



Reporoa Primary School

Governance Framework 2022

The following Governance 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 Reporoa Primary 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, Te Tiriti o Waitangi, New Zealand Bill of Rights Act 1990, Human Rights Act 1993, New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities.

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 ongoing improvement of student progress and achievement; that the school is an inclusive and safe place for all students and staff; that the school gives effect to Te Tiriti o Waitangi are the board's primary objectives. 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, 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 and 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.

Education & Training Act 2020

In developing the above definitions for Reporoa School, the board is mindful of the sections of the Education & Training Act 2020 and the Education (School Board) Regulations 2020 set out below.

The Education & Training Act 2020 came into force on 1 August 2020 and clarifies the governance role of the school board and its primary objectives. Most of the powers and functions of boards are now set out in the Education (School Boards) Regulations 2020, with the principal's role as chief executive specified in section 130 of the Act.

Education & Training Act 2020 – School boards

125 Board is governing body

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

126 Bylaws

- (1) A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.
- (2) Before making a bylaw, the board must consult its staff, its students (to the extent that the board considers appropriate), and the school community regarding the proposed bylaw.

127 Objectives of boards in governing schools

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

128 Staff

A board may, in accordance with the [Public Service Act 2020](#), appoint, suspend, or dismiss school staff.

131 Board has complete discretion

(1) A board has complete discretion to perform its functions and exercise its powers as it thinks fit

(2) Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

Education (School Boards) Regulations 2020

8 Delegation

(1) A board may, by resolution and in writing either generally or specifically, delegate any of the functions or powers of the board

or of a board member to any of the following persons:

(a) a board member or members:

(b) the principal or any other employee or office holder of the board:

(c) a committee consisting of at least 2 persons at least 1 of whom is a board member:

(d) a person approved by the Minister:

(e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).

(2) Subclause (1) does not apply to any functions or powers specified in the Act as not being capable of delegation.

(3) The board must not delegate the general power of delegation.

(4) A person to whom any function or power is delegated may perform the function or exercise the power in the same manner and

with the same effect as if the person were the board or board member (subject to any restrictions or conditions imposed by the board).

(5) A person purporting to act under a delegation—

(a) is, in the absence of proof to the contrary, presumed to be acting in accordance with the delegation; and

(b) must produce evidence of the person's authority to do so if reasonably requested to do so.

(6) A person to whom any function or power is delegated may delegate that function or power only—

(a) with the prior written consent of the board; and

(b) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.

(7) A delegation under subclause (1)—

(a) is revocable at will by resolution of the board and written notice to the delegate (or by any other method provided for in the delegation);

(b) does not prevent the board or the board member performing the functions or the exercising the powers:

(c) does not affect the responsibility of the board for the actions of any delegate acting under the delegation:

(d) is not affected by any change in the membership of the board or of any committee or class of persons.

Education & Training Act 2020 - Control and management of State schools

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

(1) A school's principal is the board's chief executive in relation to the school's control and management.
(2) Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the principal—

- (a) must comply with the board's general policy directions; and
- (b) subject to paragraph (a), has complete discretion to manage

Part A The Charter

Please see the following link for our Charter.

<https://www.rep.school.nz/charter-strategic-aims-annual-plan/>

Part B Governance Policies - How we work as a board

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 and responsibilities policy	The school board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.
2. Board code of behaviour policy	The board will act in an ethical and respectful manner.
3. Board member remuneration and expenses policy	Remuneration and reimbursement of expenses to board members is transparent, fair and reasonable.
4. Conflict of interest policy	The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.
5. Presiding member (chair) role description policy	The board is effectively led.

6. Staff representative role description policy	The staff representative brings a staff perspective to board discussion and decision making.
7. Relationship between presiding member (chair) and principal policy	The relationship between the chair and the principal is based on trust, integrity and mutual respect.
8. Principal performance management policy	A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.

1. Board Roles & Responsibilities Policy

Outcome statement

The board is focused on governance that; fosters and supports the ongoing improvement of student progress and achievement; ensures that the school is a safe and inclusive place for all students and staff; gives effect to Te Tiriti o Waitangi.

Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school and governs via its policies, which it entrusts to the principal to implement.

Delegations

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

Expectations and limitation

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The board leads the annual charter/strategic plan review process
	1.2	The board sets/reviews the strategic aims by the first meeting of the year.
	1.3	The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education by 1 March each year
	1.4	Regular board meetings include a report on progress towards achieving strategic aims
	1.5	The charter/strategic plan is the basis for all board decision making
2. Monitors and evaluates student progress and achievement, including students with differing needs.	2.1	The board approves an annual review schedule covering curriculum and student progress and achievement reports

	2.2	Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success
	2.3	Information reported to the board is thoughtfully discussed, critiqued and challenged
	2.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Ensures that the school is a safe place for all students and staff.	3.1	All reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination
	3.2	Students' rights under the Education & Training Act 2020 , the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured
4. Ensures the school gives effect to Te Tiriti o Waitangi	4.1	Plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
	4.2	All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori
	4.3	Māori students achieve equitable outcomes
5. Protects the special character of the school (State integrated schools/special character schools). Protects the different character of the school (designated character schools) Protects the principles of Te Aho Matua and any special characteristics (Kura Kaupapa Māori)	5.1	Special character /different character / principle of Te Aho Matua and any special characteristics is obviously considered in all board decisions
	5.2	Special character / different character / principles of Te Aho Matua and any special characteristics report is included at every board meeting as part of the principal's report
6. Appoints, assesses the performance of and supports the principal.	6.1	Principal's performance management system is in place and implemented
7. Approves the budget and monitors financial management of the school.	7.1	Budget is approved by the first meeting each year
	7.2	Satisfactory performance of financial management against budget is in evidence
8. Effectively manages risk.	8.1	The board has an effective governance model in place
	8.2	The board remains briefed on internal/external risk environments and takes action where necessary

	8.3	The board identifies trouble spots in statements of audit and takes action if necessary
	8.4	The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
9. Ensures compliance with legal requirements.	9.1	New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of board members
	9.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school
	9.3	The board seeks appropriate advice when necessary
	9.4	Accurate minutes of all board meetings are approved by the board and signed by the presiding member
	9.5	Individual staff/student matters are always discussed in public-excluded session
	9.6	Board meetings have a quorum
10. Ensures board members attend board meetings and take an active role.	10.1	Board meetings are effectively run
	10.2	Members attend board meetings having read board papers and reports and are ready to discuss them
	10.3	Attendance at 80% of meetings (minimum)
	10.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education & Training Act 2020, schedule 23, clause 12 (1) (c))
11. Approves major policies and programme initiatives.	11.1	The board approves programme initiatives as per policies
	11.2	The board monitors implementation of programme initiatives
12. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	12.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements)
	12.2	The board ensures there are personnel policies in place and they are adhered to
	12.3	The board ensures there is ongoing monitoring and review of all personnel policies
	12.4	The board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme)
13. Deals with disputes and conflicts referred to the board as per the school's	13.1	Successful resolution of any disputes and conflicts referred is achieved

concerns and complaints procedures.		
14. Represents the school in a positive, professional manner.	14.1	Code of conduct is adhered to
15. Oversees, conserves and enhances the resource base.	15.1	Property/resources meet the needs of the school's aims
16. Effectively hands over governance to new board members at election time.	16.1	New board members are provided with induction and a copy of the board's governance manual
	16.2	New board members are fully briefed and able to govern following attendance at an orientation programme
	16.3	Appropriate delegations are in place as per the Education (School Boards) Regulations 2020, regulation 8
	16.4	Board and board members participate in appropriate ongoing professional development

Review schedule: Triennially

2. Board code of behaviour policy

Outcome statement

The board will act in an ethical and respectful manner.

Scoping

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

Expectations and limitations

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

- ensure the needs of all students and their achievement is paramount
- uphold the principles of Te Tiriti o Waitangi
- be loyal to the school and its mission
- maintain and understand the values and goals of the school
- protect the special character / different character / principles of Te Aho Matua and any special characteristics of the school
- publicly represent the school in a positive manner
- respect the integrity of the principal and staff
- observe the confidentiality of non-public information acquired in their role as a member of the board and not disclose to any other persons such information that might be harmful to the school
- be diligent and attend board meetings prepared for full and appropriate participation in decision making

- ensure that individual board members do not act independently of the board's decisions
- speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board
- in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- recognise the lack of authority in any individual board member or committee/working party of the board in any interaction with the principal or staff
- recognise that only the presiding member (working within the board's agreed presiding member role description or delegation) or a delegate working under written delegation can speak for the board
- continually self-monitor their individual performance as a member of the board against policies and any other current board evaluation tools
- be available to undertake appropriate professional development.

Legislative compliance

[Education & Training Act 2020](#)

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

3. Board remuneration and expenses policy

Outcome statement

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

Scoping

The board exercises its right to set the amount that the presiding member and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken.

The principal, as a member of the board, is entitled to the same payment as all other members except the presiding member.

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

Expectations and limitations

Currently at Reporoa School:

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

- all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

Review schedule: Triennially

4. Conflict of interest policy

Outcome statement

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

Scoping

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following board elections.

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

Expectations and limitations

All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.

Any board member who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a board member must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any board member who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

Any board member who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.

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

If so many board members are conflicted that a quorum cannot be formed, the board will form a committee of non-conflicted members with appropriate delegation.

Legislative compliance

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

5. Presiding member (chair) role description policy

Outcome statement

The board is effectively led.

Scoping

The presiding member presides over board meetings and ensures that each board member has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.

The presiding member is the leader of the board and works on behalf of the board with the principal on a day-to day basis.

The presiding member establishes and nurtures a positive professional working relationship with the principal.

The presiding member represents the board to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes.

The presiding member often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

Delegations

The board delegates management of the relationship between the board and the principal to the presiding member.

Board to enter any other delegations to the presiding member.

Expectations and limitations

The presiding member:

- is appointed by election at the first board meeting of the year except in a triennial board election year where it shall be at the first meeting of the board held after the election*
- acts within board policy and delegations at all times and not independently of the board
- works with the board to develop a cohesive and effective team
- welcomes new board members, ensures that disclosure of any conflicts of interest is made and the code of conduct is understood (and signed) and leads new member induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the board code of conduct policy
- ensures the work of the board is completed
- sets the board's meeting agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education & Training Act 2020, the Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any board policies and protocols*
- ensures interactive participation by all board members
- represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- is the official signatory for the board, including for annual accounts*
- is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the principal
- ensures the principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with at the appropriate level, according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

*Legislative Requirements

Legislative compliance

[Education & Training Act 2020](#)

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

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

[Official Information Act 1982](#)

[Privacy Act 2020](#)

Review Schedule: Annually in November

6. Staff representative role description policy

Outcome statement

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

Scoping

As a member of the school board, the staff/student representative is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other board member.

Expectations and limitations

Staff/Student representative accountability measures		Standard
1. To work within the board's charter/strategic plan.	1.1	The charter/strategic plan is obviously considered in board decisions.
2. To abide by the board's governance and operational policies.	2.1	The staff/student representative has a copy of the governance manual and is familiar with all board policies.
3. The staff/student representative is first and foremost a board member and must act in the best interests of the students at the school at all times.	3.1 3.2	The staff/student representative is not a staff/student advocate. The staff/student representative does not bring staff/student concerns to the board.
4. The staff/student representative is bound by the board code of conduct.	4.1	The staff/student representative acts within the code of conduct.
5. It is not necessary for the staff/student representative to prepare a verbal or written report	5.1	No regular reports are received unless a request has been made by the board on a specific topic.

for the board unless specifically requested to by the board.		
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Review schedule: Triennially

7. Relationship between presiding member (chair) and principal policy

Outcome statement

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

Scoping

A positive, productive working relationship between the principal and the presiding member is both central and vital to the school.

The presiding member and principal should act as sounding boards, both supporting and challenging, in order to hold the school to account for achieving the goals and targets that have been set.

The presiding member has no authority except that granted by the board. The presiding member does not act independently of the board.

Delegations

Reporoa Primary School Delegations List

Date of Minuted Delegation	Personnel	Delegated Authority	Term of Delegation
	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.	See individual Committee Terms of Reference in the Board’s Governance Manual	Note: Delegation ceases at the date below, by earlier resolution of the Board, or, if no date, is ongoing
21/09/2022	Disciplinary Committee All trustees are delegated members. Any two trustees not including the principal will attend.	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.	Ongoing
21/09/2022	Employment Committee All trustees are delegated members. One or two trustees not including the principal will attend.	That the Employment Committee members aforementioned are delegated authority to implement the Board’s employment Committee Terms of Reference, as outlined	Ongoing

		in the Board's Governance Manual.	
21/09/2022	<p style="text-align: center;">Deputy Principal</p> <p>Nikkole Fell</p> <p style="text-align: center;">Assistant Principal</p> <p>Gemma Hiini</p>	That the Board directs that, except where the Board, at its discretion, otherwise determines, the Deputy Principal and/or the assistant 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.	Ongoing

Review schedule: Annually first meeting of year AGM

Expectations and limitations

- The presiding member and principal must work as a team, and there should be no surprises
- The relationship must be professional
- Each must be able to counsel the other on performance concerns
- The presiding member supports the principal and vice versa as appropriate
- Each agrees not to undermine the other's authority
- There is agreement to be honest with each other
- Each agrees and accepts the need to follow policy and procedures
- Neither party will deliberately hold back important information
- Neither party will knowingly misinform the other

8. Principal performance management policy

Outcome statement

A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.

Scoping

An annual performance agreement will be established between the board and principal and be in place at the beginning of each school year.

The principal's performance against this agreement will be reviewed throughout the year, and a final report will be prepared and presented to the board at the end of the school year.

The prime focus of the agreement will be that; every student at the school is able to attain their highest possible standard in educational achievement; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi.

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

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

Delegations

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

Expectations and limitations

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

Legislative compliance

[Education and Training Act 2020](#) – sections 127 & 130

Review schedule: Annually

Part C: Governance processes and procedures – ways in which we ensure effective governance

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5. Internal evaluation process
5.1 Triennial review programme

1 Meeting protocols

The Reporoa School board is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

Timing of meetings

- Dates and times of meetings will be set in the board work plan and usually held on the second and third week of term, starting at 7.00pm and finishing no later than 9.30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting

Agenda and meeting papers

- The presiding member is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting
- The principal is to ensure that secretarial services are provided to the board
- Agenda items are to be notified to the presiding member 5 days prior to the meeting
- The agenda and board papers will be circulated to board members at least 3 days prior to the meeting
- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that board members can read it if required
- The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public
- The agenda is to be collated with the items placed in order and marked with an agenda item number
- Agenda items will reference relevant strategic goals and board policies
- Late agenda items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- The order of the agenda may be varied by resolution at the meeting

Public participation

- The board meeting is a meeting open to the public rather than a public meeting
- Only members of the board have automatic speaking rights
- Public participation is at the discretion of the board
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting – see C1.1 Public attending board meetings

Exclusion of the public

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987 (LGOIMA).* The wording to be used in the motion to exclude the public is found in Schedule 2A of LGOIMA. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues
- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain*

Conduct of meetings

- A quorum of more than half the members currently holding office is required for the board to be able to conduct any business*
- Meetings can be held via audio, audio and visual or electronic communication providing:
 - all board members who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting*
- Board members will declare any conflict of interest at the beginning of the meeting
- Any board members with a conflict of interest or pecuniary interest in any issue shall not take part in any debate, deliberation or decision making on such issues. They must be excluded from the meeting for the duration of the debate, deliberation or decision making.* A pecuniary interest arises when a board member may be financially advantaged or disadvantaged as a result of decisions made by the board (contracts, pay and conditions). A conflict of interest is when an individual board member could have or could be thought to have a personal stake in matters to be considered by the board
- The presiding member shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board*
- The elected presiding member (or, in their absence, a non-school-based board member) presides at meetings
- Only apologies received from those who cannot be present must be recorded. Members of the board who miss three consecutive meetings without the prior leave of the board cease to be members.* An apology does not meet the requirement of prior leave. To obtain prior leave, a board member must request leave from the board at a board meeting, and the board must make a decision whether or not to grant it
- Points of order are questions directed to the presiding member that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting
- The board's normal meeting procedures may be suspended by resolution of the meeting

Decision-making process

- All board decisions are made in light of board policy and the board's primary objectives of ensuring that; every student at the school is able to attain their highest possible standard in educational achievement; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi
- All decisions are to be taken by open voting by all board members present
- In the event of tied voting on a resolution, the presiding member may exercise a casting vote in addition to their deliberative vote*
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the presiding member and are then open for discussion
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment
- When a matter cannot be resolved or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion

Minutes

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board
- The minutes are to clearly show resolutions and action points and who is to complete the action
- Minutes are sent to the presiding member for checking within 3 working days and distributed electronically to the board within seven working days. Requests for corrections or amendments should be submitted by email to the presiding member as soon as possible to ensure accurate minutes can be confirmed at the next meeting
- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the meeting
- Once minutes are approved as true and correct, recordings of that meeting are to be deleted

Calling special meetings

- If the Board has adopted procedures regarding special (extraordinary) meetings, then those would apply
- In the absence of board procedures, a special meeting may be called by the presiding member. Otherwise, one third of board members currently holding office agreeing to call a special meeting would be good practice

* Legislative requirement

1.1 Public attending board meetings

The board fosters open and transparent governance. It welcomes public attendance at and observation of board meetings. Members of the public include staff, students and parents' families and whānau of the school community who are not members of the board.

A copy of the following procedures will be provided to members of the public attending meetings so that they understand the rules that apply and are to be followed unless otherwise authorised by the board:

- Board meetings are not public meetings but meetings held in public
- If the meeting moves to exclude the public (usually to protect the privacy of individuals), members of the public will be asked to leave the meeting until this aspect of business has been concluded
- Members of the public may be given copies of the meeting agenda and associated reports
- Members of the public may request speaking rights on a particular item that is on the agenda. Preferably, this request will have been made in advance. Public participation is at the discretion of the board
- Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of 15 minutes per interest group
- No more than 5 speakers will be permitted on any one agenda item
- Speakers are not to question the board and must speak to the agenda item
- Board members will not address questions or statements to speakers
- Speakers shall not be disrespectful or offensive or make malicious statements or claims
- If the person presiding over the meeting believes that any of these conditions have been breached or the speaker has gone over time, they may be asked to finish

2 Delegations and committee principles

Regulation 9 of the Education (School Boards) [Regulations](#) 2020 allows the board to appoint committees/working parties to assist it to carry out its responsibilities and due process (e.g. staff appointments, finance, property, disciplinary).

Unless specified otherwise in the Education & Training [Act](#) 2020, Regulation 8 of the Education (School Boards) 2020 gives the board the authority to delegate any of its functions or powers to a person (as specified in the regulation) or committee, except the power to borrow money.

Delegations must be made by resolution of the board and should be notified to the delegate(s) in writing, along with terms of reference.

A person who has been delegated functions or powers of the board may not sub-delegate to another person without prior written consent of the board.

Anyone to whom a sub-delegation has been made, is subject to the same restrictions and terms of reference as the original delegate.

No one may exercise any of the board's functions or powers without delegation.

Board committees:

- Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate
- Can include non-board members but at least one committee member must be a member of the board
- May not speak or act for the board except when formally given such authority for specific and time-limited purposes – such authority will be carefully stated in order not to conflict with authority delegated to the principal or the presiding board member
- Assist the board chiefly by preparing policy alternatives and implications for board deliberation
- Are intended to assist the board and not to advise or carry out the work of staff
- Must act through the board and can only recommend courses of action unless they hold delegated authority to act on the board's behalf
- Are to have terms of reference drawn up as required, usually containing information as to their:
 - purpose
 - membership
 - delegated authority

The board will maintain a record of current delegations.

Any other committees established for special purposes should conform to the above principles.

2.1 Review committee terms of reference

Purpose

- To monitor, on the board's behalf, compliance with board policies and external legislation. This includes:
- Supporting the board to review the effectiveness of the board's governance processes
- Reviewing the effectiveness of systems for the assessment and management of areas of risk

- Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other
- Commissioning reviews of specific controls and procedures (financial or non-financial) where requested by the board
- Reporting any concerns or reservations arising from the external auditor's/reviewer's work and any other matters that the external auditor/ reviewer brings to the attention of the board
- Ensuring implementation of the triennial review programme.

Committee members

At least one board member who should not be either the presiding member of the board or principal.

Meets

As required. The person presiding over 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 recorded in the board's delegations list.

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

Members of the management team shall attend meetings when requested.

A representative of the external auditor 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 board member or employee, and all members of the board and employees are requested to cooperate with any request made by the committee. The 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.

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

2.2 Student behaviour management committee terms of reference

Purpose

To ensure that all processes relating to the suspension of students adhere to the requirements of the [Education and Training Act 2020](#), [Education \(Stand-down, Suspension, Exclusion and Expulsion\) Rules 1999](#) and [Ministry of Education guidelines](#).

Committee members

All members of the board excluding the principal.

The board's presiding member shall preside over student suspension meetings or, in their absence, another non-school based board member determined by the committee.

The quorum for the committee shall be three board members.

Delegated authority

Under Clause 8 of the Education (School Boards) Regulations 2020, certain powers of the board shall be delegated to the student behaviour management committee of the board. The committee will:

- Review the principal's decision to suspend
- If the principal's decision to suspend is upheld, make recommendations to the board or decide the outcome according to committee as delegated
- Uphold the principles of natural justice in suspension meeting procedures
- Act in fairness, without bias or prejudice and with confidentiality
- Act within legislation and the Ministry of Education guidelines and student (human) rights set out in the New Zealand Bill of rights Act 1990 and the Human Rights Act 1993
- Act only on written and agreed information, not hearsay

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

2.3 Finance committee terms of reference and annual calendar

Purpose

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

Scoping

The school board has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the principal.

As a committee of the board, the finance committee is responsible for providing guidance to the principal on financial matters.

Delegated authority

The finance committee is responsible to the board for:

- Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff
- Determining the level of budgetary discretion available to the principal
- Monitoring and reporting on the annual budget via the principal
- Reviewing on behalf of the board accounts passed for payment by the school
- Advising on additional funding sources
- Assisting, if appropriate, the principal's preparation of the financial report, presented by the principal at every board meeting
- Recommending changes to financial policy
- Overseeing the preparation of the annual accounts for board approval
- Assisting the principal in reporting financial performance to parents and the community
- Providing input into the school's strategic plan
- Preparing special reports for consideration by the board
- Annually reviewing the school's risk management needs and insurance cover
- Assessing and making recommendations to the board on requests for spending on individual items outside of budget

Finance committee annual calendar

Date	Action required
28 February	Finance committee self-review and plan for the year Annual budget approval
31 March	Annual accounts prepared and forwarded to the auditors
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed Mid-year budget review
31 August	Annual review of risk management needs and insurances
30 September	Annual review of 10-year property plan completed, in accordance with the board's review plan, by the property committee and available as an input document for budgeting purposes. Note that this should also encompass normal cyclical maintenance and capital works 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 at start of next school year

Review schedule: Triennially

3 Board induction process

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

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

- Where and when they can access their governance folder
- A suggested date for induction
- An outline of what will be covered in the induction meeting
- The date of the next board meeting
- Board presiding member (chair) and principal contact details

New board members will be issued with a governance manual (either electronically or in hard copy) containing copies of the school's:

- strategic and annual implementation plans
- policies
- current budget

- last ERO report
- last annual report
- triennial board work plan
- minutes of the last three open board meetings
- any other relevant material

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

- Introduction to the board’s strategic goals, strategic plan and an explanation of their importance
- Explanation of board policy and other material in the governance folder
- Summary of any opportunities or risks facing the board
- Overview of the requirements of the presiding member role with reference to policy
- Discussion of the board’s code of conduct – board members to sign and agree to work within the board’s code
- Outline of current board professional development
- Overview of first board meeting including delegations

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

The principal will conduct a site visit of the school.

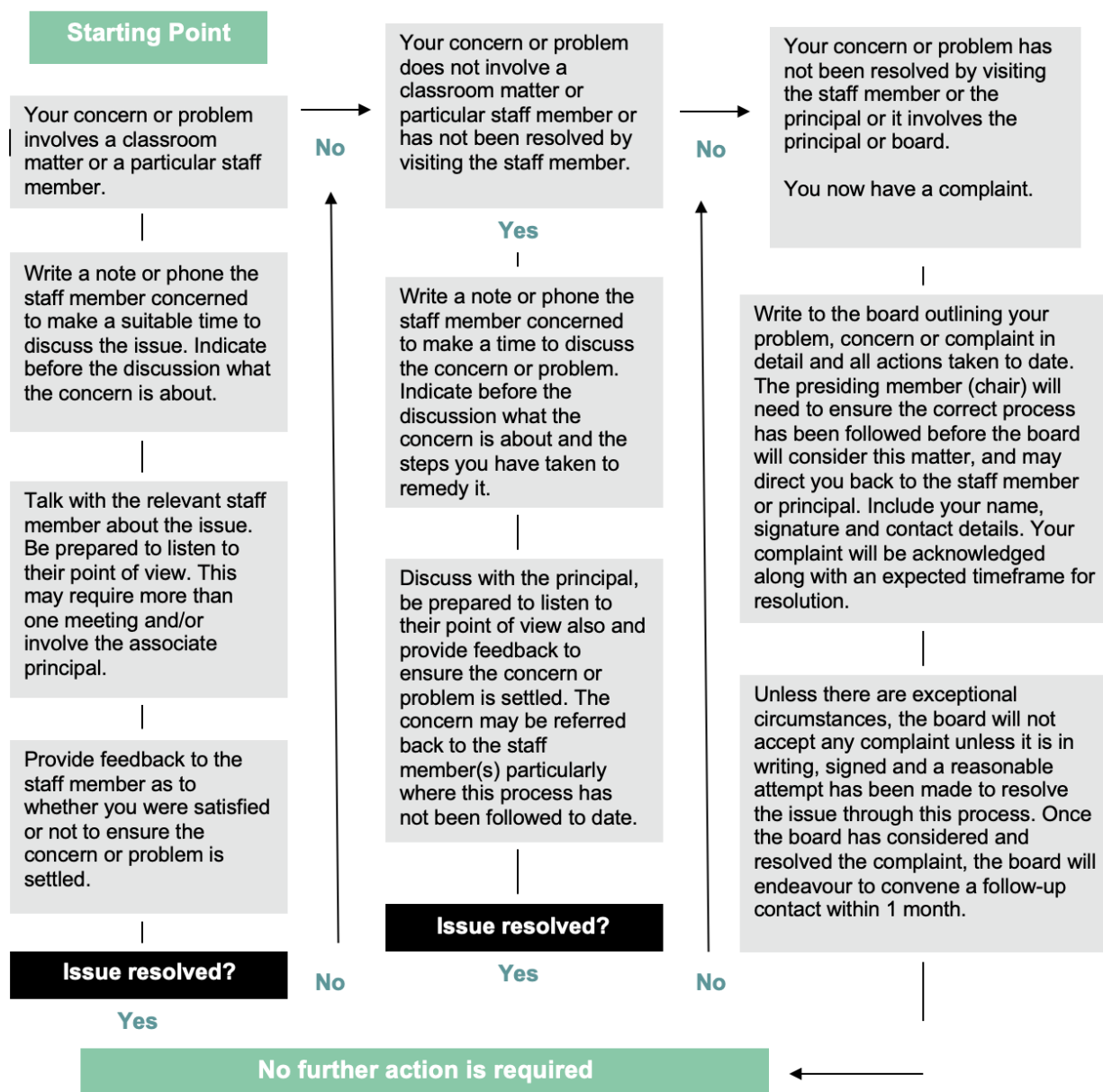
New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.

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

Did you feel welcomed onto the Board?	Did you receive all necessary information in a timely manner?	Did you find the induction with the Principal and Board chair to be effective?
<input type="checkbox"/> Very welcome <input type="checkbox"/> Welcome <input type="checkbox"/> Not very welcome	<input type="checkbox"/> Very timely <input type="checkbox"/> Timely <input type="checkbox"/> Not very timely	<input type="checkbox"/> Very effective <input type="checkbox"/> Effective <input type="checkbox"/> Not very effective
Comment:	Comment:	Comment:

4 Concerns and complaints process

Advice for students, staff, parents, whānau and community



4.1 Board complaints checklist

Once a letter of complaint has been received, the board's presiding member (chair) should ensure the following process is followed:

1. Presiding member ensures the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the principal or board.
2. Presiding member verifies with the principal that any staff (or others) identified in the complaint are aware of the situation and that there has been discussion and attempts to reconcile.

3. If the complaint or action is employment related or has potential industrial relations implications, presiding member contacts NZSTA employment advisory and support centre. For all other complaints, contact NZSTA governance advisory and support centre.
4. Presiding member alerts the school's insurance broker.
5. Presiding member acknowledges the letter of complaint within 7 days and advises the board process, or redirects the complainant to principal, syndicate leader or staff member as appropriate. Presiding member reports to the board without names or detail at the next meeting.
6. Once confirmed as a legitimate complaint to the board, presiding member forwards it confidentially to all board members for consideration. Any member who has a conflict of interest should declare and take no further part in the process around this matter.
7. Board requests principal to present full written report to the board outlining all actions taken, advice received, meetings held and justified decisions made.
8. Board determines if the principal's report fully satisfies it of full and fair process. If so, the board supports the principal and advises the complainant.
9. If not satisfied, the board meets and discusses in public excluded business, determines whether or not to formally meet the complainant and delegates responsibility to members of the board as deemed appropriate.
10. Board delegates meet with the complainant and discuss the complaint more fully - clarifying, investigating and verifying. Support persons should be confirmed as welcome to attend this meeting.
11. Board delegates report back to full board and recommend actions/decisions.
12. Board considers recommendations, records and formally minutes decisions.
13. Board advises complainant in writing of its provisional decisions and factors considered in reaching them, within 21 days of complaint receipt, unless otherwise agreed by all parties. Complainant is given opportunity to comment before the board's final decision is reached and given.
14. Board advises complainant of their right to apply for dispute resolution if they are dissatisfied with the outcome.
15. Board aims to convene follow-up meeting within 1 month of step 9.

5 Internal evaluation process

A planned process for internal review enables continuous improvement in the governance and performance of the school.

The board's triennial review schedule is based on annually updated work plans.

A copy of the current work plan will be considered at each board meeting to ensure the evaluation cycle is on track.

Performance for each area itemised on the review schedule will be evaluated against evidence that includes but is not limited to:

- The annual report including the Analysis/Statement of Variance (AoV/SoV) and audited financial statements
- Student achievement data
- Staff and student wellbeing surveys
- Education Review Office (ERO) reports
- Board internal governance evaluation and performance review
- Feedback from parents, caregivers and staff
- Student voice

- Principal performance review
- Any other means deemed appropriate by the board.

5.1 Triennial review programme - based on annual work plans 2022-2024

<https://www.rep.school.nz/wp-content/uploads/2022/08/BOT-Work-Plan.pdf>

Review schedule: Annually

Supporting Governance Documentation

1. Trustee Register

Name	Phone/email	Position on Board	Type of Member [Note 1]	Start date	Current Term expires
Kate Bowron	tkbowron@gmail.com 027 4555625	Presiding member	Elected	10/08/2022	Election 2025
Richelle McDonald	Principal@rep.school.nz 027 660 2281	Principal	N/A	N/A	N/A
Megan Smith	simon.megansmith@gmail.com 0272462535	Trustee	Elected	10/08/2022	Election 2025
Kane Polybank	shed295@outlook.co.nz 027 2279928	Trustee	Elected	10/08/2022	Election 2025
John Guyton	johnguton.farm@gmail.com 022 272 2771	Trustee	Elected	10/08/2022	Election 2025
Reece Williams	farm@williamsagri.com 0212405090	Trustee	Elected	10/08/2022	Election 2025
Nikkole Fell	nikkolef@rep.school.nz 0210719933	Staff Representative	Elected	10/08/2022	Election 2025

Approved Number of Elected Parent Representatives = 5