



# STRATH TAIERI SCHOOL

## Governance Framework

Adopted from the NZSTA 2018 framework

Reviewed August 2021

# B1. Board roles and 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The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked.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 xxxxx                                                                                                                                                |
|                                                                                                                                                                                                                                                                                        | 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 <a href="#">Education &amp; Training Act 2020</a> , the <a href="#">New Zealand Bill of Rights Act 1990</a> and the <a href="#">Human Rights Act 1993</a> 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).<br>Protects the different character of the school (designated character schools)<br>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                                                                                                                                                                                                                               | 7.1 | Budget is approved by the first meeting each year                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                        | 7.2 | Satisfactory performance of financial management against budget is in evidence                                                                                                                    |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| of the school.                                                                                                                                           |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8. Effectively manages risk.                                                                                                                             | 8.1<br>8.2<br>8.3<br>8.4               | The board has an effective governance model in place<br>The board remains briefed on internal/external risk environments and takes action where necessary<br>The board identifies trouble spots in statements of audit and takes action if necessary<br>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<br>9.2<br>9.3<br>9.4<br>9.5<br>9.6 | 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<br>New and continuing members are kept aware of any changes in legal and reporting requirements for the school<br>The board seeks appropriate advice when necessary<br>Accurate minutes of all board meetings are approved by the board and signed by the presiding member<br>Individual staff/student matters are always discussed in public-excluded session<br>Board meetings have a quorum |
| 10. Ensures board members attend board meetings and take an active role.                                                                                 | 10.1<br>10.2<br>10.3<br>10.4           | Board meetings are effectively run<br>Members attend board meetings having read board papers and reports and are ready to discuss them<br>Attendance at 80% of meetings (minimum)<br>No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer <a href="#">Education &amp; Training Act 2020, schedule 23, clause 12 (1) (c)</a> )                                                                                                                                                                              |
| 11. Approves major policies and programme initiatives.                                                                                                   | 11.1<br>11.2                           | The board approves programme initiatives as per policies<br>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<br>12.2<br>12.3<br>12.4           | The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements)<br>The board ensures there are personnel policies in place and they are adhered to<br>The board ensures there is ongoing monitoring and review of all personnel policies<br>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 concerns and complaints procedures.                                      | 13.1                                   | Successful resolution of any disputes and conflicts referred is achieved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 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<br>16.2<br>16.3<br>16.4           | New board members are provided with induction and a copy of the board's governance manual<br>New board members are fully briefed and able to govern following attendance at an orientation programme<br>Appropriate delegations are in place as per the <a href="#">Education (School Boards) Regulations 2020, regulation 8</a><br>Board and board members participate in appropriate ongoing professional development                                                                                                                                                                |

## Procedures/supporting documentation

*Board to enter own documentation.*

# Monitoring

Board to enter monitoring and reporting procedures.

## Legislative compliance

[Education & Training Act 2020](#)

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

[Human Rights Act 1993](#)

[New Zealand Bill of Rights Act 1990](#)

[Employment Relations Act 2000](#)

[Public Service Act 2020](#)

[Privacy Act 2020](#)

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| Reviewed: | Next review: |
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## B2. Board code of conduct 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.

## Procedures/supporting documentation

*Board to enter own documentation.*

## Monitoring

*Board to enter own monitoring and reporting procedures.*

## Legislative compliance

[Education & Training Act 2020](#)

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

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| Reviewed: | Next review: |
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## B3. 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 Strath Taieri 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.

## Procedures/supporting documentation

School reimbursement claim form

## Monitoring

Board to enter own monitoring and reporting procedures.

## Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school trustees](#)

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| Reviewed: | Next review: |
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## B5. 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.

### 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 requirement

## Procedures/supporting documentation

Governance policies and protocols

Board code of conduct

School delegations list

## Monitoring

*Board to enter own monitoring and reporting procedures.*

## 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](#)

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| Reviewed: | Next review: Month prior to meeting when chair is elected |
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## B6. Staff representative role description policy

## B7. Student 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<br>3.2 | The staff/student representative is not a staff/student advocate.<br>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 for the board unless specifically requested to by the board. | 5.1        | No regular reports are received unless a request has been made by the board on a specific topic.                                                          |

## Procedures/supporting documentation

*Board to enter own documentation.*

## Monitoring

*Board to enter own monitoring and reporting procedures.*

## Legislative compliance

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| Review schedule: Triennially |  |
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## B8. 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.

### 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

## Legislative compliance

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| Reviewed: | Next review: |
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## B9. 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

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| Reviewed: | Next review: |
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