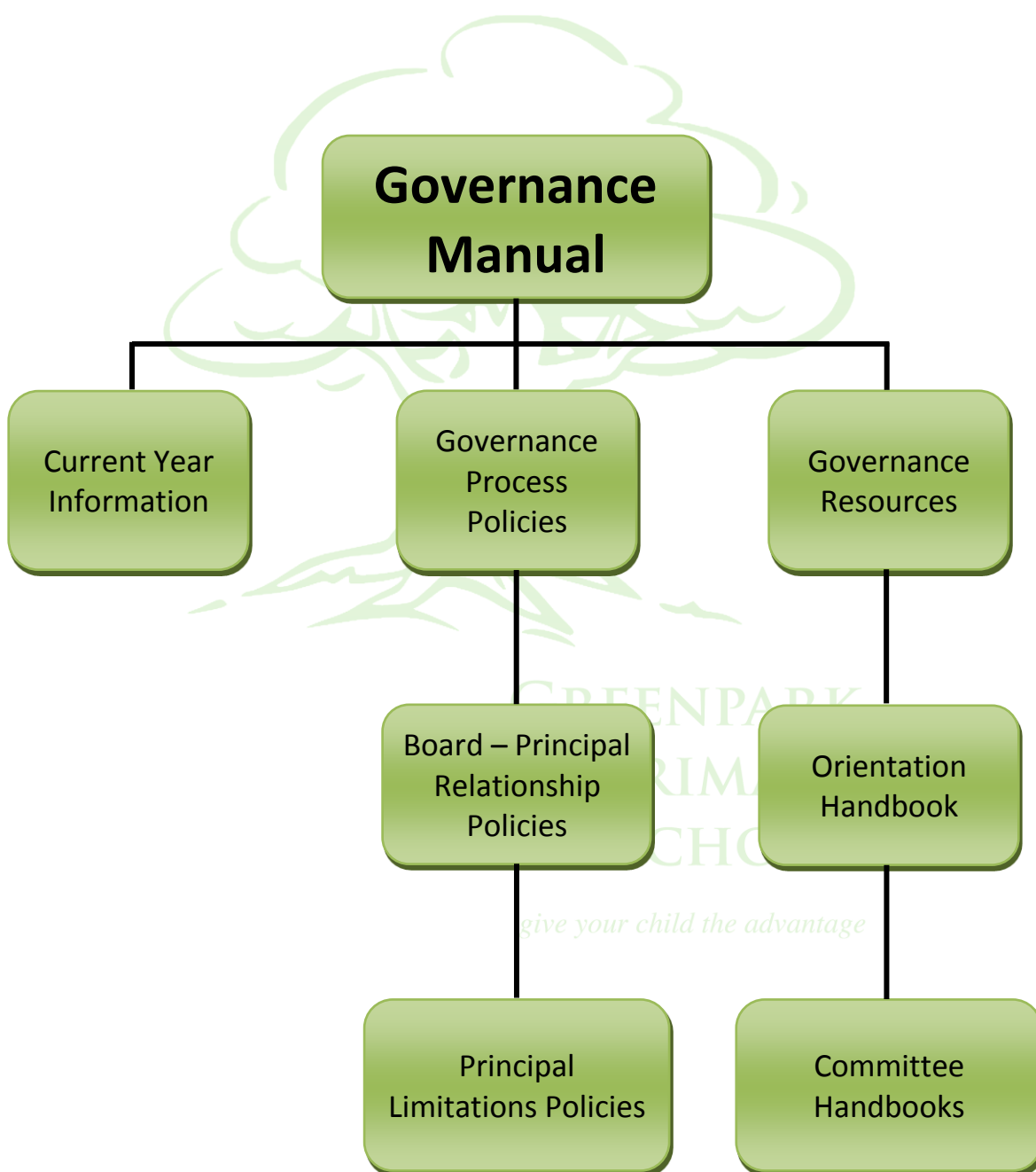




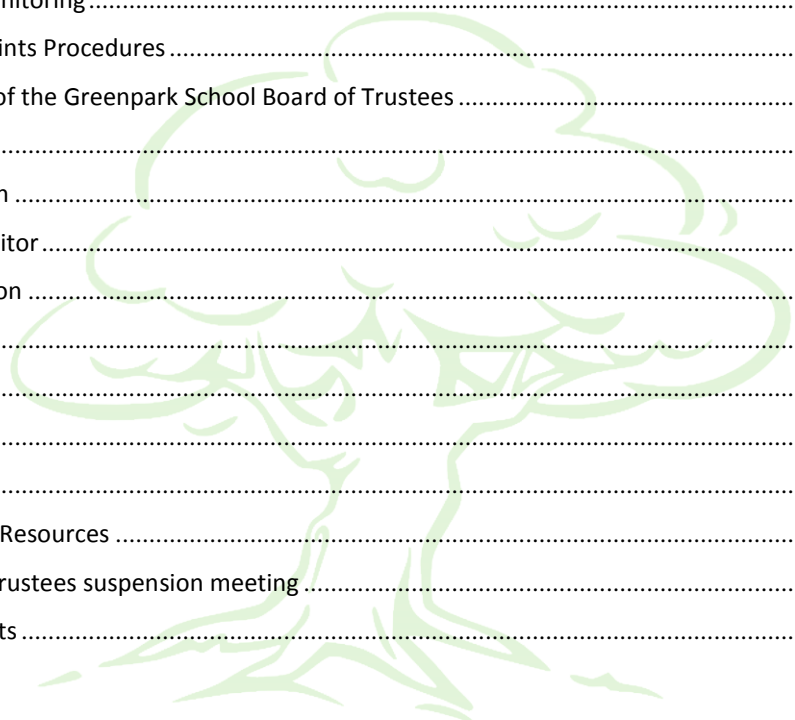
Greenpark School



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Current Year Information

Trustee Register

Name	Phone/email	Position on Board	Current term expires
Wayne Gribble	w.gribble@nzec.org.nz Home 571 8617; Mobile 021 901195	Chair	May - 2016
Sheree Cooper	sheree.cooper@boppoly.ac.nz Home 543 0810; Mobile 021 1172377	Member	May - 2016
Melissa Osmond	osmond3@clear.net.nz Home 544 9690; Mobile 021 451278	Member	May - 2016
Rachelle Stratton	r.stratton@taurangaboys.school.nz Home 544 3118; Mobile 021 1710499	Member	May - 2016
Morgan Hardy	morganhardy@economist.com Home 543 1142; Home 027 2244595	Member	May - 2016
Graeme Lind	graeme@greenparkschool.co.nz Home 572 3266; Mobile 027 4461022	Principal	N/A
Eiryl Pearce	eirylp@greenparkschool.co.nz Home 571 4484; Mobile 021 2984640	Staff Representative	May - 2016

School Contact Details

Postal Address: 13 Lumsden Street, Greerton 3112

School Address: 13 Lumsden Street, Greerton 3112

P: (07) 541 0606

F: (07) 541 0607

W: www.greenparkschool.co.nz

E: office@greenparkschool.co.nz

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Current Year Information

Annual Plan of Work for 2013

Note: Orange font refer directly to targets from the Charter's Annual Plan

Focus	1 (Feb)	2 (Apr)	3 (May)	4 (Jun)	5 (Aug)	6 (Sep)	7 (Oct)	8 (Dec)
Student Achieve.	<ul style="list-style-type: none"> * 6-year nett data from previous year * Maths school-wide data from previous year (Year 4 Maori, Year 6 Maori & female) * Writing school-wide data from previous year (Year 4 male) 		<ul style="list-style-type: none"> * STAR year 3-6 reading data * Running records Year 0-6 reading data 	<ul style="list-style-type: none"> * Maths asTTle Year 4-6 data * Maths school-wide data (stages and levels) (Year 4 Maori, Year 6 Maori & female) * Writing school-wide data (Year 4 male) * Year 6 numeracy target progress 	<ul style="list-style-type: none"> * Year 4 writing target progress 			<ul style="list-style-type: none"> * STAR year 3-6 reading data * Running records Year 0-6 reading data * Maths asTTle Year 4-6 data (Year 4 Maori, Year 6 Maori & female) * National Standards school-wide data * Year 4 writing target progress & achievement * Year 6 numeracy target progress & achievement
Charter	Charter document lodged with MOE				Community consultation completed for 2014 Charter	Development of the Strategic Plan	Annual Plan completed	
Policy Review	Policy reviewed as per plan							→
Reporting		Science	Social Sciences	Health & PE	Arts/Music	Tikanga Māori	Technology	
Personnel	Professional development opportunities for staff supported throughout the year	Principal's teacher registration assurance document signed	Principal's performance agreement signed & adopted	Principal's interim appraisal report provided		Principal's interim appraisal report provided	Principal's appraisal report provided	
Finance	Regular reporting on actual spending against budget							→
Property	Development of 10YPP and maintenance plan for new buildings	Regular property reporting & any new building issues sent to MOE						→
Health & Safety	Principal's Health & Safety report presented regularly including standdown, suspension & attendance data	Health & Safety procedures presented for ratification						→



Current Year Information

Governance Policy Review Plan

Meeting	2012	2013	2014
1		- Chairperson's role - Meetings - Meeting agenda	- Financial planning - Financial condition
2	- Complaints	- Policy making	- Asset protection - Theft and fraud
3	- Board Code of Conduct	- Orientation	- Curriculum delivery
4	- Board roles and responsibilities	- Principal roles and responsibilities	- Planning and reviewing
5	- Governance	- Committee principles	- Personnel
6	- Confidentiality - Conflicts of Interest	- Board/Principal relationship - Chair/Principal relationship	- Principal professional expenses - Reporting to the Board
7	- Principal Performance Appraisal	- Board expectations of the Principal - Principal expectations of the Board	- <i>The path of an invoice</i>
8	- Governance Review	- Health and safety - Legal responsibilities	- <i>Cash handling</i>

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Policy: Governance

The obligation of the board is to ensure it achieves its mission and strategic aims whilst meeting all the legal and moral responsibilities and requirements accompanying best practice governance.

1. Governance Definition

The Board provides strategic leadership. In order to do this, the Board will:

1. Look to the future and keep informed of issues and trends that may affect the mission and organisational effectiveness.
2. Make decisions based on knowledge of community needs and best practices and in accordance with the mission.
3. Be proactive and visionary in its thinking.
4. Encourage thoughtful deliberation, incorporating a diversity of viewpoints.
5. Work together as colleagues, encouraging mutual support and good humour.
6. Have the courage to lead and make difficult decisions.
7. Commit to excellence in governance, including regularly monitoring, assessing and improving its own performance.

2. Education Act 1989 s75 and s76, s65

The legal responsibility of school trustees is determined by Section 75 and Section 76 of the Education Act 1989, and Section 65.

Governance: Education Act s75

s. 75 *Boards to control management of schools –*

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

Management: Education Act s76

s.76 *Principals –*

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

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

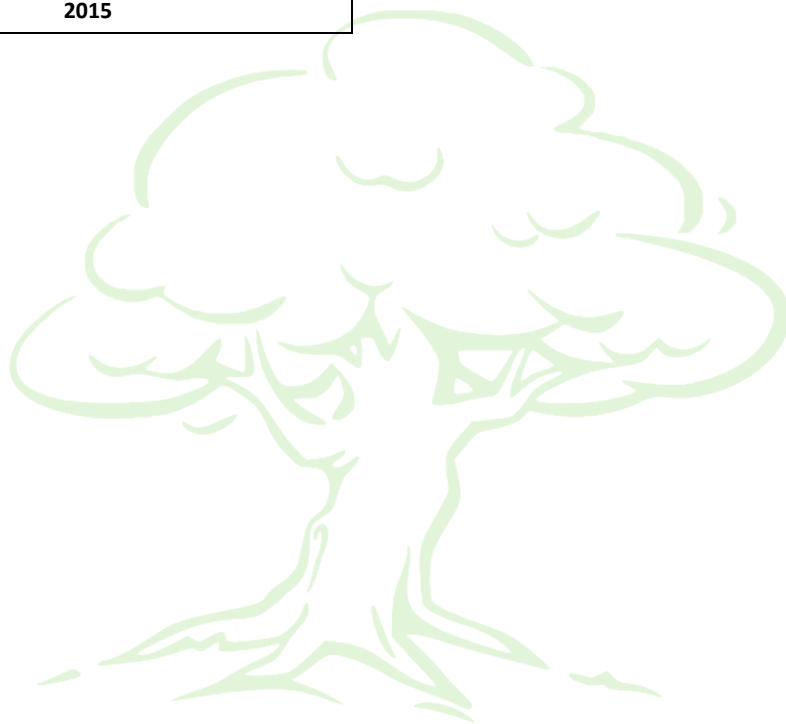
(a) Shall comply with the board's general policy directions; and

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

Employer: Education Act s65

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

<i>Date ratified:</i>	4 September 2012
<i>Next to be reviewed:</i>	2015



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Policy: Board Roles & Responsibilities

The purpose of the Board, on behalf of the community, is to see that our school delivers on its commitment to student achievement by making effective governance decisions that meet legislative requirements. The Board is expected to:

1. Monitor student achievement.
2. Set strategic directions and long-term plans and monitor the board's progress against them.
3. Represent all the interests of the community it serves.
4. Monitor financial management of the school and approve the financial budgets and policy.
5. Effectively manage risk.
6. Ensure the board is compliant with its legal requirements.
7. Attend board meetings and take an active role as a trustee.
8. Approve major policies and programme initiatives.
9. Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
10. Approve and monitor Personnel policy and procedure, and act as good employers.
11. Appoint, assess and provide the opportunity to foster the performance of the Principal.
12. Deal with disputes and conflicts referred to the board.
13. Represent the school in a positive and appropriate manner.
14. Oversee, conserve and enhance the resource base.
15. Hand over governance to new board/trustees at election time.

<i>Date ratified:</i>	31 July 2012
<i>Next to be reviewed:</i>	2015

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Policy: Board Code of Conduct

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

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

The Code of Conduct will be signed annually by each trustee in recognition that every endeavour will be made to adhere to this code:

Principal: _____ Date: _____
Chairperson: _____ Date: _____
Finance: _____ Date: _____
Secretary: _____ Date: _____
Property: _____ Date: _____
PTA/HALL: _____ Date: _____
Staff Rep: _____ Date: _____

June 2013 signed copy in Minute and boxed files.

Date ratified:	25 June 2013
Next to be reviewed:	February 2014

Policy: Conflict of Interest

It is the Board member's obligation to immediately disclose to the Board any and all impending conflicts of interest. That member shall absent herself or himself without comment from both the deliberation and final decision-making.

<i>Date ratified:</i>	6 November 2012
<i>Next to be reviewed:</i>	2015

Policy: Confidentiality

It is the Board member's obligation to observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school.

<i>Date ratified:</i>	6 November 2012
<i>Next to be reviewed:</i>	2015

Policy: Complaints and concerns

Concerns and complaints to the Board will be dealt with in the following way:

1. Direct the complainant to taking the issue to the person involved in the first instance.
2. If unresolved, direct the complainant to take the issue to the principal. [Should the unresolved complaint be about the principal, the complaint should be put directly in writing to the Chair of the Board].
3. If unresolved, direct the complainant to send a written letter of concern/complaint to the Chair of the Board.
4. The Chair will convene a committee of three trustees to consider the course of action, seeking advice as prudent.

<i>Date ratified:</i>	9 May 2012
<i>Next to be reviewed:</i>	2015



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Policy: Chairperson's Role

The chairperson is the leader of the board and carries overall responsibility for the integrity of the board's processes. The role involves the following responsibilities:

1. Oversee general performance of the board.
2. Ensure information about the financial performance of the organisation flows to the board.
3. Establish and maintain systems for information flows to the board.
4. Attend and chair board meetings.
5. Make recommendations to board about prudent management of board matters.
6. Establish and maintain an ongoing working relationship with the Principal.
7. Deal with disputes and conflicts referred to the Chair.
8. Act as Protected Disclosure Officer.
9. Ensure the Principal's Performance Agreement and Appraisal is completed on an annual basis.
10. Acts as a public spokesperson for the board.

<i>Date ratified:</i>	3 April 2013
<i>Next to be reviewed:</i>	2016



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Policy: Meetings

The board is committed to effective and efficient meetings. Meetings:

1. Are based on a prepared agenda. The agenda preparation is the responsibility of the chairperson. Sufficient copies of the agenda will be available at the meeting place for the public.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987. Decisions by the board are fully recorded but remain confidential. The board needs to:
 - ~Make the reasons for excluding the public clear.
 - ~Reserve the right to include any non-board member it chooses.

<i>Date ratified:</i>	3 April 2013
<i>Next to be reviewed:</i>	2016



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Policy: Meeting Agenda

To fulfil its governance responsibilities, the board will follow an agenda that improves board performance through regular education and focus on governance effectiveness.

A typical agenda will:

1. Regularly review its strategic plan and relevant strategic issues, while focusing on student achievement.
2. Provide assurance that all compliances are being met.

An example of the Greenpark School agenda is:

Board of Trustees Meeting Agenda template – date	
Chairperson Welcome Present Apologies Declaration of interests	2 mins
<u>Matters arising from previous minutes</u>	5 mins
<u>General Business</u> Student achievement & important information	60 mins
<u>Correspondence</u>	5 mins
<u>Finance Report</u>	5 mins
<u>Principals Report</u>	30 mins
<u>Property report</u>	5 mins
<u>PTA/Hall Report</u>	5 mins
<u>Staff Matters</u>	5 mins
<u>Sports Coordinator's Report</u>	5 mins
Note 1: Correspondence is listed on a separate page	

<i>Date ratified:</i>	3 April 2013
<i>Next to be reviewed:</i>	2016

Policy: Orientation

The board is committed to ensuring continuity of business and a smooth transition when board personnel change. Therefore,

1. New trustees will be issued with an Orientation Pack. The pack will include a governance manual containing copies of the school's Charter – including the Strategic and Annual/Operational Plans/Policies, Handover booklet and any other relevant material.
2. A meeting will be set as agreed by the existing board, prior to the first meeting of the new term. During this meeting points and matters of interest will be discussed and portfolios explained. Process of the first term board meeting will be briefed, minutes defined and expectations set as per board handover booklet.
3. The principal and chairperson or delegate, will brief all new members on the organisational structure of the school, including roles and responsibilities of the board of trustees and the teaching and management structure of the school.
4. At the new terms first meeting the chairperson, or delegate, after consultation with board members, will recommend to the board changes to committees.
5. The principal will conduct a site visit of the school for new trustees.
6. New board members are to be advised of the professional development that is available from relevant providers.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chairperson, with the new members.

<i>Date ratified:</i>	12 August 2013
<i>Next to be reviewed:</i>	2016



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Policy: Governance review

Board Member Review

Annually each trustee will evaluate their own contribution to the board and their individual effectiveness in discussion with the chairperson. The basis of this review shall be these Governance Policies [in particular the Roles & Responsibilities standards and the Code of Behaviour].

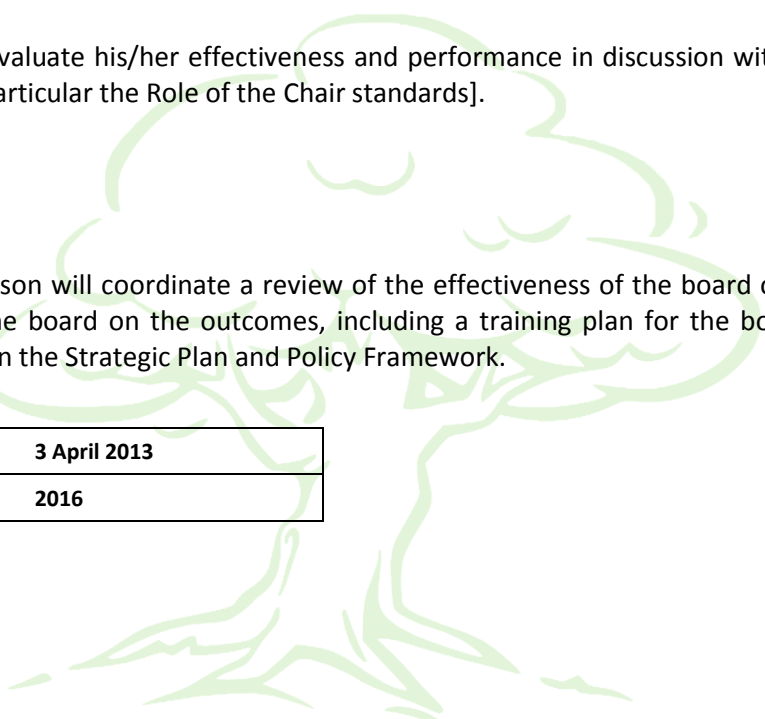
Chairperson Review

The board chair will evaluate his/her effectiveness and performance in discussion with individual trustees and the principal [in particular the Role of the Chair standards].

Board Review

Annually, the chairperson will coordinate a review of the effectiveness of the board of trustees. A report will be provided to the board on the outcomes, including a training plan for the board as a whole. The review will be based on the Strategic Plan and Policy Framework.

<i>Date ratified:</i>	3 April 2013
<i>Next to be reviewed:</i>	2016



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Policy: Committee Principles

The Board may set up committees to help carry out its responsibilities and due process (eg. Staff appointments, finance, policy and disciplinary).

Education Act 1989, section 66:

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

The board must spell out in the board minutes the precise powers that are delegated to a committee. In addition the same delegation motion must name the members or how the committee will be constituted. For example, the committee can:

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

Board committees:

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

Date ratified:	25 Sept 2013
Next to be reviewed:	2015

Policy: Policy Making

Policy making is the process by which the Board of Trustees establishes its mandate to fulfill its governance role in the school. Policy statements provide effective guidelines for actions in all areas of the school's operations. A clear and consistent process for policy-making will therefore be available to all personnel involved in the board's policy-making process.

- ~ Policy documents are available to whānau and kept in the front office.
- ~ All final policy decisions will be made by the board and will be approved only after being presented to the board at the meeting for general discussion and the school community has been consulted (where appropriate). A review date will be included on the policy and a copy of the old policy and the newly ratified and signed policy will be included in the next board of trustees' minutes.
- ~ All curriculum policies and procedures will be written, clearly defined and based on the school's charter, including its mission statement and curriculum aims and objectives, as well as national curriculum goals.
- ~ All non-curriculum policy-making is channeled through the board's policy-making process which is as follows:
 - o The Policy Subcommittee will report which policies need reviewing, rewriting or developing, based on the Greenpark School Policy Review Plan and in line with the school charter.
 - o The board's policy committee will either meet to write a draft policy or delegate that task to a staff or board member.
 - o The community will be given the opportunity to comment and/or contribute to the drafted new policy (where appropriate).
 - o Draft documents will be presented to the board and, after suggested changes have been made, will be approved and signed by the board chairperson. A review date will be included on the policy.
- ~ All curriculum policies are written by teaching staff (in consultation with the community where appropriate).
- ~ All policies are subject to a regular review process (based on a three year cycle) through the strategic planning cycle. The policy committee can facilitate earlier review of a policy if required to ensure the practices used reflect the policy or to ensure the policy is up-to-date.
- ~ Steps shall be taken to ensure that no statute or existing board policies are contravened by the proposed policies.

Date ratified:
Next to be reviewed:

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Board – Principal Relationship Policies

Policy: Principal Roles and Responsibilities

The board delegates the day-to-day management of the school to the Principal in the understanding that the Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's charter or expressed values or commonly held professional ethic.

Delegations to the Principal include:

1. Meet the requirements of the current employment contract.
2. Meet the requirements of the Principal's Professional Standards.
3. Act as the education leader of the school.
4. Maintain the culture of the school.
5. Manage the school effectively on a day-to-day basis within the law and in line with board policies.
6. Implement the (annual) operational plans and give priority to the school's annual targets.
7. Use resources efficiently.
8. Put good employer policies into effect.
9. Oversee teacher appraisals and staff professional development.
10. Appointing all teaching and non-teaching staff except for the Principal and other Management Team positions.
11. Keep the board up-to-date of significant staffing changes.
12. Preserve assets (financial and property).
13. Communicate with the community on operational matters.
14. Keep the board informed of information important to their role.
15. Report to the board on the compliance with their policies.
16. Organise operations within the boundaries of prudence and ethics established in board policies on Operations.
17. Act as Protected Disclosures Officer.
18. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

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

The relationship is one of trust and support. Both parties work to ensure 'no-surprises'.

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

During any absence of the Principal from the School for more than 5 days these delegations shall be exercised by the Acting Principal with the separate and prior approval of the Board Chairperson.

Date ratified:
Next to be reviewed:



Board – Principal Relationship Policies

Policy: Principal Performance Appraisal

The Principal's performance is appraised on an annual basis with the objective of ensuring high quality educational opportunities for the students of the school, as well as the professional growth of the Principal. This process will:

1. Result in a written assessment of the Principal's performance on an annual basis, identifying any training/professional development needs for the Principal to undertake.
2. Ensure that the Principal's performance will be formally appraised on an annual basis by the board chairperson or delegate(s) and, at the board's choice, either an independent consultant who specialises in education and is able to review the effectiveness of the education provided or other suitable trustee.
3. There will be at least two informal meetings during the review period between the Principal and chairperson or delegate(s) to discuss progress.
4. The criteria for appraisal will be the objectives set in the Performance Agreement, the objectives being drawn from the school's strategic and annual operating plans, the Principal's job description, professional standards and board policies on operations.
5. If there is any disagreement between the Principal and the board as to the objectives, the board, after considering the Principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The board's decision will be final.
6. The board chairperson or delegate(s) may seek feedback on the Principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the Principal has performed.
7. The chairperson or delegate(s) will report back formally once a year to the board a summary report on the result of the appraisal. Any conflicts of interest must remove themselves from this process.
8. The performance agreement and results of the appraisal are confidential to the Principal, the board and their agents unless both parties agree to wider distribution.
9. In the event of a dispute relating to the appraisal results, the board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the board will have responsibility of any final decision.

Disciplinary Process

In the event the board determines that policy violation(s) has (have) occurred and the board judges the degree and seriousness of the violation(s) to warrant initiating a disciplinary process, the board shall seek advice and follow due process.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>



Board – Principal Relationship Policies

Policy: Principal Professional Expenses

A budget for professional expenses and for professional development will be established annually. These expenses may include continuing education, books and periodicals, and attendance at professional conferences.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>

Policy: Reporting to the Board (as Limitations)

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

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic goals and decisions are based.
2. Submit the monitoring data required in a timely, accurate and understandable fashion.
3. Report and explain financial variance of 10% against budget.
4. Present information in a suitable form – not too complex or lengthy.
5. Inform the board when, for any reason, there is non-compliance of a board policy.
6. Recommend changes in board policies when the need for them becomes known.
7. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>



Board – Principal Relationship Policies

Policy: Board - Principal Relationship

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

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

<i>Date ratified:</i>	29 October 2013
<i>Next to be reviewed:</i>	2016

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Board – Principal Relationship Policies

Policy: Chairperson - Principal Relationship

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

Therefore it is expected that:

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

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

1. The board's agreed governance and management definitions.
2. The board's roles & responsibilities policy.
3. The Principal roles & responsibilities policy.
4. The chairperson's role policy.
5. The trustee's code of conduct policy.

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Date ratified:	29 October 2013
Next to be reviewed:	2016



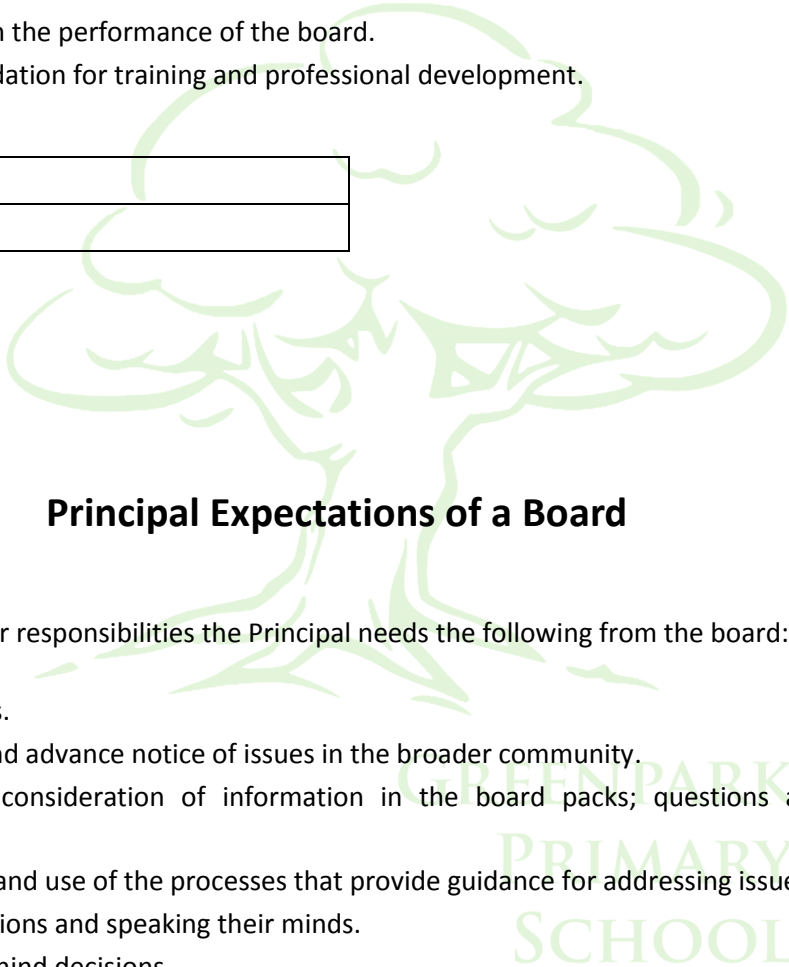
Board – Principal Relationship Policies

Policy: Board Expectations of the Principal

In order to fulfil its responsibilities the board needs the following from the Principal:

- ~ No surprises.
- ~ Timely and accurate information, in advance of decision making.
- ~ Warnings and advance notice of issues in the educational community.
- ~ Opinions, alternatives and reasoning on relevant issues.
- ~ Clear guidance on processes and procedures.
- ~ Positive representation.
- ~ Feedback on the performance of the board.
- ~ Recommendation for training and professional development.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>



Policy: Principal Expectations of a Board

In order to fulfil their responsibilities the Principal needs the following from the board:

- ~ No surprises.
- ~ Warnings and advance notice of issues in the broader community.
- ~ Thoughtful consideration of information in the board packs; questions ahead of the board meetings.
- ~ Knowledge and use of the processes that provide guidance for addressing issues.
- ~ Honest opinions and speaking their minds.
- ~ Standing behind decisions.
- ~ Positive representation.
- ~ Support ongoing professional development.
- ~ Recommendations for committee participation.
- ~ A system for annual and ongoing performance evaluation.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>



Principal Limitations Policies

Policy: Curriculum delivery [linked to NAG 1]

Delivery of the curriculum shall foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007*. Therefore the Principal may not fail to:

- ~ Develop and implement teaching and learning programmes.
- ~ Ensure opportunities for success in all essential learning areas and skill areas of the New Zealand curriculum.
- ~ Give priority to literacy, numeracy, and Health and Wellbeing.
- ~ Report on progress and achievement of students.
- ~ Identify students at risk of not achieving and implement teaching and learning strategies to address needs.
- ~ Identify students who are gifted and talented and implement teaching and learning strategies to address needs.
- ~ Consult with our school's Māori community about the policies/plans for improving the achievement of Māori students.

Date ratified:
Next to be reviewed:



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Principal Limitations Policies

Policy: **Planning and Reviewing** [linked to NAG 2]

The board with the Principal will develop a strategic plan and review plan including reference to the National Standards and also their plans to give effect to the National Education Guidelines. The Principal shall not fail to:

- ~ Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups including the achievement of Māori students against the plans and targets developed.
- ~ Include school-level data in the board's annual report.
- ~ Include in the school's annual report the numbers and proportions of students achieving at, above, below and well below the standard, including Māori, Pasifika, gender, and International Students (where this does not breach an individual's privacy).
- ~ Develop an operational plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development.
- ~ Maintain an on-going programme of reflective practice (self-review) in relation to the above policies, plans and programmes, including evaluation of information on student achievement.
- ~ Report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year. [for students Y7-8]
- ~ Report school-level data in the board's annual report on National Standards under three headings:
 - school strengths and identified areas for improvement;
 - the basis for identifying areas for improvement; and
 - planned actions for lifting achievement.
- ~ Report in the board's annual report on:
 - The numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika, by gender, and International Students (where this does not breach an individual's privacy); and
 - How students are progressing against the standards as well as how they are achieving.

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Date ratified:

Next to be reviewed:



Principal Limitations Policies

Policy: **Personnel** [linked to NAG 3]

The board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents. Therefore, the Principal may not fail to:

- ~ Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications.
- ~ Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
- ~ Ensure that all required staff are registered or have a current Limited Authority to Teach.
- ~ Provide a smoke free environment.
- ~ Provide for all staff a contract, either individual or collective.
- ~ Carry out annual performance appraisal.
- ~ Meet current employment legislation.
- ~ Take reasonable steps to protect staff from unsafe or unhealthy working conditions.
- ~ Provide Protective Disclosure protection.
- ~ Appoint staff outside of the staffing entitlement and budget allocation without board approval.
- ~ Gain approval from the board for staff applying for leave from employment for greater than 20 working days.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>

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Principal Limitations Policies

Policy: **Financial Planning** [linked to NAG 4]

Budgeting shall not fail to reflect the board’s strategic results, risk financial jeopardy nor fail to show a generally acceptable level of foresight. Thus the budget should not neglect to:

- ~ Reflect the results sought by the board.
- ~ Reflect the priorities as established by the board.
- ~ Comply with the board’s requirement of a balanced budget.
- ~ Ensure adequate working capital.
- ~ Demonstrate an appropriate degree of conservatism in all estimates.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>

Policy: **Financial Condition** [linked to NAG 4]

The financial viability of the organisation must be protected at all times. Therefore, the Principal shall not:

- ~ Incur unauthorised debt.
- ~ Violate generally accepted accounting practices or principles.
- ~ Use tagged funds for purposes other than those approved.
- ~ Spend more funds than have been allocated in the fiscal year, unless having received prior approval from the board.
- ~ Fail to ensure all money owed to the school is collected in a timely manner (except school fees which require special consideration).
- ~ Fail to make timely payment to staff and other creditors.
- ~ Sell or purchase unauthorised property.
- ~ Spend on single items beyond a board-established limit.
- ~ Fail to ensure that all relevant government returns are completed on time.
- ~ Fail to ensure that no one person has complete authority over the school’s financial transactions.
- ~ Make any purchase:
 - Of over \$5,000.00 without having obtained finance committee approval, or over \$10,000.00 without having obtained board approval.
 - Of over \$5,000.00 without an adequate review on ongoing costs, value and reliability
- ~ Invest money in term deposit for greater than 12 months without Board approval.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>



Principal Limitations Policies

Policy: **Asset Protection** [linked to NAG 4]

Assets may not be unprotected, inadequately maintained or unnecessarily risked. Accordingly, the Principal shall not:

- ~ Fail to insure assets.
- ~ Allow unauthorised personnel to handle funds or school property.
- ~ Subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use.
- ~ Fail to ensure the implementation of the 10-year property maintenance plan.
- ~ Fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
- ~ Receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor’s standards.
- ~ Invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>

Policy: **Theft and Fraud** [Linked to NAG 4]

The Board accepts that it has a responsibility to protect the physical and financial resources of the school. The Principal is delegated the responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the school or who are service recipients of the school. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

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Therefore, the Principal shall establish systems and procedures to guard against the actions of theft and fraud and report on the outcomes of this policy as required.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>



Principal Limitations Policies

Policy: **Health & Safety** [linked to NAG 5]

Students and staff shall have a safe physical and emotional learning environment. Therefore, the Principal shall not fail to:

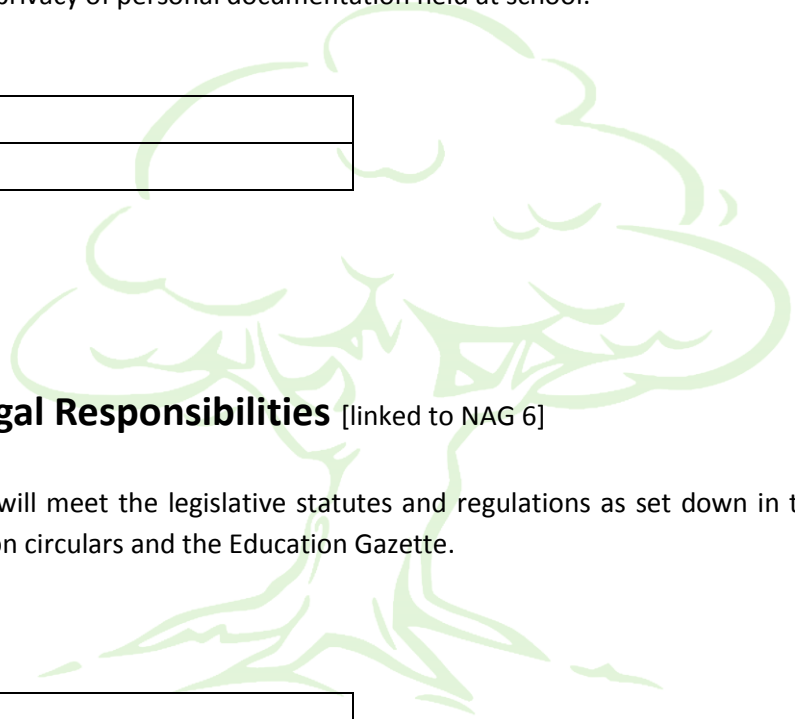
- ~ Take reasonable steps to protect students from unsafe or unhealthy conditions.
- ~ Provide a smoke free environment.
- ~ Ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
- ~ Consult with the community regarding the health programme being delivered to students.
- ~ Provide privacy of personal documentation held at school.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>

Policy: **Legal Responsibilities** [linked to NAG 6]

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

<i>Date ratified:</i>
<i>Next to be reviewed:</i>



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Governance Resources

Supporting Documentation

The board's policies are supported by and implemented through documentation found in the Operational Procedures Manual. These are the prerogative of the Principal and include:

- ~ Operational guidelines and procedures.
- ~ Yearly budget.
- ~ School calendar.
- ~ School curriculum.
 - o Curriculum implementation plan.
 - o Assessment expectations.
 - National standards.
 - Other assessment tasks (such as E-asTTle etc.).
 - Student profiles that inform next steps in learning.
 - o Reporting expectations.
 - o The curriculum as it applies to the key competencies.
 - o The curriculum as it applies to inquiry learning.
 - o The curriculum as it applies to integrated learning.
 - o The curriculum as it applies to ICT integration.
 - o The curriculum as it applies to personalised learning.
- ~ Management plan/tasks/responsibilities for senior management team.
- ~ Staff handbook.
- ~ Performance agreement for principal.
- ~ Performance agreement for senior management team.
- ~ Staff professional development plan.
- ~ Staff performance management plan.
- ~ Special education plan.
- ~ 10YPP and 5YA documentation.
- ~ Appropriate Ministry circulars, Gazette notices, NZSTA Administrative Advices.

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Governance Resources

Board of Trustees Meeting Procedures

General:

- ~ Meetings are held as per the annual agenda.
- ~ The quorum shall be more than half the members of the Board currently holding office.
- ~ The chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.
- ~ The chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
- ~ Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.
- ~ Only trustees have automatic speaking rights.
- ~ The board delegates [and minutes] powers under Sections 16 & 17 of Education Act to the Disciplinary Committee.
- ~ The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.

Time of Meetings:

- ~ Regular meetings commence at 7.00pm and conclude by 9.00pm.
- ~ A resolution for an extension of time may be moved.
- ~ Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

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

Exclusion of the Public:

- ~ The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act.

Public Participation:

- ~ Public participation is at the discretion of the chairperson.
- ~ Public attending the meeting are given a notice about their rights to participation in the meeting.

Motions/Amendments:

- ~ All motions and amendments moved in debate must be seconded unless moved by the chairperson.
- ~ 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.



Governance Resources

Termination of debate:

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

Suspension of Meeting Procedures:

- ~ Standing Orders may be suspended by resolution of the meeting.

Agenda:

- ~ Agenda items are to be notified to the chair 5 days prior to the meeting.
- ~ Late items will only be accepted with the approval of the board.
- ~ The order of the Agenda may be varied by resolution at the meeting.
- ~ All matters requiring a decision of the board are to be agended as separate meeting items.
- ~ All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the 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 3 working days before the meeting.

Minutes:

- ~ Secretarial services will be contracted by the board.
- ~ The minutes are to clearly show resolutions and action points and who is to complete the action.
- ~ A draft set of minutes is to be completed and sent to the chair for approval within 7 working days of the board meeting before being distributed to trustees within 10 working days of the meeting.



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Governance Resources

Disciplinary Committee Terms of Reference

Purpose:

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

Committee members:

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

Duties and responsibilities:

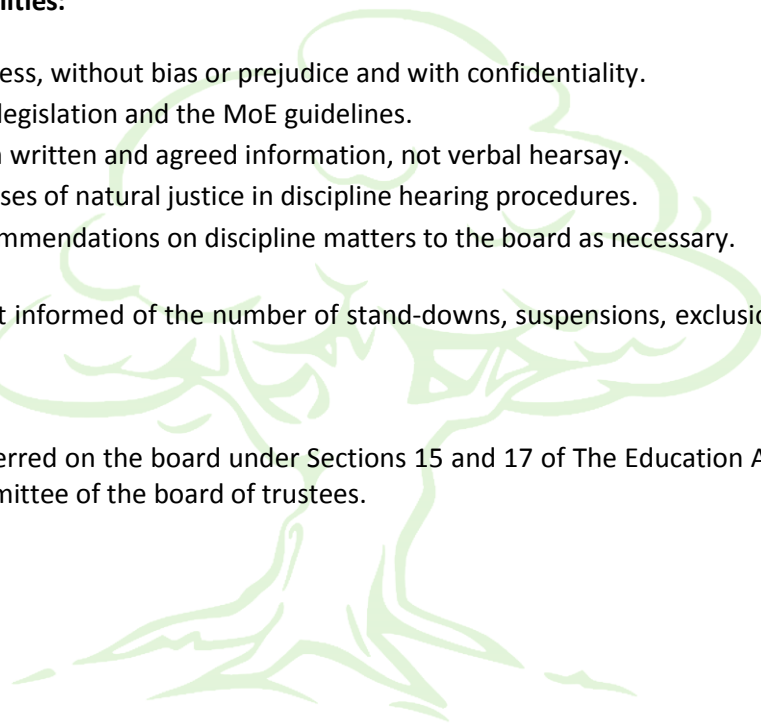
The committee will:

1. Act in fairness, without bias or prejudice and with confidentiality.
2. Act within legislation and the MoE guidelines.
3. Act only on written and agreed information, not verbal hearsay.
4. Use processes of natural justice in discipline hearing procedures.
5. Make recommendations on discipline matters to the board as necessary.

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.

Delegated Authority:

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the Discipline Committee of the board of trustees.



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Governance Resources

Finance Committee Terms of Reference

Responsibility of the Board

The board of trustees has overall responsibility for the financial management of the school. The day-to-day management of the school's finance and budget rests with the principal.

The Finance Committee as a committee of the board is responsible for providing guidance to the principal for financial matters.

Purpose of the Finance Committee

The Finance Committee was formed to provide guidance to the principal in the financial management of the school.

Terms of Reference

The Finance Committee is responsible to the board for:

1. In association with the principal, recommending an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
2. Determining the level of budgetary discretion available to the principal.
3. Monitoring and reporting on the annual budget via the principal.
4. Review on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
5. Where appropriate, assisting the principal to prepare a financial results report, which is to be provided to the board by the principal at every board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Assisting the principal in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the board.
11. Annually reviewing the school's risk management needs and insurance cover.
12. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.
13. Approval of Principal's spending greater than \$5000 and less than \$10,000.

Compliance Reporting

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

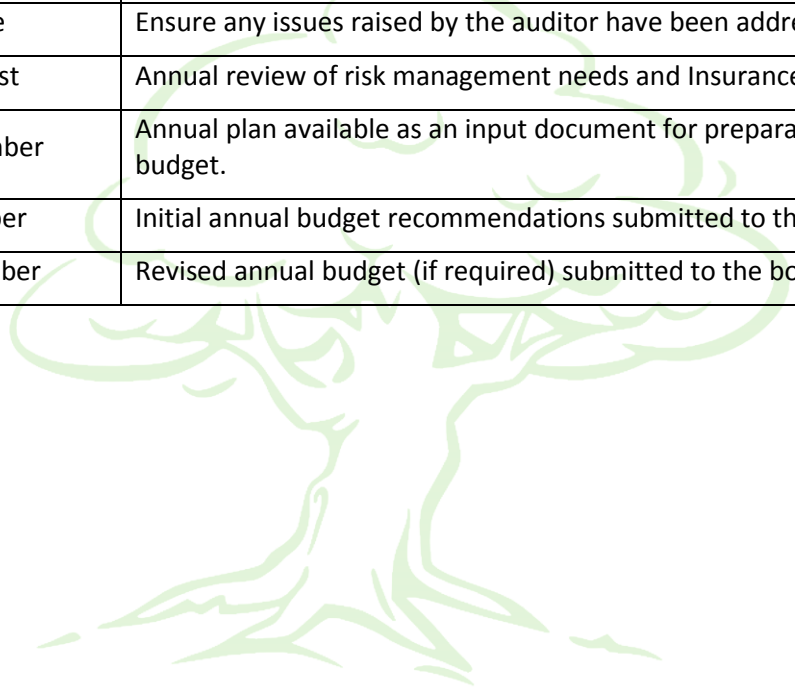
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Governance Resources

Finance Committee Annual Calendar

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



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Governance Resources

Policy Committee Terms of Reference

Responsibility of the Board

The board of trustees has an obligation to review all policy during its three year tenure. The policy framework provides effective guidelines for actions in all areas of the school's operations. The review of policies ensures that they up-to-date and meet the needs of the school community, while also complying with legislative requirements.

Purpose of the Finance Committee

The Policy Committee was formed to review and make recommendations to the board on existing and new policies.

Terms of Reference

The Policy Committee is responsible to the board for:

1. Preparing a Policy Review Plan to ensure that all policy is reviewed at least every three years.
2. Reviewing policy according to the Policy Review Plan and making recommendations to the board on suggested changes.
3. The development of new policy where required, and according to the Policy Making Policy.
4. Ensuring that all policy available to the staff and community is kept up-to-date.

Delegation record

All board delegations will be minuted in the board of trustees meeting minutes.



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Governance Resources

Board Self-Assessment

For the purposes of reviewing its operation, the Board of Trustees could use the following checklist as one example of self-assessment.

Board Self Assessment Checklist	YES	NO	DON'T KNOW	DOESN'T APPLY
Our mission/vision/purpose statement clearly communicates what we want to achieve				
Our values and beliefs are clearly stated and reflected in all our programs and activities				
We have a strategic plan that guides our Board, staff and volunteers.				
Our board and committee meetings are well-attended				
Conflicts among trustees do not interfere with the Board's work.				
Most Board members attend our special events				
Our financial monitoring and control systems enable us to quickly identify errors and issues				
The Board's relationship with the Principal is one of mutual trust and respect				
The roles of Board members and Staff complement each other, and do not conflict.				
Our financial expenditures are in line with our objectives and priorities.				
Our stakeholders are kept aware of our major decisions and financial condition.				
The Board provides adequate orientation, training, and evaluation for Board members, staff, and volunteers.				
The Board has adequate measures to prevent conflicts of interest.				
Our personnel practices and procedures provide adequate protection from, and recourse for, acts of abuse or harassment.				
We have reason to be optimistic about our ability to deal with whatever the future brings in the next 3 years.				
I am proud to be a trustee of this school.				



Governance Resources

Policy Review: Attestation - Personnel

1. All staff, teaching and non-teaching have an employment agreement.
2. All teaching staff are registered or have a current Limited Authority to Teach.
3. All staff have undergone an annual performance appraisal within the last 12 months as is appropriate for their position, and according to the Performance Management Handbook.
4. Staff are informed of the grievance process.
5. EEO requirements are met.
6. Privacy Act requirements are met and the personnel files are secure.
7. The school is a smoke free environment.

I attest that the above legal personnel requirements have been met.

Principal & Date

Policy Review: Key Indicator Report - Health & Safety

Results and trends:

Recommendations for the board:

<u>Key criteria</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Time taken to fix reported hazards			
Number of accidents			
Number of bullying incidents			
Risk management strategies in place for all EOTC trips			
Emergency drills held (dates)			
Other?			



Governance Resources

Curriculum Review: Report of Learning Areas

This serves as an example of how learning areas could provide relevant information to the Board of Trustees.

Presented on [date]

Background:

This could include information on:

- Organisational structure [staff involved in this learning area's management]
- Changes made in the delivery of this learning area

Strengths & weaknesses?

What are syndicates doing well in delivering this learning area? Eg. Inquiry learning modules, lessons, field trips, other educational opportunities etc.

What could syndicates do better in delivering this learning area?

What opportunities do syndicates take advantage of? [eg co-operative ventures, technology challenges]. Consider community resources, partnerships, information technology etc?

Trends or patterns?

Is there any student achievement data relevant to this learning area?

What trends or patterns did the data reveal?

Are there any groups over or underrepresented in specific areas? [Especially those groups identified in the National Education Priorities]

Are gaps in achievement between identified groups growing, staying the same or closing?

When you examined the achievement data what did you see as students' strengths and weaknesses? Were these results expected?

What benchmarks did you use to come to these conclusions?

What questions does the data raise?

What student performance goals for do you have? Are you on track to meet or exceed them? Why or why not?

What does the school do for students who have been identified as Gifted and Talented in this learning area?

What does the school do for students who have been identified as having special needs in this learning area?

The future

How might the delivery of this learning area change from here?

What are the next steps in this learning area for improvement in student progress and achievement?

What can the BOT do to support an improvement in student progress and achievement?

Are the students missing out on any opportunities in this learning area due to a lack of resources?



Governance Resources

Three year plan of monitoring

Meeting	2012	2013	2014
1	Chair: role Policy: Curriculum delivery	Chair: role Curriculum: English & literacy	Chair: role Curriculum: Maths & numeracy
2	Annual Goals Finance: auditor	Annual Goals Finance: auditor	Annual Goals Finance: auditor
3	Curriculum: The Arts	Curriculum: Health & Well-being	Curriculum: Social Science
4	Policy: Health & safety	Policy: Reporting to the Board	Policy: Personnel
5	Policy: Risk Management	Trustee: Code of Conduct	Policy: Asset management
6	Curriculum: Language	Curriculum: Science	Curriculum: Technology
7	Principal performance appraisal	Principal performance appraisal	Principal performance appraisal Trustee: Code of Conduct
8	2013 Strategic plan	2014 Strategic plan	2015 Strategic plan

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Governance Resources

Concerns and Complaints Procedures

1. The person/group with a concern approaches the person directly involved. If the issue is not addressed to their satisfaction -
2. Concern to be taken up with the Principal. If the issue is not addressed to their satisfaction –
3. Concern to be taken up with the Board through a written letter.
 - a. The chairperson acknowledges letter of complaint and the complainant is advised of the next steps in the board process. The letter becomes part of the correspondence that will be dealt with at the next board meeting while the public is excluded.
 - b. The letter is tabled at the board meeting [with the public excluded] and referred to relevant parties for reporting back to the board. The board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the board.
 - c. At the meeting of the board/committee the reports are received and the parties may be invited to speak to their complaint or answer questions. The board/committee considers the evidence and/or information and comes to a decision or recommendation.
 - d. Depending on the delegated powers of the committee either they or the board as a whole come to a resolution as to how the board will respond and/or what action will be taken.
 - e. The board's response is communicated to parties to the complaint. This may be either publicly or confidentially depending on the case.
4. Any of the parties may request the board to reconsider their decision – however normally for such a reconsideration to take place new information that would have been relevant to the board's deliberation must be produced

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Governance Resources

Visitors to a Meeting of the Greenpark School Board of Trustees

Welcome to the

Greenpark School Board of Trustees meeting

Thank you for your interest and for coming to observe our meeting today.

A board of trustees meeting is not a public meeting but a meeting held in public. Therefore only trustees have automatic speaking rights. If you have something you would like to share with the board, please talk to the Chair [John Tomlinson] before the meeting starts so that it can be decided whether speaking rights will be granted [and for how long] or whether your information is best dealt with at another forum.

You have been provided with the agenda for the meeting. Please note that you may be asked to leave the meeting if the board deems it necessary to move into “committee” because of personally or financially sensitive material.

Once again, welcome.

The Greenpark School Board of Trustees



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Governance Resources

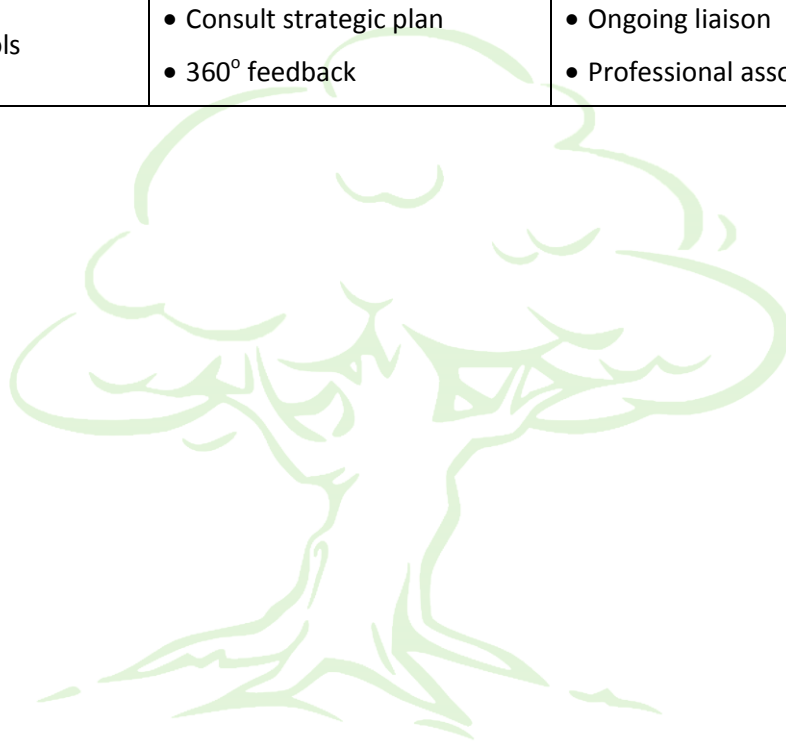
Communication Plan

Focus	Reason	Event, method, frequency
Principal	<ul style="list-style-type: none"> • Need skilled input into strategic planning • Feedback on progress • Feedback on compliance • Appraisal 	<ul style="list-style-type: none"> • Report at each meeting on annual plan progress, issues of non-compliance, alerts. See Reporting to Board Policy. • Report according to schedule of review/audit. • Annual appraisal – three-year cycle of appraiser [board, board, external expert]. See Board-Principal Relationship Policy.
Staff	<ul style="list-style-type: none"> • Board is employer • Skills and knowledge for strategic plan 	<ul style="list-style-type: none"> • Meeting with staff as a new board – after election. • Annual feedback about Board as Employer role. • Board attendance at school events - where practicable. • Strategic Plan consultation – 3-5 years • Strategic Plan review - annual
Whānau	<ul style="list-style-type: none"> • Legal requirements: Health Curriculum; NAG 1 Māori whānau; strategic plan; board minutes. • Keep update with decisions • Consult strategic plan 	<ul style="list-style-type: none"> • Feedback at designated Board meeting that legal items have been carried out, with analysis of any outcomes and issues. • Board meeting dates, time and place advertised. • Minutes published [on website, in office]. • Board Newsletter. • Newsletter. • Discussion evenings; 2 per year. • SP Consultation – written surveys, focus groups, strategic information giving and learning sessions. • School reports. • Website development &



Governance Resources

		update. • Prize giving.
MoE	• Charter lodged with the MOE. • Analysis of variance/annual report lodged with the MOE.	• Annually file charter electronically. • Annually file analysis of variance/annual report electronically.
Iwi	• Consult strategic plan	• Use of Whānau Group meetings
Contributing schools	• Consult strategic plan • 360° feedback	• Ongoing liaison • Professional association



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Governance Resources

Risk Management Plan

Types of Risks	Examples of Risk	Tools to Manage Risk
Strategic - risks impacting on the direction of the organisation	Changes in environment technology, law	<ul style="list-style-type: none"> • A full strategic planning process every 3-5 years • A review and update of plan annually • Monitor and review progress towards strategic goals and refocus as required • Scan environment for trends and events that could impact, continually
Operational – day to day risks that could impact	<ul style="list-style-type: none"> • Health & safety • Resource allocation • Natural catastrophes • Information systems • Poor decisions 	<ul style="list-style-type: none"> • Follow relevant codes of practice even if they aren't law • Ensure internal controls are in place to minimise the risk of fraud, data loss or theft • Set board policies to guide the organisation's work and ensure all staff and board members have access to and understand their application • Secure trustees' general liability insurance • Review & ratify Operations Procedures Manual
Financial – risks directly associated with money	<ul style="list-style-type: none"> • Cash flow • Interest rates • Asset value verses debt 	<ul style="list-style-type: none"> • Establish written financial policies to guide matters such as borrowing, investing, bill payment and accounts receivable • Prepare budget projections and compare actual to budget regularly • Engage auditors annually • Determine and monitor key financial risk ratios
Knowledge – risks related to the development, retention and preservation of intellectual capital; and use of others intellectual capital	<ul style="list-style-type: none"> • Human resources- knowledge and competencies of the organisations people • Copyrights 	<ul style="list-style-type: none"> • Have board and staff sign confidentiality agreements • Provide training so people have the knowledge and skills to fulfill their responsibilities • Label proprietary printed material with copyright wording • Have a copyright practice for use by organisation
Compliance – risks related to obeying the law	<ul style="list-style-type: none"> • Filling in government reports in an accurate and timely manner • Following generally accepted accounting procedures • Due diligence by board members and staff 	<ul style="list-style-type: none"> • Have written procedures for record keeping and reporting; make appropriate documents available for board and staff • Conduct internal audits on a regularly scheduled and random basis • Engage an external auditor to conduct an annual inspection of key records and practices • Have Principal sign compliance certificates indicating to the best of their knowledge they have acted prudently and legally • Have trustees declare potential conflicts of



Governance Resources

		interest in writing annually and at every meeting as appropriate
Reputation risk	<ul style="list-style-type: none">• Ethical breaches• Miscommunication• Cultural impropriety• Discrimination	<ul style="list-style-type: none">• Identify the organisation's values and actively manage to ensure these values are upheld• Co-ordinate leadership messages to ensure alignment and consistency throughout• Undertake training as necessary



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Governance Resources

Questions for the Auditor

Note: These questions are in addition to specific questions related to issues unique to Greenpark School.

Here are 15 questions that should be raised with the auditor in the post-audit meeting:

1. How would you compare the quality of our accounting to other organisations with whom you work?
2. What was your materiality threshold?
3. Do we have any unconsolidated entities such as a foundation, taxable subsidiary, real estate holding company, or joint venture, and why were they not consolidated?
4. Are we up-to-date on all of our filings and remittances?
5. Do our investments conform to our investment policy?
6. Are our receivables recorded in compliance with our receivables recognition policy?
7. Are there any significant receivable amounts of which collection is uncertain?
8. Are our reserves adequate?
9. Are we vulnerable on revenues because we are overly dependent on one revenue source?
10. Are we in compliance with lines of credit and other banking requirements?
11. Are all movements of resources in or out of designated funds properly authorized and accounted for?
12. Does the association have adequate internal controls, and is there any concern that improprieties are taking place?
13. Are there any aspects of the audit report that you have been asked to change from what you initially recommended, and do you support the change?
14. Are our Board and annual minutes in a format and stored as required by statute, and by our policies?
15. How long have you been the partner in charge of our audit, and if three years or longer, can we be assured that another partner be taking oversight next year?

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Source: *The Tool Shed* is the place to find the right tool for the right job...and the tools are designed to work in associations and other not-for-profit organisations.

Orientation Handbook

Orientation Information

The Orientation Pack for new trustees could include:

- The Greenpark School Charter
- A copy of the Board of Trustees Governance Manual
- Definition of commonly used terms
- An organisational chart
- A description of the Board's role and a description of programs and services
- Staff structure and description of major roles
- List of committees (with statement of purpose for each)
- Paragraph on Board Liability Insurance
- A quick description on meeting procedures

Orientation Checklist

Provide General Information	
Organisational / Board / Staff structure	
Copy of charter	
Strategic priorities, aims and objectives	
List of Board members / staff and their contact information	
Roles and Responsibilities	
Reviewed Board member's role	
Reviewed Principal's role	
Reviewed staff roles	
Reviewed committees and their roles	
Discussed expectations for and of new Board members	
Discussed Board Calendar of events	
Policies and Procedure	
Provided new members with Board policies and procedures	
Financial Management	
Provide current year's budget	
Provided a copy of up-to-date audited financial statements	
Provided a copy of most recent annual report	
Other Information	
Provided copies of minutes from previous Board meetings	
Gave a tour of facilities and offices	
Provided brochures and other promotional materials	
Had new Board members sign required paper work	
Arrange meeting with staff	

Orientation Handbook

Welcome Letter

Greenpark School Board of Trustees

Date

Dear **Name**

Welcome to the board, **Name**,

Congratulations on your election [if appropriate].

Attached is an orientation pack to help make the transition to the board as smooth as possible. It contains a number of resources that we will go through at the induction day on **date/time/place**.

If there is anything else you need to know please don't hesitate to contact me until the board elects a chairperson. This will take place at the first meeting of the new board on **date** at **place**.

I look forward to seeing you there,

A Person, Chairperson, **Board**
Phone:

Board commitments

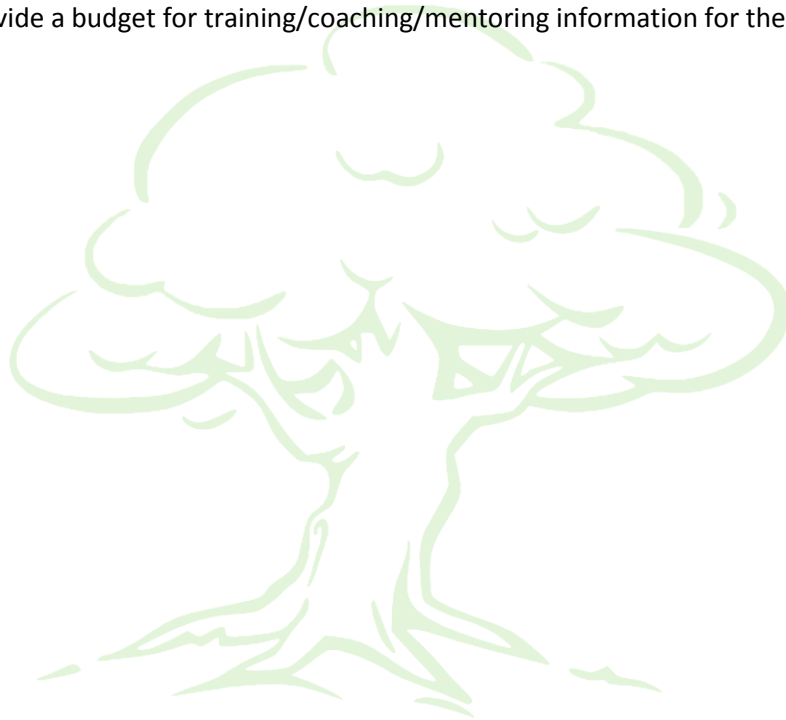
Members are expected to:

- Commit to the vision, mission and values.
- Commit to act within the law and board policies.
- Commit to give the time to regular board meetings, committee meetings, and special projects as required.
- Commit to acting in the best interests of the organisation, putting the organisations interests above individual interest.
- Commit to hold confidential matters in confidence.
- Commit to prepare for, attend and participate in meetings.
- Commit to participate in board functions and activities.
- Commit to participate in board professional development.

Orientation Handbook

Induction Programme

- a. Induction Plan
 - a. Experienced board members and the Principal can host a small reception at the first meeting. The reception can also be a farewell to retiring board members.
 - b. Give out Orientation Booklet; Policy Handbook
 - c. First meeting: major agenda item – work through items in the orientation booklet
 - d. Organise a tour around premises
 - e. Organise a meeting with the staff [informal opportunity]
- b. Professional Development
 - a. Provide a budget for training/coaching/mentoring information for the Board.



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Committee Handbooks

Discipline Committee Resources

Information could include:

- Discipline Committee Terms of Reference
- Laws which govern the Boards Right to Discipline
- List of potential “conditions” of return to school
- Standdowns, Suspensions, Exclusions and Expulsions Guidelines 2004
- Supplement to the Guidelines 2007
- Information for Board of Trustees [leaflet from MoE]
- Minutes of Board of Trustees suspension meeting [template]

Resources

- [2004 Standdowns, Suspensions, Exclusions and Expulsions Guidelines \[WORD; 126kb\]](#)
- [2007 Supplement to the Guidelines \[WORD; 687kb\]](#)
- [Information for Boards of Trustees \[WORD; 69kb\]](#)
- [Minutes of Board of Trustees suspension meeting \[WORD; 21kb\]](#)

<http://www.minedu.govt.nz/educationSectors/Schools/SchoolOperations/StanddownsSuspensionsExclusionsExpulsions/2004SDSGuidelinesMulti.aspx>

- [Information for Parents \[WORD; 58kb\]](#)
- [Information for Parents - Cook Island Maori \[WORD; 105kb\]](#)
- [Information for Parents - Maori \[WORD; 135kb\]](#)
- [Information for Parents - Samoan \[WORD; 161kb\]](#)
- [Information for Parents - Tongan \[WORD; 136kb\]](#)
- [SDS1a - Advice of Stand-down \[WORD; 51kb\]](#)
- [SDS1b - Advice of Suspension \[WORD; 49kb\]](#)
- [SDS2 - Advice of Outcome of BOT Meeting \[WORD; 42kb\]](#)
- [SDS3 - Notification Following Extended Suspension \[WORD; 40kb\]](#)

Also interesting reading on

http://www.youthlaw.co.nz/default.aspx?_z=68

http://auckland.webhealth.co.nz/page/auckland_45.php?article=75

Websites

<http://www.minedu.govt.nz/educationSectors/Schools/SchoolOperations/StanddownsSuspensionsExclusionsExpulsions/2004SDSGuidelinesMulti.aspx>

Committee Handbooks

Information for Parents

Why has your child been suspended?

To suspend or stand a student down the principal has to be satisfied that either/both:

- the student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school
- because of their behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood down or suspended.

The principal cannot automatically suspend a student because he or she has broken a school rule, or has behaved badly. The principal has to consider the circumstances of each situation and be satisfied that the situation warrants suspending the student.

Investigation

School staff must fairly investigate any incident before the principal may suspend. A staff member might seek an admission from a student, though this may not be necessary if the student has been caught red-handed, seen by a credible eye witness, or there is other significant circumstantial evidence. If an admission is needed, a school staff member will hold an interview with the student in the presence of a parent (or family member).

If, after reasonable efforts, a parent cannot attend within a reasonable time, an alternative contact must be used. Staff members may impose fair time limits. Parents cannot unreasonably hold up the process.

What happens next?

Principals must consult with a parent before making a decision to either:

- suspend
- request the board to reconsider its earlier decision when a student has breached suspension conditions.

Consultation with a parent would happen once investigations are finished. It is the final step before deciding to suspend. The principal may decide how consultation occurs; there is no set process. For example, it may occur over the phone. The parent must have an opportunity to be heard (and this may mean different things depending on the parent's background and language skills). Consultation does not mean agreement.

To be prepared you should:

- ensure that your child's school has the ability to contact you quickly if they need to consult with you.
- be prepared to talk with the principal within a fair timeframe, as soon as possible after being contacted.
- ensure you know why a suspension or request for a reconsideration meeting is being considered.
- provide information about your child that may be relevant.
- answer any questions.
- approach the conversation with an open mind.
- take notice of what is said – sometimes taking notes can help you remember what was discussed.

Remember, this consultation is about working out what is best for your child and the school.

If the principal decides to suspend your child they will contact you to let you know. You will then receive a letter telling you of the suspension. A student does not need to change school if they've been suspended.

If suspended, you and your child will both be asked to come to a meeting with the board of trustees. Your child cannot attend school again until the board has made its decision – unless the principal approves attendance, for example, to sit an assessment. They may be required to go to the school for guidance and counselling during the suspension period.

Meeting with the board of trustees

You will be sent a letter with details of the meeting and how a suspension is decided. You should also receive a copy of the principal's report at least 48 hours before the meeting. It is important you attend and take a support person – there is also other support available. If you want some advice before attending the meeting you can contact Parents Legal Information Line (call free on 0800 499 488) or see the Ministry of Education guidelines.

At the meeting

The board will look at the principal's report and they will ask you if there is anything they should know about before making a decision. Be prepared – think about what you want to say before you go. Your support person will be able to speak too. Most boards will also want to meet the student and hear their side of the story.

After all the material has been presented and discussed, everyone who is not a board member will leave the meeting (including the principal), unless the board allows everyone to stay. The board will then decide on the outcome of the

Committee Handbooks

suspension. Although the board may give you the decision at the meeting, they will still inform you in writing about what was decided and the reasons

Support people

Take along someone who knows your child well and who can speak for them such as a coach, teacher aide or guidance counsellor. If you think the school has not followed the right process, or for other reasons you want to challenge part of the process, contact your local office of the Ministry of Education.

Outcome of the meeting

The principal will send you a letter telling you what the outcome is. The possibilities are:

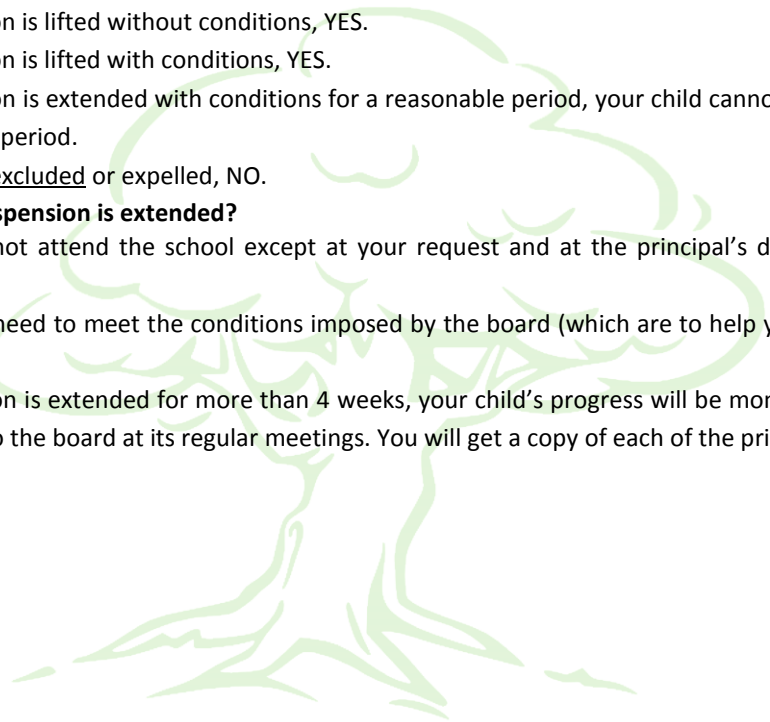
- the suspension is lifted with conditions
- the suspension is lifted without conditions
- the suspension is extended
- your child is excluded (under 16) or expelled (over 16).

Can your child return to the school?

- If the suspension is lifted without conditions, YES.
- If the suspension is lifted with conditions, YES.
- If the suspension is extended with conditions for a reasonable period, your child cannot return to school until the end of that period.
- If your child is excluded or expelled, NO.

What happens if the suspension is extended?

- Your child cannot attend the school except at your request and at the principal's discretion for particular purposes.
- Your child will need to meet the conditions imposed by the board (which are to help your child return to the school).
- If the suspension is extended for more than 4 weeks, your child's progress will be monitored by the principal and reported to the board at its regular meetings. You will get a copy of each of the principal's reports.



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