member.

d. Expectations and limitations

The presiding member:

- Is appointed by election at the first Board meeting of the year except in a triennial Board election year where it shall be at the first meeting of the Board held after the election*
- Acts within Board policy and delegations at all times and not independently of the Board
- Works with the Board to develop a cohesive and effective team
- Welcomes new Board members, ensures that disclosure of any conflicts of interest is made and the code of conduct is understood (and signed) and leads new member induction

- Assists Board members' understanding of their role, responsibilities and accountability, including the need to comply with the board code of conduct 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 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.

*Legislative requirement

e. Legislative compliance

[Education & Training Act 2020](#)

[Education \(School Boards\) Regulations 2020](#)

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

[Official Information Act 1982](#)

[Privacy Act 2020](#)

2.6 Responsibilities of the Principal Policy

a. Outcome statement

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

b. Scope

- The Principal is the professional leader of the school and the chief executive of the Board in relation to the school's control and management. The Board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The Principal is responsible for the implementation of these policies including the charter/strategic plan.
- The relationship between the Board and Principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

c. Delegations

- Authority and accountability for the day-to-day running of the school is delegated to the Principal. Reference in documentation to the school, management and staff is to be read as "Principal" regarding responsibility for implementation.
- Only decisions made by the Board acting as a Board are binding on the Principal unless specific delegations to the presiding member, individual Board members, members presiding over committees or committees of the Board are in place.
- The Board presiding member/personnel committee has responsibility for the Principal's performance review.

d. Expectations and limitations

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

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

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals.
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
- Act as the educational leader and day-to-day manager of the school within the law and in line with Board policies.
- Develop, seek Board approval for and implement an annual plan that is aligned with the Board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement; ensures that the school is an inclusive and safe

place for all students and staff; honours students' (human) rights and gives effect to Te Tiriti o Waitangi.

- 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.
- Actively manage any conflicts of interest
- 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.
- Ensure systems and procedures meet requirements set out in the Rules regarding student behaviour management and the use of physical restraint.
- The Principal is not restricted from using the expert knowledge of individual Board members acting as community experts.

e. Procedures/supporting documentation

- Board's governance and management definitions
- Principal's job description
- Principal's employment agreement including relevant Principal Professional Standards
- Principal's performance agreement and review report
- Annual implementation plan and budget
- Personnel-related policy and procedures including appointments and performance management

f. Monitoring

The Board will review the Principal's performance in line with its policy on Principal performance review.

Evidence gathered for the review will include Principal reporting to the Board in line with the Board's annual workplan 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 Principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every Board meeting that:

- Is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- Tracks progress and variance towards strategic aims and key performance indicators
- Includes data and analysis on curriculum delivery, student progress and achievement
- Includes data and analysis on student wellbeing
- Provides evidence of the school's giving effect to Te Tiriti o Waitangi
- Informs the Board of any significant changes in staffing, programmes, plans or processes that are under consideration
- Outlines financial income and expenditure and explains any variance against budget
- Summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- Identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- Identifies any instances of physical restraint
- Includes information of any actual or potential risks to health and safety
- Specifies current roll numbers and explains any roll variance against year levels
- Recommends changes in Board policies when the need for them becomes known
- Highlights areas of possible adverse publicity or community dissatisfaction
- Addresses any other matter requested by the Board within a reasonable, specified timeframe

g. Legislative compliance

[Education & Training Act 2020](#)

[Privacy Act 2020](#)

[Protected Disclosures Act 2000](#)

[Education \(Physical Restraint\) Rules 2023](#)

[Collective Employment Agreement for Principals](#)

2.7 Reporting to the Board Policy

a. Outcome statement

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school.

b. Scope

Thus the Board is supported in its strategic decision-making and risk management by also requiring the Principal to submit any monitoring data required in a timely, accurate and understandable fashion.

c. Expectations and limitations

The Principal must ensure that they:

- Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's strategic aims are based.
- The Principal will prepare (or, where appropriate, delegate, coordinate and approve) a written report for every Board meeting that is timely, accurate and presents information in an understandable form that is not too complex or lengthy covering the following management areas for each Board meeting:
 - Tracks progress and variance towards strategic aims and key performance indicators
 - Personnel Report
 - Finance Report
 - Variance Report
 - Includes data and analysis and/or evaluative inquiry on curriculum delivery, student progress, achievement and wellbeing
 - Health and safety
- Inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
- Submit any monitoring data required in a timely, accurate and understandable fashion
- Report and explain financial variance against budget in line with the Board's expectations
- Report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
- Report and explain roll variance against year levels and reasons on a per meeting basis
- Present information in a suitable form – not too complex or lengthy
- Inform the Board when, for any reason, there is non-compliance of a Board policy

- Recommend changes in Board policies when the need for them becomes known
- Highlight areas of possible bad publicity or community dis-satisfaction
- Coordinate management/staff reports to the Board and present to the Board under the Principal's authority
- Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
- Report on any matter requested by the Board and within the specified timeframe

2.8 Staff Representative Role Description Policy

2.9 Student Representative Role Description Policy

a. Outcome statement

The staff/student representative brings a staff/student perspective to Board discussion and decision making.

b. Scope

As a member of the School Board, the staff/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.

c. Expectations and limitations

Staff/Student 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/student board member has a copy of the governance manual and is familiar with all Board policies.
3.	The staff/student board member is first and foremost a board member and must act in the best interests of the students at the school at all times.	3.1 The staff/student board member is not a staff/student advocate.
		3.2 The staff/student board member does not bring staff/student concerns to the Board.
4.	The staff/student board member is bound by the board member code of conduct.	4.1 The staff/student board member acts within the code of conduct.
5.	It is not necessary for the staff/student board member 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.

2.10 Relationship Between Presiding Member (Chair) and Principal Policy

a. Outcome statement

The relationship between the presiding member and the Principal is based on trust, integrity and mutual respect.

b. Scope

- A positive, productive working relationship between the Principal and the presiding member is both central and vital to the school.
- The presiding member 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 presiding member has no authority except that granted by the Board. The presiding member does not act independently of the Board.

c. Expectations and limitations

- The presiding member 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 presiding member 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.

2.11 Relationship Between the Board and the Principal Policy

a. **Outcome statement**

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained.

b. **Scope**

- A positive, productive working relationship between the Board and the presiding member is both central and vital to the school.
- Day to day relationships between the Board and the Principal are delegated to the presiding member.
- The presiding member will ensure an annual performance review is carried out
- Only decisions made by the Board acting as a Board are binding on the Principal unless specific delegations to the presiding member, individual Board members, committee presiding members or committees of the Board are in place. Decisions or instructions by individual Board members, committee presiding members, or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it.

c. **Expectations and limitations**

- This relationship is based on mutual respect, trust, integrity and ability.
- The relationship must be professional.
- The Principal reports to the Board as a whole rather than to individual board members.
- Day to day relationships between the Board and the Principal are delegated to the presiding member.
- All reports presented to the Board by the staff (unless specifically requested by the Board) arrive there with the Principal's approval and the Principal is accountable for the contents.
- There are clear delegations and accountabilities by the Board to the Principal through policy.
- The two must work as a team and there should be no surprises.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.
- The Board must maintain a healthy independence from the Principal in order to fulfil its role. The Board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
- The Principal should be able to share their concerns with the Board.

2.12 Principal Performance Management Policy

a. Outcome statement

A fair and transparent performance management process recognises the professionalism of the Principal and the accountabilities of the Board.

b. Scope

- 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; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi.
- 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 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.

c. Delegations

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

d. 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.
- The Principal will be reviewed on the criteria set out in the performance agreement – performance objectives, professional standards, learning and development objectives and fulfillment 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 presiding member, 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 presiding member/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.

e. Legislative compliance
[Education and Training Act 2020](#) - sections 127 & 130

2.13 Delegations of Authority

Governance

1. **Delegation of the Principal's Authority**
In the absence of the Principal from the school, all the powers vested in the Principal are delegated to one of the Deputy Principals as specified in writing by the Principal. (This Delegation has a time limit of one school term).
2. **Delegation of the Board Chair's Authority**
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 School Board resolution.

NAG 3 – Personnel Management

1. **Principal's Appraisal**
The Chair is delegated the authority for leading the Principal's annual appraisal. The Chair may employ an external consultant and may include a second Board member. The Board Chair will report to the Board at mid-year, with an appraisal summary presented to the Board at the November or December meeting.
2. **Principal's Professional Development**
The Principal's professional development is approved through the Principal's Performance Agreement and individual employment conditions. The Chair is delegated full authority to approve additional professional development within the approved budget.
3. **Teacher Certification, Professional Growth Cycle/Appraisal and Police Vetting**
The Principal is delegated the responsibility for undertaking the annual staff professional growth cycle or appraisals, police vetting and teacher certification. In turn the Principal may delegate parts of this task to senior members of staff and/or external consultants.
4. **Staff Appointments**
The Principal is delegated full Board authority to appoint staff within the limitations detailed in the procedures for staff appointments.

Position: Responsible

Principal: Full School Board

Senior Leadership Team positions: Principal and 2-3 Board members

Executive Officer: Principal and Senior Leadership Team

Teaching positions, including those with Management Units: Principal and Senior Leadership Team

Administration, Support and Ancillary Staff: Principal and Executive Officer

5. **Discretionary Leave**

The Principal is delegated full Board authority to grant discretionary leave up to a maximum of five days for teaching staff and full authority to grant leave for support staff. The Principal may delegate this task to a Deputy Principal or the Executive Officer. The Chair has full authority to grant discretionary leave up to a maximum of five days for the Principal.

6. **Attestation of Teacher Performance for Salary Increment**

The Board delegates to the Principal the task of the attestation of teacher performance. In turn the Principal may delegate this task to senior members of staff.

7. **Staff Disciplinary Issues**

Support Staff:

The Principal is delegated full Board authority for all employment issues including disciplinary action up to and including dismissal, except in relation to the Executive Officer where the teaching staff processes and delegations apply.

Teaching Staff:

The Principal is delegated authority to investigate complaints and to issue verbal and written warnings as appropriate in accordance with employment law and the relevant Collective Agreement. Any such warnings must be reported to the Board at their next meeting. The Principal may suspend any employee during an inquiry or following receipt of a complaint if satisfied that the welfare and/or interests of any student attending the school, or of any employee at the school so requires.

Where the initial investigation indicates that there is a serious case to answer, and that it could result in dismissal, the Principal will refer the matter to the Board. The Board will delegate authority to a Board subcommittee to instigate a formal investigation and decide upon the outcome.

The Principal is delegated authority to instigate competency procedures in relation to teaching staff in accordance with the Secondary Teachers' Collective Employment Agreement (STCEA). Any such procedures must be reported to the Board at their next meeting.

NAG 4 – Finance

1. **The School Board Finance Subcommittee**

The School Board delegates to the Chair of the Finance Committee, Board Chair, Executive Officer and the Principal the authority to make decisions as an executive group on matters of finance only when urgency is required, and when the full School Board meetings are more than four weeks apart.

2. **Principal's Expenditure**

The Chair is delegated full Board authority to approve the Principal's credit card expenditure and other employment-related expenses within the budget delegations.

3. **Principal's Authority**
The Principal has authority to spend up to the limits of the approved annual budget within respective categories.
4. **Principal's Right to Delegate**
The Principal has authority – within the limits imposed by 2 above – to delegate spending limits to identified staff.
5. **Principal's Right to Replace Capital Items**
The Principal has authority to replace capital items not approved in the budgeting process on an 'urgent' basis which have a value of up to \$1000, and up to a limit of \$10000 in a school year. Power exercised under this authority will be reported to the next meeting of the Board.
6. **Signing Authority**
All bank accounts and authorities may be signed on behalf of the Board by any two of the following:
 - The Principal
 - The Executive Officer
 - The Board Chair
 - The Chair of the Finance Committee
7. **Investments**
Delegation to invest Board funds is granted to the Principal and the Executive Officer in compliance with the Education Act.
8. **Payroll**
The Principal has authority to administer the payroll (with exception of the Principal's salary). Appointments and resignations will be reported to the next meeting of the Board. Increments will be in accordance with Collective Agreements.

NAG 4 – Property

1. **Administration**
The day to day administration of property is the responsibility of the Principal. In turn the Principal may delegate this task to the Executive Officer.
2. **Property Management**
The Principal is delegated the responsibility to manage individually approved projects. In turn the Principal may delegate this task to the Executive Officer. Larger projects may involve an external Property Management Consultant being appointed.
3. **Property Management – Limitations**
The Principal has authority to spend up to the limits of the approved budget. External Property Management Consultants will have contractual spending limits within the approved budget for the specific projects.

NAG 5 – Safe Environment

1. Emergency Plan Coordination

The Principal is delegated responsibility for Emergency Plan Coordination; the Principal may delegate this task to a senior member of staff.

NAG 5 – Pupil Stand-downs, Suspensions Exclusions & Expulsions

1. Student Behaviour Committee Powers

The Board delegates to a minimum of any two or more full Board members (excluding the student elected member of the Board) the authority to carry out the role of the Student Behaviour Committee of the School Board and to make a final decision.

2. Acting Principal's Power to Act for the Principal

The Acting Principal (with written delegation) has full authority to act for the Principal in the absence of the Principal for all matters of student behaviour.

NAG 6 – Administration & Legislative Compliance

1. Privacy Officer

The Principal 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 Principal may delegate this task to a senior member of staff (The Principal's Personal Assistant).

2. Trips requiring Board approval

The Chair, in consultation with the Principal, is delegated authority to approve trips that have not been through the usual Board procedure. All approvals must be reported to the full Board at the next meeting.

3. School Closure

The Principal 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 Board shall be advised immediately of any such closure.

4. Signing Declarations

The Principal can sign declarations on behalf of the Board in relation to information required by the Ministry of Education.

5. Mandatory Reporting

The Principal is delegated to complete mandatory reports to the Teaching Council.

Note: These delegations now approved replace all previous delegations either assumed or granted. These delegations will be reviewed annually by the Board.

[Delegations of Authority Schedule](#)

2.14 Meeting protocols

a. Outcome statement

The School Board of Mount Aspiring College is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of Board meetings.

b. Timing of meetings

- Dates and times of meetings will be set in the Board work plan, starting at 6.00pm and finishing no later than 9.30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

c. Agenda and meeting papers

- The presiding member is responsible, in liaison with the Principal, for the preparation of an agenda prior to each meeting. **(See Appendix 1 Agenda Template)**
- The Principal is to ensure that secretarial services are provided to the Board.
- Agenda items are to be notified to the presiding member 5 days prior to the meeting.
- The agenda and Board papers will be circulated to Board members at least 5 days prior to the meeting.
- The Board should have access to all correspondence. Correspondence that requires the Board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that board members 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.

d. Public participation

- The Board meeting is a meeting open to the public rather than a public meeting.
- Only board members 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 Appendix 2 Notice for public attending Board meetings)**

e. 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.

f. Conduct of meetings

- A quorum of more than half the members currently holding office is required.
- Board members will declare any conflict of interest at the beginning of the meeting.
- Any board members 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 board member 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 board member could have or could be thought to have a personal stake in matters to be considered by the Board.
- The presiding member 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 presiding member (or, in their absence, a non-school-based board member) presides at meetings.

- Only apologies received from those who cannot be present must be recorded. Board members 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 board member 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 presiding member 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.

g. Decision-making process

- All decisions are to be taken by open voting by all board members present.
- In the event of tied voting on a resolution, the presiding member 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 presiding member 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.

h. 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 presiding member for checking within 3 working days and distributed electronically to the Board within 7 working days. Requests for corrections or amendments should be submitted by email to the presiding member 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.

i. Special meetings

- A special meeting may be called by delivery of notice to the presiding member signed by at least one-third of board members currently holding office.
- Meetings can be held via audio, audio and visual or electronic communication providing:
 - all board members 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.

2.15 Committee Principles

a. Outcome statement

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.

b. Expectations and Limitations

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 board member
- May not speak or act for the Board except when formally given such authority for specific and time-limited purposes – such authority will be carefully stated in order not to conflict with authority delegated to the Principal or the presiding member
- 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 Mount Aspiring College currently has the following standing committees:

- Finance Committee

2.16 Policy Review Committee Terms of Reference

a. Purpose

To develop, review and monitor school policy, on the Board's behalf. Ensuring compliance with Board policies and external legislation.

b. Responsibilities

This includes:

- Developing school policy, as required. This includes
 - Drafting and developing policy.
 - Liaising with relevant stakeholders in order to develop policies. At the committee's discretion, this may include providing draft policies to school community and/or staff for comment and consultation.
 - Tabling the final draft policy as a recommendation to the Board for Board consideration and ratification.
 - Following ratification, the policy will be appropriately published and distributed both internally and externally. All policies will be published on the school website.

- To periodically audit and review the school policies to ensure compliance and relevance.
 - The audit process checks the School's compliance with its policies and related procedures, current legislation and Ministry of Education requirements.
 - Each audit will include reporting from the Principal on compliance with procedures.
 - The Board will identify annually two policy areas for an in-depth review.
 - The Board will define the review process to be used in each instance. This may include surveying staff, the School community of students and/or parents and caregivers, or other stakeholders for feedback on compliance.

c. Committee members

The Principal, and at least two other board members.

2.17 Finance Committee Terms of Reference

a. Purpose

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

b. Scope

The School Board has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the Principal. As a committee of the Board, the finance committee is responsible for providing guidance to the Principal on financial matters.

c. Delegated authority

The finance committee is responsible to the Board for:

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

2.18 Board Member Induction Process

a. Outcome statement

The Board is committed to ensuring continuity of governance and a smooth transition when board members join the Board.

b. Process

New board members will receive a welcome letter on their joining the Board which includes:

- where and when they are sent their Governance Pack
- the suggested date of the induction
- an outline of what will be covered in the induction meeting
- the date of the next Board meeting
- Presiding member and Principal contact details.

New board members 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
- minutes of the last three open Board meetings
- any other relevant material.

New board members will be invited to attend an induction, facilitated by the presiding member or delegate, which will include:

- explaining Board policy and other material in the governance folder
- Code of conduct – board members to sign and agree to work within the Board's code
- overview of the requirements of the Board presiding member 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 presiding member, delegations.

The Principal and presiding member or delegate will brief all new members on the organisational structure of the school.

The Principal will conduct a site visit of the school.

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

c. Evaluation

After 3 months on the Board, the effectiveness of the induction process is to be reviewed by the presiding member with the new members. The review will include the following aspects:

- Did you feel welcomed onto the Board?
- Did you receive all necessary information in a timely manner?
- Did you find the induction with the Principal and presiding member to be effective?
- Comment on how we could improve this induction process.

2.19 Internal evaluation and review process

a. **Outcome statement**

A planned process for internal evaluation and review enables continuous improvement in the governance and performance of the school. (See Strategic Plan for review schedule).

b. **Internal evaluation**

A copy of the current annual 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) (Board Self Review tool)
- feedback from parents, caregivers and staff
- student voice
- Principal performance review
- the triennial review programme
- any other means deemed appropriate by the Board.



Part C: Operational Policies – Board expectations for the control and management of the school

	Outcome statements
1. Responsibilities of the Principal policy	Authority and accountability for the day-to-day running/operation of the school is delegated to the Principal.
2. Curriculum delivery policy	Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.
3. Personnel policy	The obligations and responsibilities of being a good employer are met.
3.1 Appointments policy	The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer.
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
4.1 Financial condition policy	The school is financially viable and manages risks effectively.
4.2 Financial planning and condition (combined alternative) policy	The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.
4.3 Asset protection policy	Assets of the school are utilised to maximise the best outcomes for students
5 Protection and sharing of intellectual property (Creative commons) policy	The Board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of materials created by school staff in the course of their employment.
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 students, staff and other people in the workplace.
7 Child protection policy	Students 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.



8 Managing challenging behaviour and physical restraint policy	To minimise the effect of challenging behaviour, the Board shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.
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.

Appendices

Appendix 1

Meeting Agenda Template

A typical meeting agenda will be as follows:

Mount Aspiring College School Board Meeting 6.00pm, (day month year) Agenda

AGENDA ITEM
1. ATTENDANCE a) Welcome (Karakia) b) Conflicts of Interest
2. ACTION POINTS
3. PRINCIPAL Principal's Report
4. FINANCE
5. BOARD ADMINISTRATION a) Draft Minutes of meeting (previous)
PUBLICLY EXCLUDED BUSINESS
NEXT MEETING DATE:

Appendix 2

Notice for public attending Board meetings

Visitor welcome

Welcome to the Mount Aspiring College School Board meeting.

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

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

- Board meetings are not public meetings but meetings held in public.
- If the meeting moves to exclude the public (usually to protect the privacy of individuals), members of the public will be asked to leave the meeting until this aspect of business has been concluded.
- Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably, this request has been made in advance. Public participation is at the discretion of the Board.
- Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of 15 minutes per interest group.
- No more than 2 speakers on any one topic.
- Speakers are not to question the Board and must speak to the topic.
- Board members will not address questions or statements to speakers.
- Speakers shall not be disrespectful or offensive or make malicious statements or claims.
- If the presiding member believes that any of these have occurred or the speaker has gone over time, they will be asked to finish

Once again, welcome.