

KingsWay School

Policy Framework

2018

The following documentation outlines the board's **governance** framework and is aligned with the school's Charter values and School's Christian Special Character



The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance.

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Introduction

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

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

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

Governance and Management

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

Governance Through the lens of the school's Christian character:	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the Executive Principal. The board and Executive Principal form the leadership, with the role of each documented and understood. The Executive Principal reports to the board as a whole with committees used when appropriate 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 Executive 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 KingsWay School the board is mindful of the following excerpts from the Education Act 1989 and the Private School's Integration Act 1975:

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:

Private School Integration Act 1975

An Act to make provision for the conditional and voluntary integration of private schools into the State system of education in New Zealand on a basis which will preserve and safeguard the special character of the education provided by them

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 Executive Principals –

- (1) A school's Executive 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 Executive Principal –
 - (a) Shall comply with the board's general policy directions; and
 - (b) Subject to paragraph (a), has complete discretion to manage as the Executive 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 school 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 Executive 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:

<http://www.kingsway.school.nz/about-kingsway/board-of-trustees>

KingsWay School Charter

Please [CLICK HERE](#) for the 2018 KingsWay School Charter

Please [CLICK HERE](#) for the 2016-2018 KingsWay School Strategic Charter Diagram

Please [CLICK HERE](#) for the 2016-2018 KingsWay School Strategic Map

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:

**R
E
A
L**

Representation
Employer Role
Accountability
Leadership

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 November 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 1.6 All stakeholders will be consulted.
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular board meeting, from Executive 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. Maintains and strengthens the special character of the school	3.1 Special character is obviously considered in all board decisions 3.2 Special character is included at every board meeting as part of the Executive Principal's report
4. Appoints, assesses the performance of and supports the Executive Principal	4.1 Executive Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the school	5.1 Draft budget ratified by the first meeting each year 5.2 Satisfactory performance of school against budget at every BOT meeting.
6. Effectively manages risk	6.1 The board has an effective governance model in place 6.2 The board remains briefed on internal/external risk environments and takes action where necessary 6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary 6.3 The board ensures the Executive Principal reports on all potential and real risks when appropriate and takes appropriate action
7. Ensures compliance with legal requirements	7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members 7.2 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
	7.3 Accurate minutes of all board meetings, approved by board and signed by chair 7.4 Individual staff/student matters are always discussed in public excluded session 7.5 Board meetings have a quorum
8. Ensures trustees attend board meetings and take an active role	8.1 Board meetings are effectively run 8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 8.3 Attendance at 80% of meetings (min.) 8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
9. Approves major policies and programme initiatives	9.1 Approve programme initiatives as per policies 9.2 The board monitors implementation of programme initiatives
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	0.1 The Treaty of Waitangi is obviously considered in board decisions 0.2 The board, Executive Principal and staff are culturally responsive and inclusive
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the school in a positive, professional manner	13.1 Code of behaviour is adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over and inducts new trustees/board governance to new board/trustees at election time	15.1 New trustees provided with governance manual and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per s66 Education Act 15.3 Board and trustees participate in appropriate professional development

Review schedule: Triennially

2. Responsibilities of the Executive Principal Policy

The Executive Principal is the special character leader of the school and the board's chief executive working in partnership with the board of trustees. The Executive 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 Executive 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 Executive 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 "Executive 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 Executive 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 Executive 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 staff as per employment policy.
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 (Equal Employment Opportunity) Officer.

Only decisions made by the board acting as a board are binding on the Executive Principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the Executive 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 Executive Principal is not restricted from using the expert knowledge of individual board members acting as community experts.

Review schedule: Triennially

3. Disciplinary Process in Relation to the Executive Principal Policy

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In the event the board receives a complaint regarding the Executive 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 Executive Principal). Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Review schedule: Triennially

4. Executive Principal Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually in accordance with the Executive Principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

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

Review schedule: Triennially

5. Reporting to the Board Policy

The Executive 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 Executive Principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the Executive 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:
 - Executive Principal's management report including:
 - i. Strategic Aim Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance reporting against NAGS
- and,
 - the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. submit any monitoring data required in a timely, accurate and understandable fashion
5. report and explain financial variance against budget in line with the board's expectations
6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. report and explain roll variance against year levels and reasons on a per meeting 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 Executive 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

Review schedule: Triennially

6. Trustees' Code of Behaviour Policy

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

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the school and its mission
5. Publicly represent the school in a positive manner
6. Respect the integrity of the Executive 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 Executive 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
16. Speak truth in love and apply Mathew 18 principle.

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

Signature:

Date:

Review schedule: Triennially

7. Trustee Remuneration and Expenses Policy

The board has the right to set the amount that the chair and other board members are reimbursed for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The Executive Principal, as a member of the board is entitled to the same payment as all other trustees except the chair. Currently at KingsWay 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

Review schedule: Triennially

8. Conflict of Interest Policy

The standard of behaviour expected at KingsWay 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.

Review schedule: Triennially

9. Chair's Role Description Policy

The chair of KingsWay 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. In the absence of the chair, the BOT delegates responsibility to the deputy chair to fulfil this function and role.

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. Will assist the 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. Prepares 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 Executive Principal
14. Ensures the Executive 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

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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.

Review schedule: Triennially

10.(a) Proprietor Trustee Policy

PROPRIETOR TRUSTEE ACCOUNTABILITY MEASURE

STANDARD

1. The trustee is first and foremost a trustee and must act in the best interests of the school.	3.1 Ensures all aspects of Special Character are reflected in Board decisions consistent with Proprietor expectations. 3.2 Participates in the best interests of the all stake holders.
2. To keep Proprietor informed of relevant matters.	5.1 Proprietor is well informed about relevant matters.
3. To draw Board attention to Special Character agreement with the Crown and Special Character Implementation practices.	6.1 Board clearly knows what the Proprietor expectations are with regard to policy and school operation. 6.2 Represents and protects the Proprietor interests in good faith.

PROPRIETOR TRUSTEE ACCOUNTABILITY MEASURE

STANDARD

	<p>6.3 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.</p> <p>6.4 Monitors the curriculum against Special Character Outcomes to ensure the school maintains its Special Character.</p> <p>6.5 Ensures all appointments meet proprietor expectations with regard to Special Character.</p>
<p>4. Proprietor’s property is managed and maintained in the best interests of the proprietor and the educational vision for the school.</p>	<p>7.1 Clearly understands Proprietor responsibilities with regard to property and communicates accordingly</p> <p>7.2 Monitors all compliance matters related to property and monies allocated and spent.</p>

10.(b) Executive Principal/Land trust/Proprietor Relationship

Board, Executive Principal, Proprietor and Land Trust Relationship Policy

The performance of the school depends significantly on the effectiveness of this four way partnership, and as such a positive, productive working relationship is essential. The Board (through its Chair or nominee), the Proprietor (through its CEO or nominee) and the Executive Principal form a strategic leadership team which meets regularly to ensure sound communication and understandings are maintained as to the strategic and operational matters each one is dealing with. Such meetings should be purposeful and based on mutual respect for each other’s respective roles in presenting a school with Special Character to the community that is a reflection of the Proprietor’s vision and expectations. The Land Trust receives reports of general operational interest from the Proprietor CEO who is a proprietor representative it has nominated to the Board and interacts with the Proprietor on strategic property and Special Character issues.

It is agreed that:

This relationship is based on mutual trust and respect.

1. The four stakeholder groups must work as a team and there should be no surprises. It is expected that the three representatives will meet together quarterly to ensure that communication is open and up to date.
2. The relationship must be professional.
3. All parties must be able to counsel each other on performance concerns.
4. There is understanding/acceptance of each other’s strengths and weaknesses.
5. Each agrees not to undermine each other’s authority.
6. There is agreement to not break confidences when assurances have been given.
7. There is agreement to be honest with each other.
8. Each agree and accept the need to follow policy and procedures.
9. Relevant information will not be held back.
10. The Chairs/CEO have no authority except that granted by their Boards.
11. The respective Chairs/CEO should act as a sounding Board for the Executive Principal with regard to the implementation of the vision and strategic plan for the school.
12. Access of the Proprietor and the Land Trust to the school as a courtesy is always initially through the Executive Principal with the blessing of the Board Chair.

13. All formal requests, notifications and information from each Board are made to the respective Board Chair (or nominee) for dissemination to its members.
14. The partnership relationships are founded on recognising that the school belongs to God and exists for His glory. He is the head of the school and decisions are made in the light of His leading which is actively sought. Seeking God, prayerful consideration and honouring healthy relationships are ways the partnership will reflect their love for God, each other and the school.

(Accepted by Board Chair NZCPT and Board Chair KWT February 2013)

Review schedule: Triennially

11. The Relationship between the Board and the Executive 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 Executive Principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Executive 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 Executive Principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the Executive Principal are delegated to the chair.
5. All reports presented to the board by the staff (unless specifically requested by the board) arrive there with the Executive Principal's approval and the Executive Principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the Executive 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 Executive 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 Executive Principal should be able to share their biggest concerns with the board.

Review schedule: Annually

12. Executive Principal's Performance Management Policy

It is the policy of the KingsWay School Board of Trustees to establish a performance agreement with the Executive Principal each year* and review the Executive 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 Executive Principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The Executive Principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the boards and optionally, at the board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one per each term preceding the annual formal review, between the Executive Principal and chair or delegate(s) to discuss progress.
5. The Executive Principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.

6. If the Executive Principal and the board disagree on the performance objectives, the board, after considering the Executive Principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the Executive Principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The Executive Principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the Executive 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 Executive Principal. The Executive Principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the Executive Principal's views before deciding to either amend the report, in accordance with the Executive Principal's views, or let the report stand, with the Executive Principal's comments attached.
9. The chair/delegate(s)/consultant will present the final report/summary back to the board the result of the review. The Executive Principal may/may not be present at the presentation and/but will have the opportunity to address the board. The Executive Principal will then exit and further discussion may continue among the board.
10. The Executive Principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the Executive Principal, the board and their agents unless both parties agree to wider distribution.

* Legal requirement

Signature of Principal

I, _____, have been informed of the performance review policy and procedures of _____ School Board.

Signature _____ Date _____

Review schedule: Triennially

13. The Relationship between the Chair and the Executive 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 Executive 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 Executive 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 Executive 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 Executive 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.

The KingsWay School Policy Framework

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 Executive 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. 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.*

The KingsWay School Policy Framework

- 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 Executive Principal in the times of absence of the Executive Principal.

Time of meetings:

- Regular meetings commence at 6.30pm and conclude by 9pm.
- 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* (See p. 12).

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 will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the board 3 working days before the meeting

Minutes

- The Executive 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 for approval within 2 working days of the board meeting before being distributed to trustees within 5 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 them attending board meetings these procedures will be provided and followed unless otherwise authorized 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
3. then you will be asked to leave the meeting until this aspect of business has been concluded.
4. 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.
5. Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
6. No more than three speakers on any one topic.
7. Speakers are not to question the board and must speak to the topic.
8. Board members will not address questions or statements to speakers.
9. Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
10. 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 – date			
	Policy Reference:	Led by:	Time:
<u>Devotions</u>			
<u>1. Administration</u>			
1.1 Present			
1.2 Apologies			
1.3 Declaration of interests			
<u>2. Decisions</u>			
2.1 Strategic decisions made if required	Policy Reference		
<u>3. Discussions</u>			
3.1 Ongoing summary of progress to date in relation to annual plan			
3.2 Exploration of special issue or project e.g. budget,			

Executive Principal performance agreement/appraisal, delegations			
<u>4. Monitoring</u> 4.1 Board discussion 4.2 Expert presentation 4.3 Data analysis 4.4 Exploration of key result area e.g. goals 4.5 Finance and Audit Report			
<u>5. Identify Agenda Items for Next Meeting</u>			
<u>6. Administration</u> 6.1 Confirmation of minutes/Review of action points 6.2 Correspondence			
<u>7. Meeting Closure</u> 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			
<u>8. Correspondence</u>			

Review schedule: Triennially

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

Twice a year the Board will self-evaluate its meeting processes and effectiveness.

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).....

Review schedule: Triennially

16. Board Induction Policy

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

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

▪ **Did you feel welcomed onto the board?**

Very welcome

Welcome

Not very welcome

Comment:

• **Did you receive all necessary information in a timely manner?**

Very timely

Timely

Not very timely

Comment:

• **Did you find the induction with Executive Principal and board chair to be effective?**

Very effective

Effective

Not very effective

Comment:

Please comment on how we could improve this induction process:

17. Board Review Policy

The performance of the board is measured by the outcomes from:

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

Review schedule: Triennially

18. Committee Policy

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

Education Act 1989, section 66

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

Board committees:

1. Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. May not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Executive Principal or the chair.
4. Help the board (not the staff) do its work.
5. Other than the board discipline committee, all BOT working groups 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:

- Property and Finance
- Discipline
- Audit and Review

Review schedule: Triennially

Committee Terms of Reference

18.1 Audit and Review Committee Terms of Reference

Purpose:

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

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

Committee Members:

[at least 2 trustees; excludes the board chair and excludes the Executive Principal]

Meets:

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

Delegated Authority:

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

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

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

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

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

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

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

Review schedule: Triennially

18.2 Student Disciplinary Committee Terms of Reference

Purpose:

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

Committee members:

Board Chair and two nominated members of the board excluding the Executive 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 Executive Principal.

Review schedule: Triennially

18.3 Finance and Property Committee Terms of Reference

Responsibility of the Board

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the Executive Principal.

Purpose of the Finance and Property Committee

The Finance and Property committee is formed to provide guidance to the Executive Principal and Board in the financial management of the school.

Delegated Authority

The Finance and Property committee is responsible to the board for:

1. Recommending, in association with the Executive Principal, an annual operating and capital budget, including professional development budget allocation for the Executive Principal and the staff.
2. Determining the level of budgetary discretion available to the Executive Principal.
3. Monitoring and reporting on the annual budget via the Executive Principal.
4. Reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
5. Assisting the Executive Principal to prepare a financial results report, where appropriate, which is to be provided to the board by the Executive Principal at every board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Assisting the Executive Principal in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Review schedule: Triennially

Compliance Reporting

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

Finance Committee Annual Calendar

Date	Action Required
28 February	Finance committee self-review and plan for the year
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the board
30 November	Revised annual budget (if required) submitted to the board for approval

Review schedule: Triennially

19. KingsWay School Delegations List/Policy

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 with the exception of the Disciplinary Committee.

Date of Minuted Delegation	Personnel	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
26 February 2018	Disciplinary Committee <ul style="list-style-type: none"> • BOT Chair – Peter Wilding • Ursula Elisara • Bill Harvey 	That all current trustees bar the Executive Principal, staff and student rep are eligible to be members of the board's Disciplinary Committee. This committee will be chaired by the BOT Chair.	Ongoing
26 February 2018	Finance and Property Committee <ul style="list-style-type: none"> • Chair – Allan Bates • Bevan Beattie 	The Finance Committee members are to review the school's financial documentation and position and report back to the board.	Ongoing
26 February 2018	Audit and Review Committee <ul style="list-style-type: none"> • Ursula Elisara • Raylene Beguely • Sarah Plummer • Ann Bailey 	To monitor, on the board's behalf, compliance with board policies and external legislation; including reviewing policy and making recommendations to the board as required.	Ongoing

Notes:

[T] = trustee

Review schedule: Triennially

Executive Principal's Delegations

Review schedule: Annually

Governance

1. **Delegation of the Executive Principal's Authority**

The Executive Principal in his absence, has the authority to appoint an Assistant Executive Principal to manage the day to day operations of the school on his behalf for periods not exceeding two weeks.

2. **Delegation of the Board Chair's Authority**

The Chair authority is delegated to the Deputy Chair if the Chair is unavailable. When the Chair will be unavailable for more than one month, the delegation shall be confirmed by a Board of Trustees' resolution.

NAG 2 - Self Review

1. The Board of Trustees delegates to the selected members of The Audit and Review Committee the authority to review policies and procedures on behalf of the Board. The Audit Review for each National Administrative Guideline will then be discussed and approved/not approved by the BOT.

NAG 3 – Personnel Management

1. Executive Principal's Appraisal

The Board Chair is delegated the responsibility for undertaking the Executive Principal's annual appraisal. The Board Chair may employ an external consultant and must include at least one other Board member.

2. Staff Appraisal

The Executive Principal is delegated the responsibility for undertaking annual staff appraisals. In turn the Executive Principal may delegate parts of this task to senior members of staff and/or external consultants.

3. Staff Appointments

The Executive Principal is delegated full Board authority to appoint staff within the limitations detailed in the procedures for staff appointments. For all tagged teaching positions a Proprietor's Representative on the Board and/or another elected Board member will be given the opportunity to attend the interview.

Position:

Executive Principal

Responsible:

Full Board of Trustees*

Senior Management and positions
2 MUs and above, and including
the Executive Officer.

Executive Principal and at least two Board members,
one of which must be a proprietor's representative.

Administration and ancillary staff

Executive Principal or Assistant Executive Principal and the
Executive Officer.

*Legislative requirement

4. Discretionary Leave

The Executive Principal is delegated full Board authority to grant discretionary leave up to a maximum of five days for teaching staff and full authority to grant leave for support staff. The Executive Principal may delegate this task to the Associate Executive Principal or Executive Officer.

The BOT discourages discretionary leave for teaching staff during term time.

5. Attestation of Teacher Performance for Salary increment

The Board delegates to the Executive Principal the task of the attestation of teacher performance. In turn the Executive Principal may delegate this task to senior members of staff.

6. Staff Disciplinary Issues

Support Staff:

The Executive Principal is delegated full Board authority for all employment issues including disciplinary action up to and including dismissal, except in relation to the Executive Officer where the teaching staff processes and delegations apply.

Teaching Staff:

The Executive Principal is delegated authority to investigate complaints and to issue verbal and written warnings as appropriate in accordance with employment law and the relevant Collective Agreement. Any such warnings must be reported to the Board of Trustees at their next meeting. The Executive Principal may suspend any employee during an inquiry or following receipt of a complaint if satisfied that the welfare and/or interests of any student attending the school or of any employee at the school so requires.

Where the initial investigation indicates that there is a serious case to answer, and that it could result in dismissal, the Executive Principal will refer the matter to the Board of Trustees. The Board of Trustees will delegate authority to a Board subcommittee to instigate a formal investigation and decide upon the outcome.

The Executive Principal has delegated authority to instigate competency procedures in relation to teaching staff in accordance with the Area Schools Collective Employment Agreement (STCEA). Any such procedures must be reported to the Board of Trustees at their next meeting.

NAG 4 – Finance

1. The Board of Trustees Subcommittee

The Board of Trustees delegates to the Chair of the Finance and Property sub-committee, Board of Trustees Chair, Executive Officer and the Executive Principal the authority to make decisions as an executive group on matters of finance only when urgency is required.

2. Board Chair Financial Delegation

The Board Chair has authority to approve expenditure up to \$500 per month for matters relating to the Board.

3. Executive Principal's Financial Delegation

The Executive Principal has authority to spend up to the limits of the approved annual budget within respective categories.

4. Executive Principal's Right to Delegate

The Executive Principal has authority – within the limits imposed by 3 above, to delegate spending limits to identified staff.

5. Executive Principal's Right to Replace Capital Items

The Executive Principal has authority to replace capital items not approved in the budgeting process on an 'urgent' basis. Power exercised under this authority will be reported to the next meeting of the Board and is limited to \$5000. Any item in excess of \$5000 requires the approval of the Finance and Property subcommittee.

6. Signing Authority

All bank accounts and authorities may be signed on behalf of the Board by any two of the following:

- The Executive Principal
- Associate Executive Principal
- Executive Officer
- Accounts and Payroll Administrator
- Board of Trustees' Chairperson

7. Investments

- Delegation to invest Board funds is granted to the Executive Principal and the Executive Officer in compliance with the Education Act. Funds may not be invested outside the school's bank unless the Board so authorises.

8. Payroll

The Executive Principal has authority to administer the payroll (with exception of the Executive Principal's salary). Appointments and resignations will be reported to the next meeting of the Board. Increments will be in accordance with Collective Agreements.

NAG 4 – Property

1. Administration

The day to day administration of property is the responsibility of the Executive Principal. In turn the Executive Principal may delegate this task to the Executive Officer.

2. Property Management

The Executive Principal is delegated the responsibility to manage individually approved projects. In turn the Executive Principal may delegate this task to the Executive Officer. Larger projects may involve an external Property Management Consultant being appointed.

3. Property Management – Limitations

The Executive Principal has authority to spend up to the limits of the approved budget. External Property Management Consultants will have contractual spending limits within the approved budget for the specific projects.

NAG 5 – Safe Environment/Discipline

1. Discipline Committee Powers

The Board of Trustees delegates to a minimum of any two or more full Board of Trustees members the authority to carry out the role of the discipline committee of the Board of Trustees and make a final decision.

2. Deputy Executive Principal's Power to Act for the Executive Principal

The Deputy Executive Principal has full authority to act for the Executive Principal in the absence of the Executive Principal for all matters of student discipline.

3. Emergency Plan Co-ordination

The Executive Principal is delegated responsibility for Emergency Plan Co-ordination; the Executive Principal may delegate this task to a senior member of staff.

NAG 6 - Administration and Legislative Compliance

1. Privacy Officer

The Executive Principal is delegated full Board authority to act as the Board's Privacy Officer. The Privacy Officer will implement and/or follow the specific criteria as outlined in the Terms of Reference for this position. The Executive Principal may delegate this task to a senior member of staff.

2. Overnight Trips

The Board Chair in consultation with the Executive Principal is delegated authority to approve overnight trips that have not been through the usual board procedure. All approvals must be reported to the full board at the next meeting.

3. School Closure

The Executive Principal has authority to close the school if necessary due to exceptional circumstances, e.g. on advice of the Ministry of Health around pandemic issues.

4. Signing Declarations

The Executive Principal can sign declarations on behalf of the Board in relation to information required by the Ministry of Education.

5. Mandatory Reporting

The Executive Principal is delegated to complete mandatory reports to the Teachers' Council.

6. Public Relations

The Chair and the Executive Principal are the only members permitted to make press releases or speak to the media on behalf of the school. The Executive Principal may delegate this to relevant staff for the purpose of promoting school and student achievements.

Note: These delegations now approved replace all previous delegations either assumed or granted.

Signed:



Date: 26 February 2018

Board of Trustees' Chairperson

Review schedule: Annually

Concerns and Complaints Process

Problems are likely to arise if parents or students feel that the school is not open to their concerns. In dealing with all situations of a difficult or delicate nature we endorse the Matthew 18 principle for resolving problems – in the first instance go to the person involved. If any problem arises concerning your child's welfare or progress at school then you are encouraged to first discuss this with the student's teacher. It is better to have a direct complaint to a member of staff than to have parents or students sharing their dissatisfaction with others. Parents and students like to feel valued and involved with the school and they should be encouraged to voice their concerns. This is more likely to occur where the culture of the school is open and complaints are received in a positive manner.

An expression of concern, or a simple query, may grow into a painful matter if parents or students feel they have been brushed aside. Equally, issues with the potential to become acutely difficult may dwindle and fade if they are handled well at the initial stage.

The key principles for the handling of complaints are:

<i>The school is open to the concerns of parents and students</i>
<i>Complaints are received in a positive manner</i>
<i>Parents and students can expect to be taken seriously and can approach any member of staff about their concerns</i>
<i>Information about complaints is clear and readily available</i>

<i>Concerns are dealt with speedily and those who have raised them are kept informed about progress</i>
<i>It is not acceptable for students to receive adverse treatment because they or their parents have raised a complaint</i>
<i>Clear confidential files and a log are kept</i>
<i>Confidentiality is respected and maintained so far as is possible</i>
<i>Resolution of the matter is sought</i>
<i>Staff training covers the handling of complaints</i>

The school will ensure that all members of staff have appropriate training in handling complaints. Training will cover:

- the complaints procedure
- communication skills, such as listening, questioning and calming
- handling complaints, negotiation and mediation skills
- skills in observing, recording and reporting
- the benefits of handling complaints well and the consequences of handling them badly.

Parental Complaints

If a parent has a complaint you, as a member of staff, should deal quickly and honestly with the complaint if you feel confident to do so. Such a complaint might be in relation to a subject grade, perceived unfair treatment of a late assignment, and so on.

If you do not feel confident about handling the complaint, you should consult with your Head of School, in the first instance, and with the Associate Executive Principal if you and the Head of School think it is warranted.

If the complaint is about an area that lies outside your responsibility you should report it to an Associate Executive Principal immediately.

Matters incapable of resolution at a particular level should be referred to the appropriate senior person, with parents kept informed of the action being taken. This covers, for example, a complaint made to a relatively junior member of staff about a more senior colleague.

Senior staff will recognise when issues need to go straight to the Executive Principal, with whom the responsibility for most complaints lie.

Certain parents will wish to go straight to the Executive Principal with their concerns, and this should be respected. However, it should be explained that the Executive Principal might not be able to respond until he/she has consulted the staff members who can help.

The Executive Principal will share serious complaints with the Chairman of the School Board. If a serious complaint is about the Executive Principal, parents are encouraged to write directly to the Chairman, whose address will be supplied on request.

Make sure you are clear about the nature of the complaint before you respond. If it is not immediately obvious:

- the parents may need more time to explain;
- they could be asked to put their complaint in writing;
- it may be helpful to discuss possible outcomes.

All complaints need to be handled seriously.

It is the policy of the school that all complaints will be acknowledged immediately; or within five working days if the matter is complex. You should inform parents about what is happening to their concern or complaint, and, if a more detailed response is needed, by what date it will be received. The issue should be dealt with as quickly as possible.

Recording

A log book for recording complaints is kept in the Associate Executive Principal's office. It is important that you record the details of the complaint accurately as:

- it may become the cause of legal action in the future;
- patterns in the record may indicate a need for action; and
- the Executive Principal should be able to check the log and report on it regularly to the School Board.

The log should contain the following information:

- date when the issue was raised
- name of parent
- name of pupil
- brief statement of issue
- location of detailed file
- member of staff handling the issue
- brief statement of outcome.

These files are confidential and are only to be accessed by members of school staff in the presence of a senior manager. The files should contain simple but clear notes of all conversations with parents about any source of dissatisfaction. There should be a clear statement of what is concerning the complainant/s. The notes can be agreed with parents.

Confidentiality

The School will comply with the requirements of the Privacy Act 1993 and the Official Information Act 1982.

Confidentiality is an important issue for students, parents and staff. It is essential that any complaint is treated in a confidential manner and with respect.

Parents often seek an assurance of confidentiality before expressing their concerns. If, for example, they wish to discuss a particular member of staff, they may fear that their child will suffer in some way because they have complained.

It should be made clear to all concerned that it is the school's policy that complaints made by parents should not rebound adversely on their children and similarly that complaints raised by students should not rebound on them or on other students.

The question of confidentiality should be discussed sensitively and on an individual basis with the parents and the school's policy should be carefully explained.

It may be possible to deal with a problem without naming individuals. However, even if no names are given, the source of the complaint may be clear. Depending on the nature of the complaint and on the circumstances, it may be impractical to investigate without identifying the member of staff or the child – it may also be in the interest of the child to do so.

Members of staff are rightly concerned that they should know about complaints that might be damaging to their reputation. Such complaints will be known only to themselves and to those who have to be consulted. The school will provide support for staff against whom a complaint is made, upon request; this will be provided by a colleague who is not otherwise involved.

If there is a situation involving the police, the Executive Principal, will take responsibility for action in the school and the Board Chairperson will be informed as soon as possible.

Anonymous Complaints

Anonymous complaints may be where there is no indication of either name or address, or where the complainants say that they do not wish to be identified. They may come from members of the public, from parents or from students.

Complaints from the public about the behaviour of a group of students will be dealt with on a general basis, with reminders to all about the school's expectations.

Parents and students should be encouraged to give their names and should be given reassurance on the issue of confidentiality. If they persist in wishing to remain anonymous, it is at the Executive Principal's discretion as to what action, if any, should be taken, depending on the nature of the complaint.

Anonymous complaints will be recorded in the log.

Anonymous allegations about child abuse should be dealt with as outlined in the school's Child Protection Policy.

Parents and students may be satisfied the situation has been resolved by any of the following:

- knowing that changes have been made, and that matters will be different in future
- knowing that the school is now alert to a possible problem
- feeling that their concern has been considered seriously
- an outcome which may be different from the one they sought, but which they perceive to be well-considered
- .

In all cases where time has been needed to investigate a complaint, parents will receive a report in writing which covers:

- the issues raised
- how the issues were considered
- the people consulted
- the action that is to be taken
- an apology, if appropriate.

Intractable Complaints

There may be a small minority of persistent or aggressive complainants who will never be satisfied, whatever the school does. The school may even discover on investigation that the complaint was without foundation or motivated by malice. Nevertheless, it is wise to treat all complaints seriously and to follow the procedures.

Most complaints can be resolved if approached positively. If a complaint becomes intractable, it may be due to its nature or to the way in which it was handled, or possibly because the parent perceives the school to have 'closed ranks' against him or her.

There are different stages of action to be taken with intractable complaints:

Referral to the Chairperson of the School Board

In most cases, the procedure will be that the Executive Principal refers the matter to the Chairperson of the Board and informs the parents that this stage has been reached. However, a situation may arise where the complaint seems to the parent to have been mishandled by the Executive Principal. In those circumstances, the parent should be able to write direct to the Chairperson.

The Chairperson will discuss the matter fully with the Executive Principal and be provided with relevant documentation. If a briefing is required from a member of staff, this will occur in the presence of the Executive Principal.

The Chairperson will respond to the parents, notifying them that he/she is reviewing the matter, asking them if they wish to add anything further and providing a date by which they may expect a response.

The Chairperson may be able to offer a new approach to the matter, and this may satisfy the parents. The Chairperson's response will be clear and detailed, and will offer a meeting if the parents remain troubled.

Meeting with the Chairperson of the Board

If a meeting is requested, the Chairperson will offer to meet the parents at a time convenient to them. Those involved are:

- the Chairperson
- the Executive Principal and, at the most, one other member of staff
- the parents

Parents are encouraged to bring with them a supportive friend who is not involved with the complaint. Legal representation is not appropriate at this stage.

The Chairperson, after questioning and listening to the parents and the Executive Principal, may be able to find a solution. If this is not possible, and the parents wish to take the matter further, the Chairperson could consider seeking the advice of an independent arbitrator.

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

Approved Number of Elected Parent Representatives = 5

Mid-term election cycle Yes/No Date of board meeting where change was made: 10 June 2016

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
Bailey, Ann	Removed for privacy reasons	Staff Rep	Elected	10/06/2016		Election 2019
Bates, Allan	Removed for privacy reasons	Proprietor Rep	Appointed	10/06/2016		Election 2019
Beattie, Bevan	Removed for privacy reasons	Parent Rep	Elected	10/06/2016		Election 2019
Beguely, Raelene	Removed for privacy reasons	Parent Rep	Elected	10/06/2016		Election 2019
Budler, Graeme	Removed for privacy reasons	Executive Principal				Indefinite
Dixon, Rowan	Removed for privacy reasons	Parent Rep	Elected	10/06/2016		Election 2019
Elisara, Ursula	Removed for privacy reasons	Proprietor Rep	Appointed	10/06/2016		Election 2019
George, Amaani	Removed for privacy reasons	Student Rep	Elected	26/02/2018		26/11/2018
Harvey, Bill	Removed for privacy reasons	Parent Rep	Elected	10/06/2016		Election 2019
Peat, Warren	Removed for privacy reasons	Proprietor Rep	Appointed	01/02/2016		Indefinite
Plummer, Sarah	Removed for privacy reasons	Proprietor Rep	Appointed	28/02/2018		Election 2019
Wilding, Peter	Removed for privacy reasons	CH (Parent Rep)	Elected	10/06/2016		Election 2019
Venter, Cynthia BoT Secretary	All Board email correspondence to: Cynthia.venter@kingsway.school.nz					

Note 1: Elected, selected, co-opted, staff trustee, student trustee, and proprietor's appointee, Executive 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

21. Triennial Review Programme/Board Annual Work Plan

KingsWay School Travel and Accommodation Policy

Introduction: Kingsway School staff will incur travel and accommodation costs while undertaking school business in New Zealand or overseas. This policy details the requirements surrounding travel to ensure transparency, accountability and good stewardship of resources. This policy applies to anyone travelling on school business, domestic or overseas, which is paid for by the school.

Safety: Safety must be a preeminent consideration when choosing travel options and accommodation. Prior to any international departure the most senior person travelling shall provide a risk assessment to the Executive Principal regarding all the destinations of the trip which includes a check with the Ministry of Foreign Affairs website regarding those locations.

Authorisation: Air travel expenditure must be authorised and approved in accordance with delegated financial authorities.

- All domestic air travel requires Executive Principal approval.
- All international travel must be approved by the Executive Principal.
- Executive Principal travel must be approved by the BOT Chair.
- All student overseas travel requires Board approval.
- Economy fares shall be used for all air travel.
- Bookings should be made as soon as possible after approval so the expenditure is the most cost-effective possible.
- All travel involving students must include standard trip documentation including RAMS and EOTC forms.
- The school shall not fund membership for airline/airport lounge subscriptions.

Staff must apply to the Executive Principal for permission to include private travel providing:

- there are no additional costs to the school
- the private travel is only incidental to the school business purpose of the travel

Booking air travel: All air travel requires documentation stating:

- The reason for the travel, destination and list of those travelling
- Dates of travel, including dates
- Estimated cost of trip (including flights, accommodation, relief implications etc) and where funding is from (ie. School, student raised etc)
- Excess baggage is personal expenditure unless the excess is work related.

The school must ensure all international school trips are covered by existing insurance or arrange alternative cover.

Passports are considered personal property and passport issue or renewal is not to be funded by the school.

Accommodation should be cost effective while ensuring it is of a reasonable standard to meet the daily requirements of the traveller(s), taking into account the geographic location of the accommodation relative to where staff and students are working, the standard of accommodation and safety and security issues.

Travel and accommodation claims

All expense claims related to travel need to:

- be accompanied by adequate supporting documentation that will withstand public scrutiny. This includes GST tax invoices, vouchers, receipts or other validating documentation. If receipts are unavailable (for example for tips or from vending or faulty machines) document the date, amount, description, and business purpose of the expenditure.
- state the business purpose of the expenditure. Clearly justify the expense, while being brief and concise. Include merchant name and date if not included in the transaction detail.
- be submitted to the Executive Officer within one month after the expenditure is incurred

Cash Advances may be authorised by the Executive Principal where there is a risk that Purchase Cards may not be accepted, or petty cash may be required. When returning, left over cash must be returned to the Executive Officer and reconciled with receipts to match the total of the cash advanced, within 14 days of completion of travel. An example may be a contingency fund for emergencies for missions teams heading to undeveloped locations.

Incidentals allowance is available when personnel are on school funded travel. It is to cover out of pocket expenditure where actual and reasonable expenses are not claimed.

A daily allowance of US\$50 per person is available when meals are not provided.

Motor Vehicles: Unless three or more people are travelling at one time, or an exemption has been approved by the Executive Principal, rental car hire should be from “Economy” range.

Minimal private use of a rental vehicle is permitted while on school business.

Taxis may be used for school related travel where this is the most appropriate and cost effective option.

The School will not pay any fines (parking or traffic offences) while using a rental or private vehicle for school business.

Only staff or accompanying adults with full NZ drivers licenses may drive rental vehicles. Overseas consideration should be given to hiring qualified reliable local drivers where driving conditions are significantly different from New Zealand driving conditions.

A private vehicle may be used if it has a current registration, warrant of fitness and is clearly road worthy. Claims for mileage may be submitted by staff to reimburse the owner.

Capturing the value of international travel: On return a report will be presented to the Executive Principal outlining the trip and key learnings.

KingsWay Board of Trustees 2016 Workplan										
BOT Meeting Dates	Feb 22nd	March 21st	April 11th	May 9th	June 20th	July 25th	August 22nd	September 12th	October 17th	November 28th
Devotions	Matt	Michelle	Graeme	Peter	TBC					
Compliance Requirements	Annual Plan & Charter to MOE by 1 March	March Roll Return. Board Elections		Annual report 2015 to MOE			July Roll Return to MOE	Student Rep election		
Community Consultation & Communication	Whole School Parent Meeting: Communicate Annual Plan & Publish Charter	2015 National Standards Analysis of Variance results published	Targets for 2016 published	2015 PAT & NCEA results published				Consultation re Charter		Communicate findings of special character review
Student progress and achievement	2015 Analysis of Variance. 2016 Targets confirmed			PAT result summary report. NCEA results summary report.-include ethnicity and gender breakdown/bench marking			Gifted and Talented		National Standards	2015 IKAN and Gloss results summary report. Targets for 2016
Finance & Property	Approval of draft annual financial report.	Draft financial statements to auditor	10 Year property maintenance plan report	Adopt audited financial report. To MOE by 31 May. 10 year property maintenance plan report	Monitor	10 year property p	Review and update cashflow forecast	Following year's Budget Preparation - Establish financial priorities	Review 10 year property plan	Finalise draft budget
Principal appraisal	Confirm Delegations. Discuss draft goals and process for appraisal		Goals confirmed..Appraisal process commences.				Progress update		Appraisal report to the Board	Plan next years appraisor. Set goals for next year that align with strategic and annual plans
Curriculum Area Reports		Pathways Faculty	Learning Support	Pastoral Care	Jireh	Senior School	Middle School	Primary School	TTAA	Targets for 2017
Regular			Domain 4: Curriculum	Domain 1: Board Self Review Domain 3: Connections	Domain 2: Leadership	Domain 5: Professional Development	Domain 6: Inquiry	Domain 1: Stewardship		
Emergent		Use of ICT								Domain 1
Strategic			Maori & Pacific Ed		Senior Management Structure		GATE			
External								Special Charcter		

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KingsWay Board of Trustees 2017 Workplan										
BOT Meeting Dates	Feb	March	April	May	June	July	August	September	November	December
Devotions										
Compliance Requirements	Annual Plan & Charter to MOE by 1 March Elect BOT Chair	March Roll Return. Board Elections	Appoint BOT Chair	Annual report 2016 to MOE		July Roll Return to MOE		Student Rep election		
Community Consultation & Communication	Whole School Parent Meeting: Communicate Annual Plan & Publish Charter	2016 National Standards Analysis of Variance results published	Targets for 2017 published	2016 PAT & NCEA results published				Consultation re Charter		Communicate findings of special character review
Student progress and achievement	2016 Analysis of Variance. 2017 Targets confirmed			PAT result summary report. NCEA results summary report.-include ethnicity and gender breakdown/bench marking		Gifted and Talented			National Standards	2016 IKAN and Gloss results summary report. Targets for 2017
Fiance & Property	Approval of draft annual financial report.	Draft financial statements to auditor	10 Year property maintenance plan report	Adopt audited financial report. To MOE by 31 May. 10 year property maintenance plan report	Monitor	10 year property	Review and update cashflow forecast	Following year's Budget Preparation - Establish financial priorities	Review 10 year property plan	Finalise draft budget
Principal appraisal	Confirm delegations. Discuss draft goals and process for appraisal		Goals confirmed..Appraisal process commences.				Progress update		Appraisal report to the Board	Plan next years appraisor. Set goals for next year that align with strategic and annual plans
Curriculum Area Reports		Sport	Learning Support	Pastoral Care	Jireh	Senior School	Middle School	Primary School	TTAA	Targets for 2018
Regular			Domain 4: Curriculum	Domain 3: Connections	Domain 2: Leadership	Domain 5: Professional Development	Domain 6: Inquiry	Domain 1: Stewardship		
Emergent	EVALUATION	TBC	TBC							
Strategic		TBC	TBC	Curridum Doc Review						
External							ERO			

The KingsWay School Policy Framework

BOT Meeting dates	February 26	March 26	May 28	June 25	July 30	August 27	September 24	October 29	November 26
Devotions Roster	Peter	Graeme	Ursula	Allan	Raelene	Bevan	Amaani	Warren	Bill
Compliance requirements	Annual Plan & Charter to MOE by 1 March Elect BOT Chair	March Roll Return	Annual report 2017 to MOE			Elect BOT Returning Officer for Student Rep	Student Rep election Sign off Capital Works Plan	Finalise Capital Works Plan 2019	Approve BOT work plan: 2019
Community consultation & Communication	Whole school parent meeting: Communicate Annual Plan Publish Charter Health and Safety	2017 National Standards Analysis of Variance results published	Targets for 2019 published 2017 PAT & NCEA Results published BOT Forum 2030 SGDP		30 th July – SGDP & Financials	BOT Forum: Charter	Consultation re Charter	October 27 th BOT Retreat – Charter & SGDP focus	
Student Progress & Achievement	Annual report: NCEA Summary, Target variance, National Results.	National Standards Comparative Report 2017/2018: separate Priority Learners	PAT Comparative Report 2018/2019: separate Priority Learners	NCEA results detailed report – Comparative Report 2017/2018: separate Priority Learners				IKAN, GLOSS Comparative Report 2017/2018: separate Priority Learners	
Finance & Property		Draft financial statements to auditor		Adopt audited financial report. To MOE by 31 May, 10-Year property maintenance plan report			Draft 2030 Strategic Growth and Development Plan	2019 Draft Budget presentation Finalised 2030 Strategic Growth & Development Plan	Budget 2019 signoff 10-Year property maintenance plan report finalised
Principal Appraisal	Confirm delegations. Discuss draft goals and process for appraisal					Plan appraiser for next year. Set goals for next year that align with strategic & annual plans	Appraisal report to the Board	Final report presented to the BOT. Appraisal plan and goals established for 2019	
Curriculum Area		Sport	Priority Learners	Digital Learning @KWS progress review School Annual Plan Updates		Senior School	Middle School	Primary School School Annual Plan Updates	Special Character Feedback to Props and BOT
Regular		Stewardship Indicator 1		Stewardship Indicator 2			Stewardship Indicator 3		Stewardship Indicator 4
Emergent									
Strategic		Commence Charter Evaluation			community in its stewardship role			Commence Charter Evaluation	
External							Health & Safety		

The KingsWay School Policy Framework

BOT Meeting dates	February	March	May	June	July	August	September	October	November
Devotions Roster	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Compliance requirements	Annual Plan & Charter to MOE by 1 March	March Roll Return	Annual report 2018 to MOE Board Elections	Elect BOT Chair	July Roll Return to MOE	Elect BOT Returning Officer & start Student Rep Election	Student Rep election Sign off Capital Works Plan	Finalise Capital Works Plan 2020	Approve BOT work plan: 2020
Community consultation & Communication	Whole school parent meeting: Communicate Annual Plan & Publish Charter Health and Safety	2018 National Standards Analysis of Variance results published	Targets for 2019 published 2017 PAT & NCEA Results published BOT Forum 4/4	BOT Forum		BOT Forum	Consultation re Charter		
Student Progress & Achievement	Annual report: NCEA Summary, Target variance, National Results.		PAT Comparative Report 2018/2019: separate Priority Learners	NCEA results detailed report – Comparative Report 2018/2019: separate Priority Learners	National Standards Comparative Report 2018/2019: separate Priority Learners			IKAN, GLOSS Comparative Report 2018/2019: separate Priority Learners	
Finance & Property		Draft financial statements to auditor		Adopt audited financial report. To MOE by 31 May, 10-Year property maintenance plan report			10-Year property maintenance plan updated.	2019 Draft Budget presentation	Budget 2019 signoff
Principal Appraisal	Confirm delegations. Discuss draft goals and process for appraisal				Final report presented to the BOT. Appraisal plan and goals established for 2020.	Plan appraiser for next year. Set goals for next year that align with strategic & annual plans	Appraisal report to the Board		
Curriculum Area		Community of Learning	Pastoral Care	GATE /TTAA School Annual Plan Updates	Priority Learners	Senior School School Annual Plan Updates	Middle School	Primary School School Annual Plan Updates	Special Character Feedback to Props and BOT
Regular									
Emergent									
Strategic					BOT: The board actively represents and serves the school and education community in its stewardship role				
External								Special Character Evaluation	

