



# Aidanfield

## Christian School

# Board

# Governance Handbook

# 2025

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# Part One

## Introduction

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### 1. Governance

The Board is accountable for the operation of the school and its performance. In operating the school, the Board is obliged to take into account the interests of all stakeholders (eg. those of the parent body, students, Proprietors and Minister of Education). Its role includes strategic leadership and vision setting (in partnership with the Proprietor) and ensuring that the school is effective and meets all legislative and regulatory responsibilities defined in relevant Education Acts and other legislation.

The Board meets these obligations by setting policies and other guidelines covering all obligations delegating responsibility for implementation to the Principal, establishing the School Strategic Plan, then monitoring the effectiveness of policy implementation through a system of accountability reporting.

The Board and Principal form the leadership team with the role of each documented with clear reference to the interface both parties have with the Proprietors. The Principal reports to the Board as a whole. The Board has limited time and is proactive through the audit process model for assurance purposes; otherwise its meetings primarily focus on strategic planning, Special Character and school development in close liaison with the Proprietors. The Board makes a clear distinction between governance and management. In a large school, it does not involve itself at all in the administrative details of the day-to-day running of the school. In a small school, involvement in day-to-day management is at the invitation of the Principal. The Principal is employed as the CEO and the Board expect her/him to function accordingly, provide relevant assurance information and alert the Board to risk and variance (to meet statutory obligations or as requested by the Board). If a Board member is doing something in the school for which there is a staff member employed in that role, then they should not be doing it unless invited to assist by the Principal.

### 2. Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with both [Board's Policy Framework](#) (including Special Character features), [Strategic Plan](#), any other delegations from the Board and New Zealand law.

The Principal has complete discretion to manage the school on a day-by-day basis as they think fit, within the boundaries set out above.

Much of this resource draws on NZSBA advice and resources. Follow this link to the NZSBA Governance Framework  
<https://www.nzstaresourcecentre.org.nz/helpforboards?ald=ka00o0000011WNQAA2>

The New Zealand Catholic Education Office website has some excellent policy templates. These are relatively straight forward to customise to the special character setting of your school. <https://www.nzceohandbook.org.nz/governance/governance-framework/school-boards/>

### 3. Relevant Legislation

#### Education and Training Act (2020)

##### Section 125 - Board is the governing body of the school.

##### A board is the governing body of its school.

1. A Board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
2. Under Section 130, the school's Principal is the Board's chief executive in relation to the school's control and management.

##### Section 127 - Objectives of Boards in governing schools.

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

##### Section 131 - Board has complete discretion

- (1) A Board has complete discretion to perform its functions and exercise its powers as it thinks fit.
- (2) Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

### **Section 133 - Board's policies and practices must reflect cultural diversity**

A Board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity.

### **Integrated Schools section of the Education and Training Act 2020**

**(Schedule 6) Education with a Special Character** means education within the framework of a particular or general religious or philosophical belief, and associated with observances or traditions appropriate to that belief.

Integrated school means a private school originally established to provide education with a Special Character that, in accordance with the provisions of this Act, has, by the free choice of the Proprietor of the school, been established as an integrated school, and has thereby become part of the State system of education in New Zealand.

**Integration** means the conditions and procedures on, and by which, a private school may become established as part of the State system of education and remain part of that system on a basis whereby the education with a Special Character which it provides is preserved and safeguarded; and *integrated* has a corresponding meaning.

**Proprietor**, in relation to a private school or an integrated school, means that corporation, body of trustees, or other person or body of persons, which or who have the primary responsibility for determining the Special Character of the school and for supervising the maintenance of that Special Character, and who own, hold upon trust, or lease the land and buildings that constitute the school premises

### **Preservation of Special Character of State Integrated Schools Education & Training Act 2020 Schedule 6 Clause 1**

- (1) A State integrated school on integration continues to have the right to reflect, through its teaching and conduct, the education with a Special Character provided by it.
- (2) Integration must not jeopardise the Special Character of a State integrated school.
- (3) Subject to the integration agreement, the proprietor of a State integrated school-
  - (a) continues to have the responsibility of supervising the maintenance and preservation of the education with a Special Character provided by the school:
  - (b) continues to have the right to determine what is necessary to preserve and safeguard the Special Character of the education provided by the school and described in the integration agreement.
- (4) If, in the proprietor's opinion, the Special Character of the school as defined and described in the Integration Agreement has been or is likely to be jeopardised, or the education with a Special Character provided by the school as defined and described in the Integration Agreement is no longer preserved and safeguarded, the proprietor may invoke the powers conferred on the proprietor by this Schedule.
- (5)** The Proprietor must be appropriately consulted by the controlling authority

(Board) on the establishment of, and appointment to, tagged positions. **[E&TA Sch6 s46, 52]**

**Memorandum of Understanding (MoU)** - AIS NZ recommends that School Boards have a Memorandum of Understanding with the Proprietor to capture best practice around areas of common interest including;

- Legal constitution of the Proprietor (usually a charitable trust) and the Board (Crown entity and controlling authority)
- Special Character Guidelines - in addition to the Integration Agreement in what other ways does the Proprietor wish to record its expectations of the School Board in respect of Special Character
- The function of Proprietor appointees on the Board
- Campus master planning
- 10-year property planning
- Direct Proprietor use of school facilities
- Proprietor and Board sharing staffing
- International students
- Use by the school of unintegrated space owned by the Proprietor
- Administration of fundraising
- Joint communications
- Financial transactions between the two entities
- Consultation by the Proprietor with the Board regarding the setting of the level of Attendance Dues
- Dealing with Attendance Due defaulters
- Student management systems and parent invoicing
- Furniture and equipment grants
- Property and ground maintenance
- Insurance
- External use of school premises
- Enrolments
- Appointment to tagged teaching positions
- Sharing of minutes, etc.
- Dispute resolution

## Part Two

# Governance Practices

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### 1. Board Roles and Responsibilities

While boards are autonomous governing bodies, they do not govern in isolation. They are responsible to the Proprietor, their community and the Crown for the performance of the school within the law and the national education system.

Working in partnership, your board must fulfil these legal requirements, monitoring and evaluating your school's performance to make sure it is on track to achieve the aims and targets in your Strategic Plan and is complying with board and government policy. Each school is different in terms of its character, culture, philosophy, location, catchment, community, and student body. The focus on student success, however, is the same for every school.

#### **Focusing on student achievement.**

#### **Education and Training Act Section 127 Objectives of boards in governing schools**

(1) A board's primary objectives in governing a school are to ensure that—

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(b) the school—

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to [Te Tiriti o Waitangi](#), including by—

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

(2) To meet the primary objectives, the board must—

(a) have particular regard to the statement of national education and learning priorities (currently under review) issued under [section 5](#); and

(b) give effect to its obligations in relation to—

(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and

(ii) teaching and learning programmes; and

(iii) monitoring and reporting students' progress; and

(c) perform its functions and exercise its powers in a way that is financially responsible; and

(d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and

(e) comply with all of its other obligations under this or any other Act.

Robust school governance structures and processes will support the board in its primary focus.

These structures and processes include:

- strategic leadership and direction through the Strategic Plan process
- a policy framework that gives direction to guide all school activities
- a multi-year review programme that covers all aspects of school performance
- a current budget that is aligned with the strategic and annual plans
- an effective meeting process that focuses on student progress and achievement
- a succession plan and induction programme for new members
- an effective process for appraisal of the principal
- a positive and productive partnership between the board and the principal
- an effective process for working with Proprietor, land trust, families, whānau, communities, and iwi
- effective risk-management strategies.



BOARD MEMBER ACCOUNTABILITY MEASURE <i>(ie. makes effective contribution to Board work as a whole)</i>	STANDARD
1. Set strategic directions and long-term plans and monitor the Board's progress against them.	1.1 Board meets strategic goals.
2. Implement and monitor the Special Character of the school.	2.1 Special Character vision and guidelines of Proprietor is captured accordingly in all aspects of Board and school operations. 2.2 Special Character is monitored in unison with Proprietors.
3. Be accountable to Proprietor for Special Character and Property.	3.1 Implement Proprietor requirements regarding Special Character and Property. 3.2 Provide information to Board of Proprietor as required.
4. Monitor financial management of the school and approve the budget.	4.1 Satisfactory performance of school against budget.
5. Monitor and evaluate student achievement.	5.1 Reports from Principal on progress against Annual Plan highlight risk/success. 5.2 Meets its targets and Annual Plan, implement Curriculum Policy and satisfactory performance of Curriculum Education Priorities. 5.3 Implement curriculum policy and satisfactory performance of curriculum education priorities.
6. Effective risk management.	6.1 Remain briefed on internal/external risk environments and require action where necessary. 6.2 Identify 'trouble spots' in statements of audit and require action if necessary.
7. Ensure the Board is compliant with its legal requirements.	7.1 New and continuing members are kept aware of any changes in legal and reporting requirements for the school. Board has sought legal advice when necessary. 7.2 Accurate minutes of all Board meetings, approved by Board and signed by Presiding Member. 7.3 Individual staff/pupil matters are always discussed in Public Excluded Session.
8. Attend Board meetings and take an active role as a Board member.	8.1 Attend Board meetings having read Board papers and reports and ready to discuss them. 8.2 Attendance at 80% meetings (minimum). 8.3 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down). Refer Education & Training Act 2020 Schedule 23 Clause 12

BOARD MEMBER ACCOUNTABILITY MEASURE <i>(ie. makes effective contribution to Board work as a whole)</i>	STANDARD
	8.5 Participate in Board induction.
9. Approve major policies and programme initiatives.	9.1 Approved and minuted.
10. Fulfil the intent of the Te Tiriti o Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	10.1 The Te Tiriti o Waitangi is obviously considered in Board decisions.
11. Approve and monitor Personnel policy and procedure. Act as good employers.	11.1 Become and remain familiar with employment conditions of the school, staff contract and Collective arrangements.
12. Appoint, assess the performance of and nurture the Principal.	12.1 Principal's Performance Management System in place and implemented.
13. Deal with disputes and conflicts referred to the Board.	13.1 Successful resolution of disputes and conflicts referred.
14. Represent the school in a positive, appropriate manner.	14.1 Code of Conduct adhered to.
15. Oversee, conserve and enhance the resource base.	15.1 Property/resources meet the needs of the pupil achievement goals.
16. Hand over governance to new Board/members at election time.	16.1 New members provided with governance manual. 16.2 New members fully briefed and able to participate following attendance at an orientation programme.

## Code of Conduct

Please [click here](#) for the MoE information. AIS NZ recommends that schools add something along the lines of “At all times demonstrate a commitment to, and support of, the Special Character of the school”.

1. I act with integrity	I act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.
2. I am culturally responsive and fair	I do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours, particular individuals, groups, identities or interests.
3. I actively promote a safe school environment	I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up.
4. I am respectful of my fellow board members and act consistently with the designated or special character of my school	I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree. If I am a board member of a designated character school or state-integrated school I act consistently with the school's character. I act consistently with Te Aho Matua where the school is a Kura Kaupapa Māori Te Aho Matua.
5. I respect the process of collective decision-making	I recognise that only a member authorised by the board to do so may speak on behalf of the board. I do not act independently of the board's decisions.
6. I treat school staff, students and members of the school community with respect	I treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect.
7. I take responsibility for ongoing development in my role	I make myself available to undertake appropriate professional development, including a focus on Te Tiriti o Waitangi and good governance.
8. I engage with our community in sensitive and appropriate ways	I work with my fellow board members to authentically engage with all people in our school community, including whānau, local Māori communities, iwi and hapū, fairly, impartially, promptly, and sensitively to help inform the decisions we make.
9. I speak up for all students	I put students' wellbeing, progress and achievement first and foremost, unaffected by my personal beliefs or interests.
10. I come prepared	I come to board meetings prepared to fully participate in decision-making.
11. I use my position responsibly	I maintain confidentiality when I receive non-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or community's interests.
12. I do not seek gifts or favours	I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.
13. I am politically impartial in my role as a board member	I do not endorse or campaign for a political party or candidate in my capacity as a school board member.
14. I meet statutory and administrative requirements	I act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and where required.
15. I identify and manage conflicts of interest	I identify, disclose, manage and regularly review all interests. I become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school, and all statutory requirements.

## 2. Presiding Member Role

The Presiding Member is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities.

CHAIR ACCOUNTABILITY MEASURE	STANDARD
1. Oversee and foster the vision of the school.	1.1 Special Character vision of Proprietor is reflected and communicated in all aspects of governance and management.
2. Build quality relationships with key stakeholders (Principal, Proprietor Chair).	2.1 Regular meetings are held in addition to on-going liaison. 2.2 Clearly understands the role of each stakeholder and functions accordingly.
3. Oversee general performance of the Board.	3.1 Board performs against its forms of accountability and strategic goals.
4. Ensure information about the financial performance of the organisation flows to the Board.	4.1 Board remains well-informed about financial performance of organisation.
5. Establish and maintain systems for information to flow to the Board.	5.1 Board receives information on time and has time to comment and have input. 5.2 Board has adequate opportunities to have input and make decisions. 5.3 Presiding Member (PM) ensures accurate minutes are kept, approved by Board and signed by PM.
6. Attend and preside at Board meetings.	6.1 Attendance at all meetings (unless presiding responsibility delegated). 6.2 Meeting procedures are observed except where the Board has suspended them. Information on meeting procedures is found in the section on meetings. 6.3 Board meetings have a quorum.
7. Make recommendations to Board about prudent management of Board matters.	7.1 Recommendations made as necessary.
8. Establish and maintain an ongoing working relationship with the Principal.	8.1 Establishes regular meetings with Principal. 8.2 Clear and effective communication with Principal is established.
9. Deal with disputes and conflicts referred to the Presiding Member.	9.1 Follow the Board procedure. 9.2 Act within delegations
10. Ensure the Principal's Performance Agreement and appraisal are completed on an annual basis (reference Principals Collective Agreement)	10.1 Report of Principal's Performance Appraisal tabled at the Board according to appraisal process
11. Is the Board's spokesperson.	As delegated
12. Signatory for formal/legal documentation.	

### 3. Staff Representative and Proprietor Appointee Role Descriptions

#### a) Staff Board Member

The staff board member fulfils legislative requirements relating to Board composition. The role of the staff board member is to bring a staff perspective to Board discussions and decision- making.

The board member has an obligation to serve the broader interests of the school and its pupils and has equal voice, vote, standing and accountabilities as all other members - refer to Board Roles and Responsibilities in previous section. The staff board member is elected by the staff.

STAFF BOARD MEMBER ACCOUNTABILITY MEASURE	STANDARD
1. To work within the Board's Strategic Plan.	1.1 The Strategic Plan is obviously considered in Board decisions.
2. To abide by the Board's governance and operational policies.	2.1 The staff/student board member has a copy of the governance manual and is familiar with all Board policies.
3. The staff board member is first and foremost a board member and must act in the best interests of all stakeholders.	3.1 The staff board member is not a staff advocate. 3.2 Staff board member participates in the best interests of all stakeholders.
4. The staff board Representative is bound by the Code of Conduct.	4.1 The staff board member acts within the Code of Conduct.
5. It is not expected that the staff board member act as a union delegate.	5.1 The staff board member does not bring staff issues to the Board. (This is the role of the Principal only.)
6. It is not necessary for the staff board member to prepare a verbal or written report for the Board unless specifically requested to from the Board.	6.1 No regular reports received unless a request has been made by the Board on a specific topic.

## **b) Proprietor Appointee**

The number of Proprietor appointees fulfils legislative requirements and, relating to Board composition, must be one less than parent-elected members.

This appointee has an obligation to serve the broader interests of the school and its pupils and has equal voice, vote, standing and accountabilities as all other board members – refer to Board Roles and Responsibilities in previous section.

However, as an appointee of the Proprietor, it is expected the Board member will bring a proprietor perspective to Board decision-making with reference to all matters related to Special Character and property. Term of appointment is determined by the Proprietor and is normally reviewed during Board election season.

APPOINTEE ACCOUNTABILITY MEASURE	STANDARD
1. To work within the Board’s Strategic Plan.	The Strategic Plan is obviously considered in Board decisions. (including the proprietors expectations and aspirations)
2. To abide by the Board’s governance and operational policies.	The appointee has a copy of the governance manual and is familiar with all Board policies.
The appointee is first and foremost a Board Member and must act in the best interests of the school.	<ol style="list-style-type: none"> <li>1. Ensures all aspects of Special Character are reflected in Board decisions consistent with Proprietor expectations.</li> <li>2. Participates in the best interests of all the stakeholders.</li> <li>3. Ensure that the school strives for excellence in all of it’s endeavours.</li> <li>4. Be sensitive to matters of equity and justice and have respect for different cultural, ethnic and family backgrounds and circumstances.</li> </ol>
4. The appointee is bound by the Code of Conduct.	4.1 Acts within the Code of Conduct.
5. Keeps the Proprietor informed of relevant matters.	<p>Proprietor is well informed about relevant matters. An annual report is prepared for the Proprietor.</p> <p>Report to the Proprietor as agreed with the Proprietor, and in consultation with the Board.</p>

<p>To draw Board attention to Special Character agreement with the Crown (Integration Agreement) and Special Character Implementation practices.</p>	<ol style="list-style-type: none"> <li>1. Board clearly knows what the Proprietor expectations are with regard to policy and school operation.</li> <li>2. Presents and protects the Proprietor interests in good faith.</li> <li>3. Consults with Proprietor Board when necessary, regarding decisions the Board wishes to make for which the representative is unsure, or as requested by the Board.</li> <li>4. Monitors the curriculum against Special Character outcomes to ensure the school maintains its Special Character.</li> <li>5. Ensures all appointments meet Proprietor expectations with regard to Special Character.</li> <li>6. Work closely with other Board members and the Principal to ensure that the school remains a school with a distinctive, flourishing Special Character.</li> <li>7. Help preserve the Special Character of the school by being aware of relevant policies of the Proprietor, and by acquiring knowledge and expertise in the areas that influence Special Character – in particular, staff appointments, staff relationships, school programmes and student enrolments.</li> <li>8. Support programmes and practices that form the education with a Special Character of the school.</li> </ol>
<p>Proprietor’s property is managed and maintained in the best interests of the proprietor and the educational vision for the school.</p>	<p>Clearly understands Proprietor responsibilities with regard to property and communicates accordingly</p> <p>Ensure that the Proprietors property is kept in good order. (10YPP)</p> <p>Ensure that the Proprietor is communicate with regularly by the Board about property matters.</p> <p>Monitors all compliance matters related to property and monies allocated and spent.</p>
<p>Participates in Board committees (or portfolio responsibilities) as deemed advantageous by the Board.</p>	<p>Active participant on Board committees or as a portfolio holder.</p>

## 4. The Relationship between the Board and the Principal

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 Conduct, should be read alongside this policy.

- This relationship is based on special character principles, such as mutual respect based on trust, integrity and ability.
- The relationship must be professional.
- The Principal reports to the Board as a whole rather than to individual board members.
- Day-to-day relationships between the Board and the Principal are delegated to the Presiding Member.
- All reports presented to the Board by the staff arrive there with the Principal's approval and the Principal is accountable for the contents.
- There are clear delegations and accountabilities by the Board to the Principal through policy.
- The two must work as a team and there should be no surprises.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.
- The Board must maintain a healthy independence from the Principal in order to fulfil their role.
- The Principal should be able to share their biggest concerns with the Board.

## 5. The Relationship between the Presiding Member and the Principal

The Presiding Member 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:

- The Board's agreed governance and management definitions
- The Board's Roles and Responsibilities procedure
- The Responsibilities of the Principal procedure
- The Presiding Member's Role procedure
- The Board Member's Code of Conduct procedure



Relationship principles:

- (1) A positive, productive working relationship between the Principal and the Presiding Member 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 each other on performance concerns.
- (6) The Presiding Member 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 each other's authority.
- (9) There is agreement to not break confidences when assurances have been given.
- (10) There is agreement to be honest with each other.
- (11) Each agree and accept the need to follow policy and procedures.
- (12) Each agree not to hold back relevant information.
- (13) Each agree and understand that the Presiding Member has no authority except that granted by the Board.
- (14) Understand that the Presiding Member should act as a sounding board for the Principal both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.
- (15) Establish and commit to regular meeting times.

## **6. The Relationship between the Board, Principal, and Proprietor**

The performance of the school depends significantly on the effectiveness of this three-way partnership, and as such a positive, productive working relationship is essential. The Board (through its Presiding Member), Proprietor and the Principal form a strategic leadership team.

Relationship principles 2-13 and 15 above, apply to this relationship

procedure. Other points to note:

- Access of the Proprietor to the school is always through the Principal with the blessing of the Board Presiding Member.
- The parties agree the level of visibility of the Proprietor in the life of the school. In most schools the school board, and particularly the Principal, are the "shop front" of the school. If the proprietor seeks to be involved in community facing events, consult with the community etc, then it is courteous for the parties to agree on how this will work.

## **7. Meeting Processes**

The Board sets policies for its own work (Governance Policies). The New Zealand Catholic Education Office website has some excellent policy templates. These are relatively straight forward to customise to the special character setting of your school.

## Meeting Procedures

[\* denotes legislative requirement]

### a) **General**

- i. Meetings are held as per the agenda. There is not a general business part of the agenda.
- ii. The quorum shall be more than half the members of the Board currently holding office.\*
- iii. The Presiding Member shall be elected 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.\*
- iv. The Presiding Member may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
- v. Any board member with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and must be excluded from the meeting for the duration of the debate or decision making.\*
- vi. Only board members have automatic speaking rights.
- vii. The Board delegates [and minutes] powers under Regulation 8 of the Education (School Boards) Regulations 2020 to the Disciplinary Committee.
- viii. The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.

### b) **Time of meetings**

Regular meetings commence with prayer and devotions and will normally take three hours. Permission will be sought from the full meeting to extend the meeting time beyond three hours.

A resolution for an extension of time may be moved.

Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

The Board will normally meet eight times per year.

### c) **Special meetings**

A special meeting may be called by delivery of notice to the Presiding Member signed by at least one third of board members currently holding office.

### d) **Exclusion of the public**

The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government & Official Information Act 1987 Section 48.\* Public excluded minutes will be made appropriately to meet local body best practice.

**e) Public participation**

- i. Public participation is at the discretion of the presiding member.
- ii. Public attending the meeting are given a notice about their rights to participation in the meeting.

**f) Motions/Amendments**

- i. All motions and amendments moved in debate must be seconded unless moved by the presiding member.\*
- ii. Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.\*
- iii. No further amendments may be accepted until the first one is disposed of.\*
- iv. The mover of a motion has right of reply.\*
- v. A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.\*
- vi. Decisions made by email between meetings will be ratified at the next meeting.

**g) Termination of debate**

All decisions are to be taken by open voting by all board members present unless the Board determines otherwise. eg secret ballot for election of Presiding Member.

**h) Suspension of meeting procedures**

Standing Orders may be suspended by resolution of the meeting.

**i) Agenda**

- i. Agenda items are to be notified to the presiding member 5 days prior to the meeting.
- ii. Late items will only be accepted with the approval of the Board.
- iii. The order of the Agenda may be varied by resolution at the meeting.
- iv. All matters requiring a decision of the Board are to be appended as separate meeting items.
- v. All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agenda documentation.
- vi. The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- vii. Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- viii. Papers and reports are to be sent to the Board a minimum of five days before the date of the meeting.

**j) Minutes**

- i. The Board ensures it has appropriate secretarial services.
- ii. The minutes are to clearly show resolutions and action points and who is to complete the action.

- iii. A draft set of minutes is to be completed and sent to the presiding member for approval within four working days of the Board meeting before being distributed to board members within seven working days of the meeting.
- iv. Minutes are signed by the Board presiding member or delegate following adoption.

**k) Meeting reports**

- i. All reports are primarily through the Principal unless specifically stated elsewhere
- ii. Principal’s Report: reflects the Special Character of the school, is based on the Annual Plan and has a format negotiated by the Principal with the Board.

**Meeting agenda**

A typical agenda may be as follows.

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<b>Board Meeting Agenda - Date</b>	
1. Devotion/Administration Matters.....	5 minutes
1.1 Present	
1.2 Apologies	
1.3 Declaration of interests	
2. Audit Committee Report	
3. Curriculum Report	
4. <b>Strategic Report</b> - Principal [see Schedule]	
4.1 Ongoing summary of progress to date - Principal to report	
4.2 Exploration of Key Result Area, eg. governance, service	
4.3 Board discussion	
5. Special Issues [see Schedule] and Projects	
6. <b>Meeting Closure</b> .....	5 minutes
6.1 Confirmation of minutes	
6.2 Correspondence	
6.3 Comments on meeting procedures and outcomes	
6.4 Preparation for next meeting	

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## **Board Review of Governance**

### ***Board Members***

Annually each board member will evaluate their own contribution to the Board and their individual effectiveness in discussion with the presiding member. The basis of this review shall be these Governance Policies [in particular the Roles and Responsibilities standards and the Code of Conduct].

### ***Presiding Member***

The Board Presiding Member will evaluate his/her effectiveness and performance in discussion with individual members and the Principal [in particular the role of the presiding member standards].

### ***Board***

Annually the Presiding Member will co-ordinate a review of the effectiveness of the Board. A report will be provided to the Board on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic Plan and Policy Framework.

### ***ERO Evaluation***

The school establishes an evaluation partnership with the body charged with quality assurance of schools on behalf of the Crown.

### ***Special Character Evaluation***

The Proprietor establishes an evaluation partnership with the Board focused on building evaluation capacity for the supervision of the education with a special character provided by the school. This may include periodic reviews (if applicable).

Ongoing special character evaluation and/or periodic Special Character reviews.

**PLEASE NOTE:** During 2024 AIS NZ advice around [ongoing evaluation](#) (as distinct from Periodic Evaluation) has been updated. [Follow this link](#) to see the new advice. Proprietors may choose an ongoing or periodic evaluation approach.

A Proprietor-led programme of Special Character reviews will stimulate a culture of internal review of Special Character in the school and will provide the school with evidence to the Education Review Office about the health and vitality of the Special Character of the school

Link to [Periodic Special Character Review Model](#)

## Governance Processes/Procedures

### ***Board work planning***

The Board maintains a three-year work plan, including audits and other self-review. These plans drive agenda setting for each Board meeting.

Follow this link to the NZSBA Governance Framework

<https://www.nzstaresourcecentre.org.nz/helpforboards?ald=ka00o0000011WNQAA2>

The Board maintains three year:

- (1) Work plans which drive agenda setting for each Board meeting
- (2) Audit plans
- (3) Self-review plans links to each or combine

Area for review	Board meeting							
	Feb	March	dates May	June	August	Sept	Nov	Dec
Charter/strategic plan	Confirm charter approved and sent to MoE						Review of strategic plan Approve review plan 20xx	Analysis of variance Annual plan draft
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		Role of the presiding member
Student progress and achievement	Year 9 and 10 literacy and numeracy	Special education needs	NCEA confirmed results	Mid-year student achievement	Pasifika student focus	Gifted and talented		
Te Tiriti o Waitangi	Māori student focus	Local Māori community consultation		Māori student focus	Local Māori community consultation			
Inclusion & Wellbeing	Student transition focus		Staff wellbeing survey		Student wellbeing survey		Student transition focus	Board wellbeing assessment
Human resources	Principal performance agreement approved	HR tool checklist 1		Mid-year review principal performance		HR tool checklist 2		Formal review report principal performance
Curriculum	Key competencies		English		The arts		Health and PE	
Budget	Approved	Monitor	Monitor	Mid-year review	Monitor		20xx draft	
New government initiatives								
New local initiatives								
Board process requirements	Appoint presiding member	Accounts to auditor	Annual report approved and sent to MoE	Parent reporting Roll return 1 July		Health curriculum consultation	Succession planning	Parent reporting

(NZSBA Work Plan example)

## **Committee Principles**

The Board may set up committees to help carry out its responsibilities and due process (eg. staff appointments, internal audit, discipline).

The Board should check carefully around legislation and regulation to ensure it is not delegating away that which it is not permitted to.

The Board must spell out in the Board minutes and in a letter to each committee member the precise powers that are delegated to a committee. In addition, the same delegation motion must name the members or how the committee will be constituted. For example, the committee can:

- (a) Investigate and report their findings to the Board.
- (b) Investigate and make any recommendations based on those findings to the Board.
- (c) Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions, then report to the Board what they did.

Board committees:

- (a) Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.
- (b) Can consist of non-board members. Committees must have a minimum number of 2 persons, at least one of whom must be a Board member.
- (c) 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.
- (d) Help the Board (not the administration) do its work.
- (e) [Other than the Board Discipline Committee] must act through the Board and therefore can only recommend courses of action to the Board and have no authority to act without the delegated authority of the Board.
- (f) 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.
- (g) All have the Presiding Member and Principal as ex-officio members with the exception of an audit

## **Board Committees**

### **Finance Committee**

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[Standing]

#### **Responsibility of the Board**

The Board has overall responsibility for the financial management of the school. The day-to-day management of the school's finance and budget rests with the Principal.

The Finance Committee as a committee of the Board is responsible for providing guidance to the Principal for financial matters.



## **Purpose of the Finance Committee**

The Finance Committee was formed to provide guidance to the Principal in the financial management of the school.

## **Terms of Reference**

The Finance Committee is responsible to the board for:

- (a) In association with the Principal, recommending an annual operating and capital budget, including professional development budget allocation for the Principal and the staff.
- (b) Determining the level of budgetary discretion available to the Principal. (see delegated authorities)
- (c) Monitoring and reporting on the annual budget via the Principal.
- (d) Review on behalf of the board accounts passed for payment by the school. Advising on additional funding sources (spot audits 2 times a year).
- (e) Where appropriate, assisting the Principal to prepare a financial results report, which is to be provided to the Board by the Principal as part of every Principal's report.
- (f) Recommending changes to financial policy.
- (g) Overseeing the preparation of the annual accounts for Board approval.
- (h) Assisting the Principal in reporting financial performance to parents and the community as appropriate.
- (i) Providing input into the school's Strategic Plan.
- (j) Preparing special reports for consideration by the Board.
- (k) Annually reviewing the school's risk management needs and insurance cover.
- (l) Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.

## **Compliance reporting**

The Principal is responsible for financial reporting and demonstrating budget compliance. Where there is noncompliance, variances are to be reported to the Board, with recommendations on the actions required to meet compliance.

## **Disciplinary Committee**

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[Ad Hoc]

### **Purpose**

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education and Training Act (2020), and its amendments, Education Rules and Ministry of Education Guidelines.

### **Committee members**

The Presiding Member and two or more members of the Board, excluding the Principal (who attends the meeting but is not involved in decision making). The Chair of the committee is the Board Presiding Member or in the Presiding Member's absence will be determined by the committee. The quorum for the committee shall be two board members.

## Duties and responsibilities

The committee will:

- Act in fairness, without bias or prejudice and with confidentiality in keeping with the school's Special Character.
- 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 or, as is the more common practice, decide the outcome of the discipline meeting and report this to the Board.
- Employ restorative practice where applicable.

The Board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.

## Other Committees

The Association can provide terms of reference templates for other committees as necessary.

## Board Policy Framework

The Board provides strategic direction to the Principal in the form of:

- Strategic plan – follow [this link](#) to read updated MoE guidance.
- An expectation that the Principal will, at all times, uphold the Special Character of the school
- Management delegations
- An expectation that the Principal will always comply with the law of the land.
- Operational Policy framework – NZSBA have a set of templates you can find [here](#)

The New Zealand Catholic Education Office has customised the templates mentioned above to a state integrated school setting. [These](#) can be adapted to the special character setting of your school.

## Board Relationship with the Principal - Policies and Procedures

### *Roles and responsibilities of the Principal*

The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the Board's Strategic Plan, policy framework and delegations. Further, the Principal shall uphold the Special Character of the school in all things.

The key contribution is **day-to-day management** of the school.

## **Employment matters**

Any matters related to the ongoing management of the employment of the Principal must meet the terms and conditions of the relevant Principals' Collective (Employment) Agreement.

## **Disciplinary process**

In the event the Board determines that policy violation(s) has(have) occurred and the Board judges the degree and seriousness of the violation(s) to warrant initiating a disciplinary process, the Board shall seek advice and follow due process (including reference to the Principals Collective Agreement.)

## **Principal professional expenses**

A budget for professional expenses and for professional learning development will be established annually.

These expenses may include continuing education, books and periodicals, and attendance at professional conferences.

## **Principal Professional Growth Cycle**

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The [Teachers Council](#) has issued new advice for Boards related to the introduction of Professional Growth Cycles.

NZSBA information can be found [here](#).

## **Other Procedures the Board may wish to consider**

- Principal reporting to the Board
- Principal Professional Development

## **LINKS / RELATED DOCUMENTS**

- [Strategic Plan](#)
- [Governance Policies \(how the Board does its own work\)](#)
- [Operational Policies \(how the Principal does their work\)](#)
- [Integration Agreement](#)
- Detailed Three Year Board Work Plan
- [Education and Training Act 2020 – Schedule 6 – State Integrated Schools](#)
- [Powers and Functions of Boards](#)