

Murupara Area School

Policy Framework 2019

The following documentation outlines the Board's governance framework and is aligned with the School's Strategic Direction

Explanation:

This is the Policy Framework for Murupara Area School Board of Trustees following review of the school's existing policy manual. It supports a governance model that is strategic rather than operational and meets the expectations of effective governance.

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UNDER REVIEW

Introduction

The Board of Trustees of Murupara Area School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

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

Governance and Management

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

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

In developing the above definitions for Murupara Area School the Board is mindful of the following excerpts from the Education Act 1989:

Education Act 1989, (Section 75, 72, 76, 65 and 66)

The Education Act 1989 was revised on 13th June 2013 to better reflect the Board's primary focus of student achievement. The legal and prime responsibility of Boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Functions and powers of Boards

- (1) A School's Board must perform its functions and exercise its powers in such a way as to ensure that every student at the School is able to attain his or her highest possible standard in educational achievement.
- (2) 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.

s.72 Bylaws –

Subject to any enactment, the general law of New Zealand, and the School's charter, a School's Board may make for the School any bylaws the Board thinks necessary or desirable for the control and management of the School.

s.76 School Principals –

- (1) A School's School 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 School Principal –
 - (a) Shall comply with the Board's general policy directions; and
 - (b) Subject to paragraph (a), has complete discretion to manage as the School Principal thinks fit the School's day to day administration.

s.65 Staff

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

s66 Delegations

- (1) The governing Board of a School may delegate any of the functions or powers of the Board or the governing Board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - (a) a trustee or trustees:
 - (b) the School Principal or any other employee or employees, or office holder or holders, of the Board:
 - (c) a committee consisting of at least 2 persons, at least 1 of whom is a trustee:
 - (d) any other person or persons approved by the Board's responsible Minister:
 - (e) any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

In order to carry out effective governance of the School the Board has developed the following policy framework:

Part 1 - The Charter

Charter



Jordan Te Aho (Y13), designed the school logo. His design combines the taniwha 'Murupara' which featured in both the Murupara School Logo and the Rangitahi College logo. Both Taniwha are clasping hands and are depicted in a 'hongi' which symbolises the coming together of the two schools to form Murupara Area School in 2013.

MISSION STATEMENT

***Students achieving success through celebration of their
Identity, Language, and Culture.***

MURUPARA

In 2015 our new building, which flows down the site like a river, was blessed and opened. It was named Murupara after one of the Ngāti Manawa taniwha, a pet eel that inhabited the cave below the Kiorenui foot bridge in the Rangitaiki River. In 2016 the remaining technology wings and the community gym opened. These buildings are stunningly beautiful and support innovative teaching and learning. The open learning environment of Murupara is divided into three learning hubs; Nīoreore, Kārangaranga, and Rangipō. These names were given by our kaumatua and kuia and were chosen because of their connection to the tuna.

Nīoreore is the Year 1 – 4 learning hub. They are the elvers, juvenile eels that possess tremendous climbing ability and are able to move vertically up high waterfalls and travel long distances to find a suitable home. They continue to migrate upstream until they settle in a suitable pool to grow. We liken the climbing abilities of the elvers to the determination of our junior students to climb to the highest level in learning. Nīoreore's whakataukī reflects this:

***Ka pakeke te haere kaua e hemo
When things are difficult, don't give up***

Kārangaranga is our Year 5 – 8 learning hub. This is the initial meeting place of the adult tuna before they gather at Rangipō, usually in February, March or April. Kārangaranga is below Moewhare marae, where once stood the dwelling place of our eponymous ancestor, Tangiharuru. It is also the burial ground of our sixth Paramount Chief, Rākau. According to Rangi Anderson, holes were dug out in the cliff side where people would hide from the enemy.

Rangipō is our senior learning hub for Year 9 – 13 students. Rangipō is a sacred site where the Ngātamawāhine stream meets the Rangitāiki. This is where the eels would congregate before they departed for the Tongan trench to spawn. Rituals were performed by our Ngāti Manawa pakeke with tangi and karakia to farewell the tuna who would never again return. Aue! Tauklri e!

VISION

Kia ū te manawanui o ngā ākonga ki ngā taumata tiketike ō ngā whetu
With perseverance our children will reach to the stars



Murupara Area School Year 11 Students at Massey University Puhoro official opening.

Back row: Arama Yancey, Miss Nicola Turner (Assistant Principal/HOD Science), Martin Allen, Kingi Te Aho, Sarah-Angel Pita, Dezire Rutene, Mrs Te Kaari Yancey (BOT Chairperson)
Front Row: Te Waoriki Hunia, Mr Mana Vautier (NASA Aerospace Engineer and Puhoro Patron), Colonel Rick Searfross (NASA Astronaut), Logan Merriman

Murupara Area School will be at the heart of our community.

We believe in whanaungatanga (relationships), kotahitanga (unity), and akō (reciprocity of learning). Every voice is valued, and enhanced by a reciprocal culture of respect, warm relationships, and trust.

When our tamariki leave Murupara Area School after thirteen years of quality education they will be high-achieving, self-directed learners and able to work collaboratively with purpose. They will be able to articulate their skills, abilities, and learning; and confidently share these with others. They will be prepared for wherever their future pathway lies. Our tamariki will be confident, resilient rangatira who have a strong sense of identity that is founded on Ngāti Manawatanga.

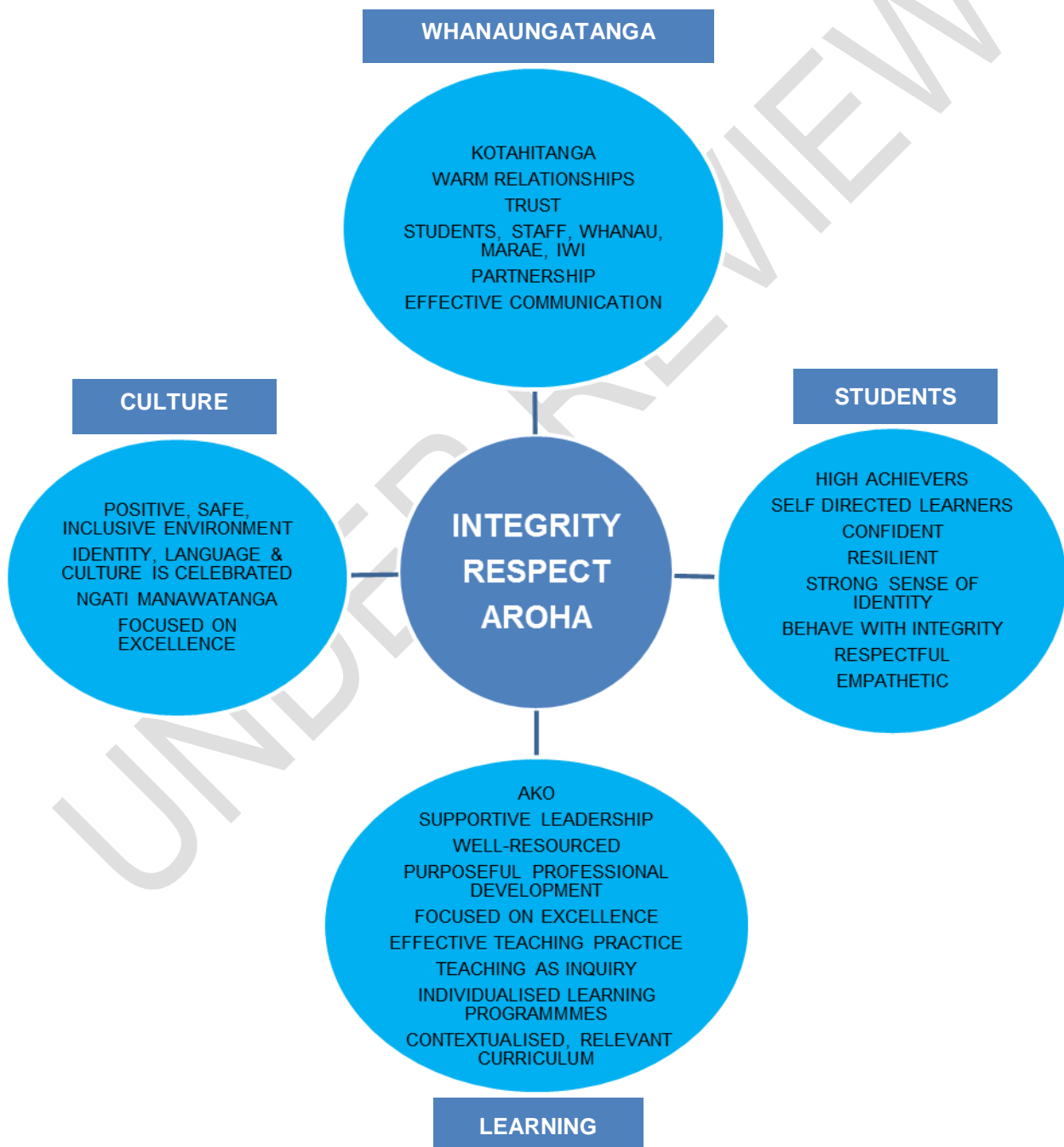
Our uara (values) encourage our students to be respectful, honest, polite, hard-working young people who value themselves, their whanau, the community, and the environment. Students, teachers and whanau demonstrate integrity at all times and are accountable for their own actions.

Murupara Area School will work in partnership with whanau, Marae, and Iwi to ensure our tamariki achieve educational success. Our teachers and staff will support our tamariki to access the best of educational opportunities and to successfully navigate their learning journey.

VALUES

Integrity
Respect
Aroha

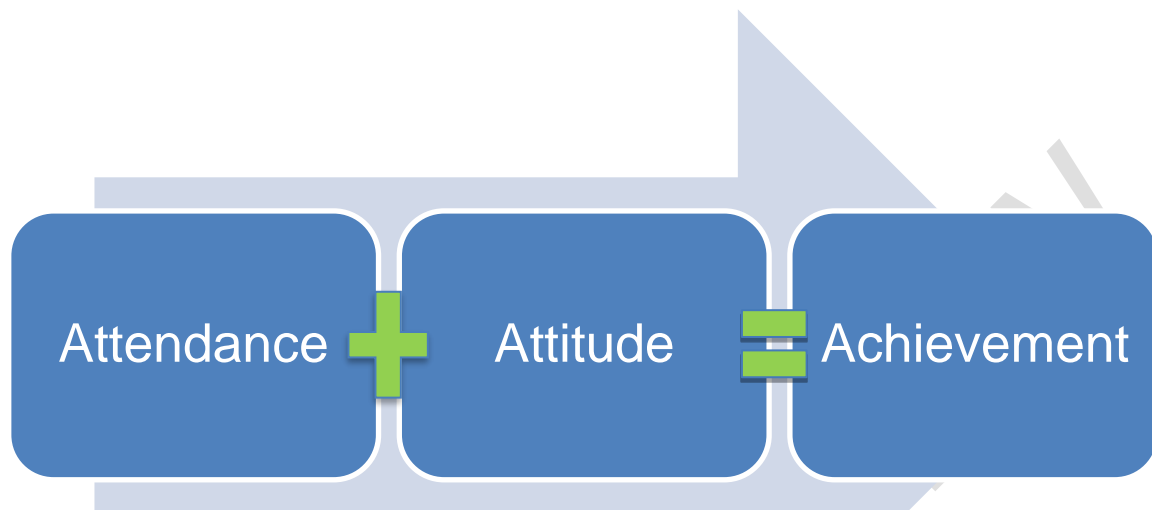
Ira (life principles) are the values that permeate through all aspects of our school's daily life. No matter where we are within the school, our daily interactions with one another and with our environment exemplify the values of Ira.



THE TRIPLE A'S

Every day counts! When students are at school every day, with a great attitude they achieve their best. Triple A students are recognised and their successes celebrated.

The school is focused on;



TE AO MAORI

Murupara Area School is situated in the heart of the Ngāti Manawa rohe. Ninety nine percent of our students are Māori, the majority of whom are either Ngāti Manawa or Ngai Tuhoe. Our student's whakapapa to the four marae in our town; Moewhare, Painoiho, Rangatahi, Tipapa and to Harehare in Kaingaroa. The school is supported by local kaumatua and kuia, who are consulted regularly with regard to tikanga and kawa. Whilst embracing Iwitanga, Ngāti Manawatanga lies at the heart of the school. We are supported by Te Runanga o Ngāti Manawa. We collaborate with Te Kura Kaupapa Motuhake o Tawhiuau, the local kura a iwi. Te Reo Māori is learnt by all students at Murupara Area School. We celebrate identity, language, and culture.



COMMITMENT TO SPECIAL NEEDS STUDENTS

Murupara Area School Board of Trustees is committed to the achievement of all special needs students. We will ensure that all special needs students have the correct levels of human, physical, and financial resourcing to ensure they are able to attend, engage, and achieve at their expected levels. We will liaise with whanau and outside agencies to achieve the best for our students. Teachers will undergo regular professional learning to increase their professional practice as they work to engage their students. The Special Education Needs Co-Ordinator (SENCO) in collaboration with our RTLB, has school-wide responsibility for the special needs register, for monitoring the achievement levels of all students on this register and for reporting to the Parents and the Board of Trustees.

UNDER REVIEW

STRATEGIC INTENT

Murupara Area School will be the school of choice for students from Murupara and the wider district.

Strategic Aims	Strategic Goals
1. Improved delivery of the curriculum across the school through developing and supporting quality teaching practice.	<ul style="list-style-type: none"> Quality teaching practice will lead to improved student achievement at all year levels as evidenced by NS and NCEA monitoring. The annual curriculum review will show the development of a wider range of curriculum opportunities across the school with the needs of the learner at the heart of curriculum development and teaching practice. Students will be prepared for their future pathways including University, further tertiary education, trades based training and employment.
2. Collaborative teaching best practice in an innovative learning environment will result in improved student engagement (attitude) and increased achievement.	<ul style="list-style-type: none"> Quality teaching within an innovative learning environment will be enhanced through the support of teacher via the provision of both internal and external professional development. The focus on supporting teachers will be school-wide; Nīoreore, Kārangaranga and Rangipō. Improved delivery and targeted programmes will encourage students to positively engage with their learning. Achievement monitoring will show students achieving at their best.
3. A focus on working with Iwi, whanau and teachers to improve student attendance and engagement will result in increased student achievement. Attendance + Attitude = Achievement	<ul style="list-style-type: none"> A strong emphasis will be placed on building a learning culture within the school through the values (IRA: integrity, respect and aroha) it upholds. This will provide the foundation and understanding for improved student attendance, engagement and achievement. There will be a better appreciation of the educational opportunities offered at Murupara Area School by students, their whanau, and the wider community. Students will have a sense of pride in the school and the value it adds within the community will be recognised.
4. Developing a school culture of 'excellence' where it is evident, the values and life principles of the school are embraced and practiced by the entire school community.	<ul style="list-style-type: none"> Appreciation of the school's culture will extend out into the community so that the school builds strong links with parents/caregivers, the wider community, iwi, and other stakeholders. It is the Board of Trustees expectation that by embracing the community and involving them in the life of the school, that over the longer term, Murupara Area School will become the school of choice based on the quality of education offered and the improved student achievement that follows.

EXPECTED OUTCOMES

2017	2018	2019
<ol style="list-style-type: none"> 1. Professional development for teachers will be key, with a focus on ensuring teachers are familiar with, and utilise, a wider range of teaching strategies and build confidence in their teaching practice within an innovative learning environment. PLD will be delivered via the COL and school by outside providers, the School's Senior Leadership team (SLT) and utilising the expertise of expert teachers and school staff. The annual curriculum review will show a wider range of curriculum opportunities and therefore future pathways available to our students. NS and NCEA achievement levels will improve. 2. Teachers will work collaboratively within the COL to deepen their understanding of the effective use of formative assessment to raise student achievement. 'Google Applications for Schools' will provide a teaching and learning toolbox for teachers and students so there is effective collaborative planning across the school and 'anywhere, anytime, any pace' learning becomes the norm resulting in increased student achievement across the school. 3. The school's values will be evident across the school and students and teachers will be able to demonstrate understanding of their importance for the school. PB4L will be embedded across the school resulting in improved student attendance and engagement. 4. An engagement plan will be developed to strengthen Community involvement and interest in the school. This will result in improved whanau engagement as evidenced by whanau involvement in their child's education and by a willingness to engage in the life of the school. 	<ol style="list-style-type: none"> 1. There will be a greater focus on teachers using their curriculum knowledge to design and implement an integrated curriculum suited to the needs of the students across the three learning hubs: play-based, enquiry focused, individualised students programme. 2. Curriculum changes within the secondary programme, alongside support and development in teaching practise, will provide the community confidence in the educational outcomes for the students of Murupara Area School as they witness increased achievement across all year levels of the school in both NS and NCEA. 3. The school's values will be embedded across the school and attendance and student engagement will continue to improve. 4. The engagement plan will see improved parent and wider community understanding of the school's place within the community. Community confidence in the educational opportunities provided at MAS will build as student's attendance, engagement and achievement lifts. 	<ol style="list-style-type: none"> 1. Integrated curriculum planning will be the norm at Murupara Area School with the learner's needs at the centre of teaching and learning. 2. Student achievement in both NS and NCEA will continue to rise. In NCEA more students will gain credits in achievement standards and gain University Entrance. 3. IRA will lie at the heart of the school and be evident in the relationships within the school and between the school and the community. 4. Murupara Area School will be the school of choice for students from Murupara and the wider district.

ANNUAL PLAN 2017

Targets (What we want)	
<ol style="list-style-type: none"> 1. A wider range of curriculum opportunities will be available to students at Murupara Area School. 2. a.) A school wide focus on literacy will mean that by Year 8, 75% of our students will be 'at' or 'above' the national averages for Reading & Writing. b.) Improved teaching and learning will result in: <ol style="list-style-type: none"> i. 85% of Year 12 students achieving NCEA Level Two. ii. 100% pass rate for Level 2 by the end of Year 13. iii. 90% pass rate in Level 1 literacy in Year 11. iv. 90% pass rate in Level 1 numeracy in Year 11. v. 65% pass rate for Level 3 in Year 13. 3. Increased student and community engagement will result in 85% attendance across the school. 4. Community engagement will improve and Murupara Area School will become the school of choice for our local tamariki. 	
Action (How we will do it)	
1.	<ul style="list-style-type: none"> • Play-based learning will become established in Nīoreore with effective collaborative planning showing clear understanding of the deliberate acts of teaching required to maximise the learning for all ages of children from Year 1 – 4. • Appropriate PLD will be provided to ensure the best practice around play-based learning is understood by all teachers in Nīoreore. • In Kārangaranga the focus will be on enquiry learning and the development of the key competencies, again supported by appropriate PLD to develop effective teaching practice. • Te Reo teaching and learning from Years 1 – 10 will be improved by the use of a team led by the TIC Te Reo. • Delivery of the Science curriculum from Years 1 – 8 will be improved by appointing a teacher to the Science Teaching Leadership Programme (STLP) who will lead the development of the science curriculum at MAS on her return to school in June. The school will provide the necessary resourcing to ensure she is supported to be effective in this role. • Academic opportunities for our senior students will continue to widen with the further development of the High Impact programme, Pūhoro, effective use of Te Aho o Te Kura Pounamu, development of a BCITO programme in construction, new partnerships to deliver an Adventure Tourism programme and the development of our Hospitality programme to include holding our own accreditation for Level 2 Hospitality and a strengthening of our relationship with Toi Ohomai to deliver a Level 3 Hospitality programme.

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	<ul style="list-style-type: none"> • The senior academic mentor will assist students with careers planning, academic monitoring, and academic mentoring so that students begin to take responsibility for their own academic progress. • RTLB funded programme for identified target students will provide additional literacy support for these students and access to a selection of additional credits focused on literacy and career pathway readiness. • Learning advisors will work with each student to help them to monitor their academic progress and set academic and career goals. • Appraisal will support staff to engage in reflective dialogue about their teaching practice.
2.	<ul style="list-style-type: none"> • Curriculum planning across the school will have a specific focus on literacy. • Additional staffing will continue to be utilised in Nīrore to decrease class sizes in Years 1 and 2 so that students with low oral language can be supported to accelerate their oral language acquisition which will result in accelerated learning in literacy. • A PLD provider will lead a programme of literacy professional development for the year. This will involve a mixture of whole staff learning, establishment and monitoring of target groups, observation and feedback sessions, and teacher inquiry. • PLD from Evaluation Associates, delivered via the COL, will look at the use of formative assessment to raise student achievement. • Hub hui will include reflection on literacy, formative assessment use, and progress towards the school's achievement targets, in the student achievement section, • Collaborative planning in each learning hub will be the norm with online planning templates used to ensure consistency across the school. • Te Ako Toitū and the Chromebook procurement process will ensure that students learning can be individualised so that 'anywhere, anytime, any pace' learning becomes the norm. • PLD provided in school and via Te Aka Toitū will ensure the staff have the appropriate Google Applications For Education (GAfE) tools to work collaboratively and effectively in our innovative learning environment. • OTJ's will be consistent as a result of a focus on effective moderation and clearly reported to parents. • Kamar markbooks will be more effectively used in Years 1 – 8 to ensure that formative and summative assessments and diagnostic testing is readily available to all teachers to use in planning their teaching programme for each student. • Academic progress reports will be utilised so that the academic progress of students in Years 11-13 can be more regularly communicated to whanau. • Internal assessment processes will be further improved with a focus on ensuring that curriculum planning in every subject area allows for achievement of internal credits in every term and that there is opportunity for early success for all Year 11-13 students in Term 1. • Appraisal will support staff to engage in reflective dialogue about their teaching practice. • Peer feedback and self-review (teaching as enquiry) are expected as part of the school wide appraisal system.

3.	<ul style="list-style-type: none"> • Weekly PLD will be provided on PB4L in Term 1. • Staff will be supported to use deliberate acts of teaching to ensure students understand the school's values and apply these across all activities. • The schools values will become evident across the school, supported by the development of agreed PB4L processes. • Triple A students demonstrate excellent attendance, attitude and achievement and will be recognised in a wide variety of forums such as hub hui, assemblies and the newsletter. • Teachers will monitor attendance daily and there will be weekly attendance monitoring and review led by the Attendance Officer and DP. • The Attendance Officer's hours will be increased so that more time can be spent with a visible presence in the community and in visiting and supporting families with students with poor attendance. • Whanau will be better informed of their child's attendance through the use of the KAMAR parent portal.
4.	<ul style="list-style-type: none"> • A community engagement plan will be developed with the Board. • The school's website will be completed. • The newsletter will be improved. • Plain language reporting to parents will support whanau to understand the academic progress of their child. • Events such as MAS Welcome will encourage whanau to visit the school, play with their child, and get to know their child's teacher so that the school is seen as 'theirs'. • The schools successes will be celebrated more frequently and in a wider variety of forums. • The whanau support group will be further developed. • The school uniform will be reviewed and the students and community engaged in this process via an online survey, FB, and whanau hui. • Engagement of whanau and the wider community in the life of the school will be enhanced by further development of a junior after school sporting programme and by community activities in the community hall / gym and school. • Community Wifi access at an affordable rate will be provided from the school's internet connection via a partnership with Wifi Connect. • A partnership with EastBay Reap will support whanau to learn to use computers (specifically the Chromebooks) so they can better support the learning of their child.

Measure (How we know we've accomplished it)	
1.	<ul style="list-style-type: none"> • In Nīoreore, effective planning for play based learning will be evident in classroom observations, in their collaborative planning, in their Google classrooms and in their reporting in Seesaw. • Nīoreore parents will understand the reasons for play-based learning and feel confident with the learning of their children as evidenced in the results of an end of year parental survey. • In Kārangaranga the focus on enquiry based learning will be evidenced in direct classroom observations, in hub hui minutes, and in the improvement in the students ability to demonstrate the key competencies. • The annual curriculum review will show that play-based learning, enquiry learning and individualised programmes have been effectively implemented. • Te Reo Teaching will be planned and delivered. • An effective Science programme in Years 1 – 8 will be implemented. • Pūhoro students will achieve in the external Science standards they are entered for and some will continue with the Sciences at Level 2. • Students on correspondence will achieve at least 14 credits at Level 1 or 16 credits at Levels 2 and 3. • The Adventure Tourism, BCITO, and Hospitality Programmes will be developed and students in these classes will gain at least 14 credits at Level 1 or 16 credits at Levels 2 and 3. • Effective academic monitoring will occur across the senior school via the senior mentor and learning advisors. • The RTLB programme will support our at risk learners in Years 1 – 3 and these students will gain at least 14 credits through this support. • PLD reporting will demonstrate that PLD has been targeted and effective. • All staff will actively participate in the appraisal process and will feel comfortable with engaging in reflective dialogue about their teaching practice. Staff will maintain a reflective journal with evidence of teacher inquiry around the school's targets and competency in all PTC's.
2.	<ul style="list-style-type: none"> • Learning hub hui minutes will show weekly discussion of, and reflection on, curriculum planning and student achievement with an emphasis on literacy. • Unit and lesson plans will be shared online in google docs and classroom and self-reviewed. • The focus on formative assessment will be evident with target groups of learners established that form the basis of teacher inquiry / reflection. This will include reflection on academic progress and discussion of next steps in teaching practice to support the academic progress of our learners. Planning will be a collaborative process in hubs and across the school. • Additional staffing in Nīoreore will improve oral language acquisition and be evident in KLST data and Six Year Net. • 70% of students from Years 5 – 11 will have a Chromebook that they actively use for their learning. • All staff will use Google classroom, Google sites and other GAFE's to support the learning of their students and ensure the learning can occur anywhere, anytime, and at any pace. • KAMAR markbooks will be accurate and marks entered in a timely manner so that data is able to be shared by all teachers and used as a basis for reflection on the academic progress of our students. • AsTTle data will be collected within the agreed timeframes and recorded in KAMAR. Such data will contribute to OTJ's and used for planning next steps for our learners.

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	<ul style="list-style-type: none"> • OTJ's will be reported after 6 and 12 months for the first three years of enrolment and twice yearly thereafter. • Reporting will be improved and will focus on the use of clear language that is easier for whanau to understand. • Reading and Writing levels for students in Nīroreore and Kārangaranga (Years 1 – 8) will be at or above National Standards. • Academic progress reports will be produced, discussed with the student and sent home for the whanau regularly. • MNA review will show that internal moderation practices are robust. The agreement rate for internal assessments will raise to at least 6/8 (75%). • 85% of Year 12 students will achieve Level 2.
3.	<ul style="list-style-type: none"> • All staff will follow the agreed PB4L process and an improvement in uniform and student behaviour will be noticeable. • Staff will actively teach the school's values and this will be evident in observations and in curriculum planning and will result in an improvement in student attitude towards their learning (Triple A Attitude). • Student achievement will be positively recognised in hub assemblies, the newsletter (Triple A Achievement) and in communication with whanau (using agreed PB4L recognitions and accurate records in KAMAR). • Attendance processes will be followed by all teachers. • The KAMAR parent portal will be opened. • Attendance across the school will be 85% (Triple A Attendance).
4.	<ul style="list-style-type: none"> • The engagement plan reflects the specific needs of our community and ensures the achievement of our students is supported by both the school, the whanau, and the wider community. • The school's website is completed. • Reporting to parents is effective and uses plain language. • At least two whanau events are held each term. • A review of the school uniform will be completed and appropriate contracts signed ready for 2018. • The junior after school sporting programme will be further developed. • The community hall / gym and c block will be utilised for approved sporting and community activities. • Community Wifi will be available at an affordable rate. • Whanau courses will ensure families know how to use computers and can support their child's learning.

The annual plan sets our specific targets so we are focused and can make accelerated progress in these areas. Nothing in this annual plan negates our responsibility under the NZC.

Part 2 - Governance Policies

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

GP1. Board Roles and Responsibilities Policy

The Board of Trustees' key areas of contribution are focused on four outcome areas:

Representation
Leadership
Accountability
Employer Role

The Board	The Standards
1. Sets the strategic direction and long-term plans and monitors the Board's progress against them	1.1 The Board leads the annual charter review process 1.2 The Board sets/reviews the strategic aims by end of January 1.3 The Board 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 meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all Board decision making
2. Monitors and evaluates student progress and achievement	2.1 The Board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular Board meeting, from School Principal, on progress against annual plan, highlight 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 (Special character Schools)	3.1 Special character is obviously considered in all Board decisions 3.2 Special character report is included at every Board meeting as part of the School Principal's report
4. Appoints, assesses the performance of, and supports the School Principal	4.1 School Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the School	5.1 Budget approved by the last meeting of each year for the following year

The Board	The Standards
	5.2 Satisfactory performance of School against budget
6. Effectively manages risk	6.1 The Board has an effective governance model in place 6.2 The Board remains briefed on internal/external risk environments and takes action where necessary 6.3 The Board identifies 'trouble spots' in statements of audit and takes action if necessary 6.3 The Board ensures the School Principal reports on all potential and real risks when appropriate and takes appropriate action
7. Ensures compliance with legal requirements	7.1 New members have read and understood the governance framework including policies, the School charter, Board induction pack and requirements and expectations of Board members 7.2 New and continuing members have been kept aware of any changes in legal and reporting requirements for the School. The Board has sought appropriate advice when necessary 7.3 Accurate minutes of all Board meetings, approved by Board and signed by Chair 7.4 Individual Staff/Student matters are always discussed in public excluded session 7.5 Board meetings have a quorum
8. Ensures trustees attend Board meetings and take an active role	8.1 Board meetings are effectively run 8.2 Trustees attend Board meetings having read Board papers and reports and are ready to discuss them 8.3 Attendance at 80% of meetings (minimum requirement) 8.4 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
9. Approves major policies and programme initiatives	9.1 Approve programme initiatives as per policies 9.2 The Board monitors implementation of programme initiatives
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	10.1 The Treaty of Waitangi is obviously considered in Board decisions 10.2 The Board, School Principal and staff are culturally responsive and inclusive

11. Approves and monitors human resource policy/procedures which ensures effective practice and contributes to its responsibilities as a good employer	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
12. Deals with disputes and conflicts referred to the Board as per the School's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the School in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new Board/trustees at election time	15.1 New trustees provided with governance manual and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per s66 Education Act 15.3 Board and trustees participate in appropriate professional development

GP2. Responsibilities of the School Principal Policy

The School Principal is the professional leader of the School and the Board's Chief executive working in partnership with the Board of Trustees. The School 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.

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

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

The responsibilities of the School Principal 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 School Principals' Professional Standards.
3. Act as the educational leader and day to day Principal of the School within the law and in line with all Board policies and delegated authority.
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process.
5. Develop, seek Board approval of, and implement an annual plan that is aligned with the Board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
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 subject to Board approval.
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 and deploy 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 on controversial social, political, and/or educational issues
14. Keep the Board informed of information important to its role.
15. Report to the Board as per the Boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. 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 School Principal unless specific delegations are in place. Decisions or instructions by individual Board members, committee Chairs, or committees are not binding on the School Principal except in rare circumstances when the Board 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 School Principal is not restricted from using the expert knowledge of individual Board members acting as community experts.

Review schedule: Triennially

GP3. Disciplinary Process in Relation to the School Principal Policy

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

Review schedule: Triennially

GP4. School Principal Professional Expenses Policy

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

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

Review schedule: Triennially

GP5. Reporting to the Board Policy

The School Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our School. Thus the Board is supported in its strategic decision-making and risk management by also requiring the School Principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the School Principal must ensure that they:

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 aims are based.
 2. Submit written reports covering the following management areas for each Board meeting:
 - School Principal's management report including:
 - i. Strategic Aim Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance Report
 - v. Key Performance Indicators including roll, attendance and stand downs & suspensions
- and,
- the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report
3. inform the Board 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 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 following each roll return
 8. present information in a suitable form – not too complex or lengthy
 9. inform the Board when, for any reason, there is non-compliance of a Board policy
 10. recommend changes in Board policies when the need for them becomes known
 11. highlight areas of possible bad publicity or community dissatisfaction
 12. coordinate management/staff reports to the Board and present to the Board under the School Principal's authority
 13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
 14. report on any matter requested by the Board and within the specified timeframe

Review schedule: Triennially

GP6. Trustees' Code of Behaviour Policy

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

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

I, (name) have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

Review schedule: Triennially

GP7. Trustee Remuneration and Expenses Policy

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

- 1 The Chair receives \$75.00 per Board meeting.
- 2 Elected Board members receive \$55.00 per Board meetings.
- 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 trustees and \$825 for the Chair.
- 5 Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval must first be sought.
- 6 All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring

Review schedule: Triennially

GP8. Conflict of Interest Policy

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

The purposes of this policy are to protect the integrity of the School decision-making process, to ensure confidence in the School's ability to protect the integrity and reputations of Board 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 meetings, Board 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: Triennially

GP9. Chair's Role Description Policy

The Chair of Murupara Area School safeguards the integrity of the Board's processes and represents the Board of Trustees to the broader community. The Chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a Board decision reached. The Board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the Chair.

The Chair:

1. Is elected at the first Board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the Board*.
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction.
3. Assists Board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy.
4. Leads the Board members and develops them as a cohesive and effective team.
5. Ensures the work of the Board is completed.
6. Ensures they act within Board policy and delegations at all times and do not act independently of the Board.
7. Sets the Board's agenda and ensures that all Board members have the required information for informed discussion of the agenda items.
8. Ensures the meeting agenda content is only about those issues which according to Board policy clearly belong to the Board to decide.
9. Effectively organises and presides over Board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant Board policies*.
10. Ensures interactive participation by all Board members.
11. Represents the Board to external parties as an official spokesperson for the School (except for those matters where this has been delegated to another person/s) and is the official signatory for the annual accounts*.
12. Is responsible for promoting effective communication between the Board and wider community including communicating appropriate Board decisions.
13. Establishes and maintains a productive working relationship with the School Principal.
14. Ensures the School Principal's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the School's concerns and complaints procedures.
16. Ensures any potential or real risk to the School or its name is communicated to the Board. This includes any concern or complaint.

** Legislative Requirement*

Review Schedule: Annually in November or prior to meeting when Chair is elected

GP10. Staff/Student Trustee Role Description Policy

The Staff/Student Trustee fulfils legislative requirements relating to Board composition. The role of the Staff/Student Trustee is to bring a Staff/Student perspective to Board decision making and discussion.

As a Trustee the Staff/Student Trustee has an obligation to serve the broader interests of the School and its students and has equal voice, vote, standing and accountabilities as all other Trustees.

Staff/Student Trustee accountability measure	Standard
1. To work within the Board's Charter	1.1 The Charter is obviously considered in Board decisions
2. To abide by the Board's governance and operational policies	2.1 The Staff/Student trustee has a copy of the Governance Manual and is familiar with all Board policies
3. The Staff/Student trustee is first and foremost a trustee and must act in the best interests of the students at the School at all times.	3.1 The Staff/Student trustee is not a Staff/Student advocate 3.2 The Staff/Student trustee does not bring Staff/Student concerns to the Board
4. The Staff/Student trustee is bound by the Trustee Code of Behaviour	4.1 The Staff/Student trustee acts within the code of behaviour
5. It is not necessary for the Staff/Student trustee to prepare a verbal or written report for the Board unless specifically requested to from the Board	5.1 No regular reports received unless a request has been made by the Board on a specific topic.

Review schedule: Triennially

GP11. The Relationship between the Board and the School Principal Policy

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 School Principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the School Principal and Responsibilities of the Board policies along with the Board'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 School Principal reports to the Board as a whole rather than to individual trustees.
4. Day to day relationships between the Board and the School Principal are delegated to the Chair.
5. All reports presented to the Board by the staff (unless specifically requested by the Board) arrive there with the School Principal's approval and the School Principal is accountable for the contents.
6. There are clear delegations and accountabilities by the Board to the School 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 School Principal in order to fulfil its role. The Board is there to critique and challenge the information that comes to it, acting in the best interests of students at the School.
11. The School Principal should be able to share their biggest concerns with the Board.
12. School Principal's Performance Management Policy

Review schedule: Annually

GP12. School Principal's Performance Management Policy

It is the policy of the Murupara Area School Board of Trustees to establish a performance agreement with the School Principal each year* and review the School Principal's performance on an annual basis with the objective of ensuring that every student at the School is able to attain his or her highest possible standard in educational achievement.

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

** Legislative Requirement*

Signature

I, _____, have been informed of the performance review policy and procedures of Murupara Area School Board.

Signature _____ Date _____

Review schedule: Triennially

GP13. The Relationship between the Chair and the School Principal Policy

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

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 and Responsibilities Policy.
3. The Responsibilities of the School Principal Policy.
4. The Chair's Role Description Policy.
5. The Trustees' Code of Behaviour Policy.

Relationship principles:

1. A positive, productive working relationship between the School 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 the other on performance concerns.
6. The Chair supports the School Principal 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.
13. Understand that the Chair and School Principal should act as sounding Boards, both supporting and challenging in order to hold the School to account for achieving the goals and targets that have been set.

Review schedule: Annually

GP14. Meeting Process Policy

The Board is committed to effective and efficient meetings that are focused at a governance level and provide the information the Board 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. Sufficient copies of the agenda of the open (public) session will be posted on the Board of Trustees' folder at Reception and 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. 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
4. Can be held via audio, audio and visual, or electronic communication providing:
 - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

Review schedule: Triennially

GP15. Meeting Procedure Policy

Members of the School community are encouraged to take an active interest in the School and its performance and are welcome to attend all Board meetings within the *Public Attending Board Meetings Procedure* (See p35).

Board meetings;

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non-trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the Board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the Board at a Board meeting and the Board must make a decision.*
- The Chair 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 Chair 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.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the Board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the Board.

- Only trustees have automatic speaking rights.
- The Board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The Board delegates [and minutes] authority to the deputy School Principal in the times of absence of the School Principal.
- The amount the Chair and other Board members are paid for attendance at Board meetings is set by the Board. Currently the Chair receives \$75 per Board meeting and Board members receive \$50 per Board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the Chair.

Time of meetings:

- Regular meetings commence at 4.30pm and conclude by 6.30pm.
- 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 trustees 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 meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the Board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure* (See p. 12).

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

Termination of debate:

- All decisions are to be taken by open voting by all trustees 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 normal meeting procedures may be suspended by resolution of the meeting.

Agenda:

- Agenda items are to be notified to the Chair 7 days prior to the meeting
- Late items will only be accepted with the approval of the Board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the Board are to be agendaed 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 agendaed 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 5 working days before the meeting

Minutes

- The School Principal in association with the Board Chair is to ensure that secretarial services are provided to 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 five working days of the Board meeting before being distributed to trustees within seven working days of the meeting.

** Legislative Requirement*

Review schedule: Triennially

15.1 Public Attending Board Meetings Procedure

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

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

- 1 Board 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. Preferably this request has been made in advance. Public participation is at the discretion of the Board.
- 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 3 speakers on any one topic.
- 6 Speakers are not to question the Board and must speak to the topic.
- 7 Board 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 and parents of the School who are not trustees on the Board.

Review schedule: Triennially

15.2 Meeting Agenda

A typical agenda will be as follows.

Board of Trustees Meeting Agenda – date			
	Policy Reference:	Led by:	Time:
<u>1. Administration</u> 1.1 Present 1.2 Apologies 1.3 Declaration of interests			
<u>2. Decisions</u> 2.1 Strategic decisions made if required	Policy Reference		
<u>3. Discussions</u> 3.1 Ongoing summary of progress to date in relation to annual plan 3.2 Exploration of special issue or project eg budget, School Principal performance agreement/appraisal, delegations			
<u>4. Monitoring</u> 4.1 Board discussion 4.2 Expert presentation 4.3 Data analysis 4.4 Exploration of key result area eg goals 4.5 Finance and Audit Report			
<u>5. Identify Agenda Items for Next Meeting</u>			
<u>6. Administration</u> 6.1 Confirmation of minutes 6.2 Correspondence			
<u>7. Meeting Closure</u> 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			

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: Triennially

GP16. Board Induction Policy

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

1. New trustees will receive a welcome letter on their joining the Board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction
 - The date of the next Board meeting
 - Chair and School Principal contact details
2. New trustees will be issued with a governance manual containing copies of the 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 members to explain Board policy and other material in the governance manual.
4. The School Principal and Chair or delegate, will brief all new members on the organisational structure of the School.
5. The School Principal will conduct a site visit of the School.
6. New Board 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, 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?**

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 School Principal and Board Chair to be effective?**

Very effective

Effective

Not very effective

Comment:

Please comment on how we could improve this induction process:

GP17. Board Review Policy

The performance of the Board 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

Review schedule: Triennially

GP18. Committee Policy

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

Education Act 1989, section 66

Section 66 gives the Board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Section 66 for further information.

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 School Principal or the Chair.
4. Help the Board (not the staff) do its work.
5. 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. 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:

- nil. Student disciplinary committee established as and when required.

Review schedule: Triennially

18.1 Review Committee Terms of Reference

Purpose:

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

1. Supporting the Board to review the effectiveness of the Board's governance processes.
2. Reviewing the effectiveness of systems for the assessment and management of areas of risk.
3. Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
4. Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the Board.
5. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the Board.
6. Ensuring implementation of the triennial review programme.

Committee Members:

[at least 2 trustees; excludes the Board Chair and excludes the School Principal]

Meets:

As required. The Chair of this committee will report to the Board as appropriate on the areas covered by the terms of reference and the triennial review programme.

Delegated Authority:

The review committee is formally constituted as a committee of the Board within these approved terms of reference and the delegated authority re the delegations list.

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

Members of the management team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The committee is authorised by the Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are requested to co-operate with any request made by the committee. The School Principal will be informed in advance of any such requests.

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

[**Note:** NZSTA provides free and confidential advisory services via its helpdesk, human resource and industrial advisors free to trustees and Boards.]

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

Review schedule: Triennially

18.2 Student 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, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

All members of the Board accept the School Principal. The Chair of the committee is the Board Chair or nominee. The quorum for the committee shall be two trustees.

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. The Chairman of the committee will be the Board Chair or delegate.

The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the MoE guidelines
- act only on written and agreed information, not verbal hearsay

- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the Board as necessary.

The Board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions at each Board meeting by the School Principal.

Review schedule: Triennially

18.3 Finance Committee or portfolio Terms of Reference

Responsibility of the Board

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

The finance committee as a committee of the Board is responsible for providing guidance to the School Principal on financial matters.

Purpose of the Finance Committee

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

Delegated Authority

The finance committee is responsible to the Board for:

1. Recommending, in association with the School Principal, an annual operating and capital budget, including professional development budget allocation for the School Principal and the staff.
2. Determining the level of budgetary discretion available to the School Principal.
3. Monitoring and reporting on the annual budget via the School Principal.
4. Reviewing on behalf of the Board accounts passed for payment by the School. Advising on additional funding sources.
5. Assisting the School Principal to prepare a financial results report, where appropriate, which is to be provided to the Board by the School 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 School 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.

Review schedule: Triennially

Compliance Reporting

The School 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.

Finance Annual Calendar

Date	Action Required
28 February	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
30 November	Revised annual budget (if required) submitted to the Board for approval

Review schedule: Triennially

GP19. Murupara Area 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 trustee.	Delegated Authority See individual Committee Terms of Reference in the Board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the Board, or, if no date, is ongoing
15/02/2016	Disciplinary Committee A committee of three will be required for all disciplinary meetings. The Board Chair or delegate will lead the committee	That all current trustees bar the Principal have delegated authority to be members of the Board's Disciplinary Committee acting under the Terms of Reference for this committee.	As required and minuted for each disciplinary meeting
15/02/2016	Finance Committee Nil	That the Finance Committee members are delegated authority to be members of the Board's Finance Committee acting under the Terms of Reference for this committee.	
16/03/2016	DP Curriculum Mr James Bracefield	That the Board directs that, except where the Board, at its discretion, otherwise determines, the named Deputy Principal in the absence of the Principal 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.	

Notes:

[T] = trustee

Review schedule: Annually

GP20. Concerns and Complaints Process

It is important that concerns are recognised and resolved to ensure the best educational outcomes for our students at Murupara Area School. All concerns and complaints will be addressed within a reasonable timeframe and resolved wherever possible. All parties involved in any complaint will be treated with respect, and the matter dealt with in confidence.

1. The school will make a genuine effort to acknowledge and resolve promptly all concerns and complaints, which may manifest themselves in various forms and through various channels.
2. The school adheres to the basic principle that concerns and complaints be dealt with by the most appropriate person, in the most informal way, at the earliest opportunity.
3. Concerns and complaints will normally follow the process set out in the Complaints Procedures unless there are culturally specific circumstances that require a different process.
4. The Principal will decide who should deal with a concern or complaint and may delegate investigations to enable an independent recommendation to the Board.
5. Complaints must be made in writing and addressed to the Principal (or to the Board if it is about the Principal) who will follow the process set out in the Complaints Procedures.
6. Where an initial investigation identifies the complaint as a matter of serious misconduct, the Principal will report the complaint to the Chairperson of the Board of Trustees. Legal requirements and the procedures of any related employment contracts will be adhered to.
7. Anonymous complaints will not be acted upon.

Review schedule: Triennially

GP21. Trustee Register

This register will be updated when any Trustee joins or leaves the Board or the Board opts into or out of mid-term election cycle.
Approved Number of Elected Parent Representatives = 4

Mid-term election cycle

Yes/No

Date of Board meeting where change was made:

Name	Phone/email	Position on Board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the Board date	Current Term expires
Sandra Te Aho	k.steaho@yahoo.co.nz	CH	Elected	29/06/2015		Election 2019
Te Kaari Yancey	tekaariyancey@gmail.com	T	Elected	29/06/2015		Election 2019
Miro Hokianga	mihokianga@hotmail.com	T	Elected	29/06/2015		Election 2019
Byron Rangiwai	brangiwai@gamil.com	T	Elected	29/06/2015		Election 2019
Pou Rewi	mariorewi@hotmail.com	T	Elected	13/06/2016		Election 2019
Jude Robinson	jrobinson@mas.school.nz	ME	Staff trustee	23/05/2016		Election 2017
Arama Yancey	ayancey@mas.school.nz	ME	Student trustee	21/09/2016		Election 2017
Angela Sharples	asharples@mas.school.nz	ME	School Principal	20/04/2015		

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, School Principal

Note 2: If the Board 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 F) for informing MoE and NZSTA

GP22. Triennial Review Programme/Board Annual Work Plan (currently under review)

Year: 2017 Review	Area for Review	Board 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 201x	Analysis of Variance Annual plan draft
	Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3		
Regular Review	Policy		Governance Policies 1-5		Curriculum		Personnel		Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs	NCEA confirmed results	National Stds.	Maori/Pasifika focus	Gifted and talented		National Stds.
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool Checklist 2		Formal review report
	Curriculum	Key Competencies		English		The Arts		Health & Physical Education	
	Budget	Approved	Monitor	Monitor	Mid-year review	Monitor		201x draft	
	Six Dimensions		1			2			3
Emergent Review	New gov. initiatives								
	New local initiatives								
Board process Requirements		Appoint Chair	Accounts to Auditor	Annual Report approved and sent to MoE	Nat. Stds. Parent reporting Roll return 1 July		Health Curriculum Consultation	Succession planning	Nat. Stds. Parent reporting

Part 3 - Operational Policies

OP1. Curriculum Delivery Policy

Delivery of the curriculum will foster student progress and achievement and meet all Board expectations and legislative requirements. Therefore the School Principal must ensure:

1. achievement of the Charter aims and targets
2. compliance with the National Administration Guidelines
3. that there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in School planning and reporting
4. that Board approval is sought before changes to the School curriculum requiring increased expenditure or significant changes to programmes or staffing are made

Review schedule: Triennially

OP2. Assessment Policy

Assessment is only useful if it promotes the progress of the learner. Therefore assessment:

- should be ongoing, accurate and objective
- should take many forms, gathering information from several settings, and using variety of methods best suited to the needs of the learner, including both formative and summative assessment
- is to take into account the varied learning styles and cultural backgrounds of learners.
- is to be related to the learning outcomes
- tasks must be set at the appropriate level
- tasks must be written in accessible language

National Standards Assessment

National Standards assessment shall conform to the process outlined in the Assessment Procedures.

NCEA Assessment

NCEA Assessment shall conform to the process outlined in the Assessment Procedures.

Staff Responsibilities

All staff will ensure that:

1. assessment is fair, valid and consistent
2. the latest versions of standards are used for assessment, and that if the school is not an accredited provider appropriate arrangements are made with the Principal's Nominee
3. internal and external moderation processes, as outlined in the Assessment Procedures, are followed at all times
4. advice from the previous year's external moderation is applied before tasks are used again
5. teachers enter results in KAMAR in a timely manner
6. the assessments to be reported to parents are identified in the KAMAR Mark book
7. all assessment information is to be stored appropriately for 1 year so it can be accessed if required

Recording and Reporting of Results

1. in addition to recording results in KAMAR teachers should also keep a separate record of their students' results.
2. teachers must follow NZQA guidelines for recording results for students for all NCEA assessments
3. results will be reported to parents on the full reports which are sent home. Hub Leaders should identify which assessments are to be reported for each class in consultation with the Deputy Principal (Curriculum) and Principal's Nominee using KAMAR mark books

4. before NZQAs final date for submission of internal results, all senior students participating in NCEA assessments are required to verify that the results held in KAMAR are correct

Improper practise in assessments

- this is a serious matter and the process outlined in the Assessment Procedures must be followed. All relevant information, including email communications are to be adequately recorded and filed
- the Board delegates responsibility to the School Principal on all matters relating to the management of staff, with respect to improper practise in assessments, with the exception of dismissal, in the expectation that issues will be managed in a sound, fair, and respectful manner (see OP3)

Review schedule: Triennially

OP3. Personnel Policy

The Board delegates responsibility to the School Principal on all matters relating to the management of staff, with the exception of dismissal, in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the School Principal must ensure:

1. that all employment related legislative requirements are applied
2. that all employees rights to personal dignity and safety are respected and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements
5. that employee leave is effectively managed and reported so
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered
 - b. Board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
 - c. Board approval is sought for any requests for staff travelling overseas on School business
 - d. the Board is advised of any staff absences longer than 5 school days
6. that performance agreements are established for all staff and that reviews are undertaken annually
7. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
8. the requirements of the Health and Safety at Work Act 2015 are met
9. advice is sought as necessary from NZSTA advisors where employment issues arise

Review schedule: Triennially

OP4. Appointments Policy

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

Therefore, the School Principal must ensure that they:

1. determine the composition of the various appointment committees according to the schedule outlined below:
 - a. appointment of a Deputy Principal and Learning hub leaders will involve an appointment committee consisting of the School Principal, the Board Chair or delegate and a further trustee (should the Board feel the need to include one)
 - b. unless determined otherwise by the Board, appointment of all other teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the School Principal in consultation with the Board Chair or delegate where deemed necessary
2. have School procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

Appointment of the School Principal is the responsibility of the Board which will determine the process

Review schedule: Triennially

OP5. Financial Planning Policy

The Board of Trustees has overall responsibility for the financial management of the School but delegates the day-to-day management of the School's finance's and budget to the School Principal. The Executive Officer through the School Principal, in association with the Board Finance Committee or portfolio holder (if one is constituted), is responsible for recommending an annual operating and capital budget to the Board within the expectations outlined in the Finance Condition Policy (OP6).

Budgeting will reflect the annual plan, ensure that it does not place the school at risk of financial jeopardy, and will show an acceptable level of foresight.

Thus the budget should:

1. reflect the results sought by the Board
2. reflect the priorities as established by the Board
3. comply with the Board's requirement of a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates
5. with consideration of, but limited to:
 - a. operations notice & staffing entitlement notice
 - b. banking staffing forecast
 - c. support staff budget
 - d. proposals put forward by budget holders
 - e. minutes of team meetings in support of staff budgetary requests
 - f. itemisation of funding priorities to be explored through external funding opportunities

Review schedule: Triennially

OP6. Financial Condition Policy

The financial viability of the School must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the School Principal is required to show there are safeguards and robust, clear procedures and delegations in place to minimise the risk of either event.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the Executive Officer through the School Principal must ensure that:

1. working capital remains positive
 2. unauthorised debt or liability is not incurred
 3. generally accepted accounting practices or principles are not violated
 4. tagged/committed funds are not used for purposes other than those approved
 5. more funds than have been allocated in any budget line during the fiscal year are not spent without prior Board approval
 6. all money owed to the School is collected in a timely manner
 7. timely payment to staff and other creditors is made
 8. unauthorised property is not sold or purchased
 9. all relevant government returns are completed on time
 10. effective systems are in place to meet the requirements of the payroll system
 11. no one person has complete authority over the School's financial transactions
 12. all purchases require a purchase order signed by an authorised signatory, with the exception of:
 - a. payments for software license renewals
 - b. renewal of monthly or annual subscriptions
 - c. automatic payments for service contracts
 - d. authorised direct debits
 - e. purchases on the Principal's credit card for expenses incurred in carrying out the business of the school
- nothing in this clause negates the need for prior approval by the budget holder
13. the following delegations of authority apply to purchasing, subject to there being sufficient funds in the specific budget line for that purchase and with reference to OP6. Clause 14:
 - a. budget holders, including hub leaders, have authority to authorise purchases of up to \$500 subject to the approval of the EO.
 - b. hub leaders may authorise purchases of up to \$500 by staff in their hub subject to the approval of the EO.
 - c. purchases of between \$500 and \$5,000 must have prior approval of the Principal
 - d. any purchase of over \$5,000 requires prior Board approval
 - e. ICT purchases of more than \$1,000 to be discussed by the ICT committee before approval to ensure they meet the needs of the teaching and learning programmes within the school
 - f. all purchases of fixed assets must be considered within the context of the asset procurement plan and with reference to OP7. Asset Protection Policy
 14. when making any purchase:
 - a. over \$3,000, comparative prices are sought
 - b. over \$3,000 an adequate review on ongoing costs, value and reliability is undertaken
 - c. over \$3,000 on a single item Board approval is first sought
 - d. involving a contract over \$5000 Board approval is sought prior to entering into the contract
 - e. over \$5,000 prior Board approval is sought

15. the Board agrees that it has a responsibility to ensure that credit card expenditure incurred by the School is clearly be linked to the business of the School. Credit cards should only be issued to staff members after being authorised by the Board.
- a. a register of cardholders should be maintained
 - b. the limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the delegations in OP6.13
 - c. the credit card is not to be used for any personal expenditure
 - d. the credit card will only be used for: payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or purchase of goods where prior authorisation from the Principal or Board is given.
 - e. all expenditure charged to the credit card should be supported by:
 - i. a credit card slip
 - ii. a detailed GST invoice and if possible a receipt (if provided by the supplier) to confirm that the expenses are properly incurred on School business
 - f. the credit card statement should be certified by the cardholder as evidence of the validity of expenditure
 - g. Authorisation for the expenditure should be obtained on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board should authorise any travel by the Principal). Cardholders are not allowed to approve their own expenditure
 - h. all purchases should be accounted for within 5 working days of receiving a credit card statement
 - i. cash advances are not permitted
 - j. any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School. They should not be redeemed for personal use.
 - k. cardholder Responsibilities:
 - i. the cardholder should never allow another person to use the card
 - ii. the cardholder must protect the pin number of the card
 - iii. the cardholder must only purchase within the credit limit applicable to the card
 - iv. the cardholder must notify the credit card company and the school immediately if the card is lost or stolen
 - v. the credit card should not be used on the internet without prior Principal or Board approval
 - vi. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Board
16. fundraising activities generating locally raised funds require prior approval by the Principal before funds are generated using the School name

Review schedule: Triennially

OP7. Asset Protection Policy

Assets must be protected, adequately maintained to minimise risk. The Executive Officer works through the School Principal who has delegated responsibility for ensuring that the programming and funding of general maintenance of the School grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the School Principal must maintain oversight to see that:

1. all Board assets are insured
2. an asset procurement plan is prepared annually
3. unauthorised personnel or groups do not handle funds or School property
4. plant and equipment are not subjected to improper wear and tear, insufficient maintenance or inappropriate use
5. through the Executive Officer, an up to date asset register is maintained for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
6. annual stock takes are completed to determine asset location, condition, remaining life span, and need for replacement
7. the security of assets is adequate and staff follow security guidelines
8. a key register is maintained and access to high security keys is restricted as appropriate
9. ensure the implementation of the 10 year property maintenance plan and seek board approval
10. sufficient property maintenance staff are engaged for the School within budget limitations
11. Board approval for maintenance contracts over \$5000 for any one contract is obtained
12. competitive tenders are conducted for all contracting
13. intellectual property, information, and files are protected from loss or significant damage and from unauthorised access or duplication
14. assets are not received, processed or disbursed under controls that do not to meet the Board-appointed auditor's standards
15. operating capital is held or invested in secure interest bearing bank accounts, to facilitate ease in operational transactions

Review schedule: Triennially

OP8. Protection and sharing of intellectual property (creative commons)

Learning resources and other materials created by School staff in the course of their employment are an important asset and form a large part of the School's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allow our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the Board's access to materials produced by the Board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Murupara Area School therefore:

1. recognises that the Board of Trustees holds first ownership of copyright of works produced by the Board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ)
2. delegates to the School Principal the responsibility to
 - a. apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the Board of Trustees of the School owns copyright.
 - b. apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. transfer to the original creator the copyright in created works licensed by the School under a Creative Commons Attribution or Creative Commons Share-Alike licence
 - d. ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the School
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the Board of Trustees of the School remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of disputed copyright ownership

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

1. In the first instance the dispute should be documented and presented to the School Principal.
2. If the dispute is still not resolved then the documentation should be presented to the Chairman of the Board of Trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

(1 & 2 above should be replaced with the School's dispute resolution process, where appropriate.)

Definitions

Creative Commons: An international non-profit that provides free open licences that copyright holders can use to share their work.

Teaching Materials: Copyright works produced by employees of the School for the purposes of teaching.

Review schedule: Triennially

OP9. Health and Safety Policy

Students and staff shall have a safe physical and emotional learning environment. The Board will ensure there are processes in place for the consulting, cooperating and coordinating of activities to ensure the safety of all workers. Therefore, the School Principal must:

1. take all reasonable steps to protect students, staff and visitors to the School from unsafe or unhealthy conditions or practices
2. ensure that the staff code of conduct is implemented effectively
3. ensure there is zero tolerance to bullying and that there are effective processes in place
4. comply with the provisions of the Health and Safety at Work Act 2015
5. provide a smoke free environment
6. ensure a risk analysis management system (RAMS) is carried out where and when appropriate
7. seek approval from the Board for all overnight stays/camps attesting first to their compliance with (4) above
8. consult with the community every two years regarding the health programme being delivered to students
9. advise the Board Chair of any emergency situations as soon as possible

Review schedule: Triennially

OP10. Child Protection Policy

This policy outlines our commitment to child protection. The Board is committed to the prevention of abuse and to the well-being of children and young people under our care.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our School who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived may report the matter to a social worker or a Police Officer.

The Board delegates responsibility to the School Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the School Principal must:

1. develop appropriate procedures to meet child safety requirements as required and appropriate to the School
2. comply with relevant legislative requirements and responsibilities giving consideration to the guidelines, further information and sample child protection templates that are available in the Children's Action Plan guideline Safer Organisations, Safer Children:
<http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>
3. make this policy available on request or on the School's website
4. ensure that every contract or funding arrangement that the School enters into adopts child protection policies where required
5. ensure the interests and protection of the child are paramount in all circumstances
6. recognise the rights of family/whanau to participate in the decision-making about their children
7. ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response
8. support all staff to work in accordance with this policy and to work with partner agencies and organisations to ensure child protection policies are understood and implemented
9. promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. consult, discuss and share relevant information in a timely way regarding any concerns about an individual child with the Board or designated person

11. seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. ensure that this policy forms part of the initial staff induction programme for each staff member
14. ensure that a report is provided for the School's annual report re progress on implementation and compliance with any funding/contracting requirements

Review schedule: Triennially

OP11. EOTC Education outside the Classroom Policy

EOTC excursions provide opportunities for students to participate in real life experiences that reinforce the teaching and learning within the School.

The safety of Staff and Students is paramount when activities take place outside the School environment. Therefore safety procedures must be in place to provide adequate protection that prevents accidents occurring (see EOTC Procedures).

Each activity will have a designated Person in Charge who must oversee the completion of the approval documentation prior to the activity taking place. If the planned event is a low risk as defined in the EOTC Procedures the Deputy Principal in charge of EOTC or Principal will approve the visit if all criteria have been met.

In the case of events that have a higher level of risk (e.g. water activities, abseiling, overnight(s) stays, tramping) then the Person in Charge will complete the appropriate documentation in discussion with the Deputy Principal in charge of EOTC and the School Principal will seek the approval of the Board prior to the activity taking place.

Agreed procedures must be followed on every activity that the School undertakes and staff must be made aware that the legislation provides for individuals to be charged in the event of a serious incident.

Review schedule: Triennially

OP12. Health and Wellbeing Policy (currently under review)

The health and wellbeing of the students at Murupara Area School is inextricably linked with academic success. Murupara Area School is committed to providing an environment where students can learn to make healthy choices and develop habits for lifelong health. Student and staff wellness is a core value at Murupara Area School

To create a healthy school environment, where the healthy choice is the easy choice, Murupara Area School will actively participate in the Health Promoting Schools Programme and plan and promote wellbeing for students and staff with reference to the concept of 'te whare tapa whā' – the four cornerstones (or sides) of Māori health; taha tinana (physical wellbeing), taha wairua (spiritual wellbeing), taha whānau (family wellbeing), and taha hinengaro (mental wellbeing). Accordingly the Principal, together with other delegated staff, will ensure:

1. taha tinana (physical wellbeing)
 - a. it is a water and plain milk only school
 - b. that students receive a clear and consistent message about the importance of healthy eating and food provided is consistent with the current Ministry of Health food and nutrition guidelines
 - c. sunsmart guidelines are followed and students are educated on the importance of sun protection
 - d. the school is smoke free
 - e. the school is a drug free environment
 - f. appropriate drug education programmes are implemented as part of the Health and Physical Education Curriculum in consultation with the community
 - g. that appropriate physical education programmes are implemented across all levels
 - h. that a wide range of sporting and physical recreation activities are available and participation by all is encouraged
 - i. that the school works effectively with outside agencies, such as the DHB and Whanau Ora, to deliver programmes such as vaccinations, rheumatic fever swabbing, dental care etc
 - j. medications needed by students during school hours are administered as per written instructions from the family or medical professional and stored safely
2. taha wairua (spiritual wellbeing)
 - a. the school's values, IRA integrity, respect, and aroha are deliberately taught across the school and actively modelled by all staff
 - b. the School recognises that staff and students are culturally located individuals and values each voice
 - c. iwitanga is embraced and the School celebrates the identity, language and culture of all in the school community
3. taha whānau (family wellbeing)
 - a. whānau engagement in the school is encouraged, to develop a partnership between whānau and School that promotes learning
 - b. whānau are informed of and/or involved in resolving discipline matters concerning their child
4. taha hinengaro (mental wellbeing)
 - a. the key competencies contained within the New Zealand curriculum will be actively promoted across the school
 - b. harassment and bullying in any form; including verbal, physical and cyber, will not be tolerated and education will be provided for both staff and students to ensure the School is a safe environment for all

Review schedule: Triennially

OP13. Legal Responsibilities Policy

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

Review schedule: Triennially

UNDER REVIEW