

BULLER HIGH SCHOOL
Te Kura Tuarua o Kawatiri



Part 2

Governance Manual

2018

This document is intended as an example of policy document for boards to develop or review their governance policy framework. It is expected that boards will first have determined the model of governance they wish to implement and will then set about ensuring their policy framework is fit for purpose. Depending on a board's governance model, policies may need to be added or removed from this set of example policies.

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

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**This policy framework will be further updated once the Health and Safety legislation is passed.

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Introduction

The board of trustees of Buller High School is focused on the ongoing improvement of student achievement and wellbeing 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 achievement and wellbeing 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 Buller High School 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 board 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 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 by Buller High 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 achievement and wellbeing	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each termly 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	4.1 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

The board	The Standards
	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 6.5 Board meetings have a quorum
7. Ensures trustees attend board meetings and take an active role	7.1 Board meetings are effectively run 7.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 7.3 Attendance at 80% of meetings (min.) 7.4 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 Approve programme initiatives as per policies 8.2 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 The Treaty of Waitangi is obviously considered in board decisions 9.2 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 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 10.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 10.3 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 to the board
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 and wellbeing aims
14. Effectively hands over governance to new board/trustees at election time	14.1 New trustees provided with governance manual and induction 14.2 New trustees fully briefed and able to participate following attendance at an orientation programme 14.3 Appropriate delegations are in place as per s66 Education Act 14.4 Board and trustees participate in appropriate professional development

Reviewed triennially
 Last Reviewed: 11 April 2017

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. Act as Protected Disclosures Officer and 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 and EEO 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.

Reviewed triennially
Last Reviewed: 11 April 2017

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.

Reviewed triennially
Last Reviewed: 11 April 2017

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 at the discretion of the Principal 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.

Reviewed triennially
Last Reviewed: 11 April 2017

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 covering the following management areas for each board meeting:
 - principal's management report including:
 - i. Strategic Goal Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance Report
 - v. Key Performance Indicators
- and,
- the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Reports in relation to Annual Goals
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 of significance against budget in line with the board's expectations
 6. report on the number of stand-downs, suspensions, exclusions and expulsions on a termly basis
 7. report and explain roll variance against year levels and reasons on a termly basis
 8. present information in a suitable form – not too complex or lengthy
 9. inform the board when, for any reason, there is non-compliance of a board policy
 10. recommend changes in board policies when the need for them becomes known
 11. highlight areas of possible bad publicity or community dis-satisfaction
 12. coordinate management/staff reports to the board and present to the board under the principal's authority
 13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
 14. report on any matter requested by the board and within the specified timeframe

Reviewed triennially
Last Reviewed: 11 April 2017

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

Reviewed triennially

Last Reviewed: 11 April 2017

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 Buller High School;

- 1 The chair receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the board of trustees. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring

Reviewed triennially

Last Reviewed: 25 September 2017

8. Conflict of Interest Policy

The standard of behaviour expected at Buller High School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business 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.

Reviewed triennially

Last Reviewed: 25 September 2017

9. Chair's Role Description Policy

The chair of Buller High School 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 to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic.

Reviewed triennially

Last Reviewed: 25 September 2017

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 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.

Reviewed triennially

Last Reviewed: 25 September 2017

12. Principal's Performance Management Policy

It is the policy of the Buller High School 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 the board, supported by an independent consultant. The performance review will be signed off by a registered teacher.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. 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.
5. 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.
6. 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.
7. 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.
8. The chair 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.
9. The principal will be informed personally and in writing of the final outcome following the report discussion.
10. 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 annual agenda. The agenda preparation is the responsibility of the chair in consultation with the principal. Sufficient copies of the agenda of the open (public) session will be posted on the board of trustees' notice board and available at the meeting place for the public.
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. 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*.

Board meetings;

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 on contract.
- The quorum shall be more than half 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. Currently the chair receives \$75 per board meeting and board members receive \$55 per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.

Time of meetings:

- Regular meetings commence at 5.30pm and conclude by 7.30pm.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

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.

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. *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.

Agenda:

- Agenda items are to be notified to the chair 7 days prior to the meeting
- Late items only accepted with 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 action and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is collated with the agenda items placed in the agenda order, 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 working days before 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.
- A draft set of minutes is to be completed and sent to the chair and principal for approval within 5 working days of the board meeting before being distributed to trustees within 7 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 3 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 Meeting Agenda

A typical agenda will be as follows.

Board of Trustees Meeting Agenda – General (Draft)			
	Policy Reference:	Led by:	Time:
Welcome			
1. Administration 2.1 Present 2.2 Apologies 2.3 Declaration of interests			
2. Annual Plan	Policy Reference		
3. Discussions/Monitoring 3.1 Finance 3.2 School Operation 3.3 Legal Compliance 3.4 Property 3.5 Health and Safety 3.6 Staffing			
4. Presentations/Projects 4.1 Board Workplan 4.2 Expert/Department presentations 4.3 Board Self Review 4.4 Board driven projects			
6. Correspondance 6.1 Correspondence			
7. In-Committee			
8. Meeting Closure 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			

Review schedule: Triennially

15.3 Evaluation of meeting on [date] chaired by [name]

1 How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all	1	2	3	4	5	Very well
Comment:						

2 How satisfied are you with how the team worked as a group?

Not at all	1	2	3	4	5	Very well
Comment:						

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

Not at all	1	2	3	4	5	Very well
Comment:						

4 Is there anything that you believe would improve our meeting process?

Name: (Optional).....

File: 2017 Board Meeting Evaluation

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 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
2. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
3. The principal and chair or delegate, will brief all new members on the organisational structure of the school.
4. The principal will conduct a site visit of the school.
5. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
6. 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:

<ul style="list-style-type: none"> ▪ Did you feel welcomed onto the board? 	Very welcome Welcome Not very welcome
Comment:	

<ul style="list-style-type: none"> ▪ Did you receive all necessary information in a timely manner? 	Very timely Timely Not very timely
Comment:	

<ul style="list-style-type: none"> ▪ 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:

File: 2017 Board Induction

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 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:

- Student Disciplinary Committee

Review schedule: Triennially

Committee Terms of Reference

18.1 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

19. Buller High School Delegations List

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	Delegated Authority See individual Committee Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
28/02/2017	Disciplinary Committee All current trustees bar the principal	That all current trustees bar the principal are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.	
28/02/2017	Deputy Principal Assistant Principal	That the board directs that, except where the board, at its discretion, otherwise determines, the deputy principal or the assistant principal shall, in the absence of the principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.	

Notes:

[T] = trustee

Review schedule: Annually

20. Concerns and Complaints Process

BULLER HIGH SCHOOL - Complaints and Concerns Process

Being proactive in providing the School community with a good process for handling concerns and complaints prevents misunderstandings and protects the Board from:

1. Being drawn into the “tyranny of the urgent” where a parent or group of parents try to pressure the Board into acting without all the information they need. While at times a complaint indicates the need for immediate action, this is in fact relatively rare, and such an occurrence would probably be extremely obvious to all involved.
2. Escalating concerns too quickly without allowing time for remedial action to be taken at an appropriate level.
3. Pre-empting the right and responsibility of the Principal to deal with the day to day management of the School.

Notes for guidance:

- While minor issues may be able to be discussed in a quick informal chat with a staff member, normally in order for both parties to give the matter full attention, arranging a time to discuss the matter is the preferred option.
- If the concern/complaints procedure has not been followed the Board will normally return any written or verbal concern or complaint to the complainant and ask that they follow the procedure first.

Stage One: School Community Process

The following diagram shows the normal channels parents [and others] are expected to use.
(See attached diagram separate sheet)

Stage Two: Board Process

Notes for guidance:

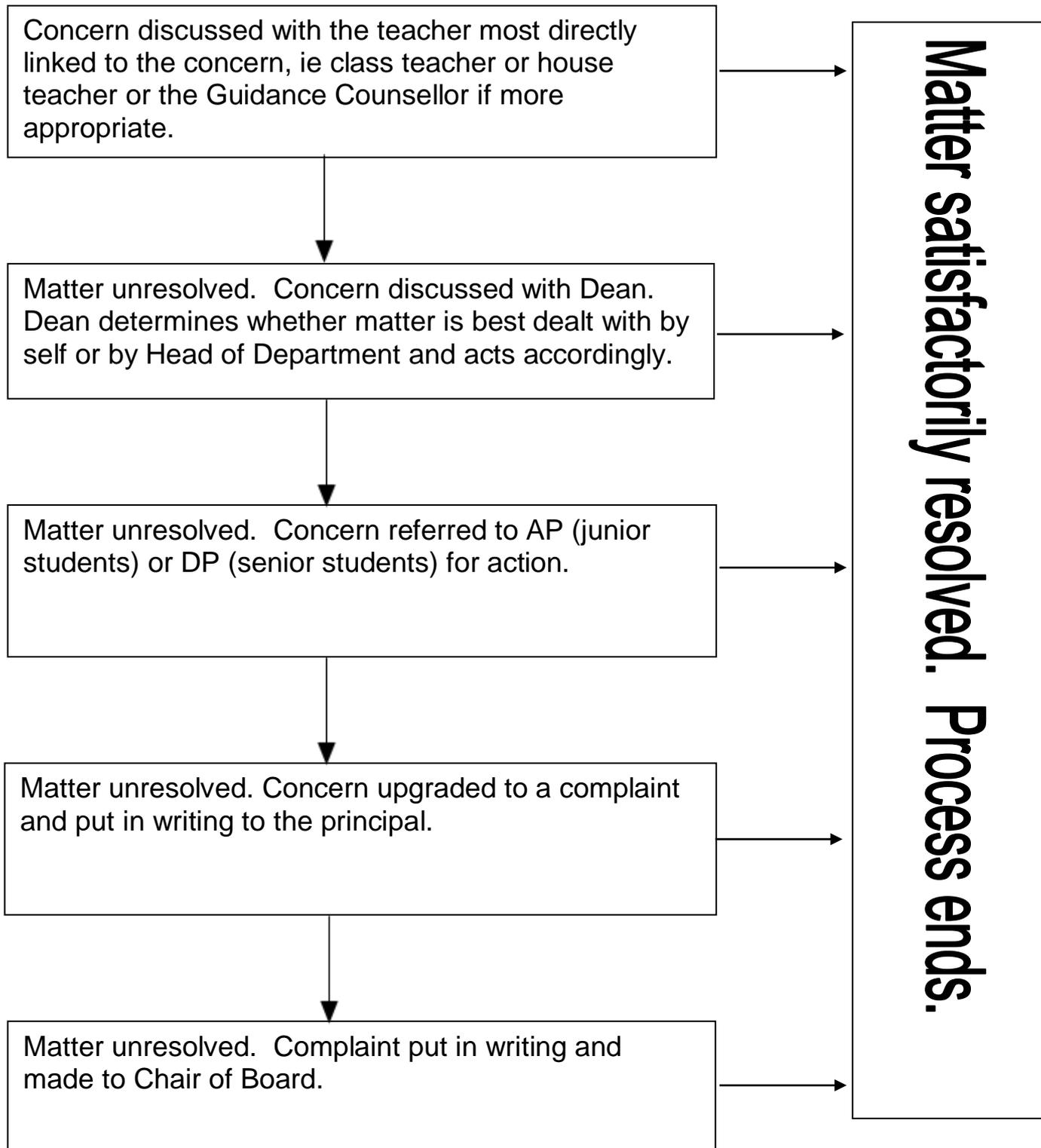
- The Board needs to formally receive a complaint in order to act on it. If a complaint is serious enough for the board to deal with, it is serious enough to be put in writing.
- Anyone with concerns about expressing the matter clearly in writing should seek guidance from the Board Chair, who can assist.
- All parties to a complaint may bring a support person to any meeting to which they are invited by the Board to discuss the matter.

The attached diagram shows the Board process once the complaint has been received.

The Board will have a “close off” point, where once they are satisfied that they have done all that could be reasonably expected, they refuse to enter into further discussion.

STAGE 1- SCHOOL COMMUNITY PROCESS

Student/caregiver/staff member has a concern or complaint about something happening at school.



STAGE 2- BOARD PROCESS

Letter of complaint is acknowledged by the Chairperson and the complainant advised of the next steps in the Board process. The letter becomes part of the correspondence that will be dealt with at the next Board meeting while the public is excluded.



Letter is tabled at Board meeting (with the public excluded) and referred to relevant parties for reporting back to the Board. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the Board.



At the meeting of the Board/committee the reports are received and the parties may be invited to speak about their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.



Depending on the delegated powers of the committee either they or the Board as a whole come to a resolution as to how the Board will respond and/or what action will be taken.



The Board's response is communicated to the parties to the complaint. This may be either publicly or confidentially depending on the case.



Any of the parties may request the Board to reconsider their decision – however normally for such a reconsideration to take place, new information that would have been relevant to the Board's deliberations must be produced.

** - shaded area denotes "public excluded meetings"*

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 =

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
Eamon Ginley	eamon.ginley@bullernetwork.co.nz	CH (12 February 2018)	Elected	2016		2019
Deborach Kirkwood	Bj.roche@xtra.co.nz	T	Elected	2017		2019
John Gugich	jfdigugich@hotmail.com	T	Elected	2016		2019
Diane Longstaff	diane@stimulusdesign.co.nz	T	Elected	2017		2019
Miriam Comeskey	Miriam.comeskey@buller.ac.nz	T	Staff Trustee	2016		2019
Anika James	Anika.james@buller.ac.nz	T	Student Trustee	2017		September 2018
Andrew Basher	Andrew.basher@buller.ac.nz	T	Principal	2011		
Neal Clemenston	Needle.clem@xtra.co.nz	T	Selected	2016		2019

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 – needs to be decided by board

Year: 2017 Review	Area for Review	2017 Board Meeting Dates								
		27 Feb	11 April	22 May	3 July	14 August	Special Meeting	25 September	13 November	11 December
Strategic Review	Charter	<i>Confirm Charter approved and sent to MoE</i>					Review of strategic plan Approve review plan 2017			
	Strategic aims	<i>Analysis of Variance Ratified</i>		<i>Annual Targets Report (Principal)</i>		<i>Annual Targets Report (Principal)</i>			<i>Annual Targets Report (Principal)</i>	
Regular Review	Policy		Governance Policies 1-6 Complaints Process (20)	Operational Policy Child Protection (9) Done		Operational Policy Curriculum (1)		Governance Policies 7-11	Operational Policy Personnel (2)	
	Student progress and achievement			NCEA confirmed results	Junior/Senior Numeracy/Literacy (CU)	Boys Achievement Update (JR)		Maori/Pasifika focus	Gifted and talented/At Risk	
	HR	<i>2016 Performance Agreement Approved</i>	<i>2017 Review Draft Performance Agreement</i>		Informal review			Informal review		
	Curriculum		Discuss Department Reporting	Special Education Needs Update				Communication Plan and Digital Pedagogies (CM)		
	Budget			<i>Budget Confirmed</i>	Exception Monitoring	<i>Mid-year review</i>		Exception Monitoring		<i>2018 draft Approval</i>
	Communication	<i>Annual Communication Survey Results</i>	Annual Goals to parents/community				Strategic Plan Consultation			
Board process Requirements		<i>Appoint chair</i>		<i>Accounts to Auditor</i>	<i>Annual Report approved and sent to MoE</i>	<i>Roll return 1 July</i>		<i>Health Curriculum Consultation</i>	Annual Insurance Review	Succession planning
Health and Safety						Staff Wellbeing Survey (TBC) Report back			Student Wellbeing Survey (TBC) Report back	Risk Register Review

Year: 2018 Review	Area for Review	2018 Board Meeting Dates								
		Feb 12	Feb 26	April 9	May 21	July 2	August 13	Sept 24	Nov 19	Dec 17
Strategic Review	Charter	Discuss Charter and Annual Goals	Confirm Charter approved and sent to MoE						Review of strategic plan Approve review plan 2018	
	Strategic aims	Analysis of Variance discussion	Analysis of Variance Annual plan draft <i>Analysis of Variance Ratified</i>	<i>Annual Targets Report (Principal)</i>	<i>Leadership Development Opportunities</i>	<i>Annual Targets Report (Principal)</i>		<i>Annual Targets Report (Principal)</i>		
Regular Review	Policy			Governance Policies 12-19	Operational Policy Appointments (3)			Operational Policy Financial Planning and Condition (4,5)		
	Student progress and achievement	2017 NCEA Results		NCEA confirmed results	Junior/Senior Numeracy/Literacy	Boys Achievement Update	Maori/Pasifika focus	Gifted and talented/At Risk		
	HR		<i>2017 Performance Agreement Approved</i>	<i>2018 Performance Agreement Underway</i>	Informal review		Informal review			Formal review report
	Curriculum					Special Education Needs Update				
	Budget			<i>Budget Confirmed</i>	Exception Monitoring	<i>Mid-year review</i>	Exception Monitoring		<i>2018 draft approval</i>	
	Communication			Annual Goals to parents/community			Strategic Plan Consultation			
Board Process Requirements		<i>Appoint chair</i>	<i>Board Self-Review (BAS)</i>	<i>Accounts to Auditor</i>	<i>Annual Report approved and sent to MoE</i>	<i>Roll return 1 July</i>		Annual Insurance Review	Succession planning	
Health and Safety ²⁵				Risk register Review				Student Wellbeing Survey Results Staff Wellbeing		

Year: 2019 Review	Area for Review	2019 Board Meeting Dates							
		Feb	March	May	June	August	Sept	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE						Review of strategic plan Approve review plan 2019	
	Strategic aims	<i>Analysis of Variance Ratified</i>	<i>Annual Targets Report (Principal)</i>		<i>Annual Targets Report (Principal)</i>		<i>Annual Targets Report (Principal)</i>		
Regular Review	Policy		Operational Policy Asset Protection and Sharing of Intellectual Policy (6,7)			Operational Policy Health and Safety (8)		Operational Policy Legal Responsibilities (10)	
	Student progress and achievement		NCEA confirmed results	Junior Numeracy/Literacy	Boys Achievement Update	Maori/Pasifika focus	Gifted and talented/At Risk		
	HR	<i>2016 Performance Agreement Approved</i>	<i>2017 Performance Agreement Underway</i>	Informal review		Informal review			Formal review report
	Curriculum			Special Education Needs Update					
	Budget		<i>Budget Confirmed</i>	Exception Monitoring	<i>Mid-year review</i>	Exception Monitoring		<i>2019 draft approval</i>	
	Communication	<i>Annual Communication Survey Results</i>	Annual Goals to parents/community			Strategic Plan Consultation			
Board process Requirements		<i>Appoint chair Board Self-Review (BAS)</i>	<i>Accounts to Auditor</i>	<i>Annual Report approved and sent to MoE</i>	<i>Roll return 1 July</i>	Health Curriculum Consultation	Annual Insurance Review	Succession planning	
Health and Safety						Staff Wellbeing Survey (TBC) Report back		Student Wellbeing Survey (TBC) Report back	

Part 3

Operational Policy

1. Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore, the principal must ensure:

1. achievement of the Charter aims and targets
2. compliance with the National Administration Guidelines
3. there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

Reviewed triennially

Last Reviewed: 14 August 2017

2. Personnel Policy

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

1. that all employment related legislative requirements are applied
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements
5. that employee leave is effectively managed and reported so
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
 - b. board approval is sought for any requests for discretionary staff for more than 1 school term.
 - c. board approval is sought for any requests for refreshment leave for more than 1 school term.
 - d. board approval is sought for any requests for staff travelling overseas on school business
 - e. the board is advised of any staff absences longer than 10 school days
6. that performance agreements are established for all staff and that reviews are undertaken annually
7. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
8. the requirements of the Health and Safety in Employment Act 1992 are met
9. Advice is sought as necessary from NZSTA advisers where employment issues arise

Reviewed triennially

Last Reviewed: 13 November 2017

3. Appointments Policy

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

The Board delegates to the principal, responsibility for the appointment of staff according to the Appointment Procedures:

1. All full time permanent teaching positions (and full time long-term relieving positions) shall be advertised in the NZ Education Gazette.
2. All other permanent and long-term relieving positions shall be advertised.

3. The Job Description and Person Specification where necessary shall be prepared and available to applicants.
4. All applications shall be in writing.
5. The Appointments Committee for permanent and long-term relieving positions shall be determined according to the table below which may be revised from time to time.
6. The Appointments Committee shall shortlist, interview where appropriate, and make the appointment.
7. Any position may be re-advertised if there are insufficient suitable applicants.
8. The Appointments Committee shall make confidential enquiries as to the suitability of any applicant as it sees fit.
9. All applicants shall be notified of their appointment or no-appointment and the name of the successful applicant.

Position	Appointments
1. Principal	The Board of Trustees (with advice from outside advisors as are deemed necessary or desirable)
2. Deputy Principal Assistant Principal	A duly constituted committee consisting of Principal, Trustees and staff under the chairmanship of the Principal.
3. Head of Student Services Head of Department	A duly constituted committee consisting of Principal, another SLT assisted by a duly constituted committee of appropriate staff
4. Assistant Teacher and all other staff	The Principal, assisted by a duly constituted committee of appropriate staff
5. Support Staff	The Principal, Executive Officer, assisted by a duly constituted committee of appropriate staff

Appointment of the principal is the responsibility of the board which will determine the process

Reviewed triennially

Last Reviewed:

4. Financial Planning Policy

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's and budget to the principal. The principal, in association with the Executive Officer, is responsible for recommending an annual operating and capital budget to the board within the timelines specified by the board.

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

Thus, the budget should:

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

Reviewed triennially

Last Reviewed:

5. Financial Condition Policy

The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud cannot be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the principal must ensure that:

1. unauthorised debt or liability is not incurred
2. generally accepted accounting practices or principles are not violated
3. tagged/committed funds are not used for purposes other than those approved
4. more funds than have been allocated in the fiscal year are not spent without prior board approval
5. all money owed to the school is collected in a timely manner
6. timely payment to staff and other creditors is made
7. unauthorised property is not sold or purchased
8. all relevant government returns are completed on time
9. no one person has complete authority over the school's financial transactions
10. when making any purchase:
 - of over \$250, comparative prices are sought
11. unbudgeted expenditure must have board approval
12. effective systems are in place to meet the requirements of the payroll system

Reviewed triennially
Last Reviewed:

6. Asset Protection Policy

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal must:

1. all board assets are insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1,000.00
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. receive board approval for all maintenance contracts
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Reviewed triennially
Last Reviewed:

7. Protection and sharing of intellectual property (creative commons)

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Buller High School therefore:

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
 - d. Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of disputed copyright ownership

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

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

Definitions

Creative Commons: An international non-profit that provides free open licences that copyright holders can use to share their work.

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

Reviewed triennially

Last Reviewed:

8. Health and Safety Policy

The board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. The board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

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

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents
- having a commitment to a culture of continuous improvement

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

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

Reviewed triennially

Last Reviewed:

9. Child Protection Policy

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

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

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all

¹ **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

² know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

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

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

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

Reviewed triennially

Last Reviewed: 22 May 2017

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

BULLER HIGH SCHOOL CHILD PROTECTION POLICY

Rationale

The school should at all times be a safe environment that caters for the physical and emotional well being of its students. Thus, where the school becomes aware that any student may be experiencing physical, sexual or emotional abuse, or neglect, it has the responsibility to take timely, appropriate action to ensure that the student is protected and supported to the fullest extent possible. The school has a responsibility under the Vulnerable Children Act 2014 to vet and screen all workers in the school.

Purposes:

Part A

1. To ensure that the safety and well being of the student is paramount.
2. To provide procedures for dealing with known or suspected cases of alleged abuse in an efficient, effective manner by school staff (see Appendix I).
3. To provide school staff with clear guidelines for dealing with suspected or reported abuse.
4. To ensure that children and young people are provided with preventative education to enhance their safety and awareness.
5. To identify appropriate external agencies which may be used (See Appendix v for Agency List)

Part B

6. To identify both core and non-core worker roles and provide guidelines for vetting and screening of workers and volunteers.

Guidelines Part A

1. Training needs to be given to all staff, to help them to identify suspected abuse and/or neglect, and to be able to respond appropriately. This training should be provided by NZCYFS and NZ Police. Further support can be provided by the Head of Student Services, an educational psychologist from the Child and Adolescent Mental Health Service (CAMHS), or another health professional.
2. Any staff member who is aware of an allegation of abuse should discuss her/his concerns immediately with the Head of Student Services or Principal, who, in consultation with the Principal, will evaluate the situation and determine an appropriate course of action. In the instance of any potential conflict involving the Principal, the Deputy Principal shall replace the Principal in the process.
3. Because of the sensitivity of these issues, it is essential that confidentiality be carefully maintained. However, unconditional confidentiality should not be promised to the student concerned and she/he should be cautioned about this. Any information that is to be passed on must go through the Head of Student Services or the Principal.
4. A suitable staff member should be nominated as a safety advocate for the student, in consultation with the student.
5. All information and discussions will be confidential to the staff involved. Information should be carefully documented and will be stored in a place known to the Principal and the Head of Student Services. This data will be kept for the duration of the child's enrolment at school and then archived as per the current practice. It will be forwarded at the discretion of the Principal to the appropriate agency
6. The school may consult the Police or Children and Young Person's Service without identifying the student, when determining an appropriate course of action.
7. The school must immediately contact the Police if the issues involve possible illegal actions.
8. Decisions about informing parents or caregivers should be made after consultation between the school and the statutory agency called in by them.
9. In the case of a report of abuse from a third party to the school, the Principal and Head of Student Services, will consult to decide on a course of action. It may be decided that an outside agency will become involved, e.g. NZ Police, CAMHS, CYFS, etc.
10. No outside agency will be involved without the prior knowledge of the Principal.
11. The Principal or Chairperson of the Board of Trustees will deal with any media enquiries relating to abuse. All other staff and students should refuse to make any comment to the media or the public.
12. Support for the student should continue after intervention (See Appendix III).

Guidelines Part B

1. Appendix IV defines core and non-core workers, as well as volunteers. Identity confirmation and police vetting must be carried out in all cases.
2. Identity confirmation is through an original primary identity document (e.g. passport, birth certificate, firearms licence) **and** an original secondary identity document (e.g. driver licence, 18+ card, Community Services Card). One of these must have a photo.

3. If applicable, documentary evidence of a change of name must be provided.
4. The following further safety checks must be made:
 - i. Interview the potential worker
 - ii. Obtain a work history covering at least the last five years
 - iii. Obtain and consider information from at least one referee, not related to the worker or part of their extended family
 - iv. Seeking relevant information from any relevant professional organisation, licensing authority or registration authority including confirmation that the potential worker is currently a member of the organisation or currently licensed or registered by the authority.
5. All documentation relating to safety checks and vetting will be stored securely by the Principal until it is no longer of use.

Conclusion:

The safety of students and timely, effective intervention underpins this policy.

It is developed to ensure that staff and parents are aware of the procedures the school will take to protect its students from any kind of abuse.

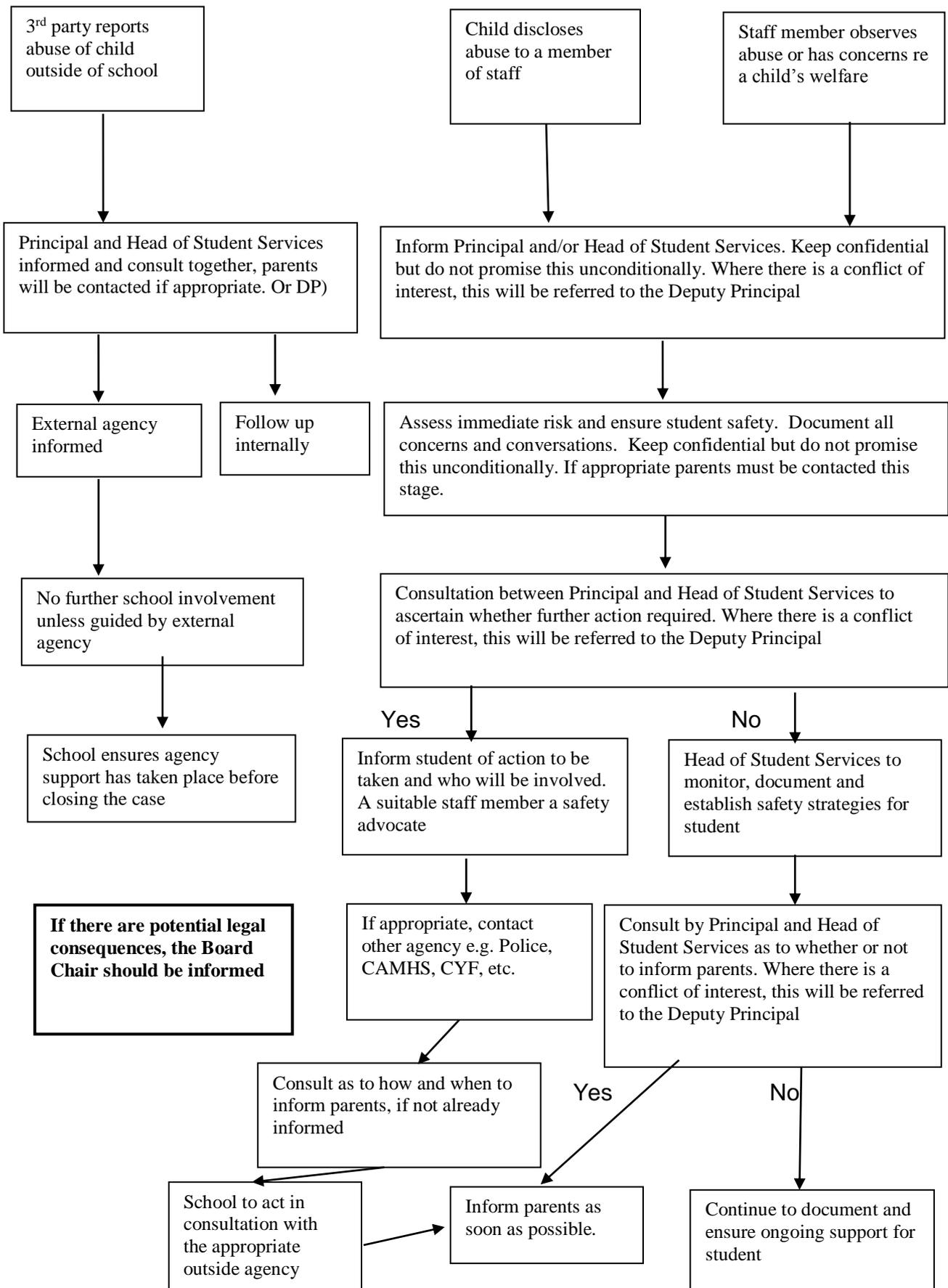
Related Documents and legislation:

- The Vulnerable Children Act 2014
- Children's Action Plan (NZ Government)
- BHS Appointments Policy
- BHS Concerns and Complaints Policy

BULLER HIGH SCHOOL CHILD PROTECTION POLICY APPENDIX I

Procedures for Addressing Abuse

1. Report of alleged abuse to a staff member by a student, or abuse suspected by staff member.
2. Staff member immediately refers to the Head of Student Services or Principal, which ensures the safety of the student. In the event the Principal may have a perceived conflict of interest in the matter, the issue must be referred to the Deputy Principal until the process concludes.
3. Where further action is necessary, the Head of Student Services or in their absence the Principal may contact the Children and Young Person's Service or Police, and will seek advice on appropriate action.
4. Once a statutory agency has become involved, that agency will investigate and advise the school on any further role the school will play.
5. Whenever an interview by a statutory agency is held with a student, an adult on the staff, in whom the student has confidence, should ideally be present. The welfare of the student must be first priority, and whenever that is compromised, the interview must be terminated.
6. Staff involved will be informed of intervention outcomes within legal boundaries and as the Principal (or designate) deems fit.
7. Written records of school interviews/procedures will be given to, kept and filed by the Head of Student Services



Flowchart of procedure to be used in the event of suspected or disclosed child abuse

BULLER HIGH SCHOOL CHILD PROTECTION POLICY APPENDIX II

Taking a Disclosure Statement: A Guide for Staff

What follows are some guidelines to assist you in the event that a student chooses to talk to you about her/his abuse. If this happens, it is because the student wants help and has identified you as a person to trust and able to provide that help. Your response may be instrumental in determining positive outcomes for the student.

Protect the student's right to confidentiality

- a) Ensure that any discussion is carried out in private. Make sure that either the student has a support person, or another third person is present to protect yourself. Do not allow the student to tell the story within a group or class situation.
- b) Ensure that your discussion of the situation is limited to key people who need to know, e.g. Head of Student Services, Principal. If there is any risk of a conflict of interest with either of these people, then the Deputy Principal should be the only point of contact.

Avoid Promising Unconditional Confidentiality

But reassure the student that what you will do with the information will be in her/his best interests to ensure their safety.

Listen Carefully

Your greatest contribution is as a sympathetic listener. Avoid interrogating or pressing the student with questions. Allow them to tell only as much as they want. It is not your responsibility to determine the extent of the abuse, nor the person responsible for it.

Any questions or discussion must be in language the student understands

Avoid using your own terminology. Where possible, use the student's own descriptive words/phrases. You may seek clarification, but do not insist if this is clearly causing discomfort.

Avoid suggesting answers or explanations to the student

Listen and record appropriate information that is needed. A social worker or the Police will discuss in detail the abuse that has occurred. It is not appropriate nor are you qualified to provide advice to the student regarding an incident.

Believe and support the student in the interview

Do not show shock, horror, disbelief, disapproval or anger. Avoid criticising family members, other professionals, or the alleged perpetrator. Also, avoid implicit criticism of the student in statements such as "Why didn't you tell me sooner?" "Why did you let him/her?"

Do not over-react or panic

The initial disclosure of abuse is a critical moment. The student will be monitoring your reaction. If you are judged as being unable to cope with the situation, the student may withdraw.

Assure the student that you want to help

Praise them for having the courage to tell you. Assure them that whatever has happened is not their fault and that you know someone who can help.

If the student insists on having a friend along

Check out how much the friend knows of the situation before you begin the discussion. Continue to check out intermittently if it is still acceptable to have the friend there. Be aware that the friend may need some follow-up support.

If a student has been physically injured

And wants to show you, and then allow her/him to do so unless this puts you in a vulnerable position. Do not allow them to remove clothing. If you fear that there is physical injury contact the Head of Student Services or the Principal. Explain to the student why you are doing this. If you cannot contact either one of these people, take the student to the hospital.

Do what you can to ensure the student's immediate safety

Do not alert the alleged abuser.

Keep a Record of what has been discussed

Record as accurately as possible, the time, date, place of the discussion and the details of its content, including your own questions and responses. **Do this as soon after the interview as possible**, as accuracy is vital if you are later required to give evidence in Court. All documentation should be filed in a secure place known to the Principal.

If the abuse happened some time ago,

Ensure that the student knows where to go for continuing support and help.

As early as possible, discuss the matter with Head of Student Services and/or Principal, so that a decision on the future course of action can be made.

Find Support for Yourself

Dealing with abuse is difficult. It may bring some of your own emotional issues to the surface. Don't allow personal feeling to prevent you from acting. Remember that EAP Services are available for staff if needed.

7 Basic Rules

- Believe what they say
- Say you're glad they told you
- Say you're sorry it happened
- Let them know it's not their fault
- Let them know you'll help
- Ensure they are safe
- Avoid taking hasty action - consult.

BULLER HIGH SCHOOL CHILD PROTECTION POLICY APPENDIX III

Continuing Support for the Student

It is particularly helpful if the student can remain in a familiar and supportive environment, and continue to be accepted as one of the crowd. Routines and rules should apply as they would under normal circumstances, unless otherwise indicated.

Following intervention, the student will need:

- To have negative behaviour ignored where possible
- To rebuild a positive self-image
- Support and care from friends
- Sincere, specific praise
- To be reassured that the abuse was not her/his fault
(However, reassurance should be given only if the student initiates a discussion of the abuse.)
- To grieve and express anger
- To build positive relationships
- To be reassured that she/he is "normal"
- Opportunities to discuss what has happened, with someone in confidence. Make general enquiries about her/his well-being in discreet moments.

BULLER HIGH SCHOOL CHILD PROTECTION POLICY APPENDIX IV

All employees of the school are, by definition, Children's workers and subject to safety checks including police vetting.

CORE WORKERS

Teacher
Teacher Aide

Library Manager
Laboratory Technician
Computer Technician
Workshop technician
Administrative/clerical staff
Canteen staff
Caretaker
Groundsperson

NON-CORE WORKERS

Cleaner
Contractors
Visitors

All volunteers in the school or on school activities must undergo police vetting, including identity checks. This would include parents or other adults –

- Helping with school camps
- Coaching/managing school sports teams
- Providing transport for school trips
- Helping with, for example, students with special education needs
- Providing voluntary tuition

CHILD PROTECTION POLICY APPENDIX V

External Agencies that Buller High School use include:

- Child, Youth and Family (CYF's)
- Homebuilders
- Buller REAP
- Infant, Child and Adolescent Mental Health Service (ICAMHS)
- Group Special Education (GSE)