**Reporoa Primary School**

**Policy Framework**

**2019**

*The following policy framework supports a governance model that is hands off and strategic, rather than hands on and operational and is aligned with the school’s Charter values.*

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**Introduction**

The Board of Trustees of Reporoa Primary School is focused on the ongoing improvement of student progress, achievement and outcomes, within an environment that provides inclusive education as stated in 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.

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

Governance

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.

Board policies are at a governance level and outline clear delegations to the Principal. The Board and Principal form the leadership team with the role of each documented and understood. The 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.

The Board is proactive rather than reactive in its operations and decision making land does not involve itself in the administrative details of the day to day running of the school. The ongoing improvement of student progress and achievement is the Board’s focus.

Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with both the Board’s policy framework and the law of New Zealand. [For detail see Operational Policies]

In developing the above definitions for Reporoa Primary School the Board was mindful of the following excerpts from the Education Act 1989:

Education Act 1989, Section 75 and 76, and Section 65

The legal 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.76 Principals** –

(1) A school’s Principal is the Board’s chief executive in relation to the school’s control and management.

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

(a) Shall comply with the Board’s general policy directions; and

(b) Subject to paragraph (a), has complete discretion to manage as the Principal thinks fit the school’s day to day administration.

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

**Part 1 The Charter**

**Please see the following pages for our Charter.**

**Part 2 Governance Policy**

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.

**1. Board Roles & Responsibilities Policy**

The Board of trustee’s key areas of contribution are:

***Representation***

***Leadership***

***Accountability***

***Employer Role***

|  |  |
| --- | --- |
| **The Board**  | **Standard** |
| 1. Sets the strategic direction and long-term plans and monitors the Board’s progress against them | 1.1 The Board leads the Charter review process1.2 The Board sets the strategic aims and approves the annual plan and targets in line with MoE expectations1.3 Regular Board meetings include a report on progress towards achieving strategic aims1.4 The Charter is the basis for all Board decision making |
| 2. Monitors financial management of the school and approves the budget | 2.1 Satisfactory performance of school against budget2.2 Budget approved by the first meeting each year |
| 3. Monitors and evaluates student progress and achievement  | 3.1 Reports at each regular Board meeting from Principal on progress against annual plan highlight risk/success3.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities 3.3 Board review schedule covering curriculum and student progress and achievement reports are followed |
| 4. Effectively manages risk  | 4.1 Attend Board meetings having read Board papers and reports and ready to discuss them4.2 Board meetings have a quorum4.3 Remain briefed on internal/external risk environments and take action where necessary 4.4 Identify 'trouble spots' in statements of audit and take action if necessary 4.5 Ensure that the Principal reports on all potential and real risks when appropriate and take appropriate action |
| 5. Ensures compliance with legal requirements | 5.1 New members have read and understood: Board induction pack; & requirements of Board members 5.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 5.3 Accurate minutes of all Board meetings, approved by Board and signed by chair 5.4 Individual staff/student matters are always discussed in public excluded session |
| 6. Attends Board meetings and takes an active role as a trustee | 6.1 Attendance at 80% of meetings (min.) 6.2 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)6.3Board papers read prior to attending Board meetings  |
| 7 Approves major policies and programme initiatives | 7.1 Approved and minuted. |
| 8. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage | 8.1 The Treaty of Waitangi is obviously considered in Board decisions8.2 The Board is culturally responsive and inclusive |
| 9. Approves and monitors personnel policy and procedures and acts as a good employer | 9.1 Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements |
| 10. Appoints, assesses the performance of and supports the Principal | 10.1 Principal’s performance management system in place & implemented |
| 11. Deals with disputes and conflicts referred to the Board as per the school’s concerns and complaints procedures | 11.1 Successful resolution of any disputes and conflicts referred  |
| 12. Represents the school in a positive, professional manner | 12.1 Code of behaviour adhered to |
| 13. Oversees, conserves and enhances the resource base | 13.1 Property/resources meet the needs of the student achievement aims |
| 14. Effectively hands over governance to new Board/trustees at election time | 14.1 New trustees provided with governance manual14.2 New trustees fully briefed and able to participate following attendance at an orientation programme |

Review schedule: Triennially

**2. Trustee Remuneration and Expenses Policy**

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

1 The chairperson 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 chairperson

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

1. **Chairperson’s Role Policy**

The chairperson of Reporoa Primary 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. 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
2. Assists Board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees’ Code of Behaviour policy
3. Leads the Board members and develops them as a cohesive and effective team
4. Ensures that the work of the Board is completed
5. Ensures that they act within Board policy and delegations at all times and do not act independently of the Board
6. Sets the Board's agenda and ensures that all Board members have the required information for informed discussion of the agenda items
7. Ensures that the meeting agenda content is only about those issues which according to Board policy clearly belong to the Board to decide
8. 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
9. Ensures interactive participation by all Board members
10. 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
11. Is responsible for promoting effective communication between the Board and wider community including communicating appropriate Board decisions
12. Establishes and maintains a productive working relationship with the Principal
13. Ensures that the Principal’s performance agreement and appraisal are completed on an annual basis
14. Ensures that concerns and complaints are dealt with according to the school’s concerns and complaints procedures
15. Ensures that any potential or real risk to the school or its name is communicated to the Board. This includes any concern or complaint

Review Schedule: Annually in November

**4. Staff Trustee Role Description Policy**

The staff trustee fulfils legislative requirements relating to Board composition. The role of the staff trustee is to bring a staff perspective to Board decision making.

As a trustee the staff 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 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 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 trustee is not a staff advocate3.2 The staff trustee does not bring staff concerns to the Board  |
| 4. The staff trustee is bound by the Trustee Code of Behaviour | 4.1 The staff trustee acts within the code of behaviour |
| 5. It is not expected that the staff trustee act as a union delegate | 5.1 The staff trustee does not bring staff issues to the Board |
| 6. It is not necessary for the staff trustee to prepare a verbal or written report for the Board unless specifically requested to from the Board  | 6.1 No regular reports received unless a request has been made by the Board on a specific topic |

Review schedule: Triennially

**5. The Relationship between the Board and the 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 Principal form the leadership team and as such, clear role definitions have been developed. The Responsibilities of the 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 Principal reports to the Board as a whole rather than to individual trustees
4. Day to day relationships between the Board and the Principal are delegated to the Chair
5. All reports presented to the Board by the staff arrive there with the Principal’s approval and the Principal is accountable for the contents
6. There are clear delegations and accountabilities by the Board to the Principal through policy
7. The two must work as a team and there should be no surprises
8. Neither party will deliberately hold back important information
9. Neither party will knowingly misinform the other
10. The Board must maintain a healthy independence from the Principal in order to fulfil its role
11. The Principal should be able to share their biggest concerns with the Board

Review schedule: Annually

**6. The Relationship between the Chairperson and the Principal Policy**

The Chairperson is the leader of the Board and works on behalf of the Board on a day to day basis with the 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 & Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chairperson’s Role Policy
5. The Trustees’ Code of Behaviour Policy

Relationship principles:

1. A positive, productive working relationship between the Principal and the Chair is both central and vital to the school
2. This relationship is based on mutual trust and respect
3. The two must work as a team and there should be no surprises
4. The relationship must be professional
5. Each must be able to counsel the other on performance concerns
6. The Chair supports the 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 that the Chair has no authority except that granted by the Board
13. Understand that the Chair should act as a sounding Board for the Principal both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set

Review schedule: Annually

**7. 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 Chairperson. Sufficient copies of the agenda of the open (public) session will be posted on the Board of Trustees notice Board 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

Review schedule: Triennially

**8. 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 p. 14)*.*

**Board meetings**

General:

* Meetings are held as per the triennial review schedule with dates confirmed each December for the following year
* 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 chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board
* The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote
* Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate. 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 & 17 of Education Act to the Disciplinary Committee
* The Board delegates [and minutes] authority to the deputy Principal in the times of absence of the Principal
* Board minutes will be taken by a non trustee paid on a commercial basis on contract

Time of meetings:

* Regular meetings commence at 7 pm and conclude by 9:30 pm
* 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 Chairperson 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 Chairperson
* Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings* *Procedure* (See p.14)

Motions/amendments:

* A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the Chairperson 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:

* Draft agenda to be added to google drive 10 days prior to the meeting
* Additional agenda items are to be notified to the Chair 5 days prior to the meeting
* Late items will only be accepted with the approval of the Board 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 agended as separate meeting items
* All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agended documentation
* The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number
* Papers requiring reading and consideration will not normally be accepted if tabled at the meeting
* Papers and reports are to be sent to the Board 3 working days before the meeting

Minutes:

* The Principal 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 5 working days of the Board meeting before being distributed to trustees within 7 working days of the meeting

**9. Public Attending Board Meetings Procedure**

Welcome to the Reporoa Primary School Board of trustees meeting. We welcome public presence at our meetings and hope that you enjoy your time observing our Board meeting.

In order that you understand the rules that apply to members of the public attending our meetings please read the following:

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 5 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 and parents of the school who are not trustees on the Board.

Review schedule: Triennially

**10. Board Review of Governance**

Board Induction

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 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 Chairperson or delegate will meet with new Board members to explain Board policy and other material in the governance manual

1. The Principal and Chairperson or delegate, will brief all new members on the organisational structure of the school
2. The Principal will conduct a site visit of the school
3. 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 Chairperson with the new members. The review will include the following aspects:

* Did you feel welcomed onto the Board?

Very welcomeWelcome Not very welcome

Comment:

* Did you receive all necessary information in a timely manner?

Very timelyTimely Not very timely

Comment:

* Did you find the induction with Principal and Board chair to be effective?

Very effectiveEffective Not very effective

Comment:

Please comment on how we could improve this induction process:

Trustee Review

Trustees will participate in the review of Board governance polices as per the triennial review schedule.

Chairperson Review

The Board chair’s position will be reviewed annually in November. The Chairperson’s Role Policy will form the basis of this review and will be sent to all trustees. Once collated these results will be shared with the Chair and recommendations included in the review report that is presented to the Board.

Board Review

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

* The annual report
* The triennial review programme
* The ERO report
* Any other means deemed appropriate by the Board

Review schedule: Triennially

**Governance Processes/Procedures**

Committee Principles

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 66gives the Board the authority to delegate any of its powers to a special committee except the power to borrow money.

The Board must document in the Board minutes and in writing to each committee member the precise powers that are delegated to an individual committee. In addition the same delegation motion must name who has delegated authority. For example, the committee can:

a) Investigate and report their findings to the Board

b) Investigate and make any recommendations based on those findings to the Board

c) Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the Board what they did

Board committees:

1. Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee
3. May not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Principal 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. Have the Chair and Principal as ex officio members
8. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
* purpose
* committee members
* delegated authority

The following committees are currently established:

Disciplinary Committee

Employment Committee

Deputy Principal

Review schedule: Triennially

**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, excluding the Principal. The Chair of the committee is the Board Chairperson or in the Chairperson’s absence will be determined by the committee. The quorum for the committee shall be 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 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 Principal.

Review schedule: Triennially

**Reporoa Primary 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 |
| 19/06/2019 | **Disciplinary Committee**All trustees except the principal | That the Disciplinary Committee members aforementioned are delegated authority to implement the Board’s Disciplinary Committee Terms of Reference, as outlined in the Board’s Governance Manual. | On going |
| 19/06/2019 | **Employment Committee**All trustees except the principal | That the Employment Committee members aforementioned are delegated authority to implement the Board’s employment Committee Terms of Reference, as outlined in the Board’s Governance Manual.  | On going |
| 13/02/2017 | **Deputy Principal**Jill Burns | That the Board directs that, except where the Board, at its discretion, otherwise determines, the deputy Principal shall, 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. | 31 Dec 2019 |

Review schedule: Annually first meeting of year AGM

**Supporting Governance Documentation**

* 1. **Trustee Register**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Phone/email | Position on Board | Type of Member[Note 1] | Start date | Current Term expires |
| John Guyton | johnguton.farm@gmail.com022 272 2771 | Deputy Chairperson  | Elected | 10/06/2016 | Election 2022 |
| Paul Leslie | pkleslie@xtra.co.nz 021 072 2359 | Parent trustee | Elected | 10/06/2016 | Election 2022 |
| Kaye Werahiko | kaywerahiko74@gmail.com 021 02443541 | Parent trustee | Elected | 14/06/2019 | Election 2022 |
| Kane Polyblank | poly.boy@hotmail.com027 2279928 | Parent trustee | Elected | 14/06/2019 | Election 2022 |
| Kate Bowron | tkbowron@gmail.com027 4555625 | Staff trustee | Elected | 14/06/2019 | Election 2022 |
| Richelle McDonald | Principal@rep.school.nz027 660 2281 | Principal | N/A | N/A | N/A |

Approved Number of Elected Parent Representatives = 5

* 1. **Triennial Review Programme**

**Please see the following pages for the Triennial Review Programme/Work Plan**

Review schedule: Annually

**Part 3- Operational Policy**

1. **Reporting to the Board Policy**

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

1. Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board’s strategic aims are based
2. Submit written reports covering the following management areas at each Board meeting:
	* Principal’s management report including:
		1. Strategic Aim Report
		2. Personnel Report
		3. Finance Report
		4. Variance Report
		5. Key Performance Indicators

and,

* + the coordination and approval of the following reports:
		1. Student Progress and Achievement Report
		2. Curriculum Report
1. Inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
2. Seek Board approval for any requests for discretionary staff leave of longer than ....................................... days
3. Seek Board approval for any requests for staff travelling overseas on school business
4. Advise the Board of any staff absences longer than ....................................... school days
5. Submit any monitoring data required in a timely, accurate and understandable fashion
6. Report and explain financial variance against budget in line with the Board’s expectations
7. Report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
8. Report and explain roll variance against year levels and reasons on a per meeting basis
9. Present information in a suitable form – not too complex or lengthy
10. Inform the Board when, for any reason, there is non-compliance of a Board policy
11. Recommend changes in Board policies when the need for them becomes known
12. Highlight areas of possible bad publicity or community dis-satisfaction
13. Coordinate management/staff reports to the Board and present to the Board under the Principal’s authority
14. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
15. Report on any matter requested by the Board and within the specified timeframe

Review schedule: Triennially