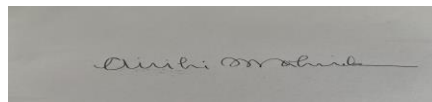


Roseneath School

Governance Policy Framework 2022

The following documentation outlines the Board's/Poari's governance framework and is aligned with the School's Charter values

APPROVED:

A rectangular grey box containing a handwritten signature in cursive script, which appears to read "Aislinn Mahon".

DATE:

27 September 2022

REVIEW DATE:

September 2023

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Part 3 – Operational Policies – The Board's/Poari's expectations in areas it wishes to have some control over.

Refer to the Roseneath School Website under: Our People / Board/Poari / School Policies

1. School Management
2. Health and Safety (including Child Protection Policy)
3. Finance
4. Employment
5. Curriculum and Student Achievement

Introduction

The Board/Poari (**Board/Poari**) of Roseneath School (**School/Kura**) is focused on the ongoing improvement of student/ākonga (**Student/Ākonga**) progress and achievement within an environment that provides inclusive education.

The Education and Training Act 2020 (section 9 and [section 127\(1\)\(d\)](#)) also requires the School/Kura to give effect to Te Tiriti of Waitangi, including working to ensure that its plans, policies, and the local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori, taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and achieving equitable outcomes for Māori students/ākonga.

Refer to the [Education and Training Act 2020](#), the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#), New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

To ensure effective School/Kura performance, the Board/Poari is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

The following are the Board's/Poari's agreed governance and management definitions which form the basis upon which both the working relationships and the Board/Poari policies are developed.

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

Education and Training Act 2020

In developing the above definitions for the School/Kura the Board/Poari is mindful of the following provisions from the [Education and Training Act 2020](#):

The functions and powers of Board/Poari are now set out in sections 118-137 of the Act, with the Principal's/Tumuaki's role as chief executive specified in section [130](#).

Other relevant provisions include:

[Section 125 Board is governing body of school](#)

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section [130](#), the school's principal is the board's chief executive in relation to the school's control and management.

[Section 127 Objectives of boards in governing school](#)

- (1) A board's primary objective in governing the school is to ensure that
 - (a) every student at the school is able to attain his or her highest possible standard in educational achievement; and
 - (b) the school:
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - (c) the school is inclusive of, and caters for, students with differing needs; and
 - (d) the school gives effect to Te Tiriti o Waitangi, including by –
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must –
 - (a) have particular regard to the statement of national education and learning priorities issued under section 5; and
 - (b) give effect to its obligations in relation to –
 - (i) any foundation curriculum statements, national curriculum statements, and national performing measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
 - (c) perform its functions and exercise its powers in a way that is functionally responsible; and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
 - (e) comply with all of its other obligations under this or any other Act.

[128 Staff](#)

A board may, in accordance with this Act, appoint, suspend, or dismiss school staff.

[131 Board has complete discretion](#)

- (1) A board has complete discretion to perform its functions and exercise its powers as it thinks fit.
- (2) Subsection (1) is subject to this Act, and any other enactment, and the general law of New Zealand.

[126 Bylaws](#)

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

- (2) *Before making a bylaw, the board must consult its staff, its students (to the extent that the board considers appropriate), and the school community regarding the proposed bylaw.*

130 Principal is chief executive of board in relation to school's control and management

- (1) *A school's principal is the board's chief executive in relation to the school's control and management.*
- (2) *Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –*
- (a) must comply with the board's general policy directions; and*
 - (b) subject to paragraph (a), has complete discretion to manage the school's day-to-day administration as they think fit.*

In order to carry out effective governance of the School/Kura the Board/Poari has developed the following policy framework.

Part 1 – The Charter

Refer to the current Charter as posted on the Roseneath School website.

Part 2 – Governance Policies

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

1. Board/Poari Roles and Responsibilities Policy

The Board's/Poari's key areas of contribution are focused on four outcome areas:

Representation
Leadership
Accountability
Employer Role

The Board/Poari	The Standards
1. Sets the strategic direction and long-term plans and monitors the Board's/Poari's progress against them	1.1 The Board/Poari leads the annual charter review process 1.2 The Board/Poari sets/reviews the strategic aims no later than the first meeting of the year. 1.3 The Board/Poari approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular Board/Poari meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all Board/Poari decision making
2. Monitors and evaluates Student/Ākonga progress and achievement	2.1 The Board/Poari approves an annual review schedule covering curriculum and Student/Ākonga progress and achievement reports 2.2 Reports at each regular Board/Poari meeting, from the Principal/Tumuaki, on progress against annual plan, highlighting risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Protects the special character of the School/Kura (Special character schools)	3.1 Special character is obviously considered in all Board/Poari decisions 3.2 Special character report is included at every Board/Poari meeting as part of the Principal/Tumuaki's report
4. Appoints, assesses the performance of and supports the Principal/Tumuaki	4.1 Principal's/Tumuaki's performance management system in place and implemented
5. Approves the budget and monitors financial management of the School/Kura	5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of the School/Kura against budget
6. Effectively manages risk	6.1 The Board/Poari has an effective governance model in place

The Board/Poari	The Standards
	<p>6.2 The Board/Poari remains briefed on internal/external risk environments and takes action where necessary</p> <p>6.3 The Board/Poari identifies 'trouble spots' in statements of audit and takes action if necessary</p> <p>6.3 The Board/Poari ensures the Principal/Tumuaki reports on all potential and real risks when appropriate and takes appropriate action</p>
<p>7. Ensures compliance with legal requirements</p>	<p>7.1 New members have read and understood the governance framework including policies, the School/Kura charter, Board/Poari induction pack and requirements and expectations of Board/Poari members</p> <p>7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the School/Kura. Board/Poari has sought appropriate advice when necessary</p> <p>7.3 Accurate minutes of all Board/Poari meetings, approved by Board/Poari and signed by the presiding member of the Board/Poari (Chair)</p> <p>7.4 Individual staff/student matters are always discussed in public excluded session</p> <p>7.5 Board/Poari meetings have a quorum</p>
<p>8. Ensures Board/Poari members attend Board/Poari meetings and take an active role</p>	<p>8.1 Board/Poari meetings are effectively run</p> <p>8.2 Board/Poari members attend Board/Poari meetings having read Board/Poari papers and reports and are ready to discuss them</p> <p>8.3 Attendance at 80% of meetings (min.)</p> <p>8.4 No unexplained absences at Board/Poari meetings (3 consecutive absences without prior leave result in immediate step down) Schedule 23, clause 12(1)(c)</p>
<p>9. Approves major policies and programme initiatives</p>	<p>9.1 Approve programme initiatives as per policies</p> <p>9.2 The Board/Poari monitors implementation of programme initiatives</p>
<p>10. Fulfils the intent of the te Tiriti o Waitangi/Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage</p>	<p>10.1 Te Tiriti o Waitangi/The Treaty of Waitangi is obviously considered in Board/Poari decisions</p> <p>10.2 The Board/Poari, Principal/Tumuaki and staff are culturally responsive and inclusive</p>
<p>11. Approves and monitors human resource policy/procedures which ensure effective practice and contribute to its responsibilities as a good employer</p>	<p>11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements)</p> <p>11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct</p> <p>11.3 Ensures there is ongoing monitoring and review of all personnel policies</p>
<p>12. Deals with disputes and conflicts referred to the Board/Poari as per the School's/Kura's concerns and complaints procedures</p>	<p>12.1 Successful resolution of any disputes and conflicts referred</p>
<p>13. Represents the School/Kura in a positive, professional manner</p>	<p>13.1 Code of Behaviour adhered to</p>
<p>14. Oversees, conserves and enhances the resource base</p>	<p>14.1 Property/resources meet the needs of the Student/Ākonga achievement aims</p>

The Board/Poari	The Standards
15. Effectively hands over governance to new Board/Poari members at election time	15.1 New Board/Poari members provided with governance manual and induction 15.2 New Board/Poari members fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place 15.3 Board/Poari and Board/Poari members participate in appropriate professional development

Review schedule: At least triennially.

2. Responsibilities of the Principal/Tumuaki Policy

The Principal/Tumuaki is the professional leader of the School/Kura and the Board/Poari's chief executive working in partnership with the Board/Poari. The Principal/Tumuaki will not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the Board's/Poari's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the Principal/Tumuaki's key contribution to **day-to-day management** of the School/Kura is as per the management definition in the introduction to this governance manual.

The Principal/Tumuaki is responsible for overseeing the implementation of Board/Poari policy including the Charter. Reference in documentation to the School/Kura, management and staff is to be read as "Principal/Tumuaki" for responsibility for implementation. From time to time the Chair acting within delegated authority may issue discretions in policies of the School/Kura, in minutes of the Board/Poari, or by written delegation.

The responsibilities of the Principal/Tumuaki are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principal's/Tumuaki's Professional Standards
3. Act as the educational leader and day to day manager of the School/Kura within the law and in line with all Board/Poari policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek Board/Poari approval of, and implement an annual plan that is aligned with the Board's/Poari's strategic plan, meets legislative requirements and gives priority to improved Student/Ākonga progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the Board/Poari on controversial social, political, and/or educational issues
14. Keep the Board/Poari informed of information important to its role.
15. Report to the Board/Poari as per the Board's/Poari's reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the [Protection of Disclosures \(Protection of Whistleblowers\) Act 2022](#)
17. Appoint, on behalf of the Board/Poari, the Privacy Officer and EEO Officer.

Only decisions made by the Board/Poari acting as a Board/Poari are binding on the Principal/Tumuaki unless specific delegations are in place. Decisions or instructions by individual Board/Poari members, committee chairs, or committees are not binding on the Principal/Tumuaki except in rare circumstances when the Board/Poari has specifically authorised it.

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

The Principal/Tumuaki is not restricted from using the expert knowledge of individual Board/Poari members acting as community experts.

Review schedule: At least triennially

3. Disciplinary Process in Relation to the Principal/Tumuaki Policy

In the event the Board/Poari receives a complaint regarding the Principal/Tumuaki or determines that policy violation(s) may have occurred in the first instance the Board/Poari will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the Principal/Tumuaki). Where the Board/Poari considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the Board/Poari will seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Review schedule: At least triennially.

4. Principal/Tumuaki Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually in accordance with the Principal's/Tumuaki'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/Poari. Any overseas trips for professional development must be approved by the Board/Poari 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.

Review schedule: At least triennially.

5. Reporting to the Board/Poari Policy

The Principal/Tumuaki reports to the Board/Poari 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/Kura. Thus the Board/Poari is supported in its strategic decision-making and risk management by also requiring the Principal/Tumuaki to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the Principal/Tumuaki must ensure that they:

1. Inform the Board/Poari of significant trends, implications of Board/Poari decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's/Poari's strategic aims are based.
2. Submit written reports covering the following management areas for each Board/Poari meeting:
 - Principal/Tumuaki's management report including:
 - i. Strategic Aim Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance Report
 - v. Key Performance Indicatorsand,
 - the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report
3. Inform the Board/Poari in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. Submit any monitoring data required in a timely, accurate and understandable fashion
5. Report and explain financial variance against budget in line with the Board's/Poari's expectations
6. Report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. Report and explain roll variance against year levels and reasons on a per meeting basis
8. Present information in a suitable form – not too complex or lengthy
9. Inform the Board/Poari when, for any reason, there is non-compliance of a Board/Poari policy
10. Recommend changes in Board/Poari policies when the need for them becomes known
11. Highlight areas of possible bad publicity or community dis-satisfaction
12. Coordinate management/staff reports to the Board/Poari and present to the Board/Poari under the Principal's/Tumuaki's authority
13. Regularly report on the implementation of the annual plan and progress towards meeting Student/Ākonga achievement targets

14. Report on any matter requested by the Board/Poari and within the specified timeframe

Review schedule: At least triennially.

6. Board/Poari Code of Behaviour Policy

The Board/Poari is committed to ethical conduct in all areas of its responsibilities and authority. Board/Poari members must:

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

I, [name of Board/Poari member], have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature: [each Board/Poari member to sign at the first meeting of the year]

Date:

Review schedule: At least triennially

7. Board/Poari Remuneration and Expenses Policy

The Board/Poari has the right to set the amount that the Chair and other Board/Poari members are reimbursed for attendance at Board/Poari meetings in recognition that these fees cover the expense of attending Board/Poari meetings. The Principal/Tumuaki, as a member of the Board/Poari is entitled to the same payment as all other Board/Poari members except the Chair. Currently at the School/Kura;

- 1 The Chair receives \$75.00 per Board/Poari meeting
- 2 Elected Board/Poari members receive \$55.00 per Board/Poari meeting
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Board/Poari members and \$825 for the Chair
- 5 Attendance costs for professional development sessions will be met by the Board/Poari. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the Board/Poari and must be approved prior to any spending occurring

Review schedule: At least triennially.

8. Conflict of Interest Policy

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

The purposes of this policy are to protect the integrity of the School/Kura decision-making process, to ensure confidence in the School's/Kura's ability to protect the integrity and reputations of Board/Poari members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

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

Review schedule: At least triennially.

9. Chair's Role Description Policy

Outcome statement

The Board/Poari is effectively led.

Scoping

The Chair presides over Board/Poari meetings and ensures that each Board/Poari member has a full and fair opportunity to be heard and understood by the other members of the Board/Poari and that decisions that are in the best interest of the School/Kura, its Students/Ākonga and staff are reached.

The Chair is the leader of the Board/Poari and works on behalf of the Board/Poari with the Principal/Tumuaki on a day-to day basis.

The Chair establishes and nurtures a positive professional working relationship with the Principal/Tumuaki.

The Chair represents the Board/Poari to the broader community and works in partnership with the Principal/Tumuaki to safeguard the integrity of the Board's/Poari's processes.

The Chair often represents the Board/Poari to the School/Kura 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/Poari.

Delegations

The Board/Poari delegates management of the relationship between the **Board/Poari** and the Principal/Tumuaki to the Chair.

Expectations and limitations

The Chair:

- Is appointed at the first Board/Poari meeting of the year except in a triennial Board/Poari election year where it must be at the first meeting of the Board/Poari*
- Acts within Board/Poari policy and delegations at all times and not independently of the Board/Poari
- Works with the Board/Poari to develop a cohesive and effective team
- Welcomes new Board/Poari members, ensures that the conflict of interest disclosure is made and the Code of Behaviour is understood (and signed), and leads new Board/Poari member induction
- Assists Board/Poari members' understanding of their role, responsibilities and accountability including the need to comply with the Board's/Poari's Code of Behaviour Policy
- Ensures the work of the Board/Poari is completed
- Sets the Board's/Poari's agenda and ensures that all Board/Poari 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/Poari policy clearly belong to the Board/Poari to decide
- Effectively organises and presides over Board/Poari meetings ensuring that such meetings are conducted in accordance with the [Education & Training Act 2020](#), the [Education \(School Boards\) Regulations 2020](#), the relevant sections of the [Local Government Official Information and Meetings Act 1987](#) and any Board/Poari policies and protocols*
- Ensures interactive participation by all Board/Poari members
- Represents the Board/Poari to external parties as an official spokesperson for the Kura/School except for those matters where this has been delegated to another person
- Is the official signatory for the annual accounts*
- Is responsible for promoting effective communication between the Board/Poari and wider community including communicating appropriate Board/Poari decisions
- Establishes and maintains a productive working relationship with the Principal/Tumuaki
- Ensures the Principal/Tumuaki's performance agreement and review are completed on an annual basis
- Ensures concerns and complaints are dealt with according to the Kura's/School's concerns and complaints procedures
- Ensures any potential or real risk to the Kura/School or its name is communicated to the Board/Poari. This includes any concern or complaint

* *Legislative Requirement*

Procedures/supporting documentation

Governance policies and protocols
Board/Poari Code of Behaviour
Kura/School delegations list

Review

Annually in November or prior to meeting when Chair is elected.

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](#)

10. Staff/Student Board/Poari Role Description Policy

The staff/student Board/Poari member fulfils legislative requirements relating to Board/Poari composition. The role of the staff/student Board/Poari member is to bring a staff/student perspective to Board/Poari decision making and discussion.

As a Board/Poari member the staff/student Board/Poari member has an obligation to serve the broader interests of the Kura/School and its Students/Ākonga and has equal voice, vote, standing and accountabilities as all other Board/Poari members.

Staff/Student Board/Poari member accountability measure	Standard
1. To work within the Board's/Poari's Charter	1.1 The Charter is obviously considered in Board/Poari decisions
2. To abide by the Board's/Poari's governance and operational policies	2.1 The staff/student Board/Poari member has a copy of the Governance Manual and is familiar with all Board/Poari policies

3.	The staff/student Board/Poari member is first and foremost a Board/Poari member and must act in the best interests of the Students/Ākonga at the Kura/School at all times.	3.1	The staff/student Board/Poari member is not a staff/student advocate
		3.2	The staff/student Board/Poari member does not bring staff/student concerns to the Board/Poari
4.	The staff/student Board/Poari member is bound by the Board/Poari Code of Behaviour	4.1	The staff/student Board/Poari member acts within the Code of Behaviour
5.	It is not necessary for the staff/student Board/Poari member to prepare a verbal or written report for the Board/Poari unless specifically requested to from the Board/Poari	5.1	No regular reports received unless a request has been made by the Board/Poari on a specific topic.

Review schedule: At least triennially.

11. The Relationship between the Board/Poari and the Principal/Tumuaki Policy

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

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The Principal/Tumuaki reports to the Board/Poari as a whole rather than to individual Board/Poari members.
4. Day to day relationships between the Board/Poari and the Principal/Tumuaki are delegated to the Chair.
5. All reports presented to the Board/Poari by the staff (unless specifically requested by the Board/Poari) arrive there with the Principal/Tumuaki's approval and the Principal/Tumuaki is accountable for the contents.
6. There are clear delegations and accountabilities by the Board/Poari to the Principal/Tumuaki through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The Board/Poari must maintain a healthy independence from the Principal/Tumuaki in order to fulfil its role. The Board/Poari is there to critique and challenge the information that comes to it, acting in the best interests of Students/Ākonga at the Kura/School.
11. The Principal/Tumuaki should be able to share their biggest concerns with the Board/Poari.

Review schedule: Annually

12. Principal/Tumuaki's Performance Management Policy

Refer to Performance Appraisal of Principal/Tumuaki Chapter contained in the Roseneath School Employment Policy.

13. The Relationship between the Chair and the Principal/Tumuaki Policy

The Chair is the leader of the Board/Poari and works on behalf of the Board/Poari on a day to day basis with the Principal/Tumuaki.

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

1. The Board's/Poari's agreed governance and management definitions
2. The Board's/Poari's Roles and Responsibilities Policy
3. The Responsibilities of the Principal/Tumuaki Policy
4. The Chair's Role Description Policy
5. The Board/Poari Code of Behaviour Policy

Relationship principles:

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

Review schedule: Annually

14. Meeting Process Policy

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

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the Chair. A copy of the agenda of the open (public) session will be posted on the Board/Poari section of the Kura/School website, ~~notice board~~ and available at the meeting place for the public.
2. Are held with the expectation that Board/Poari members have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the [Local Government Official Information and Meetings Act](#). Decisions by the Board/Poari are fully recorded but remain confidential. The Board/Poari needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-Board/Poari member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
 - all Board/Poari 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.

Review schedule: At least triennially.

15. Meeting Procedure Policy

(* denotes legislative requirement)

Members of the Kura/Sschool community are encouraged to take an active interest in the Kura/School and its performance and are welcome to attend all Board/Poari meetings within the *Public Attending Board/Poari Meetings Procedure* (See p. 17).

Board/Poari meetings;

General

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board/Poari minutes will be taken by a non Board/Poari member paid on a commercial basis on contract.
- The quorum shall be more than half the members of the Board/Poari currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Board/Poari members who miss three consecutive meetings without the prior leave of the Board/Poari cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a Board/Poari member must request leave from the Board/Poari at a Board/Poari meeting and the Board/Poari must make a decision.*
- The Chair shall be elected at the first meeting of the year except in the triennial year where it will be at the first meeting of the newly elected Board/Poari.*
- The Chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any Board/Poari member 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/Poari member may be financially advantaged or disadvantaged as a result of decisions made by the Board/Poari. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual Board/Poari member could have, or could be thought to have, a personal stake in matters to be considered by the Board/Poari.
- Only Board/Poari members have automatic speaking rights.
- The Board/Poari delegates [and minutes] powers under regulation 8 of the [Education \(School Board/Poaris\) Regulations 2020](#).
- The Board/Poari delegates [and minutes] authority to the deputy Principal/Tumuaki in the times of absence of the Principal/Tumuaki.

Time of meetings

- Regular meetings commence at 6.30pm and conclude by 9.30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings

- A special meeting may be called by delivery of notice to the Chair signed by at least one third of Board/Poari members currently holding office.

Exclusion of the public

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

Public participation

- The Board/Poari meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the Board/Poari.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board/Poari Meetings Procedure*.

Motions/amendments

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

Tabling documents

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

Correspondence

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

Termination of debate

- All decisions are to be taken by open voting by all Board/Poari members present.

Lying on the table

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

Points of order

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

Suspension of meeting procedures

- The Board's/Poari's normal meeting procedures may be suspended by resolution of the meeting.

Agenda

- Agenda items are to be notified to the Chair at least five working days prior to the meeting.
- Late items will only be accepted with the approval of the Board/Poari and in rare circumstances where a decision is urgent.
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the Board/Poari are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the Board/Poari at least two working days before the meeting.

Minutes

- The Principal/Tumuaki is to ensure that secretarial services are provided to the Board/Poari.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the Chair for approval within two working days of the Board/Poari meeting before being distributed to Board/Poari members within five working days of the meeting.

Review schedule: At least triennially.

15.1 Public Attending Board/Poari Meetings Procedure

The Board/Poari welcomes public presence at Board/Poari meetings and hopes that members of the public enjoy their time observing Board/Poari meetings.

In order that members of the public understand the rules that apply to then attending Board/Poari meetings these procedures will be provided and followed unless otherwise authorised by the Board/Poari.

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

Please note: Members of the public include staff, Students/Ākonga and parents of the Kura/School who are not members on the Board/Poari.

Review schedule: At least triennially.

15.2 Meeting Agenda

A typical agenda will be as follows:

Roseneath School Board

Agenda

[Date], [18:30 – 21:30]

Meeting opened at HH:MM

Karakia tīmatanga

Administration

1. Attendance
2. Declarations of interest

Strategic Discussion

1. Strategic decisions to be made (if req)
2. Exploration of special issue or project (eg budget)
3. In Committee Discussion (eg employment/staff matters)

Monitoring (as appropriate)

1. Principal's/Tumuaki's Report
2. Ongoing summary of progress to date in relation to annual plan
3. Expert presentation (if any)
4. Student Achievement
5. Exploration of key result area e.g. goals
6. Finance and Audit Report
7. Property
8. After school programme
9. Policy Updates

Discussions

1. Kāhui Ako Update

Inform only papers

Any other business

Identify agenda items for next meeting

Administration

1. Minutes of previous meeting (date) moved / accepted
2. Correspondence
3. Actions

Meeting closure

1. Next meeting date: [insert] 6.30-9.30pm
2. Summary of meeting outcomes
3. Meeting review

Karakia whakamūtunga

Review schedule: Triennially

15.3 Evaluation of meeting on [date] chaired by [name]

- 1 How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all 1 2 3 4 5 **Very well**

Comment:

- 2 How satisfied are you with how the team worked as a group?

Not at all 1 2 3 4 5 **Very well**

Comment:

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

Not at all 1 2 3 4 5 **Very well**

Comment:

- 4 Is there anything that you believe would improve our meeting process?

Name: (Optional).....

Review schedule: At least triennially.

16. Board/Poari Induction Policy

The Board/Poari is committed to ensuring continuity of business and a smooth transition when Board/Poari members join the Board/Poari. Therefore,

1. New Board/Poari members will receive a welcome letter on their joining the Board/Poari which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction meeting

- The date of the next Board/Poari meeting
 - Chair and Principal/Tumuaki contact details
2. New Board/Poari members will be issued with a governance manual containing copies of the Kura's/School's:
 - Charter – including the strategic and annual/operational plans
 - Policies
 - The current budget
 - The last ERO report
 - The last annual report
 - The triennial review programme
 - Any other relevant material
 3. The Chair or delegate will meet with new Board/Poari members to explain Board/Poari policy and other material in the governance manual.
 4. The Principal/Tumuaki and Chair or delegate, will brief all new members on the organisational structure of the Kura/School.
 5. The Principal/Tumuaki will conduct a site visit of the Kura/School.
 6. New Board/Poari members are to be advised of the professional development that is available from NZSTA and other relevant providers.
 7. After three months on the Board/Poari, the effectiveness of the induction process is to be reviewed by the Chair with the new members. The review will include the following aspects:

▪ **Did you feel welcomed onto the Board/Poari?**
 Very welcome Welcome Not very welcome
 Comment:

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

▪ **Did you find the induction with Principal/Tumuaki and Chair to be effective?**
 Very effective Effective Not very effective
 Comment:

Please comment on how we could improve this induction process:

17. Board/Poari Review Policy

The performance of the Board/Poari is measured by the outcomes from;

- the annual report
- the triennial review programme
- the Education Review Office (ERO) report
- any other means deemed appropriate by the Board/Poari

Review schedule: At least triennially.

18. Committee Policy

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

[Education \(School Board\) Regulations – regulation 8](#)

[Regulation 8](#) gives the Board/Poari the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to regulation 8 for further information.

Board/Poari committees:

1. Are to be used sparingly to preserve the Board/Poari functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-Board/Poari members. Committees must have a minimum number of 2 persons, at least one of whom must be a Board/Poari member.

3. May not speak or act for the Board/Poari 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/Tumuaki or the Chair.
4. Help the Board/Poari (not the staff) do its work.
5. The Board/Poari must act through the Board/Poari and therefore can only recommend courses of action to the Board/Poari and have no authority to act without the delegated authority of the Board/Poari.
6. Assist the Board/Poari chiefly by preparing policy alternatives and implications for Board/Poari deliberation. Board/Poari committees are not to be created by the Board/Poari to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - purpose
 - committee members
 - delegated authority

The following committees are currently established:

- Finance, Property

Review schedule: At least triennially.

Committee Terms of Reference

18.1 Finance Committee Terms of Reference

Responsibility of the Board/Poari

The Board/Poari has overall responsibility for the financial management of the Kura/School but delegates the day-to-day management of the Kura's/School's finance and budget to the Principal/Tumuaki.

Purpose of the Finance Committee

The finance committee is formed to provide guidance to the Principal/Tumuaki in the financial management of the Kura/School.

Delegated Authority

The finance committee is responsible to the Board/Poari for:

1. Recommending, in association with the Principal/Tumuaki, an annual operating and capital budget, including professional development budget allocation for the Principal/Tumuaki and the staff.
2. Determining the level of budgetary discretion available to the Principal/Tumuaki.
3. Monitoring and reporting on the annual budget via the Principal/Tumuaki.
4. Reviewing on behalf of the Board/Poari accounts passed for payment by the Kura/School. Advising on additional funding sources.
5. Assisting the Principal/Tumuaki to prepare a financial results report, where appropriate, which is to be provided to the Board/Poari by the Principal/Tumuaki at every Board/Poari meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for Board/Poari approval.
8. Assisting the Principal/Tumuaki in reporting financial performance to parents and the community.
9. Providing input into the School's/Kura's strategic plan.
10. Preparing special reports for consideration by the Board/Poari.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the Board/Poari on requests for spending on individual items outside of budget.

Review schedule: At least triennially.

Compliance Reporting

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

Finance Committee Annual Calendar

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

Review schedule: At least triennially

18.2 Property Committee Terms of Reference

Responsibility of the Board/Poari

The Board/Poari has overall responsibility for the property management of the Kura/School but delegates the day-to-day management of grounds and buildings to the Principal/Tumuaki.

Purpose of the Property Committee

The property committee is formed to provide guidance to the Principal/Tumuaki in the management and maintenance of the Kura/School grounds and buildings.

Delegated Authority

The property committee is responsible to the Board/Poari for:

1. Recommending, in association with the Principal/Tumuaki and property manager, an annual maintenance programme to ensure that the Kura's/School's buildings and facilities provide a safe and healthy learning environment for Students/Ākongā.
2. Monitoring and managing the Board/Poari's 10-Year, and 5-Year Property Plans
3. Monitoring grounds and maintenance of buildings, facilities, equipment and health and safety requirements
4. Assisting the Principal/Tumuaki in identifying health and safety matters, and reporting property matters to parents and the community.
5. Providing input into the Kura's/School's strategic plan.
6. Preparing special reports for consideration by the Board/Poari.
7. Assessing and making recommendations to the Board/Poari on requests for spending on individual items outside of budget.
8. Recommending, in association with the Principal/Tumuaki, terms of agreement for the use of the School Hall by third parties.
9. Monitoring use of the School Hall by third parties.

Review schedule: Triennially

Property Committee Annual Calendar

Date	Action Required
February	Review of property and maintenance
May	Review of 5 Year Agreement ("5YA")
June	Property asset register
August	Accident and hazard processes
September	Review of 10 Year Property Programme ("10YP")
November	Review Charter and Strategic Goals

18.2.1 Playground sub-committee

Purpose of the Playground sub-committee

The property committee is formed to provide guidance to the Board/Poari and Principal/Tumuaki in the redevelopment of the school playground.

Delegated Authority

The playground sub-committee is responsible to the property committee (and to the Board/Poari) for:

1. Recommending, in association with the property committee and Principal/Tumuaki a 5 year plan to redevelop the Kura/School playground in accordance with the scheme proposed by Wraight + Associates.
2. Recommending, in association with the property committee, Principal/Tumuaki and treasurer, a budget and sources of finance (including, grants, alumni, corporate donations).
3. Monitoring and managing the budget as agreed by the Board/Poari.
4. Providing input into the Kura's/School's strategic plan.
5. Preparing special reports for consideration by the Board/Poari.

Membership

The playground sub-committee membership must include the Board/Poari Property Member.

Review schedule: At least triennially.

19. Roseneath School Delegations List

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a Board/Poari member.	Delegated Authority See individual Committee Terms of Reference in the Board/Poari's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the Board/Poari, or, if no date, is ongoing
13/03/2017	Finance Committee Principal/Tumuaki Board/Poari Treasurer (M)	That the Finance Committee members are delegated to be members of the Board/Poari's Finance Committee acting under the Terms of Reference for this committee.	
12/02/2019	Board/Poari Treasurer (M)	That the Board/Poari delegates responsibility for the approval of reimbursements to the Principal/Tumuaki and creation of Automatic payment authorities in accordance with delegations set out in the Board/Poari Finance Policies.	
13/03/2017	Property Committee Principal/Tumuaki Board/Poari Property Member (M)	That the Property Committee members are delegated authority to be members of the Board/Poari's Property Committee acting under the Terms of Reference for this committee.	
09/05/2017	Playground sub-committee Board/Poari Property Member (M)	That the Playground sub-committee members are delegated authority to be members of the Board/Poari's Playground sub-committee acting under the Terms of Reference for this committee.	
13/03/2017	Deputy Principal/Tumuaki	That the Board/Poari directs that, except where the Board/Poari, at its discretion, otherwise determines, the deputy Principal/Tumuaki must, in the absence of the Principal/Tumuaki from duty for periods not exceeding 2 weeks and for the full period or periods of such	

		absence, perform all the duties and powers of the Principal/Tumuaki.	
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Notes:

[M] = Board/Poari member

Review schedule: Annually

20. The Relationship between the Board/Poari and the Friends of Roseneath School

The purpose of this policy is to explain the relationship between the Board/Poari and The Friends of Roseneath School (**Friends**).

The Friends have been and continue to be an integral part of the community of Kura/School. Over the years, through their fundraising efforts they have raised thousands of dollars with which they have provided the Kura/School with 'the icing on the cake' by way of computers, sports gear, library books and much more. As a group they have been willing organisers of Kura/School functions such as barbeques, school discos, annual quiz nights and other smaller fundraising initiatives. They also provide that sense of community that the Kura/School has by welcoming new families and helping out in times of need.

The way that the Friends are currently structured makes them accountable to the Board/Poari

1. The relationship between the Board/Poari and the Friends is based on mutual respect, trust and integrity.
2. The relationship must be professional and for the primary interest of the education and wellbeing of the tamariki/children.
3. The Friends will provide an annual plan of events at the start of each year, after discussions with the Board/Poari regarding a fundraising wishlist and target, to present to Principal/Tumuaki for approval. The plan will be revisited each term with the Principal/Tumuaki to ensure it is in line with Kura/School events.
4. The Friends finances are part of the Kura/School finances and thus ultimately the responsibility of the Board/Poari. Money raised by the Friends is separately identified in the Board/Poari's accounts.
5. Expenditure by the Friends is subject to the financial delegations set out in the Board/Poari finance policies.
6. The Friends' personnel may attend Board/Poari meetings and have the same rights as other members of the public at the meetings.
7. Board/Poari members attending Friends meetings have the same rights as other parents/whānau.
8. The Friends must obtain the permission of the Board/Poari to use Kura/School buildings and/or grounds for their activities.
9. The Friends must obtain the permission of the Board/Poari to use the Kura/School name in any event they organise, be it a fund raising event or not.
10. Once a year the Friends will provide a summarised Statement of Account to the Board/Poari and a will provide a written report for the Kura's/School's annual report and website.

Review schedule: Annually

21. Concerns and Complaints Process

Key Principles

1. The relationship between the Kura/School, staff, and parents / caregivers / whānau is one of mutual respect and communication. Staff and parents / caregivers / whānau must be committed to the wellbeing of Students/Ākonga and to their educational and social development. The Kura/School and parents / caregivers / whānau have the right to expect high professional standards.
2. In the case of a concern arising about a staff member from other staff members, Students/Ākonga, and / or parents / caregivers / whānau, all procedures to achieve resolution will be conducted in good faith and with an open mind.
3. The Principal/Tumuaki and Board/Poari will recognise the need to be aware of the differences between complaints, discipline and competency procedures, and will identify to all parties the nature of any of these procedures which is in operation.
4. At all points throughout the complaints and resolution process, confidentiality must be maintained.

Complaints process at first instance

5. In the case of a concern arising about a staff member from other staff members, Students/Ākonga, and/or parents / caregivers / whānau, first resort will be at the point of that concern. At first instance, the concern will be dealt with through discussion, mediation and/or corrective action, which is acceptable to the parties directly involved.
6. The presumption behind the policy is that with goodwill on both sides and a genuine wish to resolve a perceived or actual problem, it is best to approach the source of the problem directly.
 - If it is a concern about what happens in the classroom, the teacher will be approached directly by the person with the concern.
 - If it is a concern over matters dealt with in the office, the Kura/School secretary will be approached directly by the person with the concern.
 - If it is a concern over the exercise of management, the Principal/Tumuaki will be approached directly by the person with the concern.
 - If it is a concern over policy and governance, one (or more) members of the Board/Poari will be approached directly by the person with the concern.
 - If it is a concern over any other matter not covered above, the Principal/Tumuaki will be approached directly by the person with the concern.
7. The person with the concern may bring a support person(s) with them when approaching the appropriate person(s) if they wish.

Making a formal complaint

8. If the concern is not resolved through informal processes, or if the concern is of a serious nature, the person making the complaint should lodge a written complaint with the appropriate person / authority:
 - The Chair is responsible for receiving, investigating and resolving complaints about the actions of Board/Poari members.
 - The Principal/Tumuaki is responsible for receiving, investigating and resolving complaints about the actions of staff members.
 - If the Principal/Tumuaki is the subject of a serious complaint / unresolved concern, then the Board/Poari will assume responsibility for receiving, investigating and resolving complaints about the actions of staff members.
 - If the Board/Poari is the subject of a serious complaint / unresolved concern, the next appropriate authority will assume responsibility. This could be one or more of a number of education authorities (for example, the Ministry of Education, the New Zealand Teachers Council, or the [State-Public Services Commission](#)).

- If a complaint includes allegations and evidence of serious criminal activity by a staff member which might directly affect the well-being or safety of Students/Ākonga, then the Police will be informed by the Principal/Tumuaki and further investigations undertaken after consultation with the Police.

9. The complainant will verify the written complaint as accurate and sign the written complaint. The complaint will then be referred to the Principal/Tumuaki, Chair, or appropriate authority (as above).

Responding to a formal complaint

10. Upon receiving a written complaint, the Principal/Tumuaki or Board's/Poari's (as above) first responsibility is to make sure that the Students/Ākonga are safe and secure.
11. The Principal/Tumuaki or Board/Poari (as above) will make an initial assessment as to whether the complaint seems to be made in good faith and whether there are sufficient grounds for investigating the matter further. These reasons will be documented in writing. If sufficient grounds do not exist, the complaint will be rejected and parties informed, in writing, with reasons for the decision.
12. Where a complainant alleges that a staff member has engaged in serious misconduct, the procedure set out in paragraphs 11 to 16 of the Staff Discipline Chapter, in the Board/Poari's Employment Policy applies.
14. Any person whose actions are the subject of a serious complaint, which may result in the initiation of disciplinary or competency procedures, will be advised of the detail of the complaint as soon as possible and (except in circumstances where summary dismissal without notice has been issued against a staff member in relation to a complaint of serious misconduct) the subject of the complaint will be given reasonable time to seek advice and to respond to the complaint.
15. The Principal/Tumuaki or Board/Poari (as above) will conduct a full and impartial investigation of all written complaints and report the findings to the parties directly involved. The Principal/Tumuaki should negotiate with all parties (together desirably, separately if necessary) to come to an acceptable solution.

When the Board/Poari is the "appropriate authority"

16. If a complaint against a staff member (other than the Principal/Tumuaki) is not resolved through this process, or if they are dissatisfied with the Principal's/Tumuaki's findings, the Principal/Tumuaki will advise the concerned party / parties of their right to refer the complaint, in writing, to the Board/Poari. The Principal/Tumuaki will give the Board/Poari an account of the preceding events relating to the complaint.
17. The Board/Poari will consider whether the previous action taken by the Principal/Tumuaki was:
- appropriate; and
 - sufficient.
18. If the action was both appropriate and sufficient, the Board/Poari will advise the complainant accordingly, and the matter is closed.
19. If the action was either not appropriate and / or not sufficient, the Board/Poari will consider what further action should be taken and what mechanism it will use to progress the case. The alternatives include (but are not limited to):
- hiring legal and/or investigative expertise;
 - undertaking an investigation of its own; and/or
 - referring a case directly to the New Zealand Teachers Council.
20. If the Board/Poari decides to undertake its own investigation, it will:
- set up an ad hoc Personnel Committee with responsibility for the task; and
 - design a brief for the Personnel Committee that states the purposes of the investigation, the terms and conditions of the investigation, and the mechanism for reporting on the outcome.

Alternatively, it may ask the Personnel Committee to construct its own brief and refer it back to the Board/Poari for ratification.

21. The Personnel Committee will conduct a full enquiry, and give the complainant and/or their legal advisors to respond to the allegations. The Personnel Committee will submit its written report to the Board/Poari, which determines what action, if any, is required.
22. During any investigation and resolution of a serious complaint the Principal/Tumuaki and Board/Poari will ensure that:
 - the person who is the subject of the complaint is kept informed, in writing, on the progress of the resolution of the complaint at all times;
 - the person's, who is the subject of the complaint, right to seek advice, support or counselling is protected;
 - relevant provisions in legislation and employment agreements are adhered to;
 - the investigation is full and fair;
 - the principles of natural justice are observed, which include: the presumption of innocence (until proven guilty), the accused's right of access to charges, the right to legal help, the right of reply, the right of redress, and the exercise of principles of evidence;
 - a full written record is kept of all significant discussions, decisions and actions during resolution of a complaint; and
 - Students/Ākonga and their safety are kept as a prime consideration throughout the process.

New Zealand Teachers Council

23. Parents / caregivers / whānau have the right to refer a complaint against a teacher to the New Zealand Teachers Council. The Council is then obliged to notify the school that it has received a complaint and ask whether the Kura/School knows of the complaint and, if so, what it has done about it.
24. The Council has the right to determine whether or not it has grounds to undertake its own investigation.

22. Board/Poari Register – this register will be updated when any Board/Poari member joins or leaves the Board/Poari or the Board/Poari opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives = 5

Mid-term election cycle No Date of Board/Poari meeting where change was made: n.a.-

Name	Phone/email	Position on Board/Poari [Chair CH, Board/Poari Member M, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the Board/Poari date	Current Term expires
Adelle Broadmore	Adelle.Broadmore@roseneath.school.nz	ME	Principal/Tumuaki	Feb 2017		
Anne Crewdson	Anne.Crewdson@roseneath.school.nz	M	Staff Board/Poari member	April 2017		Election 2025
Airihi Mahuika	Airihi.Mahuika@roseneath.school.nz	CH	Elected (previously co-opted as M April 2021)	August 2022		Election 2025
Matt Langworthy	Matt.Langworth@roseneath.school.nz	M	Elected (previously co-opted as M April 2021)	August 2022		Election 2025
Kate Prickett	Kate.Prickett@roseneath.school.nz	M	Elected	August 2022		Election 2025
Sarah Roan	Sarah.Roan@roseneath.scchool.nz	M	Elected	August 2022		Election 2025
Nikos Skepetaris	Nikos.Skepetaris@roseneath.school.nz	M	Elected	August 2022		Election 2025

Note 1: Elected, selected, co-opted, staff Board/Poari member, student Board/Poari member, proprietor’s appointee, Principal/Tumuaki

Note 2: If the Board/Poari opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

Note 3: Complete form (Appendix 2) for informing MoE and NZSTA

23. Board/Poari Annual Work Plan

Year: 2017 Review	Area for Review	Board/Poari Meeting Dates							
		Feb	March	May	June	August	Sept	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE						Review of strategic plan Approve review plan	Analysis of Variance Annual plan draft
	Strategic aims			Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 4		
Regular Review	Policy		Governance Policy		Curriculum		Employment		Role of the Chair RASC Licence Agreement
	Learner progress and achievement	Analysis of Variance/NS	PAT/STAR results	Target Group progress/SN and Extension groups		Target Group focus Mid-year achievement	Target Group, moderation and self review progress		End of year achievement
	HR	Principal Performance Agreement set up	HR Tool Checklist 1		Principal performance conversation 1		Principal performance conversation 2 HR Tool Checklist 2	Principal final performance meeting	PGC full report to Board
	Curriculum	Key Competencies Inquiry & local curriculum		English	Focus Curriculum Area (e.g. Science)	The Arts		Health & Physical Education	
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor	Monitor	draft	
	Six Dimensions		1			2			3
Emergent Review	New gov. initiatives								
	New local initiatives								
Board/Poari process Requirements		Appoint chair	Accounts to Auditor 31 March Roll Return	Annual Report approved and sent to MoE	Roll return 1 July		Health Curriculum Consultation every second year	Succession planning Auditor approved	

Property Committee	Property	Feb review of property and maintenance	Monitor	Manage review of 5YA	June review with property asset register	August review accident & hazard processes	September review of 10 YP	Nov review Charter & strategic goals	
Finance Committee		28 Feb self-review & plan Budget approval at first meeting	31 March annual accounts to auditors	30 April annual 10 year property plan 31 May community reporting on financial performance	30 June any issues raised by auditors need to be addressed	31 August annual review of risk management needs & insurance	30 September annual plan available as input to budget preparation	31 October initial annual budget recommendations submitted to Board/Poari 30 November revised annual budget (if required) submitted to Board/Poari for approval	
External dates		1 March Charter submitted to MoE	31 March annual accounts to auditors 31 March roll return	May annual report approved and sent to MoE		1 July roll return to MoE			

Part 3 – Operational Policies

Refer to the Roseneath School Website under: Our People/Board/Poari/School Policies