



Kuranui College

Policy Framework

2016

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

Reviewed 1 June 2016

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Introduction

The Board of Trustees of Kuranui College 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>

In developing the above definitions for Kuranui College the Board is mindful of the following excerpts from the Education Act 1989:

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

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

s.75 Functions and powers of Boards

- (1) A school's Board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's Board has complete discretion to control the management of the school as it thinks fit.

s.72 Bylaws –

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

s.76 Principals –

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

s.65 Staff

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

s66 Delegations

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

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

Part 1

Kuranui College Charter 2016-18

History, Name, Motto and Crest:

The college opened in 1960 as a result of the closure and amalgamation of three small district high schools in Martinborough, Featherston and Greytown. After much discussion it was decided to build the college in Greytown as this was the most central location.

Kuranui was chosen for the college's name as it did not refer to any one area and it translated as the big place of learning.

The motto of Kuranui College is "Tatau, Tatau" which means "we are all one." This is our desire and our aim for we come from four different districts: Carterton, Greytown, Martinborough and Featherston. Twelve contributing primary schools are represented among us. The teachers and support staff come from many different schools and Universities both within New Zealand and internationally. Both Māori and European pupils attend and some children travel for over an hour to and from college each day. Now we all belong to one College hence the motto, "Tatau, Tatau".

Our crest represents the Wairarapa. The two white arrows represent the peaks of the mountain ranges. The blue with white zigzags represent Lake Wairarapa with the sun shining on the lake.



Mission Statement: Kuranui College exists for the benefit of the rangatahi of our communities; supporting and inspiring all of our akonga to be the best they can be and to take their place as valuable citizens of Aotearoa.

Our Vision: To be an outstanding college, meeting the needs of every student – Tatau Tatau.

“Whāia te iti kahurangi: Ki te tuohu koe me he maunga teitei”

“Seek the treasure you value most dearly: if you bow your head let it be to a lofty mountain”

Our Core Values:

MANAAKITANGA RESPECT



Manaakitanga, Respect - "Believing in yourself; Treating others as you would want to be treated; Having mana"

Our expectations of each other:

- We respect the mana of Kuranui College and its people
- We speak and act politely
- We treat others as we would like to be treated
- We wear our uniform with pride

MANA TANGATA INTEGRITY



Mana Tangata, Integrity – "Being true to yourself; Doing the right thing; Owning your actions"

Our expectations of each other:

- We do the right thing
- We are truthful and can be trusted
- We take pride in our learning, our actions and our school
- We stand up for what we believe in

AROHA EMPATHY



Aroha, Empathy – "He tangata. He tangata. He tangata; Understanding and embracing difference; "

Our expectations of each other:

- We care for people
- We are kind
- We allow others to be themselves
- We do not hurt others physically or emotionally

AUAHATANGA CREATIVITY



Auahatanga, Creativity – "Thinking outside the square; Learning how to learn"

Our expectations of each other:

- We try to understand new ideas and knowledge
- We consider different points of view
- We try to think our way through a problem
- We use our unique talents and abilities to improve our learning

TE HIRINGA DETERMINATION



Te Hiringa, Determination – "Learning from failure, growing resilience and seeking out challenges"

Our expectations of each other:

- We are punctual and ready to learn
- We strive to be the best we can be
- We resist distractions
- We keep going when things get hard

Cultural Diversity:

Our school comprises 61% New Zealand European, 33% Māori, 2% Pasifika, 3% Asian and 1% other ethnicities

Our school reflects New Zealand's cultural diversity and all of our students are encouraged to value cultural differences in each other by:

- Taking part in Tikanga Māori programmes and taking part in powhiri to welcome significant guests
- Welcoming international students to the college and celebrating their culture
- Encouraging students to identify their place of origin and sharing this with members of their mentor group
- Using Te Reo in their learning and by being encouraged to pronounce words from Te Reo correctly
- Adhering to our core values which are: Manaakitanga (Respect), Te Hiringa (Determination), Aroha (Empathy), Mana Tangata (Integrity), Auahatanga (Creativity)

Māori Cultural Dimension and the Unique Position of Māori Culture:

Te Tiriti o Waitangi underpins all aspects of the college's operations. Māori culture is a unique and very important element of our school ethos. Māori parents have identified their children's desire for identity – their place in the world as Māori, their sense of belonging and their spirituality or *oranga wairua* is an integral part of the kaupapa of Kuranui College.

We take the following steps to incorporate Tikanga Māori into the college's curriculum:

- Teachers incorporate Tikanga Māori and Te Reo Māori wherever possible into their learning programmes and classroom practice
- All Year 9 students take part in a Wairarapatanga programme as a part of their induction to the college
- Māori culture, *waiata*, *powhiri* and protocols are used in the college's routines, ceremonies and celebrations wherever possible
- Kapa haka is offered as an extra-curricular activity to any interested student and is taught by a member of the teaching staff
- Tikanga Māori is taught as a course in Years 11, 12 and 13
- Māori culture is increasingly reflected in the college environment through art work and signage
- Local marae are regularly used as places for instruction and are regularly visited by students and staff
- All teaching staff are provided with regular professional learning to learn about and adopt both Tikanga Māori and Te Reo Māori

The college has embraced and is fully implementing the "Kia Eke Panuku" professional learning programme which focuses on training and encouraging all teachers to adopt culturally responsive pedagogies and to adapt their learning programmes to provide cultural relevance.

The college consults regularly with the Māori community to listen to their views and concerns.

Steps taken to discover the views and concerns of the college's Māori community

- Members of the college staff attend regular Ngāti Kahungunu Iwi Whanau hui together with whanau
- A Kuranui Whanau Advisory Group meets regularly

Communication with whanau occurs at and by:

- Biannual Family Learning Conferences with student's Mentor Teachers
- Fortnightly publication of "Kuranui Korero" the college newsletter by email and in hard copy
- Staff are encouraged to phone, email or write regularly with good news and/or concerns
- At the start of the year all whanau are invited to a Year 9 welcome BBQ

The Provision of Te Reo Māori Language Learning

- Te Reo Māori is offered as an optional subject to all students to study from Year 9 to NCEA level 3
- Tikanga Māori is taught as a course in Years 11, 12 and 13

Part 2

Governance Policy

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

1. Board Roles and Responsibilities Policy

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

**Representation
Leadership
Accountability
Employer Role**

The Board	The Standards
1. Sets the strategic direction and long-term plans and monitors the Board's progress against them	1.1 The Board leads the annual charter review process 1.2 The Board sets/reviews the strategic aims in November / December each year. 1.3 The Board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular Board meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all Board decision making
2. Monitors and evaluates student progress and achievement	2.1 The Board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular Board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Appoints, assesses the performance of and supports the principal	3.1 Principal's performance management system in place and implemented
4. Approves the budget and monitors financial management of the school	4.1 Budget approved by the first meeting each year 4.2 Satisfactory performance of school against budget
5. Effectively manages risk	5.1 The Board has an effective governance model in place 5.2 The Board remains briefed on internal/external risk environments and takes action where necessary 5.3 The Board identifies 'trouble spots' in statements of audit and takes action if necessary 5.4 The Board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
6. Ensures compliance with legal requirements	6.1 New members have read and understood the governance framework including policies, the school charter, Board induction pack and requirements and expectations of Board members 6.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 6.3 Accurate minutes of all Board meetings, approved by Board and signed by chair 6.4 Individual staff/student matters are always discussed in public excluded session

The Board		The Standards	
		6.5	Board meetings have a quorum
7.	Ensures Trustees attend Board meetings and take an active role	7.1 7.2 7.3 7.4	Board meetings are effectively run Trustees attend Board meetings having read Board papers and reports and are ready to discuss them Attendance at 80% of meetings (min.) No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
8.	Approves major policies and programme initiatives	8.1 8.2	Approve programme initiatives as per policies The Board monitors implementation of programme initiatives
9.	Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 9.2	The Treaty of Waitangi is obviously considered in Board decisions The Board, principal and staff are culturally responsive and inclusive
10.	Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	10.1 10.2 10.3	Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct Ensures there is ongoing monitoring and review of all personnel policies
11.	Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures	11.1	Successful resolution of any disputes and conflicts referred
12.	Represents the school in a positive, professional manner	12.1	Code of behaviour adhered to
13.	Oversees, conserves and enhances the resource base	13.1	Property/resources meet the needs of the student achievement aims
14.	Effectively hands over governance to new Board/Trustees at election time	14.1 14.2 14.3 14.3	New Trustees provided with governance manual and induction New Trustees fully briefed and able to participate following attendance at an orientation programme Appropriate delegations are in place as per s66 Education Act Board and Trustees participate in appropriate professional development

Review schedule: Triennially

2. Responsibilities of the Principal Policy

The principal is the professional leader of the school and the Board's chief executive working in partnership with the Board of Trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful and imprudent or which violates the Board's Charter or expressed values or commonly held professional ethic.

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

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

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all Board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek Board approval of, and implement an annual plan that is aligned with the Board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the Board on controversial social, political, and/or educational issues
14. Keep the Board informed of information important to its role.
15. Report to the Board as per the Boards reporting policy requirements
16. Ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the Board, the Privacy Officer.

Only decisions made by the Board acting as a Board are binding on the principal unless specific delegations are in place. Decisions or instructions by individual Board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the Board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure "no-surprises".

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

Review above schedule: Triennially

3. Disciplinary Process in Relation to the Principal Policy

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

Review schedule: Triennially

4. Principal Professional Expenses Policy

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.

Review schedule: Triennially

5. Reporting to the Board Policy

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

1. Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's strategic aims are based.
2. Submit written reports to Board or subcommittee meetings which cover but are not limited to the following:
 - Progress against annual goals
 - Personnel
 - Finance
 - Student Progress and Achievement
 - Curriculum
 - Student attendance
 - Health and Safety
3. Inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. Submit any monitoring data required in a timely, accurate and understandable fashion
5. Report and explain financial variance against budget in line with the Board's expectations
6. Report on the number of stand-downs, suspensions, exclusions and expulsions on a quarterly basis
7. Report and explain roll variance against year levels and reasons on a per meeting basis
8. Inform the Board when, for any reason, there is non-compliance of a Board policy
9. Recommend changes in Board policies when the need for them becomes known
10. Highlight areas of possible bad publicity or community dis-satisfaction
11. Coordinate management/staff reports to the Board and present to the Board under the principal's authority
12. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
13. Report on any matter requested by the Board and within the specified timeframe

Review schedule: Triennially

6. Trustees' Code of Behaviour Policy

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

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

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

Signature: Date:

Review schedule: Triennially

7. Trustee Remuneration and Expenses Policy

The Board has the right to set the amount that the chair and other Board members are reimbursed for attendance at Board meetings in recognition that these fees cover the expense of attending Board meetings. The principal, as a member of the Board is entitled to the same payment as all other Trustees except the chair. Currently at Kuranui College;

- 1 The chair receives \$120.00 per Board meeting
- 2 The deputy chair receives \$90.00 per Board meeting
- 3 Elected Board members receive \$80.00 per Board meeting
- 4 There is no payment for working group/committee meetings
- 5 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Trustees and \$825 for the chair
- 6 Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval must first be sought
- 7 All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring

Review schedule: Triennially

8. Conflict of Interest Policy

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

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

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

Review schedule: Triennially

9. Chair's Role Description Policy

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

The Chair:

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

* *Legislative Requirement*

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

10. Staff/Student Trustee Role Description Policy

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

As a trustee the staff/student trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other Trustees.

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

Review schedule: Triennially

11. The Relationship between the Board and the Principal Policy

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The Board and the principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the Board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The principal reports to the Board as a whole rather than to individual Trustees.
4. Day to day relationships between the Board and the principal are delegated to the chair.
5. All reports presented to the Board by the staff (unless specifically requested by the Board) arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the Board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The Board must maintain a healthy independence from the principal in order to fulfil its role. The Board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The principal should be able to share their biggest concerns with the Board.

Review schedule: Annually

12. Principal's Performance Management Policy

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

1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the Boards and optionally, at the Board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one per each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
5. The principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the 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.
7. The Board chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. 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.
9. The chair/delegate(s)/consultant will present the final report/summary back to the Board 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.
10. The principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the principal, the Board and their agents unless both parties agree to wider distribution.

* Legal requirement

Review schedule: Triennially

13. The Relationship between the Chair and the Principal Policy

The chair is the leader of the Board and works on behalf of the Board on a day to day basis with the principal. The relationship principles are to be read in line with the following:

1. The Board's agreed governance and management definitions
2. The Board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chair's Role Description Policy
5. The Trustees' Code of Behaviour Policy

Relationship principles:

1. A positive, productive working relationship between the principal and the chair is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the chair has no authority except that granted by the Board.
13. Understand that 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.

Review schedule: Annually

14. Meeting Process Policy

The Board is committed to effective and efficient meetings that are focused at a governance level and provide the information the Board needs to be assured that all policies, plans and processes are being implemented and progressing as planned.

Meetings:

1. Are based on a prepared agenda and include topics from the annual work and review programme. The agenda preparation is the responsibility of the Board Secretary in conjunction with the chair. Copies of the agenda are available from the Board Secretary and are posted on the College website.
2. Are held with the expectation that Trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the Board are fully recorded but remain confidential. The Board needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-Board member it chooses
4. Meetings can be held via audio, audio and visual, or electronic communication providing:
 - all Trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

Review schedule: Triennially

15. Meeting Procedure Policy (an * denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all Board meetings within the *Public Attending Board Meetings Procedure*

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non trustee paid on a commercial basis.
- The quorum shall be not less than 80% of the members of the Board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the Board at a Board meeting and the Board must make a decision.*
- The chair shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board.*
- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any Trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the Board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the Board.
- Only Trustees have automatic speaking rights.
- The Board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The Board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
- The amount the chair and other Board members are paid for attendance at Board meetings is set by the Board. Refer 7. Trustee Expenses and Remuneration Policy.

Time of meetings:

- Regular meetings commence at 6pm and conclude by 8pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

- A special meeting may be called by delivery of notice to the chair signed by at least one third of Trustees currently holding office.

Agenda:

- Agenda items are to be notified to the chair 7 days prior to the meeting
- Late items will only be accepted with the approval of the Board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the Board are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action⁷ and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the Board 5 days before the meeting

Exclusion of the public:

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay.
- The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act.
- Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*

Public participation:

- The Board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the Board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. See *Public Attending Board Meetings Procedure*

Motions/amendments:

- A motion is a formal proposal for consideration.
- All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

Tabling documents

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

Correspondence

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

Termination of debate:

- All decisions are to be taken by open voting by all Trustees present.

Lying on the table

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Points of order

- Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

Suspension of meeting procedures:

- The Board's normal meeting procedures may be suspended by resolution of the meeting.

Minutes

- The principal is to ensure that secretarial services are provided to the Board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- The minutes are to be completed and distributed to the Trustees within ten working days of the meeting.

Review schedule: Triennially

15.1 Public Attending Board Meetings Procedure

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

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

- 1 Board meetings are not public meetings but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
- 3 Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the Board.
- 4 Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 No more than two speakers on any one topic.
- 6 Speakers are not to question the Board and must speak to the topic.
- 7 Board members will not address questions or statements to speakers.
- 8 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 9 If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff, students and parents of the school who are not Trustees on the Board.

Review schedule: Triennially

15.2 Agenda

A typical agenda will be as follows.

	Policy Reference:
1. <u>Housekeeping</u> <ol style="list-style-type: none"> a. Apologies b. Conflicts of interest c. Confirmation of previous minutes 	
2. <u>Items Requiring Board Decisions</u>	
3. <u>Monitoring</u> <ol style="list-style-type: none"> a. Action List b. Correspondence c. Principal's Report d. Finance and Facilities Committee Minutes e. Policy Review f. Health and Safety h. Matters to be discussed In Committee 	
4. <u>Items for Discussion</u>	
5. <u>Preparation for Next Meeting</u>	
6. <u>Meeting Closure</u>	

Review schedule: Triennially

16. Board Induction Policy

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

1. New Trustees will receive a welcome letter on their joining the Board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction
 - The date of the next Board meeting
 - Chair and principal contact details
2. New Trustees will be issued with a governance manual containing copies of the school's:
 - Charter – including the strategic and annual/operational plans
 - Policies
 - The current budget
 - The last ERO report
 - The last annual report
 - The triennial review programme
 - Any other relevant material
3. The chair or delegate will meet with new Board members to explain Board policy and other material in the governance manual.
4. The principal and chair or delegate, will brief all new members on the organisational structure of the school.
5. The principal will conduct a site visit of the school.
6. New Board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the Board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

Did you feel welcomed onto the Board?

Very welcome Welcome Not very welcome
Comment:

Did you receive all necessary information in a timely manner?

Very timely Timely Not very timely
Comment:

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

Very effective Effective Not very effective
Comment:

Please comment on how we could improve this induction process:

17. Board Review Policy

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

- the annual report
- the triennial review programme
- the Education Review Office (ERO) report
- any other means deemed appropriate by the Board

Review schedule: Triennially

18. Committee Policy

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

Education Act 1989, section 66

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

Board committees:

1. Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-Trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. May not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair.
4. Help the Board (not the staff) do its work.
5. Other than the Board discipline committee, they must act through the Board and therefore can only recommend courses of action to the Board and have no authority to act without the delegated authority of the Board.
6. Assist the Board chiefly by preparing policy alternatives and implications for Board deliberation. Board committees are not to be created by the Board to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - purpose
 - committee members
 - delegated authority

The following committees are currently established:

- Review Committee
- Student Discipline Committee
- Finance & Facilities
- Complaints

Review schedule: Triennially

18.1 Review Committee Terms of Reference

Purpose:

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

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

Committee Members:

[at least 2 Trustees; excludes the Board chair and excludes the principal]

Meets:

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

Delegated Authority:

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

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

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

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

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

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

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

Review schedule: Triennially

18.2 Student Disciplinary Committee Terms of Reference

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

All members of the Board 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 two Trustees.

Delegated Authority:

That the powers conferred on the Board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline committee of the Board of Trustees. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the MoE guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the Board as necessary.

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

Review schedule: Triennially

18.3 Finance and Facilities Committee Terms of Reference

Responsibility of the Board

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

The finance and facilities committee as a committee of the Board is responsible for providing guidance to the principal on financial and property matters.

Purpose of the Finance and Facilities Committee

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

Committee members:

Minimum of three Trustees including the principal. The quorum for the committee shall be two Trustees.

Delegated Authority

The committee is responsible to the Board for:

1. Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
2. Determining the level of budgetary discretion available to the principal.
3. Monitoring and reporting on the annual budget via the principal.
4. Reviewing on behalf of the Board accounts passed for payment by the school. Advising on additional funding sources.
5. 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.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for Board approval.
8. Assisting the principal in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the Board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.
13. Annual review of the 10 Year Property Plan.
14. Overview of building projects and 5YA expenditure.

Review schedule: Triennially

Compliance Reporting

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.

18.4 Complaints Committee Terms of Reference

Purpose:

To make decisions on complaints concerning serious breaches in the standards of expected staff conduct and behaviour, according to the requirements of the relevant Employment Agreements.

Committee Members:

Can be all members of the Board including the Principal.

The Board reserves the right to coopt a non-Board member to the complaints committee if the need arises. (For complaints concerning the Principal, refer to 3. Disciplinary Process in Relation to the Principal Policy)

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:

The committee will:

- consult the guide available from STA, "Recruiting and Managing School Staff"
- act in fairness, without bias or prejudice and with confidentiality
- act within legislation
- act only on reliable and verified information
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the Board for ratification
- ensure any notes and minutes taken from meetings or hearings are kept on file

Review schedule: Triennially

19. Concerns and Complaints Process

The Board of Trustees views complaints as an important means of improving its operations. All complaints will be dealt with in a timely manner following the college's procedures.

Outcomes of complaints investigations will be provided to all complainants.

1. The Complaints Procedure will be published on the College website.
2. Complaints may be made verbally or in writing. In the first instance, the complaint should be made to the person involved.
3. If resolution has not been achieved through a direct approach, the issue may then be addressed by those listed below:
 - Staff conduct and behaviour – the Principal
 - Fees – the Principal
 - Staffing – the Principal
 - Student Behaviour and Achievement – the appropriate Head of College
 - Assessment – the Principal's Nominee
 - Sport – the Sports Coordinator
 - Extracurricular activities – the staff member responsible for the activity or a Deputy Principal
 - Buses – the Bus Controller
 - Facilities – the Deputy Principal responsible for Property
 - Complaints regarding the Principal – the Chairperson of the Board of Trustees – refer to Section 3. "Disciplinary Process in Relation to the Principal Policy"
4. The person receiving a complaint will attempt to resolve the matter through discussion with affected parties. If this is not successful or it is decided that the complaint is of a serious nature, the complaint will be referred to the Principal.
5. A written acknowledgement of receipt of a written complaint will then be made by the Principal, outlining the complaints process which will be followed.
6. Any issue involving a matter of staff conduct and discipline will be dealt with in accordance with the procedures outlined in the relevant Collective Agreement.
7. The staff member(s) concerned will be required to respond to the complaint in writing within a reasonable timeframe, and will be given the opportunity to seek representation and support. The staff member may also be asked to meet with the Principal to discuss the issue.
8. The Principal will review the issues involved, and will attempt to resolve the matter through discussion with the affected parties.
9. If the issue is not resolved and the Principal believes there is an issue of staff conduct and discipline or Board policy to be addressed, the Principal will contact the Chair of the Board of Trustees.
10. A course of action will be decided and may be one of the following:
 - No further action required – no complaint to answer
 - Further informal discussion to resolve the matter
 - Mediation (by an external mediator)
 - A restorative meeting
 - If the issue involves an issue of staff conduct and discipline, a review of any investigation and evidence will be made by the Complaints Committee of the Board of Trustees followed by referral to the full Board of Trustees for ratification.
11. The Board, the complainant and other parties concerned will be kept informed of the outcomes and the course of action to be taken.

20. Kuranui College Delegations List

Date of Minuted Delegation	Personnel <i>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.</i>	Delegated Authority <i>See individual Committee Terms of Reference in the Board's Governance Manual</i>	Term of Delegation Note: <i>Delegation ceases at the date below, by earlier resolution of the Board, or, if no date, is ongoing</i>
February meeting each year	Student Disciplinary Committee All current Trustees bar the principal	That all current Trustees bar the principal have delegated authority to be members of the Board's Student Disciplinary Committee acting under the Terms of Reference for this committee.	
15/02/20XX	Finance and Facilities Committee Lara Ariell David Patten Glen Mackie	That the Finance and Facilities Committee members have delegated authority to be members of the Board's Finance and Facilities Committee acting under the Terms of Reference for this committee.	
16/03/20XX	Deputy Principals Gary Hall Maree Patten	That the Board directs that, except where the Board, at its discretion, otherwise determines, the Deputy Principals shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the Principal.	
	Review Committee Xxx Xxx Xxx	That the Review Committee members have delegated authority to be members of the Board's Review Committee acting under the Terms of Reference for this committee.	
20/05/2015	Complaints Committee All current Trustees and specialist co-opted members	That all current Trustees (includes the principal) have delegated authority to be members of the Board's Complaints Committee acting under the Terms of Reference for this committee.	

Review schedule: Annually

21. Trustee Register – this register will be updated when any trustee joins or leaves the Board or the Board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives = 5

Mid-term election cycle No Date of Board meeting where change was made:

Name	Phone/email	Position on Board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the Board date	Current Term expires
David Patten	dave.patten@wise.net.nz	CH	EL	03/06/2010		Election 2016
Lara Ariell	lara.ariell@gmail.com	T	Selected	23/06/2015		Election 2016
Glen Mackie	glen.mackie@nzfoa.org.nz	T	EL	03/06/2010		Election 2016
Belinda Inglis	belinda@binglis.co.nz	T	EL	03/06/2010		Election 2016
Vicki Wish	wishv@kuranui-college.school.nz	T	Staff	25/07/2014		Election 2016
AJ Southey	southeyaj@gmail.com	T	Student	04/09/2015		Sept 2016
Geoff Shepherd	shepherdg@kuranui-college.school.nz	Member	Principal	05/05/2008		

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor’s appointee, principal

Note 2: If the Board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

Note 3: Complete form (Appendix F) for informing MoE and NZSTA

22. Triennial Review Programme/Board Annual Work Plan

Year: 2016 Review	Area for Review	Board Meeting Dates											
		27 Jan/ 29 Feb	23 March	20 April	25 May	22 June	20 July	24 August	21 Sept	26 Oct	23 Nov	Dec	
Strategic Review	Charter	Approve Charter, Annual Plan, Strat plan, and A of V and sent to MoE by 1 March	Receive and review student survey of revised senior curriculum								Receive and review report on Junior College curriculum review	Review of strategic plan	Analysis of Variance Annual plan draft
	Strategic aims		1. Student Achievement	2. People	3. Kuranui Culture	4. Governance	5. Finance	6. Facilities and Resources	7. Community Engagement	8. Communication and Engagement			
Regular Review	Policy			1 st draft of Board Operations Policy	Completed Board Operations Policy Receive recommendations on Health and Safety Policy	1 st draft of revised Health and Safety Policy	Completion of revised Health and Safety Policy					Begin review of Curriculum Policy	
	Learner progress and achievement	Receive and review 2015 NCEA and Junior College achievement data	Receive and review Junior SOY Asttle data		Principal to report on NCEA internal progress			Principal to report on identified "at risk" NCEA candidates		Principal to report on NCEA internal progress	Principal to report on NCEA internal progress	Receive and review Junior EOY Asttle data	
	HR	Receive and review report on staffing for 2016 Consider Exit Interview Report	Principal's 2016 Performance Agreement approved, and sign off 2015 agreement		Receive and review report on teaching staff appraisal cycle					Receive and review report on recruitment plan for 2017	Receive and review report on completion of support staff appraisal		

	Curriculum		English Report Receive and review student survey of revised senior curriculum	Arts Report	Maths Report	Learning Support Report	Science Report	Social Science Report	PE Report	Technology Report Receive and review report on Junior College curriculum review	Futures Report	
	Finance and Facilities	Monitor Approve 2016 budget Self review and plan for 2017	Monitor. Approve capital item expenditure for 2016. Annual accounts prepared and forwarded to auditors	Monitor Annual review of 10YPP completed (incl Cyclical maintenance and capital works)	Monitor Community reporting on financial performance.	Monitor Ensure issues raised by auditor are addressed	Monitor Mid year review	Monitor Annual review of risk management needs and insurances	Monitor Annual plan available as an input document for preparation of budget	Monitor Initial budget recommendations including capital item purchase requests submitted to Board	Monitor Final draft of 2017 budget is completed and submitted to Board for approval	Monitor
Emergent Review	New govt. initiatives	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	Kia Eke Panuku progress reported in Principal's reports	
	New local initiatives		Express interest in joining Community of Learning	Receive MOE contract to join Community of Learning								
Board Process & Requirements		Appoint chair Board delegations	Meet with SLT and Team Leaders to review and plan		Annual Report approved and sent to MoE	Triennial Elections 3 June Induction of new Board			Review Board induction processes			

Year: 2017 Review	Area for Review	Board Meeting Dates											
		Jan/Feb	March	April	May	June	July	August	Sept	Oct	Nov	Dec	
Strategic Review	Charter	Approve Charter, Annual Plan, Strat plan, and A of V and sent to MoE by 1 March										Review of strategic plan	Analysis of Variance Annual plan draft
	Strategic aims		1. Student Achievement	2. People	3. Kuranui Culture	4. Governance	5. Finance	6. Facilities and Resources	7. Community Engagement	8. Communication and Engagement			
Regular Review	Policy		1 st draft of Curriculum Policy	Complete Curriculum policy		Review Strat Plan Policy	Complete Strat Plan Policy					Review F and F Policy	
	Learner progress and achievement	Receive and review 2016 NCEA and Junior College achievement data	Receive and review Junior SOY Asttle data		Principal to report on NCEA internal progress			Principal to report on identified "at risk" NCEA candidates		Principal to report on NCEA internal progress	Principal to report on NCEA internal progress	Principal to report on NCEA internal progress	Receive and review Junior EOY Asttle data
	HR	Receive and review report on staffing for 2017 Consider Exit Interview Report	Principal's 2017 Performance Agreement approved, and sign off 2016 agreement		Receive and review report on teaching staff appraisal cycle					Receive and review report on recruitment plan for 2018	Receive and review report on completion of support staff appraisal		
	Curriculum		Implement revised Junior Curriculum			Review progress of revised Junior Curriculum						Final review of revised Junior Curriculum	

	Finance and Facilities	Monitor Approve 2017 budget Self review and plan for 2018	Monitor. Approve capital item expenditure for 2017. Annual accounts prepared and forwarded to auditors	Monitor Annual review of 10YPP completed (incl Cyclical maintenance and capital works)	Monitor Community reporting on financial performance.	Monitor Ensure issues raised by auditor are addressed	Monitor Mid year review	Monitor Annual review of risk management needs and insurances	Monitor Annual plan available as an input document for preparation of budget	Monitor Initial budget recommendations including capital item purchase requests submitted to Board	Monitor Final draft of 2018 budget is completed and submitted to Board for approval	Monitor
Emergent Review	New govt. initiatives	Kia Eke Panuku										
	New local initiatives	Community of Learning										
Board Process & Requirements		Appoint chair Board delegations	Accounts to Auditor Meet with SLT and Team Leaders to review and plan		Annual Report approved and sent to MoE							

Year: 2018 Review	Area for Review	Board Meeting Dates											
		Jan/Feb	March	April	May	June	July	August	Sept	Oct	Nov	Dec	
Strategic Review	Charter	Approve Charter, Annual Plan, Strat plan, and A of V and sent to MoE by 1 March										Review of strategic plan	Analysis of Variance Annual plan draft
	Strategic aims		1. Student Achievement	2. People	3. Kuranui Culture	4. Governance	5. Finance	6. Facilities and Resources	7. Community Engagement	8. Communication and Engagement			
Regular Review	Policy		1 st draft of revised F and F Policy	2 nd draft of revised F and F Policy	Final F and F Policy approved		1 st draft of Legislation Policy	Complete legislation Policy		Review Personnel Policy	Final Personnel Policy		
	Learner progress and achievement	Receive and review 2017 NCEA and Junior College achievement data	Receive and review Junior SOY Asttle data		Principal to report on NCEA internal progress			Principal to report on identified "at risk" NCEA candidates		Principal to report on NCEA internal progress	Principal to report on NCEA internal progress	Receive and review Junior EOY Asttle data	
	HR	Receive and review report on staffing for 2018 Consider Exit Interview Report	Principal's 2018 Performance Agreement approved, and sign off 2017 agreement		Receive and review report on teaching staff appraisal cycle					Receive and review report on recruitment plan for 2019	Receive and review report on completion of support staff appraisal		
	Curriculum		Update on progress of Junior and Senior College curricula										

	Finance and Facilities	Monitor Approve 2018 budget Self review and plan for 2019	Monitor. Approve capital item expenditure for 2018. Annual accounts prepared and forwarded to auditors	Monitor Annual review of 10YPP completed (incl Cyclical maintenance and capital works)	Monitor Community reporting on financial performance.	Monitor Ensure issues raised by auditor are addressed	Monitor Mid year review	Monitor Annual review of risk management needs and insurances	Monitor Annual plan available as an input document for preparation of budget	Monitor Initial budget recommendations including capital item purchase requests submitted to Board	Monitor Final draft of 2019 budget is completed and submitted to Board for approval	Monitor
Emergent Review	New govt. initiatives											
	New local initiatives	Update on Community of Learning progress										
Board Process & Requirements		Appoint chair Board delegations	Accounts to Auditor Meet with SLT and Team Leaders to review and plan		Annual Report approved and sent to MoE							

