

# **POLICY 6a: BOARD OF TRUSTEES GOVERNANCE**

## **Introduction**

The Board of Trustees of Ruahine School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education as stated in the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People. The Board of Trustees acknowledges their commitment to the principles of the Treaty of Waitangi.



**RUAHINE SCHOOL**

The Best I Can Do, The Best I Can Be

Tū māia au ki te mahi, tū rangatira au ki te ao

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

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

In developing these definitions for Ruahine School the board was mindful of the following excerpts from the Education Act:

- Education Act 1989, Section 75 and 76, and Section 65
- Education (Update) Amendment Act 2017, Schedule 2 (*Schedule 6 of principal Act replaced*)
- Schedule 6 Boards of trustees

## **Governance Statement**

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.

Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership team with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.

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. The ongoing improvement of student progress and achievement is the board's focus.

## **RATIONALE:**

Trustees will act in the best interests of Ruahine School through the governance role on the Board

## **PURPOSES:**

1. To ensure sound governance of Ruahine School as a professional teaching and learning community.
2. To ensure Ruahine School has a clear sense of purpose that is aligned to the School's Vision - The Best I can Do the Best I can Be
3. To set priorities and targets for ongoing improvement of learning and teaching through the annual Charter
4. To seek assurance from the Principal that teaching and learning programmes can achieve the targets
5. To evaluate information on student achievement against targets
6. To seek assurance from the Principal that the school's resources are being used well to support student achievement targets and agreed outcomes including staff professional development

## **GUIDELINES:**

The Ruahine School Board of Trustees will follow the Ministry of Education legislative requirements in good faith;

*"Boards of trustees are the governing bodies of schools and play a central role in the educational achievement of children and young People. The Education (Update) Amendment Act 2017 (the Act) now clarifies the key roles and responsibilities of boards in school governance and brings these together in the new Schedule 6 - Education (Update) Amendment Act 2017."*

<http://www.legislation.govt.nz/act/public/2017/0020/latest/DLM6929060.html>

1. work with the Principal to develop and follow the Strategic Plan, Charter and Annual Plan

2. delegate all authority and accountability for the day-to-day operation of the school to the Principal
3. develop and actively review the school policies
4. monitor and evaluate student achievement
5. appoint, assess the performance of, and support the Principal
6. monitor the school resources
7. work in partnership with the staff, students, whānau and school community
8. fulfill the intent of the treaty of Waitangi by valuing and reflecting New Zealand's dual heritage
9. act as good employers
10. follow a clear definition of the Principal's management role and the Board's governance role
11. act according to an accepted code of ethics
12. have written job descriptions for trustees with special delegations; such as Chair, Finance, and Property
13. provide a supportive induction process for new trustees; see MOE "Effective Governance" publications.
14. undergo a regular process of self review

### **CONCLUSION:**

For the Ruahine School Board of Trustees to be successful it requires the support and commitment of all members of the Board, and works in good faith with school staff and community.

**Chairperson:**

**Principal:**

**Policy No:** 6a  
**Date of Adoption:** 29 April 2015  
**Reviewed:** 12 March 2019

### **References:**

#### **Procedures**

- 6a.1 Board of Trustees Code of Conduct and Conflict of interest
- 6a.2 Role of the Chair
- 6a.3 Relationships

#### **Ruahine School Board of Trustees Handbook**

<http://www.nzsta.org.nz/leadership/governance>

#### **Boards' Objectives in Governing School**

A boards primary objective in governing the school is to ensure the every student at the school is able to to attain his or her highest possible standard in educational achievement.

To meet the primary objective, the board must-

Ensure that the school-

Is a physically and emotionally safe place for all students and staff; and

Is inclusive of and caters for students with differing needs; and

Have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and

Comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures) 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and

As a member of a community of learning that has a community of learning agreement under [section 72](#), the Board, as a member of the Community of Learning, must comply with this agreement; and Comply with all of its other obligations under this or any other Act.

Section 75: replaced, on 13/2013, by [section 16](#) of the Education Amendment Act 2013 (2013 No).

Education (Update) Amendment Act 2017, Schedule 6, Boards of trustees, Part 2, Powers and functions of boards, 5 Board's objectives in governing school

## Board Roles & Responsibilities Policy

The Board of Trustees key areas of contribution are:

**Representation - Leadership - Accountability - Employer Role**

The Board	Standard
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the Charter review process 1.2 The board sets the strategic aims and approves the annual plan and targets in line with MoE expectations 1.3 Regular board meetings include a report on progress towards achieving strategic aims 1.4 The Charter is the basis for all board decision making
2. Monitors financial management of the school and approves the budget	2.1 Satisfactory performance of school against budget 2.2 Budget approved by the first meeting each year
3. Monitors and evaluates student progress and achievement	3.1 Reports at each regular board meeting from principal on progress against annual plan highlight risk/success 3.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities 3.3 Board review schedule covering curriculum and student progress and achievement reports are followed
4. Effectively manages risk	4.1 The Board is regularly briefed on internal/external risk environments and take action where necessary 4.2 Identify 'trouble spots' in statements of audit and take action if necessary 4.3 Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action
5. Ensures compliance with legal requirements	5.1 The Board Chair ensures that new members have received, read and understood: board induction information; requirements of board members 5.2 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 5.3 Board meetings have a quorum 5.4 Board has sought appropriate advice when necessary 5.5 Accurate minutes of all board meetings, approved by board and signed by chair 5.6 Individual staff/student matters are always discussed in public excluded session
6. Attends board meetings and takes an active role as a trustee	6.1 Attendance at 80% of meetings (min.) 6.2 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c) 6.3 Read board papers and reports prior to attending board meetings, ready to discuss them
7. Approves major policies and programme initiatives	7.1 Policies and initiatives are approved and minuted 7.2 Policies are periodically reviewed
8. Fulfils the intent of the Treaty of Waitangi by valuing	8.1 The Treaty of Waitangi is obviously considered in board decisions 8.2 The board is culturally responsive and inclusive

and reflecting New Zealand's dual cultural heritage	(16 - Cultural diversity, Treaty of Waitangi, tikanga Maori, and te reo Maori Education (update) Amendment Act 2017 Schedule 6 Boards of trustees)
9. Approves and monitors personnel policy and procedures and acts as a good employer	9.1 Members become and remain familiar with employment conditions of school, staff employment agreements and award arrangements
10. Appoints, assesses the performance of and supports the principal	10.1 Principal's performance management system in place and implemented
11. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	11.1 Successful resolution of any disputes and conflicts referred
12. Represents the school in a positive, professional manner	12.1 NZSTA Code of Behaviour adhered to
13. Oversees, conserves and enhances the resource base	13.1 Property/resources meet the needs of the student achievement aims
14. Effectively hands over governance to new board/trustees at election time	14.1 Board induction processes ensure that new trustees are fully briefed and able to participate following attendance at an orientation programme

### Meeting Agenda

A typical agenda will be as follows:

Board of Trustees Meeting Agenda – date			
	Policy Reference:	Led by:	Time:
1. <u>Administration</u> 1.1 Present 1.2 Apologies 1.3 Declaration of interests			5 mins
2. <u>Strategic Decisions</u> 2.1 Strategic decisions made if required	Operational / Governance Policy xxxx		30-45 mins
3. <u>Strategic Discussions</u> 3.1 Ongoing summary of progress to date in relation to annual plan			45-60 mins

3.2 Exploration of special issue or project eg budget, 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			30-45 mins
<u>5. Identify Agenda Items for Next Meeting</u>			5-15 mins
<u>6. Administration</u> 6.1 Confirmation of minutes 6.2 Correspondence			5-15 mins
<u>7. Meeting Closure</u> 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			5-15 mins
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			