



Oaklynn School

Policy Framework

The following documentation outlines
the board's governance framework
and
is aligned with the school's
Charter values

The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance. Some boards may need to add policies to this framework to better suit their individual needs.

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Introduction

The board of trustees of Oaklynn School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

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

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

Governance and Management

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

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the 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.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p>

Education Act 1989

In developing the above definitions for Oaklynn School the board is mindful of the following excerpts from the **Education Act 1989** set out below:

The *Education Act 1989* was amended for 19 May 2017, clarifying the governance role of the board of trustees and a focus on student achievement. The powers and functions of boards are now set out in Schedule 6 of the Act, with the principal's role as chief executive specified in section 76.

Schedule 6 Boards of trustees

4 Board is governing body of school

(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 76, the school's principal is the board's chief executive in relation to the school's control and management.

5 Board's objectives in governing school

- (1) A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) To meet the primary objective, the board must—
 - (a) ensure that the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) is inclusive of and caters for students with differing needs; and
 - (b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and
 - (c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and
 - (e) comply with all of its other obligations under this or any other Act.

6 Staff

Subject to Parts 8A and 31, a board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

13 Board has complete discretion

A board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and the general law of New Zealand.

16 Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori

- (1) A board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.
- (2) In performing its functions and exercising its powers, a board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.
- (3) Without limiting subclauses (1) and (2), a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it.

17 Delegations

- (1) A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - (a) a trustee or trustees:
 - (b) the principal or any other employee or employees, or office holder or holders of the board:
 - (c) a committee consisting of at least 2 persons at least 1 of whom is a trustee:
 - (d) any other person or persons approved by the 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 this Act as not being capable of delegation.
- (3) The board must not delegate the general power of delegation.
- (4) A delegate to whom any function or power is delegated may,—
 - (a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and
 - (b) delegate the function or power only—
 - (i) with the prior written consent of the board; and
 - (ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
- (5) A delegate who purports to perform a function or exercise a power under a delegation—
 - (a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
 - (b) must produce evidence of his or her authority to do so if reasonably requested to do so.
- (6) No delegation in accordance with this Act—
 - (a) affects or prevents the performance of any function or the exercise of any power by the board or the trustees; or
 - (b) affects the responsibility of the board for the actions of any delegate acting under the delegation; or
 - (c) is affected by any change in the membership of the board or of any committee or class of persons.
- (7) A delegation may be revoked at will by—
 - (a) resolution of the board and written notice to the delegate; or
 - (b) any other method provided for in the delegation.
- (8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.
- (9) The board may, by resolution, appoint committees—
 - (a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or
 - (b) to perform or exercise any of the board's functions and powers that are delegated to the committee.
- (10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the board the details of any financial interest that would disqualify the person from being a trustee under section 103A.
- (11) This clause applies to each member of a committee who is not a trustee with any necessary modifications

18 Bylaws

- (a) A board may make bylaws that the board thinks necessary or desirable for the control and management of the school

Part 7 Control and management of State schools

76 Role of principal

- (1) A school's principal is the board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
 - (a) shall comply with the board's general policy directions; and
 - (b) subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day-to-day administration.

Part A: Annually updated section

- (1) Trustee register
- (2) Board work plan
- (3) Charter / Strategic Plan – Our number 1 Policy
- (4) Delegations list

1. Trustee register: updated when there is any change of board membership and reviewed annually as part of succession planning

Approved number of elected parent representatives = 6

Mid-term election cycle:

Date of board meeting

[illegible]

2. Board workplan

Area for review	Board meeting dates					
Charter/strategic plan						
Strategic aims						
Policy						
Student progress and achievement						
Human resources						
Curriculum						
Budget						
New government initiatives						
New local initiatives						
Board process requirements						

Area for review	Board meeting dates					
	xxx	xx	xxx	xxx	xxx	xxx
Charter/strategic plan	Confirm charter approved and sent to MoE					
Strategic aims	Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3
Policy		Governance policies 1- 4		Curriculum		Personnel
Student progress and achievement	Year 9 and 10 literacy and numeracy	Special education needs	NCEA confirmed results	Mid-year student achievement	Māori/Pasifika focus	Gifted and talented

Human resources	Principal performance agreement approved	HR tool checklist 1		Mid-year review principal performance		HR to check
Curriculum	Key competencies		English		The arts	
Budget	Approved	Monitor	Monitor	Mid-year review	Monitor	
New government initiatives						
New local initiatives						
Board process requirements	Appoint chair	Accounts to auditor	Annual report approved and sent to MoE	Parent reporting Roll return 1 July		Health curriculum consultation

3. Charter / Strategic plan - our number 1 policy

Part 1

The Charter



VISION

We see a dynamic, innovative learning community, a centre of expertise, where the learning and wellbeing of students guides the pursuit of excellence in special education practice.

MISSION

To work in partnership with our families and the wider community to promote optimum learning and wellbeing for students with special needs.

Strategic Goals and areas of focus		
CURRICULUM	CULTURE	COMMUNITY
All students achieve success in their learning as evidenced by progress in their personalised learning pathway.	Our learning community is focussed on providing a safe and supportive environment that enables successful learning for all. It is one of high trust, respectful, non-judgemental and collaborative partnerships.	The school learning community is effectively engaged and works in partnership with whānau and wider community to enhance the learning opportunities for all learners.
Planning and Reporting Personalised learning plans will be responsive to learners changing learning needs. Reporting on achievement and progress to parents, whānau and carers will be timely, accessible and interactive.	Coaching culture The coaching culture will be maintained and strengthened to benefit the Oaklynn community.	Partnership with parents, whānau and carers Partnership with parents, whānau and carers will provide opportunities to support student learning and wellbeing.
Inquiry A responsive curriculum will be developed as a result of staff inquiring into their practice, collaborating with the transdisciplinary team and maintaining, developing and refining special education pedagogies.	Safe and healthy school environment Positive and proactive policies and practices will guide and support the Oaklynn community.	Supporting inclusive practice Local schools and their communities will benefit from the Oaklynn community.
Culturally responsive practice Culturally responsive practices will be strengthened to ensure that Māori learners are being well served by the learning opportunities	Performance management (PM) PM systems will make clear the expectations of staff and will enable learning and development needs to be identified and supported.	Kāhui Ako (community of learners) Outcomes for all learners will be improved by collaborating, sharing of expertise and experiences within Kōtuitui Kāhui ako.

4. Oaklynn School delegations list

Date of minuted delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee (T).	Delegated authority See individual committee terms of reference in part C of the board's governance framework.	Term of delegation Delegation ceases at the date below or by earlier resolution of the board or, if no date, is ongoing.
15/02/20XX	Disciplinary committee All current trustees except the principal	That all current trustees except the principal are delegated authority to be members of the board's disciplinary committee acting under the terms of reference for this committee.	
15/02/20XX	Finance committee John Smith (T) Helen Burt (T) John Black (T)	That the finance committee members are delegated authority to be members of the board's finance committee acting under the terms of reference for this committee.	
16/03/20XX	DP AP	That the board directs that (except where the board at its discretion otherwise determines), in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period(s) of such absence, the deputy principal or assistant principal shall perform all the duties and powers of the principal.	

Part B: Governance policies - how we work as a board

	Outcome statements	Approved/reviewed	Next review
1. Board roles and responsibilities policy	The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.	Approved 20.05.2019 Reviewed June 2022	June 2024
2. Trustee code of behaviour policy	The board will act in an ethical and respectful manner.	Approved 20.05.2019 Reviewed June 2022 August 2023	June 2025
3. Trustee remuneration and expenses policy	Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.	Approved 20.05.2019 Reviewed June 2020 June 2022 June 2023	June 2024
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.	Approved 20.05.2019 Reviewed July 2022	July 2025
5. Chair role description policy	The board is effectively led.	Approved 20.05.2019 Reviewed July 2022	December 2024
6. Staff trustee role description policy	The staff representative brings a staff perspective to board discussion and decision making.	Approved 20.05.2019 Reviewed July 2022	July 2025
7. Student trustee role description policy (where applicable)	The student representative brings a student perspective to board discussion and decision making.	Not applicable	
8. Relationship between chair and principal policy	The relationship between the chair and the principal is based on trust, integrity and mutual respect.	Approved 20.05.2019 Reviewed August 2022	July 2025
9. Principal performance management policy	A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.	Approved 20.05.2019 Reviewed August 2022	December 2024

1. Board roles and responsibilities policy

Outcome statement

The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

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 trustee or committee having decision-making authority unless it has been delegated and documented.

Expectations and limitations

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.	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. Protects the special character of the school (special character schools).	3.1	Special character is obviously considered in all board decisions.
	3.2	A special character report is included at every board meeting as part of the principal's report.
4. Appoints, assesses the performance of and supports the principal.	4.1	Principal's performance management system is in place and implemented.
5. Approves the budget and monitors financial management of the school.	5.1	Budget is approved by the first meeting each year.
	5.2	Satisfactory performance of financial management against budget is in evidence.
6. Effectively manages risk.	6.1	The board has an effective governance model in place.
	6.2	The board remains briefed on internal/external risk environments and takes action where necessary.
	6.3	The board identifies trouble spots in statements of audit and takes action if necessary.
	6.4	The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action.
7. Ensures compliance with legal requirements.	7.1	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
	7.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.

	7.3	The board seeks appropriate advice when necessary
	7.4	Accurate minutes of all board meetings are approved by the board and signed by the chair.
	7.5	Individual staff/student matters are always discussed in public-excluded session.
	7.6	Board meetings have a quorum.
8. Ensures trustees attend board meetings and take an active role.	8.1	Board meetings are effectively run.
	8.2	Trustees attend board meetings having read board papers and reports and are ready to discuss them.
	8.3	Attendance at 80% of meetings (minimum).
	8.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education Act 1989 s104 (1) (c))
9. Approves major policies and programme initiatives.	9.1	The board approves programme initiatives as per policies.
	9.2	The board monitors implementation of programme initiatives.
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	10.1	The Treaty of Waitangi is obviously considered in board decisions.
	10.2	The board, principal and staff are culturally responsive and inclusive.
11. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	11.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
	11.2	The board ensures there are personnel policies in place and they are adhered to (code of behaviour).
	11.3	The board ensures there is ongoing monitoring and review of all personnel policies.
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	12.1	Successful resolution of any disputes and conflicts referred is achieved.
13. Represents the school in a positive, professional manner.	13.1	Code of behaviour is adhered to.
14. Oversees, conserves and enhances the resource base.	14.1	Property/resources meet the needs of the student achievement aims.
15. Effectively hands over governance to new board/trustees at election time.	15.1	New trustees are provided with induction and a copy of the board's governance manual.
	15.2	New trustees are fully briefed and able to govern following attendance at an orientation programme.
	15.3	Appropriate delegations are in place as per Schedule 6 (17) of the Education Act.
	15.4	Board and trustees 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 Act 1989](#)

[Employment Relations Act 2000](#)

Reviewed: June 2022	Next review: June 2024
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[State Sector Act 1989](#)

2. Trustee 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 behaviour and opportunities to discuss its expectations of their conduct. 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 of trustees shall:

- ensure the needs of all students and their achievement is paramount
- be loyal to the school and its mission
- maintain and understand the values and goals of the school
- protect the special character 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 trustee 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 trustees 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 trustee or committee/working party of the board in any interaction with the principal or staff
- recognise that only the chair (working within the board’s agreed chair role description or delegation) or a delegate working under written delegation can speak for the board
- continually self-monitor their individual performance as trustees 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 Act 1989](#)

Reviewed: August 2023, see attached new guidelines to be updated in same format	Next review: June 2025
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Board Member	Signed	Date:
Karen Burns	see minutes of meeting of 30th August showing approval	30/08/2023
Troy Mackenzie	see minutes of meeting of 30th August showing approval	30/08/2023
Dimeet Narayan	see minutes of meeting of 30th August showing approval	30/08/2023
Meena Nassery	see minutes of meeting of 30th August showing approval	30/08/2023
Bobbie Chadderton	see minutes of meeting of 30th August showing approval	30/08/2023
Maria Schuster	pending approval due to been absent from 30th August meeting	

3. Trustee remuneration and expenses policy

Outcome statement

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

Scoping

Currently at Oaklynn School the board exercises its right to set the amount that the chair 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 trustees except the chair.

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

Expectations and limitations

Currently at Oaklynn School THE Board in its entirety have declined any reimbursement for attendance; otherwise remuneration would be as follows:

- the chair receives \$75 per board meeting
- elected board members receive \$55 per board meeting
- there is no payment for working group/committee meetings
- attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 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](#)

Reviewed: June 2023

Next review: June 2024

4. Conflict of interest policy

Outcome statement

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

Scoping

The purpose of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

Procedures/supporting documentation

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 question.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

reviewed: July 2022

Next review: July 2025

Date	Board member disclosing	Transaction / Issue / Decision
9th November 2023	Karen Burns	Support worker for staff member. Conflict of issue Approved - unanimous decision made

5. Chair role description policy

Outcome statement

The board is effectively led.

Scoping

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

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

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

The chair 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.

The chair presides over board meetings and ensures that each trustee 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.

Delegations

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

Board to enter any other delegations to the chair.

Expectations and limitations

The chair:

- is appointed by election at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board*
- acts within board policy and delegations at all times and not independently of the board
- leads the board members and develops them as a cohesive and effective team
- welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood (and signed) and leads new trustee induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the trustee code of behaviour policy
- ensures the work of the board is completed
- sets the board's 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 Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987* and any board protocols and policies
- 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 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

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

[Education Act 1989 Schedule 6](#)

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

Reviewed: July 2022	Next review: December 2024
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6. Staff trustee role description policy

Outcome statement

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

Scoping

As a trustee, the staff 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 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 trustee has a copy of the governance manual and is familiar with all board policies.
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1	The staff trustee is not a staff/student advocate.
	3.2	The staff trustee does not bring staff concerns to the board.
4. The staff trustee is bound by the trustee code of behaviour.	4.1	The staff trustee acts within the code of behaviour.
5. It is not necessary for the staff trustee 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

Review schedule: July 2022	July 2025
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7. Student trustee role description policy

N/A

8. Relationship between chair and principal policy

Outcome statement

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

Scoping

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

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

Delegations

Board to enter any delegations.

Expectations and limitations

- The chair 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 chair 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.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Reviewed: August 2022

Next review: July 2025

9. 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.

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 of trustees at least one term in advance of the event.

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

Delegations

The chair (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 two interim reviews, in terms 2 and 3 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 board chair, delegate(s) and consultant may gather information from staff, parents or any other relevant members of the larger school community who can provide feedback on how the 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 chair/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.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Reviewed: August 2022	Next review: December 2024
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Part C: Governance processes and procedures – ways in which we ensure effective governance

	Approval date	Reviewed	Next review
1. Meeting protocols			
1.1 Public attending board meetings	August 2022	August 2022	August 2025
1.2 Meeting agenda	August 2022	August 2022	August 2025
1.3 Meeting checklist	August 2022	August 2022	August 2025
1.4 Evaluation of meeting	August 2022	August 2022	August 2025
2. Committee principles			
2.1 Review committee terms of reference	March 2019	March 2023	May 2025
2.2 Student behaviour management committee terms of reference	March 2019	March 2023	May 2025
2.3 Finance committee terms of reference and annual calendar	March 2019	March 2023	Mar 2025
3. Trustee induction process	June 2022	June 2022	June 2025
4. Concerns and complaints process	June 2023	June 2023	June 2025
4.1 Board complaints checklist	March 2023	March 2023	March 2024
5. Internal evaluation process	June 2023	June 2023	June 2025
5.1 Triennial review programme	June 2023	June 2023	June 2025

C1 Meeting protocols

The board of trustees of Oaklynn School 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 Monday of the fourth and ninth week of the month, starting at 12:00pm and finishing no later than 2:00pm.
- 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 chair 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 chair seven days prior to the meeting.
- The agenda and board papers will be circulated to board members at least three 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 trustees can read it if required.
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent.
- The order of the agenda may be varied by resolution at the meeting.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- The agenda is to be collated with the items placed in order and marked with an agenda item number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

Public participation

- The board meeting is a meeting open to the public rather than a public meeting.
- Only trustees 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. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. 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.*

- Trustees will declare any conflict of interest at the beginning of the meeting.
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board (contracts, pay and conditions). A conflict of interest is when an individual trustee could have or could be thought to have a personal stake in matters to be considered by the board.
- The chair 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 chair (or, in their absence, a non-school-based trustee) presides at meetings.
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave, a trustee must request leave from the board at a board meeting, and the board must make a decision whether or not to grant it.*
- Points of order are questions directed to the chair 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 decisions are to be taken by open voting by all trustees present.
- In the event of tied voting on a resolution, the chair 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 chair and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.
- 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 chair for checking within three working days and distributed electronically to the board within 7 working days. Requests for corrections or amendments should be submitted by email to the chair 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.

Special meetings*

- A special meeting may be called by delivery of notice to the chair signed by at least one-third of trustees currently holding office.
- Meetings can be held via audio, audio and visual or electronic communication providing:

- o all trustees who wish to participate in the meeting have access to the technology needed to participate, and
- o a quorum of members can simultaneously communicate with each other throughout the meeting.

*** Legislative requirement**

C1.1 Public attending board meetings

The board of trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings. Members of the public include staff, students and parents of the school who are not trustees on the board.

These procedures will be provided to members of the public attending meetings so that they understand the rules that apply and will 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 request speaking rights on a particular subject that is on the agenda. Preferably, this request has been made in advance. Public participation is at the discretion of the board.
- 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 xxxx speakers on any one topic.
- Speakers are not to question the board and must speak to the topic.
- 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 chair believes that any of these have occurred or the speaker has gone over time, they will be asked to finish.

This procedure approved by the board of trustees on August 2022

C1.2 Meeting agenda

A typical agenda will be as follows:

Oaklynn Board of Trustees Meeting Agenda				
Date:				
		Policy ref:	Led by:	Time:
Administration				
1. 2. 3. 4. 5.	Present Apologies Declaration of interests Confirmation of minutes Correspondence	Gov #15 Meeting Procedure	KB	5 min
Reviews (may include monitoring, presentations, discussion, decisions)				
6. 6.1	<u>Strategic review</u> as per Charter - Annual Plan / Board Annual Plan Targets, strategies, issues, resourcing. This meeting:	Gov # 1	LD	45 min
7. 7.1	<u>Regular Review</u> (as per Annual Plan / Board Annual Plan) Operational Policy review:	Op #	KB	20 min
7.2	Governance Policy review:	Gov #	KB	5 min
7.3.1 7.3. 2	Principal's Report including Finance report	Gov #5 Reporting to Board	LD	15 min
7.4	'In-Committee' if required			
8. 8.1 8.2	<u>Emergent Review</u> New Government initiatives: New Local initiatives:			
Board Process requirements:				
9.			KB	5 min
Meeting Closure:				
10.1 10.2 10.3	Evaluation of meeting Preparation for next meeting / agenda Meeting closed:		KB	5 min

C1.3 Meeting checklist – 20xx template

Term 1 20xx	
04 March	Notes
01 April	Notes
Term 2 20xx	
20 May	Notes
24 June	Notes
Term 3 – 20xx	
12 August	Notes
16 September	Notes
Term 4 – 20xx	
04 November	Notes
09 December	Notes

Meeting checklist – 20xx example

Term 1 20xx

04 March	Notes
Elect board chair	
Review analysis of variance /statement of variance (AoV/SoV)	
Approve annual plan	
Approve annual budget	
Confirm/sign principal performance agreement	
Review reporting to parents from previous year	
Sign financial attestation	
Review and update self-review schedule	
Teacher registration and Police vetting (non-teaching) report	
Property regularly audited	
Sign annual health and safety attestation	
Plan board professional development for year	
Confirm school year dates	
01 April	Notes
March roll return	
Charter/strategic plan – aim 1 review	
Student achievement/progress report	
Sign off SUE reports (monthly)	
Monitor budget	
Review concerns and complaints procedure	
EEO policy report	
Management unit report	
Use of physical restraint report (as/when required)	
Hazard management report (termly)	
Report on international students	

Term 2 – 20xx

20 May	Notes
Charter/strategic plan – aim 2 review	
Monitor budget	
Student achievement/progress report	
Principal performance review report	
Governance policy review	
24 June	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Student achievement and progress report	
Emergency planning and procedures report	
Religious education community consultation	
Charter/strategic plan – aim 1 review	
Priority groups report:	
- Māori students	
- Pasifika students	
- Students with special education needs	
Monitor budget – mid-year review	

Operational policy review	
Plan 10YP	
Evacuation procedure report	

Term 3 – 20xx

12 August	Notes
July roll return	
Charter/strategic plan – aim 2 review	
Reporting to parents mid-year review	
Monitor budget	
Student achievement/progress report	
Report on internet safety	
Principal performance review report	
Update on international students	
16 September	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Student achievement/progress report	
Employer responsibilities policy review	
Review planning and reporting processes	
	Notes
Health curriculum community consultation	
Charter/strategic plan – aim 1 review	
Community consultation ahead of planning for next year	
Monitor budget	
Student achievement/progress report	
Evacuation procedure report	

Term 4 – 20xx

04 November	Notes
Charter/strategic plan – aim 2 review	
Monitor budget	
Present draft planning for next year	
Student achievement/progress report	
Teaching and non-teaching staff performance review report	
	Notes
Charter/strategic plan – aim 3 review	
Monitor budget	
Develop budget for next year	
Confirm planning for next year	
Student achievement/progress report	
09 December	Notes
Principal performance end of year report	
Draft AoV/SoV	
Student achievement/progress report	
Budget – end of year report and approve budget for next year	
Evacuation procedure report	

C1.4 Evaluation of meeting on [date] chaired by [name]

1. How well do you think we achieved the objectives for the meeting based on the agenda?

Not at all					Very well
1	2	3	4	5	

Comment:

2. How well do you think the board works as a team?

Not at all					Very well
1	2	3	4	5	

Comment:

3. How satisfied are you with how the meeting was chaired?

Not at all					Very well
1	2	3	4	5	

Comment:

4. How satisfied are you with your participation and contribution as an individual?

Not at all					Very well
1	2	3	4	5	

Comment:

5. Is there anything that you believe could improve our meeting process?

Name: (Optional) _____

C2 Committee principles

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

The Education Act 1989 Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

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 must be a trustee
- may not speak or act for the board except when formally given such authority for specific and time-limited purposes – such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair
- 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 of Oaklynn School currently has the following standing committees

- Finance committee

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

Date of approval: 11th March 2019

C2.1 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 so requested by the board
- reporting any problems 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 trustee who should not be either the board chair or principal.

Meets

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

Delegated authority

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

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

Members of the management team shall attend meetings when requested. A representative of the external 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 trustee or employee, and all trustees 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.

(Note: NZSTA provides free and confidential advisory services to trustees and boards via its Advisory Support Centre 0800 782 435.) No individual member of the review committee can act without the directive of the committee as a whole.

C2.2 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 Act 1989, Education Rules 1999 and Ministry of Education guidelines.

Committee members

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

Delegated authority

Under Schedule 6 section 17 of the Education Act 1989, certain powers of the board shall be delegated to the student disciplinary committee of the board of trustees. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the Ministry of Education guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the board as necessary, or
- decide the outcome of any student disciplinary meeting.

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

Review schedule: May 2025

C2.3 Finance committee terms of reference

Purpose

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

Scoping

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's 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 the principal to prepare a financial results report, where appropriate, which is to be provided to the board 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.

Sample Finance committee annual calendar

Date	Action required
28 Feb	Finance committee self-review and plan for the year.
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note that this should also encompass normal cyclical maintenance and capital works.
31 May	Community reporting on financial performance.
30 June	Ensure any issues raised by the auditor have been addressed.
31 August	Annual review of risk management needs and insurances.
30 Sep	Annual plan available as an input document for preparation of the budget.

31 Oct	Initial annual budget recommendations submitted to the board.
30 Nov	Revised annual budget (if required) submitted to the board for approval.

Review schedule: March 2025

C3 Trustee induction process

The board is committed to ensuring continuity of governance and a smooth transition when trustees join the board. New trustees will receive a welcome letter on their joining the board which includes:

- where and when they can pick up their governance folder
- the suggested date of the induction
- an outline of what will be covered in the induction meeting
- the date of the next board meeting
- chair and principal contact details.

New trustees 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 workplan
- minutes of the last three open board meetings
- any other relevant material.

New trustees will be invited to attend an induction, facilitated by the chair or delegate, which will include:

- explaining board policy and other material in the governance folder
- code of behaviour – trustees to sign and agree to work within the board's code
- overview of the requirements of the board chair role with reference to policy
- introduction to the strategic plan and explanation of its importance
- summary of any opportunities or risks facing the board
- professional development from NZSTA
- overview of first board meeting – election of board chair, delegations.

The principal and chair 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 chair with the new members. The review will include the following aspects:

- Did you feel welcomed onto the board?

Very welcome	Welcome	Not very welcome
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Comment:

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

Very timely	Timely	Not very timely
-------------	--------	-----------------

Comment:

- Did you find the induction with the principal and chair to be effective?

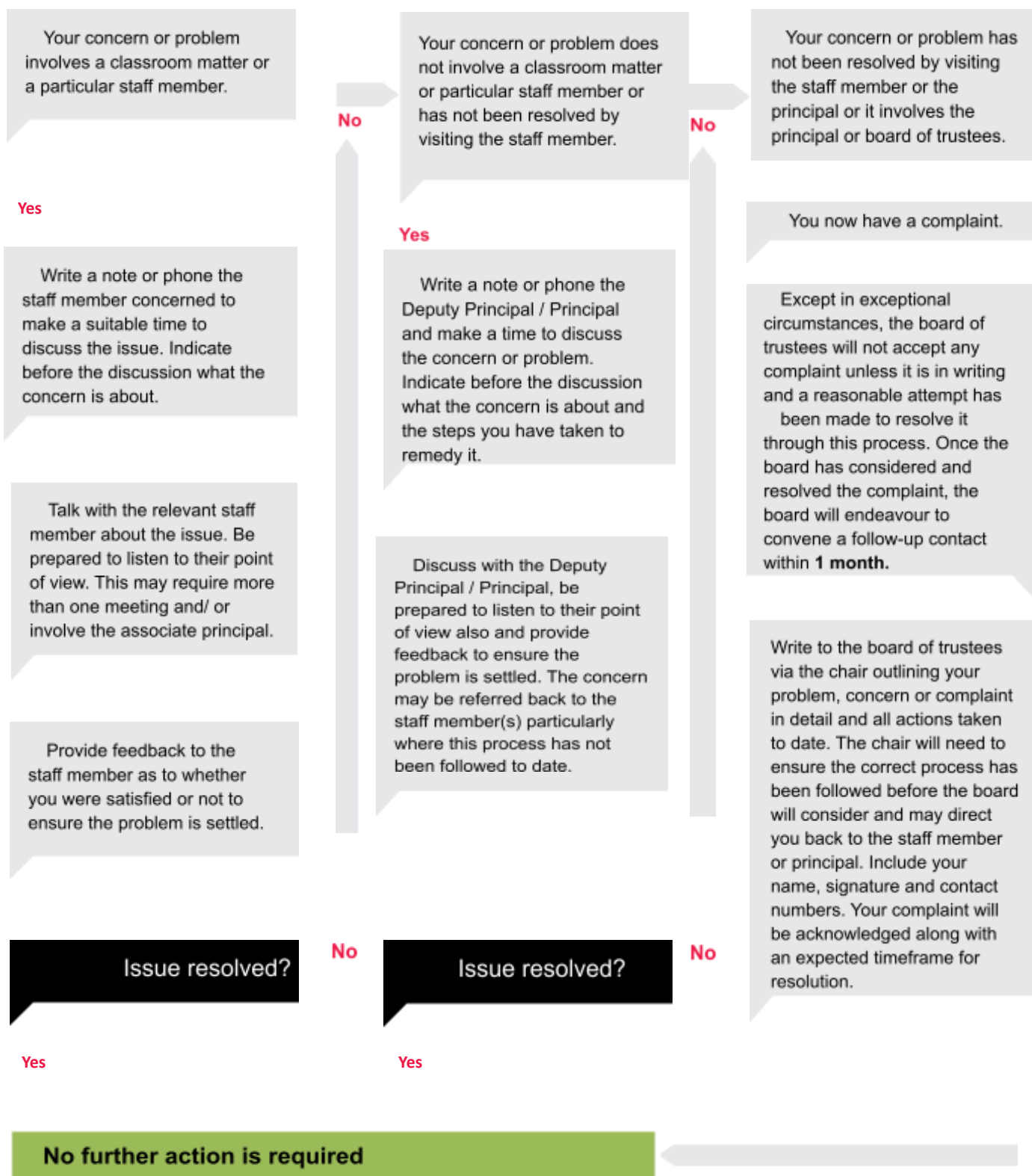
Very effective	Effective	Not very effective
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Comment:

Please comment on how we could improve this induction process:

C4 Concerns and complaints process

Starting point



C4.1 Board complaints checklist

Once a letter of complaint has been received, the board chair should ensure the following process is followed:

	Notes/date completed
1. Ensure the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the principal or board.	
2. Verify 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, contact the NZSTA employment advisory and support centre. For all other complaints, contact the NZSTA governance advisory and support centre.	
4. Alert the school's insurance broker.	
5. Acknowledge the letter of complaint within 7 days and advise the board process, or redirect the complainant to principal, syndicate leader or staff member as appropriate. Report to the board without names or detail at the next meeting.	
6. Once confirmed as a complaint, forward it confidentially to all trustees for consideration.	
7. Board request to principal to present full written report outlining all actions taken, advice received, meetings held and justified decisions made.	
8. Board determines whether the above fully satisfies them 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 committee, determines whether to formally meet the complainant and delegates responsibility to trustee(s) as deemed appropriate.	
10. Board delegates meet with the complainant and discuss the complaint more fully, verifies, investigates and clarifies. Support persons should be confirmed as welcome to attend.	
11. Board delegates report back to full board and recommend actions/decisions.	
12. Board takes appropriate actions, 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 endeavours to convene follow-up meeting within 1 month of step 9.	

C5 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 workplans.

A copy of the current workplan 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 AoV/SoV and audited financial statements
- student achievement data
- Education Review Office (ERO) reports
- NZSTA Internal Evaluation Tool (IET)
- feedback from parents, caregivers and staff
- student voice
- principal performance review
- any other means deemed appropriate by the board.

Review schedule: June 2025

C5.1 Triennial review programme - example based on annual work plans 20xx–20xx

(example adapted from NZSTA template)

Board meeting dates 20xx								
Area for review	Feb	Mar	May	Jun	Aug	Sep	Nov	Dec
Strategic plan	Confirm and approve 3-year strategic plan and annual implementation plan	Annual aims regularly reviewed and reported to board through principal's reports					Review of strategic plan Approve review plan	AoV/SoV Receive draft annual implementation plan
Policy	Governance policy 1: Board roles and responsibilities Governance policy 2: Trustee code of behaviour	Operational policy 1: Responsibilities of the principal		Operational policy 2: Curriculum delivery	Operational policy 9: Concerns and complaints		Governance policy 5: Chair role description	
Learner progress and achievement	2019 AoV/SoV report	Special education needs		Mid-year report post parent interviews	Māori/Pasifika focus	Gifted and talented		AoV/SoV draft
HR	Principal performance agreement process	Principal performance agreement approved		HR audit	HR audit report	Provisional staffing entitlement and funding		Principal appraisal report
Curriculum		Key competencies		English		The arts		
Budget	Approve budget Monthly report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
Community of Learning/ Kāhui Ako	Community of Learning/Kāhui Ako regularly reported to board through principal's reports							
New government or local initiatives								
Board process compliance requirements	Elect chair	Accounts to auditor AoV/SoV to MoE	Annual report to MoE by 31 May	Roll return 1 July	Concerns and complaints process	Health curriculum consultation		
Board best practice	Delegations							
Board PD		Your community workshop		Health and safety workshop		Board self-directed learning	PD session with NZSTA facilitator	Board self-directed learning

Board meeting dates 20xx

Area for review	Feb	Mar	May	Jun	Jul	Aug	Sep	Nov	Dec
Strategic plan	Confirm 3-year strategic plan and annual implementation plan	Annual aims regularly reviewed and reported to board through principal's reports						Draft 4-year strategic plan	Receive draft annual implementation plan
Policy	Governance policy 9: Principal performance management		Operational policy 3: Personnel; 3.1: Appointments	Governance policy 4: Conflict of interest		Operational policy 4: Financial planning, 4.1: Financial condition and 4.2 Asset protection	Governance policy 6/7: Staff/student trustee role description	Governance policy 8: Relationship between Chair & principal	
Learner progress and achievement	20xx AoV/SoV report	Special education needs			Mid-year report	Māori/Pasifika focus	Gifted and talented		AoV/SoV draft
HR	Principal performance agreement process	Principal performance agreement approved		Summary of exit interviews			Provisional staffing entitlement and funding		Principal appraisal report
Curriculum		Technology		Health and physical education		Science		Social sciences	
Budget	Approve budget Draft financial report	Monitor Monthly report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
Community of Learning/ Kāhui Ako	Community of Learning/Kāhui Ako regularly reported to board through principal's reports								
New government and local initiatives									
Board process compliance requirements	Elect chair	Accounts to auditor	Annual report to MoE by 31 May	Committee principles and terms of reference	Roll return 1 July			Appoint returning officer for triennial elections as appropriate	Parent reporting
Board best practice	Role of the chair Delegations Trustee code of behaviour policy								
Board PD	Board self-directed learning/NZSTA workshops	Board self-directed learning	Board self-directed learning	Board self-directed learning	Board self-directed learning	Board self-directed learning	Board self-directed learning	Board self-directed learning	

Board meeting dates 20xx

Area for review	Feb	Mar	Apr	May	Jun	Aug	Sep	Nov	Dec
Strategic plan	Confirm 3-year strategic plan and annual implementation plan	Annual aims regularly reviewed and reported to board through principal's reports						Review of annual plan	Receive draft annual implementation plan
Strategic aims			Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3	
Policy		Operational policy 6: Health and safety	Operational policy 7: Child protection	Governance policy 3: Trustee remuneration and expenses	Operational policy 8: Managing challenging behaviour and physical restraint		Operational policy 5: Protection and sharing of intellectual property (Creative Commons)		
Learner progress and achievement	AoV/SoV report	Special education needs			Mid-year report	Māori/Pasifika focus	Gifted and talented		AoV/SoV draft
HR	Principal performance agreement process	Principal performance agreement approved					Provisional staffing entitlement and funding		Principal appraisal report
Curriculum		Mathematics and statistics		Education learning languages		Key competencies		Integrated curriculum	
Budget	Approve budget Monthly report	Monitor Monthly report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report Update/review 5YA/10YPP	Next year's draft budget Monthly report	Finalise and adopt draft budget Monthly report
Community of Learning/ Kāhui Ako	Community of Learning/Kāhui Ako regularly reported to board through principal's reports								
New government and local initiatives									
Board process compliance requirements		Accounts to auditor	Trustee induction process	Annual report to MoE by 31 May	Roll return 1 July	Board meeting process	Health curriculum consultation		Parent reporting
Board best practice	Trustee induction process Delegations	Promote trustee elections	Promote trustee elections	Induction of new board (in election year) Election of chair					
Board PD	Board self-directed learning	Board self-directed learning		Board self-directed learning	NZSTA Governance essentials	Board self-directed learning/workshops	Board self-directed learning/workshops	Board self-directed learning/workshops	

Part D: Operational policies – board expectations for the control and management of the school

	Outcome statements	Approved	Reviewed	Next review
1. Responsibilities of the principal policy	Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.	May 2019	July 2022	December 2024
2. Curriculum delivery policy	Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.	March 2023	December 2022	August 2023
3. Personnel (NAG 3) policy	The obligations and responsibilities of being a good employer are met.	May 2019	July 2022	December 2024
3.1 Appointments policy	The best applicants are appointed through a fair, rigorous appointments process.	May 2023	May 2023	May 2024
4. Financial planning policy	All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students.	December 2022	December 2022	December 2023
4.1 Financial condition policy	The school is financially viable and manages risks effectively.	December 2022	December 2022	December 2023
4.2 Financial planning and condition (combined alternative) policy	The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.	December 2022	December 2022	December 2023
4.3 Asset protection policy	Assets of the school are utilised to maximise the best outcomes for students.	9th August 2023	9th August 2023	August 2024
5. Protection and sharing of intellectual property (Creative Commons) policy	The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.	1st July 2023	1st July 2023	June 2024
6. Health and safety policy	A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.	March 2023	March 2023	March 2024
7. Child protection policy	Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.	August 2022	September 2022	September 2023
8. Managing challenging behaviour and physical restraint policy	To minimise the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.	April 2023	April 2023	April 2024
9. Concerns and complaints policy	All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.	March 2023	March 2023	March 2024

D1 Responsibilities of the principal policy

Outcome statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

Scoping

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the chair, individual board members, committee chairs or committees of the board are in place.

The board chair/personnel committee has responsibility for the principal's performance review.

Expectations and limitations

The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the board's expressed values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the principal are set out in the board's operational policies and include the following:

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals.
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies.
- Develop, seek board approval for and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
- Use resources efficiently and effectively and preserve assets (financial and property).
- Operate within the board's approved annual budget.
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines.
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements.
- Communicate with the community on operational matters as and where appropriate.
- Refrain from unauthorised public statements about the official position of the board on social, political and/or educational issues that are or have the potential to be controversial.
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below.
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
- Appoint, on behalf of the board, the privacy officer and EEO officer.

- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette.
- Ensure systems are developed and implemented to support the smooth running of the school in regards to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines.

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

Procedures/supporting documentation

Board's governance and management definitions

Principal's job description

Principal's employment agreement including relevant Principal Professional Standards

Principal's performance agreement and review report

Annual implementation plan and budget

Personnel-related policy and procedures including appointments and performance management

Monitoring

The board will review the principal's performance in line with its policy on principal performance review.

Evidence gathered for the review will include principal reporting to the board in line with the board's annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

The principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that:

- is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims and key performance indicators
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration
- outlines financial income and expenditure and explains any variance against budget
- summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- identifies the instances of physical restraint
- includes information of any actual or potential risks to health and safety
- specifies current roll numbers and explains any roll variance against year levels
- recommends changes in board policies when the need for them becomes known
- highlights areas of possible adverse publicity or community dissatisfaction
- addresses any other matter requested by the board within a reasonable, specified timeframe.

Legislative compliance

Education Act 1989

Privacy Act 1993

Reviewed: July 2022

Next review: December 2024

D2 Curriculum delivery policy

Outcome statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

Scoping

The board's primary objective is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

Expectations and limitations

The principal must ensure:

- that all employment related legislative requirements are applied
- all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free environment is provided
- that employment records are maintained and that all employees have written employment agreements
- that employee leave is effectively managed and reported so
 - a) that the risk of financial liability is minimized, operational needs are met, and the needs of individual staff are considered
 - b) board approval is sought for any requests for discretionary staff leave with pay over 10 days
 - c) board approval is sought for any requests for staff travelling overseas on school business
 - d) the board is advised of any staff absences longer than 15 school days
- that performance agreements are established for all staff and that reviews are undertaken annually
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety in Employment Act 1992 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise

Procedures/supporting documentation

Curriculum

planning

Assessment cycle

Monitoring

The principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that:

- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims and key performance indicators
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration.

Legislative compliance

Education Act 1989

New Zealand Curriculum/Te Marautanga o Aotearoa

*National Education and Learning Priorities (from 2019)

Reviewed: December 2022	Next review: August 2023
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D3 Personnel (NAG3) policy

Outcome statement

The obligations and responsibilities of being a good employer are met.

Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

Delegations

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice.

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied
- all employees' understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free environment is provided
- employment records are maintained and all employees have written employment agreements
- management pay units for appropriate positions are allocated in a fair, transparent manner
- employee leave is effectively managed and reported so that:
 - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
 - board approval is sought for any requests for discretionary staff leave with pay over 10 days
 - board approval is not required to be sought for any requests for discretionary staff leave without pay of longer than 4 days
 - board approval is sought for any requests for staff travelling overseas on school business
 - the board is advised of any staff absences longer than 15 school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.

Procedures/supporting documentation

Staff leave form

Staff leave procedure

Staff performance review

Professional development

Storage of confidential information

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

State Sector Act 1988 Employment

Relations Act 2000 Privacy Act 1993

Health and Safety at Work Act 2015

Collective employment agreements

Reviewed: July 2022	Next review: December 2024
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D3.1 Appointments policy

Outcome statement

The best applicants are appointed through a fair, rigorous appointments process.

Scoping

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

Delegations

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the principal is the responsibility of the board, which will determine the process and seek NZSTA advice.

Expectations and limitations

The principal must ensure that:

- appointment of deputy principals, will involve an appointment committee consisting of the principal, the board chair and, at the discretion of the board, a further trustee
- unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.

In the case of Community of Kāhui Ako membership:

- staff seeking the Communities of Learning I Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role.

Procedures/supporting documentation

Police vetting
procedure

Safety checklist

Templates – application form, shortlisting matrix, interview matrix, reference checking matrix etc.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Collective employment agreements
Employment Relations Act 2000
Vulnerable Children Act 2014

D4 Financial planning policy

Outcome statement

All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students.

Scoping

The board of trustees has overall responsibility for the financial management of the school. The principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives.

Delegations

The board delegates the day-to-day management of the school's finances and budget to the principal.

The principal, in association with the finance committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the finance committee terms of reference.

Expectations and limitations

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight. The budget should:

- reflect the results sought by the board
- reflect the priorities as established by the board
- comply where the board's requirement is for a balanced budget
- demonstrate an appropriate degree of conservatism in all estimates.

Procedures/supporting documentation

Annual budget

Monitoring

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

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook (FISH).

Reviewed: December 2022

Next review: December 2023

D4.1 Financial condition policy

Outcome statement

The school is financially viable and manages risks effectively.

Scoping

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

Delegations

The principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

Expectations and limitations

The principal must ensure:

- unauthorised debt or liability is not incurred
- generally accepted accounting practices or principles are not violated
- tagged/committed funds are not used for purposes other than those approved
- more funds than have been allocated in the fiscal year are not spent without prior board approval
- all money owed to the school is collected in a timely manner
- timely payment to staff and other creditors is made
- unauthorised property is not sold or purchased
- all relevant government returns are completed on time
- no one person has complete authority over the school's financial transactions
- when making any purchase:
 - o comparative prices are sought
 - o an adequate review of ongoing costs, value and reliability is undertaken
 - o of over \$10,000 on a single item, board approval is first sought
- effective systems are in place to meet the requirements of the payroll system.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and [the](#) Financial Information for Schools Handbook (FISH).

D4.2 Financial planning and condition (combined alternative) policy

Outcome statement

The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.

Scoping

The board of trustees has overall responsibility for the financial management of the school. The principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives.

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

Delegations

The principal, in association with the finance committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the finance committee terms of reference.

The board delegates the day-to-day management of the school's finances and budget to the principal.

The principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

Expectations and limitations

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight. The budget should:

- reflect the results sought by the board
- reflect the priorities as established by the board
- comply where the board's requirement is for a balanced budget
- demonstrate an appropriate degree of conservatism in all estimates.

The principal must ensure:

- unauthorised debt or liability is not incurred
- generally accepted accounting practices or principles are not violated
- tagged/committed funds are not used for purposes other than those approved
- more funds than have been allocated in the fiscal year are not spent without prior board approval
- all money owed to the school is collected in a timely manner
- timely payment to staff and other creditors is made
- unauthorised property is not sold or purchased
- all relevant government returns are completed on time
- no one person has complete authority over the school's financial transactions
- when making any purchase:
 - o comparative prices are sought
 - o an adequate review of ongoing costs, value and reliability is undertaken
 - o of over \$10,000 on a single item, board approval is first sought
- effective systems are in place to meet the requirements of the payroll system.

Procedures/supporting documentation

Annual budget

Monitoring

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

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook (FISH).

Reviewed: December 2022	Next review: December 2023
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D4.3 Asset protection policy

Outcome statement

Assets of the school are utilised to maximise the best outcomes for students.

Scoping

Assets may not be unprotected, inadequately maintained or unnecessarily risked.

Delegations

The principal is delegated day-to-day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

Expectations and limitations

The principal must:

- ensure all board assets are insured
- not allow unauthorised personnel or groups to handle funds or school property
- not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500
- ensure the implementation of the 10-year property maintenance plan
- engage sufficient property maintenance staff for the school within budget limitations
- receive board approval for maintenance contracts over \$5,000 for any one contract
- conduct competitive tenders for all contracting
- protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook (FISH).

D5 Protection and sharing of intellectual property (Creative Commons) policy

Outcome statement

The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

Scoping

The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of board of trustees of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

Delegations/responsibility

The board delegates to the principal the responsibility to:

- apply by default a Creative Commons Attribution License to all teaching materials and policies in which the board of trustees owns copyright
- transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike license
- ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

Limitations and expectations

The board:

- does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply.

Resolution of disputed copyright ownership

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

1. In the first instance, the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved, the documentation should be presented to the board chair.
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken.

Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

Definitions

Creative Commons Aotearoa: The New Zealand affiliate of an international non-profit movement that provides free open licenses that copyright holders can use to share their work.

Teaching materials: Copyright works produced by employees of the school for the purposes of teaching.

Associated legislation

The New Zealand Copyright Act 1994

Associated procedures

School to enter appropriate procedures.

Monitoring

Any matters or risks in relation to this policy shall form part of the principal’s report to every board meeting, taking care that individual students cannot be identified. The board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action.

School to enter own monitoring and reporting procedures.

Reviewed: July 2023	Next review: June 2024
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D6 Health and safety policy

Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.

Scoping

The board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

Delegations

The board delegates to the principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information they need in order to comply with policy and procedures.

Expectations and limitations

The board will, as far as is reasonably practicable,¹ comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the Sale and Supply of Alcohol Act 2012
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations²
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
 - o cooperate with school health and safety procedures

- o comply with the health and safety legislation and duties of workers
- o ensure their own safety at work
- o promote and contribute to a safety-conscious culture at the school

1. **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.
2. These are to:
 - know about work health and safety matters and keep up to date
 - gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
 - ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
 - ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
 - ensure there are processes for complying with any duty and that these are implemented
 - verify that these resources and processes are in place and being used.

Procedures/supporting documentation

Staff induction

Education outside the classroom, RAMS

Health and safety register

Hazard register

Hazard assessment register

Injury and incident reporting (procedure, checklist, board report, investigation form)

Emergency procedures, including for shut-down and evacuation

Administering medication

Accident management

Alcohol, smoking and drugs

Before and after-school care

Behaviour management – managing challenging behaviour and physical restraint (policy and procedures)

Civil defence and crisis procedures

Collection, storage and access to personal information

Concerns and complaints

Court orders against parents/caregivers

Cyber safety

First aid and infection (pandemic plan)

Healthy eating

Parent helpers

Adult behaviour at school (adult conduct at school)

Playground supervision

Police vetting

Protected disclosures

Sexual harassment

Sun smart (sun safety)

Transporting children

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

Health and Safety at Work Act 2015

Vulnerable Children Act 2014

Reviewed: March 2023

Next review: March 2024

D7 Child protection policy

Outcome statement

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

Scoping

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the Oranga Tamariki Act 1989, any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

Delegations

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

Expectations and limitations

The principal must:

- develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- comply with relevant legislative requirements and responsibilities
- make this policy available on the school's internet site or available on request
- ensure that every contract or funding arrangement that the school enters into requires the adoption of child protection policies where required
- ensure the interests and protection of the child are paramount in all circumstances
- recognise the rights of family/whānau to participate in the decision making about their children
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented
- promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child
- seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
- make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
- ensure that this policy forms part of the initial staff induction programme for each staff member.

Procedures/supporting documentation

Definitions

Identification and reporting of child abuse and neglect

- Four categories of abuse (emotional, physical, sexual and neglect)
- How to respond to suspected abuse or neglect
- How to respond to disclosures made by a child
- Recording a disclosure
- Reporting suspected child abuse and neglect

Confidentiality, information sharing and recording

Safety checking – safety checklist

Staff capability and professional development

Safe at work practices

- Physical contact with children
- Working one on one with children
- Transporting children
- Overnight stays/camps
- Social media and technology (internet protection, photo storage)
- Parent help
- Visitors on site
- External contractors
- Before and after-school programmes
- Billeting
- Socialising with children
- Gifts and rewards
- Intimate care – toileting
- Application of medication and sunscreen

Managing challenging behaviour and physical restraint policy

Allegations against staff

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

<http://www.education.govt.nz/>

Vulnerable Children Act 2014

Oranga Tamariki Ministry for Children – further information and sample child protection templates

Reviewed: September 2022

Next review: September 2023

D8 Managing challenging behaviour and physical restraint policy

Outcome statement

To minimise the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.

Scoping

This policy applies throughout the school.

All staff are required to familiarise themselves with Ministry of Education guidelines for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development.

The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education. The board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

Delegations

The board delegates to the principal:

- responsibility for ensuring that adequate staff training and support is in place
- the reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education
- notification to parents and caregivers if an element of physical restraint is in a student's individual behaviour plan.

Limitations and expectations

- Physical restraint is defined as using force to prevent, restrict or subdue the movement of a student's body or part of the student's body and is a serious intervention.
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student.
- Use of physical restraint is limited to teachers or authorised staff members and only where:
 - o there are reasonable grounds to believe that there is a serious and imminent risk to the safety of a student or of any other person
 - o the restraint used is reasonable and proportionate in the circumstances.
- Authorised staff are employees authorised by their employer (the board of trustees) to use physical restraint.
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support.
- Seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

Associated legislation

Education Act 1989

Education (Physical Restraint) Rules 2017
Health and Safety at Work Act 2015

Associated procedures

School to enter appropriate procedures.

Monitoring

Instances, matters or risks in relation to this policy shall form part of the principal's report to every board

meeting, taking care that individual students cannot be identified.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at governance level to support reducing such incidents.

School to enter own monitoring and reporting procedures.

Reviewed: April 2023 (updated policy attached)	Next review: April 2024
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D9 Concerns and complaints policy

Outcome statement

All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

Scoping

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

Delegations

The board delegates to the principal full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the principal, responsibility lies with the board.

Expectations and limitations

In complying with the policy, the principal shall not fail to:

- implement and maintain robust procedures to meet the policy requirements
- ensure that the process for complaints or grievances is clearly communicated
- report to the board as follows:
 - o When receiving a complaint, the board must ensure that the complainant has previously followed the school's concerns and complaints procedure and that the complaint has been escalated to board level correctly.
 - o Should the board receive a complaint regarding the principal or determine that any policy violation may have occurred, the board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal).
 - o Where the board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Procedures/supporting documentation

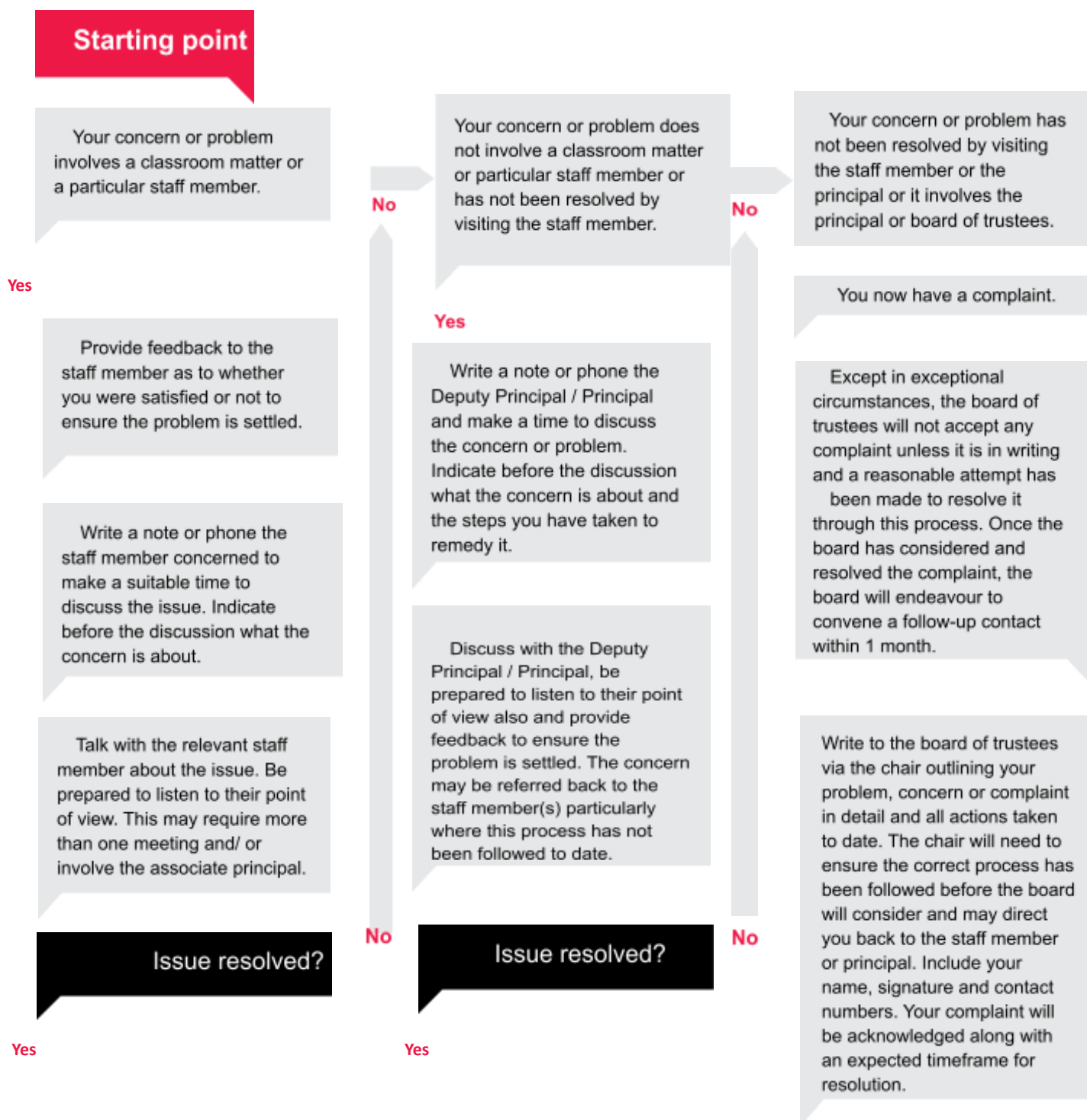
Parent/whānau concerns and complaints procedure

C4 Concerns and Complaints process

Monitoring

The principal shall maintain a register of complaints and resolutions and report to the board at least quarterly per annum outlining numbers of complaints, resolution success figures and any areas of concern for board deliberation.

C4 Concerns and complaints process



Legislative compliance

Reviewed: March 2023

Next review: March 2024

D10 Positive Behaviour Support Policy

Positive Behaviour Support at Oaklynn

At Oaklynn a positive approach is used to manage, communicate with, engage and support our students, and is strongly influenced by the importance placed on relationships, independence, learning and our school values. Our Oaklynn values of Hauora, Manaakitanga, Whanaungatanga, Awhinatanga and Ako are integral to our Positive Behaviour Support philosophy. Positive Behaviour Support is integral to our practice and not a separate entity. Our core beliefs are that we work from a starting point of the student wellbeing by focusing on their strengths and successes. We are always looking for the student voice that is being communicated via their behaviour.

Oaklynn Values and Positive Behaviour Support	
Value	Corresponding Positive Behaviour Support / Principle
Hauora Wellbeing of the student sits at the heart of, and is integral to supporting student learning	Supporting wellbeing by: <ul style="list-style-type: none"> • Being proactive • Developing preventative strategies • Being responsive to student needs • Using student strengths and successes
Whanaungatanga Relationship via shared experiences Sense of belonging Sense of family connection	Managing behaviour in the context of relationships. Relationships and a sense of belonging are central to a healthy and productive school learning community.
Ako To teach and to learn. Both adults and students are learning from each other	The only influence we have over student behaviour is our own response (adapting adult behaviour, the environment or teaching new skills). We can't make anyone do anything.
Manaakitanga The importance of relationships built on trust, respect and openness	'All learning takes place in the context of relationships and is critically affected by the quality of those relationships' (Norman-Murch, 1996)
Awhinatanga Valuing others, understanding other's perspectives and having empathy.	Acknowledging student voice (the why) Using behaviour may be the 'best' way a student has to communicate at that time. Presenting behaviour may be the way the student is getting their sensory needs met.

Creating learning focussed environments

Established pedagogical practices (see below) provide a class environment where students are able to emotionally regulate themselves and are therefore 'ready to learn'. These proactive practices act as the first level of Positive Behaviour Supports.

- TEACCH,
- Experience Sharing,
- Intensive Interaction,
- Sensory needs of students are taken into account with low arousal environments and specific programmes to meet those needs.

Staff training

All Oaklynn staff have foundation training in MAPA (Managing Actual or Potential Aggression) formerly NVCI (Non-Violent Crisis Intervention) which is also based on a proactive preventative approach. This supports staff to prevent and manage behaviours that are a potential risk to themselves or other students or staff. All staff are required to attend an annual MAPA Refresher.

Systems to support using a team approach.

The following systems are in place to aid collaborative problem solving and ensure consistent positive responses and practices are used to support students. They also focus on working as a team that may include; school leader, specialist behaviour support, therapy staff, teaching staff and teacher aides. The family is an integral part of this team and information and concerns should be discussed with the family as early as possible.

Positive Behaviour Consults (PBC)

A facilitated discussion that gives teachers the opportunity to begin to problem solve a low level behaviour of concern using an action research based approach.

The consult brings together facts around the behaviour by using:

- Social and Emotional Milestones,
- Strengths profile for the student
- Functional Analysis of Behaviour for one specific behaviour.

All this information is used to agree on some potential strategies. As an outcome of this consult we may refer to the Therapy team for further support. All Positive Behaviour Consults are followed up with a meeting the following term. All PBCs are attended by the DP for the student's class.

High and Complex Behaviour Needs (HCBN)

At the PBC review meeting some students are moved to High & Complex Behaviour Needs support. This means that a member of the PBS team meets with the students class team at a team meeting once per term. If the student is in a satellite that is part of a larger unit, this meeting may be a whole unit meeting. This is to ensure that the student and team are receiving the correct amount and type of support.

Positive Behaviour Support Plans (PBSP)

A Positive Behaviour Support Plan is written with the staff team for all students who have been identified as having HCBN. These are based on the MAPA framework and focus on preventative strategies. PBSP are written from the point of view of student voice using 'I' statements. They are a key part of sharing information when students transition between classes.

Crisis Behaviour

Where a behaviour of significant concern arises suddenly the DP is informed directly by the class teacher and the DP coordinates the appropriate response/support. This may involve a crisis response team providing immediate support. After such an incident, a report is made and future preventative solutions sought.

Data informed practice.

Information about incidents due to behaviour of concern is recorded. The data is collected centrally and analysed by the Positive Behaviour Support Team for trends, causes; recommendations for future action steps are investigated.

D11 Media Policy

The Board of Trustees believes that the media, including social media, can be a tool which the school can use to enhance its relationship with the community, and to facilitate operational matters within the school. In the life of any school there may also be challenging or controversial situations when it is essential that a process is in place to ensure that the media is presented with accurate, appropriate and consistent information. It is important to:

- Ensure any statement provided on behalf of Oaklynn School is accurate, appropriate, consistent, timely and precise.
- Clarify responsibilities, actions and restrictions;
- Avoid staff and students being placed in pressured or compromising situations by (members of) the media, or when using social media.

Requirements:

A - Media

1. Employees of Oaklynn School shall not make, be involved in or permit any public communications (including statements, interviews, media coverage and social media postings) related to the school without prior consent from the Principal or a Board member.
2. Employees should immediately alert the Principal to any significant potential media or publicity issues that they become aware of.
3. A Publicity Officer (the Principal or a nominated delegate) shall instigate publicity pertaining to upcoming events, pupil achievement, and similar positive publicity activities. This role is restricted to school-initiated publicity, aiming to provide positive public relations for the school.
4. In all other instances, for example relating to issues or potentially controversial subjects, a media statement or strategic response to social media content will be directed by the Board Chairperson and / or the Principal (or their delegate).
5. In the event of a crisis or event of escalating controversy: One person shall be delegated the spokesperson for the school. This would usually be the Board Chairperson or the Principal. Staff are strongly discouraged from making any comment to the media at all. If approached for comment, staff members should refer them to the designated spokesperson without any further comment being made.
6. The school will not grant access to students by the media without the prior consent of the Principal.

B - Social Media

7. Social media is any internet-based tool that can be used to publish and share information. This includes Facebook, Twitter, and blogs.
8. Any content written by an employee of the school about an Oaklynn School related matter should be accurate and fair.
9. Anyone posting to a social media channel as an Oaklynn School representative must be an approved spokesperson as specified in the Media Policy, or must gain the approval of the Principal. The exception to this clause is the use of social media by staff for the purposes of classroom communication, which should be of a high professional standard and protect the privacy of students and families.
10. Appropriate privacy settings and controls should be established and maintained for any online classroom presence.
11. Employees that see a comment about Oaklynn School on any social networking site that they know is incorrect or think is offensive should not respond directly but send a link to the Principal so that a response can be organised, if one is deemed necessary.
12. People participating in Oaklynn School's social media channels will be treated with integrity, respect and honesty.
13. Employees using personal social media profiles are entitled to express personal opinions, but should avoid situations where they are seen to engage in debate or potentially controversial discussion around school related issues.
14. If employees comment on a Oaklynn School event or activity on any social media platform they should identify themselves as an employee and state that the opinions expressed are their own views and not those of the school, but avoid commenting if they are at all unsure. Employees should refer to authoritative sources of information such as Netsafe and Education Council Guidelines for good practice recommendations.

D12 Satellite Policy

Oaklynn Board of Trustees values the opportunity for its students to be located in local mainstream schools. The Board sees that the satellite model provides ‘the best of both worlds’ for its students and young adults. The arrangement provides a mix of specialist teaching and the opportunity for integration in the local school.

Background

- A satellite unit is a special education facility located within a local Host School.
- Students are enrolled in the special base school but attend the satellite unit programme.
- A satellite unit is staffed and operated through the Base School.
- A satellite unit may occupy existing accommodation at the Host school that has been adapted for that purpose or it may occupy a purpose built facility.
- The accommodation is Crown owned and included in the Host School’s Property Occupancy Document (POD).
- Property Occupancy Document (POD) Variation allows satellite units of special schools to occupy land and buildings at mainstream schools.

Objectives of satellite units

The Permitted Use of the satellite unit is to provide specialised education for the students enrolled at the Base School in an environment where a wider range of educational opportunities are available; to provide opportunities for staff of both the Host School and the Base School to benefit professionally from mutual interactions on the Land; and to comply with the Government’s Special Education strategy to achieve a fully inclusive education system.

Management and Organisation

- (a) Both the Base School and the Host School are responsible for managing the students enrolled at that school in terms of health and safety, transport arrangements and behaviour.
- (b) The Base school is responsible for all employment matters in relation to its staff;
- (c) The Base school staff is responsible for taking the daily attendance records of students in the unit which shall be kept by the principal of the Base school. A copy of the record may be made available to the principal of the Host school on request; and
- (d) Parents of students of the Base school will be advised of the student’s progress by the principal of the Base school in accordance with its charter, and the relevant provisions of the Education Act.

Formal Agreement

Oaklynn Base School and Host Schools enter into an agreement outlining the details and conditions of the satellite unit arrangement. It is the “*Satellite Units – Notice Specifying Terms and Conditions Applying to Land and Buildings*”