

Dannevirke South School
Board of Trustees



GOVERNANCE MANUAL

Governance Policies & Procedures

October 2013

Our Vision

Cementing the foundations for successful living & learning through striving for our personal best in everything we do.

For Dannevirke South School our vision is guided by the following principles:

- Students will be provided with opportunities to grow academically, emotionally, physically, socially, culturally.
- Students will accept that they have a responsibility to do their personal best in all endeavours while at South School.
- Students will be confident, motivated and successful ongoing learners in numeracy and literacy as a first priority.
- Students will be excited by their learning and motivated to become active participants in their own learning journey throughout their life.
- Students will develop the attributes and competencies to thrive in and contribute to a constantly changing world, and enable them to become productive & responsible 21C citizens
- Students will be encouraged to develop independence, leadership, respect and to value excellence.
- Students will understand the importance of nutrition & activity to all aspects of their health & well-being, including their mental, physical & emotional health.
- Teachers will use digital instructional technology to enhance their teaching and improve learning.
- The school community will value the partnership between parents, caregivers, teachers & students so that there is active and meaningful involvement by all parties.
- Consistently teaching, promoting and living a set of core commonly agreed values and high behavioural expectations
- We value, respect and appreciate the contribution to our school community of all cultures.
- We acknowledge and show understanding of the Treaty of Waitangi, te reo Maori & tikanga Maori.

Introduction

Learning is what schools are all about.

Our Board of Trustees is responsible for student achievement and works in partnership with our Principal, teachers, support staff, school community and the government to ensure the best possible educational outcomes for all our students.

The Board of Trustees has the overall responsibility for Dannevirke South School, which includes certain legal obligations covering responsibility for property and personnel, the proper management of school finances, reporting to the Ministry of Education on Student Achievement and the development of the Charter.

The legal obligations of this Board are set out in a number of different Acts of Parliament, including *Education Act 1989* and *Education Standards Act 2001*. The Board of Trustees fulfills these obligations and works to assure the government that:

- the students at Dannevirke South School are receiving a high quality standard of education
- national priorities for school education are being addressed at Dannevirke School
- resources are being used effectively and efficiently to ensure the highest possible quality learning.

**This Governance Manual outlines how
the Dannevirke South School Board of Trustees will
conduct itself as it fulfills its obligations to
Dannevirke South School and the New Zealand
Government.**

This Manual is supported by Dannevirke South School's "Policies, Procedures and Guidelines", the full policy framework for the management of the school.

Useful Links

Trustees can find additional information on trusteeship, governance and school management in:

- The New Zealand School Trustees Association (NZSTA) Handbook (single copy with Board Chair)
- NZSTA booklet: "Trusteeship: A Guide for School Trustees" 5th Edition 2013 (provided to all Trustees September 2013)
- NZSTA website www.nzsta.org.nz
- Te Kete Ipurangi – The Online Learning Centre Website ("TKI") www.tki.org.nz
(an excellent resource for all aspects of education)
- Ministry of Education information for Boards: <http://www.minedu.govt.nz/Boards.aspx>
- The New Zealand Curriculum Online: <http://nzcurriculum.tki.org.nz/>
- National Standards: <http://nzcurriculum.tki.org.nz/National-Standards>
- The Education Review Office publications and website www.ero.govt.nz (includes recent Review Reports for Dannevirke South School. The latest was in April 2013)
- "Effective Governance – Working in Partnership" booklet for trustees (2010 edition):
<http://www.minedu.govt.nz/Boards/EffectiveGovernance/PublicationsAndResources/EffectiveGovernance.aspx>
- National Education Goals, National Education Guidelines ("The NEG's") and National Administration
- Guidelines ("The NAGs"):
<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS.aspx>
- Dannevirke South School website: <http://www.dannevirkesouth.school.nz>
- Dannevirke South School Charter, including latest Strategic Plan. Annual Plan & Student Achievement Targets

Governance versus Management

Governance is about the “big picture”

- setting targets
- seeking assurance
- evaluating outcomes

“Governance” is developing a strategic direction and setting policy for the school.

“Management” is about “the details” – the procedures and actions required for putting the strategy and policy into action.

“Governance is not about attempting to do the Principal’s or teacher’s jobs or to be involved in the day-to-day school administration. Governance is about taking a strategic overview, establishing the Charter which encapsulates the vision and strategic direction for the school, and in ensuring that all students are provided with the best possible teaching and learning opportunities.” STANews, May 2004.

Trustees are referred to NZSTA’s booklet “Trusteeship – A Guide for School Trustees” for further information on “Governance”.

Legislative Framework

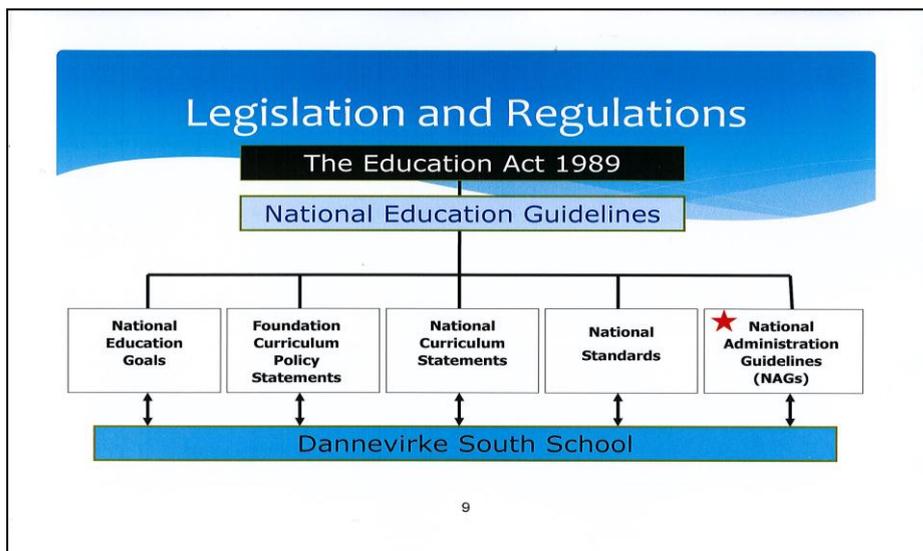
Legislation and regulations establish the framework within which all boards operate. The Education Act 1989 is the major piece of legislation affecting the delivery of education in New Zealand. Boards are also subject to many other Acts and Regulations.

Key legislation includes the National Education Guidelines, which are in three parts:

- National Administration Guidelines (“The NAGs”)
- National Education Goals (“The NEGs”)
- The New Zealand Curriculum (2007)

These three statements can be viewed online - see “Useful Links” at the start of this document.

The Dannevirke South School Board of Trustees develops and enacts its Charter within this legislative framework. The Board regularly reviews its performance in achieving the goals of the Charter.



- The latest Dannevirke South School School Charter can be viewed via the school’s website:

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

Role of the Board

The Board:

- Defines the purpose of the school
- Sets and reviews the school's goals through its Strategic Plan
- Sets and reviews policies, procedures and guidelines
- Must comply with current legislation and the National Education Guidelines
- Appoints the Principal and assesses his or her performance in meeting the school's goals
- Supports the Principal in managing the school
- Ensures the school is communicating effectively with its community
- Is not involved with the day-to-day running of the school.

Role of the Principal

The Principal:

- Is the Chief Executive of the school
- Is the educational leader of the school
- Is a full member of the Board
- Provides information and guidance to the Board of Trustees
- Guides the Board of Trustees in decisions about: curriculum, employment, achievement targets, planning and reporting
- Manages the school within the law and in line with Board of Trustees policies and goals
- Oversees the day-to-day running of the school
- Makes recommendations to the Board of Trustees on the appointments of staff
- Oversees teacher appraisals and staff development programmes.

Policy Statement for Governance at Dannevirke South School

From NAG 2:

“Each Board of Trustees with the Principal and teaching staff is required to:

- i. develop a strategic plan which documents how they are giving effect to the National Education Goals through their policies, plans and programmes, including those for curriculum, assessment and staff professional development.”*

The Board of Trustees ensures that a Charter and Policy framework is established to guide and direct the management of Dannevirke South School School. The Board of Trustees will monitor the implementation of these through a planned process of Self Review.

Trustees act in the best interests of Dannevirke South School School through the governance role of the Board. Purpose

- To ensure that Dannevirke South School School Board of Trustees provides sound governance for the school as a professional teaching and learning community.
- To ensure Dannevirke South School School has a clear sense of purpose.
- To set priorities and targets for improvement of learning and achievement in the school.
- To seek assurance from the Principal that the programmes being implemented in the school can achieve the targets.
- To evaluate information on student outcomes in respect of the targets that have been set.
- To seek assurance from the Principal that the school’s resources are being used optimally to deliver the agreed outcomes, including provision for staff professional development.

Guidelines

1. The Board of Trustees will develop and follow the School’s Charter, incorporating Strategic and Annual Plans.
2. The Board of Trustees will delegate all authority and accountability for the day-to-day operational organisation of the school to the Principal.
3. The Board of Trustees will develop and review the policy framework for the school.
4. The Board of Trustees will monitor and evaluate student learning outcomes.
5. The Board of Trustees will appoint, assess the performance of and support the Principal.
6. The Board of Trustees will manage school resources.
7. The Board of Trustees will work in partnership with its community.
8. The Board of Trustees will exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.
9. The Board of Trustees will act as good employers.
10. The Roles of Board and Principal will be clearly defined.
11. Trustees will act according to an accepted Code of Conduct.
12. Trustees and sub-committees with special delegations, such as Chairperson, Staff Representative, Finance, will have written Job Descriptions.
13. The Board will operate effectively and efficiently through regular meetings, following accepted Meeting Procedures.
14. New trustees (elected or co-opted) will follow a supportive induction process.
15. The Board will undergo a regular process of Self Review.

Dannevirke South School Trustees Code of Conduct

Each trustee, in carrying out their duties, agrees to adhere to the following Code of Conduct.

Each trustee will:

1. ensure that the needs of the students and their learning are given full consideration in planning, developing, resourcing and implementing the school's curriculum
2. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to reach the highest standards of personal achievement
3. serve their school and their community to the best of their ability and be honest, trustworthy, loyal and fair in all matters relevant to their roles and responsibilities
4. respect the integrity of staff, the Principal, parents and students
5. maintain the confidentiality and trust vested in them
6. not disclose to any other person information that might be harmful to the school.
7. ensure strict confidentiality of papers and information related to the Board's position as employer
8. ensure that individual trustees do not act independently of the Board and its decisions
9. recognise that only the Chairperson can speak for the board.
10. accept that the Principal is the professional leader of the school who is responsible to the Board of Trustees
“All elected, appointed and co-opted trustees, whether they are parent, proprietor, staff or student representatives, come to the board table entrusted to ensure effective governance despite the different perspectives they bring to board discussions. Individuals are neither advocates nor delegates with sectional interests but work for positive outcomes for all concerned.” New Zealand School Trustees Association

Responsibilities of Dannevirke South School

Trustees

Act in the best interests of Dannevirke South School through the governance role of the Board.

The following key responsibilities define the expectations of a member of this Board.

Each trustee will:

1. abide by the Code of Conduct
2. attend Board of Trustees meetings and read agenda papers and reports beforehand
3. contact the Board Secretary or Chairperson to tender an apology if unable to attend a meeting
4. accept special delegations as required and will abide by the relevant Job Description
5. attend sub-committee meetings as required and will convey apologies if unable to get to any such meeting
6. make every effort to attend other Board meetings or functions held as necessary from time to time
7. catch up with information from missed meetings by reading the minutes and/or speaking with the Chairperson
8. contribute thoughts and ideas and will listen to and respect those expressed by other Board members
9. abide by the collective decisions of the Board and respect the confidentiality of information
10. make every effort to participate in any training programme agreed to by the Board.
11. undertake an annual self-evaluation and meet with the Chairperson to discuss ways in which the he/she has contributed to the effectiveness of the Board and ways he/she may increase their effectiveness.

Meeting Procedures

Dannevirke South School Board of Trustees is committed to effective and efficient meetings.

- **Purpose:** to discuss school business in a public forum and to make and record decisions relating to the governance and management of Dannevirke South School. Meetings are held with the expectation that trustees have prepared for them and will participate fully in all discussions within the principles of acceptable behaviour
- **Date and Time:** meeting dates are set in advance (as part of the Annual Plan). Meeting dates and start times can be varied with the agreement of trustees and with due public notice. **Notice of meeting** is given on minutes of the previous meeting, in the Dannevirke South School newsletter, via e-mail and by circulation of the agenda.
- **Visitors:** Board meetings are held in public and visitors are welcome. Visitors will be given “speaking rights” at the discretion of the Chairperson. Visitors can request that a particular topic be discussed but due notice must be given. In extreme circumstances, new topics can be added to the agenda at a meeting, but only at the Chairperson's discretion. Visitors are requested to restrict their input to the topic in which they have a particular interest. The agenda may be varied to allow them to speak early in the meeting and then let the Board move on to other matters. Visitors attending the meeting will be given a notice about their rights to participation in the meeting.
- **Agenda:** meetings will be based on a prepared agenda, developed by the Chairperson in consultation with the Principal and circulated to all trustees at least two working days prior to a meeting.
- Trustees should advise the Chairperson if they wish items to be included on the agenda. The Chairperson reserves the right to include or exclude any item of business. The **order of the Agenda** may be varied by general agreement of the Board.
- **“No surprises in General Business”:** *the integrity and effectiveness of the Board relies on there being adequate time for trustees to consider issues prior to a meeting. Raising issues without forewarning, particularly if they are contentious, will reduce the Board's ability to make good decisions and can damage relationships.*
- **Reports:** trustees, if required by their individual responsibilities, will report to the Board in writing. A report template is available. Written reports must be factual and concise, covering events over the period, any upcoming issues and other items of relevance. Trustees are asked to highlight points that will require discussion or a decision at the meeting. Formal motions can be included. Trustees are encouraged to report on any trustee training or relevant meetings they attend. Reports are a key part of the Board's Self Review process and enable trustees to track their performance in their roles - celebrating their successes and highlighting areas where they require support. Written reports form an essential record of Board activity. *Verbal reports*, in place of written reports, are only acceptable for minor issues or where a decision is not required of the Board. Trustees should check with the Chairperson, in advance of the meeting, for guidance.
- **Reports must be submitted to the Board Secretary no less than 3 days prior to a meeting.** Reports can be sent in by e-mail. Late reports will be accepted only at the discretion of the Board Chair.
- **Circulation of Board papers:** the agenda, all reports, minutes of the previous meeting, correspondence and any additional material will be circulated to trustees at least two working days prior to a meeting. Copies of the agenda and all papers for the open (public) session of a Board meeting will available for public viewing at the

Office and at the meeting place. *Reports are not read out at the meeting. Trustees are expected to prepare for meetings by reading all reports in advance.*

- **Attendance & Apologies:** an apology for non-attendance of a Board meeting should be given to the Chairperson or Secretary as soon as possible. A trustee who misses three consecutive Board meetings without prior leave will cease to be a member of the Board. A standard apology for non-attendance does not constitute "prior leave". A formal request for leave must be made to the Board Chairperson.
- **Discussion at Board meetings:** discussions will be centred around the topic in question. Open and honest dialogue is encouraged, but with respect for the views of others. The aim of any discussion should be to enable an informed decision to be made at the conclusion. The Chairperson will limit the length of discussions to suit the importance of the subject matter. Only one person at a time shall speak.
- **Voting at Board meetings:** Voting will generally be **oral**. A notice of motion will be circulated to trustees in advance of the meeting, within a written report or on the agenda, or will arise out of the discussion of a particular topic. At the appropriate point in the proceedings, the motion will be **moved** by the relevant trustee and **seconded** by a supporting trustee (unless moved by the Chair, when no seconder is required). Further discussion may follow, although the Chair can limit each trustee to comment on the motion only once. The motion can be amended, if necessary, with the agreement of all trustees, and then voted on. The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote. If agreed or carried, the motion becomes the **resolution** and is recorded in the minutes as such. Trustees can request that their contrary votes be recorded. A matter already discussed and voted on may not be reintroduced at the same meeting. Trustees are reminded that they will abide by the collective decisions of the Board.
- **Minutes of the Board meeting:** the written account of the meeting following a standard format. Minutes will record main points of discussion and all decisions.
Copies of the *unconfirmed* minutes are circulated to trustees shortly after each meeting (via e-mail). Additional copies of the unconfirmed minutes are circulated with Board papers prior to the next meeting. Unconfirmed minutes are not available for circulation to the public although key decisions may be shared with the school community (if appropriate) via the Chairperson, Principal and/or school newsletter.
Once confirmed, the master copy of the minutes is signed and all pages and attached reports initialled by the Chairperson. The complete record is filed in "**Dannevirke South School Board of Trustees Minutes**" folder in the Office. This file is available to the public during school hours. "In committee" minutes are filed separately and kept in a secure cabinet in the Principal's Office. Copies of all minutes are made available to the school's auditor.
- **"In committee" (exclusion of the public from a Board meeting):** the Board has the right, by resolution, to exclude the public and news media from the whole or part of the Board meeting in accordance with the Local Government Official Meetings and Information Act 1987. Decisions by the board are fully recorded but remain confidential. The Board will pass the motion to move "into committee" (exclude the public) whenever it needs to protect the personal privacy of an individual or to discuss sensitive financial issues eg. personnel issues, wage claims, contract tenders. The Board needs to make the reasons for excluding the public clear and reserves the right to include any non-board member it chooses.
- To move "into committee", the relevant motion is:

“That, under section 48 (1) of the Local Government Information and Meetings Act 1987, to protect personal privacy, the public be excluded from this meeting from this point in the proceedings (*time*). The general subject for each matter to be discussed is (*topic*)” Moved: Chairperson (no second required)

Any visitors or trustees that declare a conflict of interest will be asked to leave the meeting at this point.

At end of the “in committee section”, the motion to return to open session is:

“That the Board moved back into “open session” at (*time*).” Moved: Chairperson (no second required)

- **“in committee” minutes** follow the same format as main minutes. “In committee” minutes and any relevant papers are not circulated outside of the meeting. “In committee” minutes will be confirmed at the next available “in committee” session. Matters arising from these minutes may be discussed then or may form part of open session business at a future Board meeting (e.g. confirmation of an appointment or resolution of a complaint).
- **Conflict of Interest:** from time to time situations may arise in which individual trustees could have, *or could be thought to have*, a personal stake in matters to be considered by the Board. A trustee who identifies a conflict of interest must declare it before any discussion of the matter begins. A trustee should:
 - Publicly declare a conflict of interest, state the general nature of the interest, and have the declaration recorded in the minutes.
 - Withdraw from the meeting while the matter is discussed
 - Not vote on the matter; and
 - Not discuss the matter with the Board or attempt to influence any vote.

Pecuniary Interest: arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the Board. In such cases the trustee concerned must leave the meeting while the topic is under discussion and a decision is made.

Board Meetings – Legal Requirements

Dannevirke South School Board of Trustees is required to abide by the following legislation with regard to its meetings. All other meeting procedures are developed at the discretion of the current Board.

Preparation for Meetings

- **Timing of Meetings:** Board meetings to be held at least every three months
(Education Act 1989 Sixth Schedule Clause 8)
- **Public Notice of Meetings:** The Board shall take all reasonable steps to ensure that parents of students enrolled at schools that the Board administers can readily find out within a reasonable time before those meetings, where and when meetings of the Board are to be held. *(Local Government Official Information and Meetings Act (LGOIMA) Amendment 1991 Section 4/7)*
- **Availability of Agendas and Reports:** Board members should receive the agenda and Board papers **at least two days** before the meeting. Members of the public are entitled to inspect the agenda and papers at the school office at least two clear working days before the meeting. Note: “in committee” papers are exempt from this entitlement. *(Local Government Official Information and Meetings Act Amendment 1991 Section 5)*

Conduct of Meetings

- **Meetings Open to the Public** (Section 47)
 - includes the news media (Section 29a)
 - the agenda and relevant papers to be available (Section 49 b and c)
 - chairperson can require a member of the public to leave in the interests of maintaining order (Section 50)
(Local Government Official Information and Meetings Act 1987)
- **Right to exclude the public:** The public can only be excluded from all or part of the meeting by the resolution of the Board on one or more of the following grounds:
 - good reason to withhold information (e.g. personnel matters)
 - when disclosure of information is against the law or in contempt of court
 - when the meeting is to consider an Ombudsmen’s recommendation with regard to a request for information under the Official Information Act. *(Local Government Official Information and Meetings Act Amendment 1991, Section 6)*

When one or more of the above criteria is met, the decision to move into committee must be taken in the public part of the meeting and the motion recorded in the minutes as per Section 2A of the LGOIMA. The Act also makes provision for people with relevant knowledge or expertise to remain at the meeting if appropriate. See **Meeting Procedures – “in committee”**.

From Education Act 1989 Sixth Schedule Clause 8:

- **Quorum:** No business shall be transacted at any meeting of a Board unless more than half the trustees then holding office are present (Item 4). *Education Act 1989 Sixth Schedule Clause 8*

- **Who presides:** The chairperson, if present, otherwise a trustee (not being the Principal or a staff or student representative) appointed by the Board at the meeting (Item 5).
- **Voting:** Every question before a Board shall be decided by a majority of the votes cast on it by trustees (item 6 & 7). Chairperson (or acting Chair) has a deliberative vote and where votes cast are equal, also has a casting vote. *Note:* it is good practice for a casting vote to be used in an uncontroversial way - for instance, to retain the status quo.
- **Conflict of interest:** A trustee can be excluded from a meeting if s/he:
 - has a pecuniary interest in any matter before the Board
 - is a staff member and a complaint, or matters relating to their employment, is being discussed.
 - is an enrolled student and matters relating to him/her as an individual student are discussed.However, any of the above may attend any meeting of the Board for the purposes of giving evidence, making submissions or answering questions (Item 8 – 11).
- **Meeting procedure:** Every Board shall determine its own procedures (Item 12)

Follow-up after meetings

- **Right of the Public to Inspect or Receive Copies of Minutes:** The public can inspect, take notes from or receive copies of minutes of meetings (except for those held "in committee"). The public may seek "in committee" minutes through the provisions of the Official Information Act 1982 (Local Government Official Information and Meetings Act 1987 Section 51)

Meeting Terminology

Trustees may find the following definitions of use:

Agenda: a list of items to be covered at the meeting, which is sent to the Board and made available to the public.

Amendment: motions can be amended during discussion. Formal meeting procedures requires that an amendment must be proposed, seconded and voted on before it becomes the substantive motion.

In committee: section of the meeting in which sensitive and/or confidential matters are discussed. The public is excluded. Rules for doing this are set out in the Local Government Official Meetings and Information Act 1987.

Minutes: permanent, written record of the business conducted at the meeting. Sent out to trustees in draft or **unconfirmed** form following the meeting and reviewed and **confirmed** at the beginning of the next.

Matters arising: matters noted in the minutes requiring action. Bringing them up is a means of checking that the actions have been taken.

Motion: a formal proposal that is **moved** and **seconded** before discussion and voting. Voting can be oral ("*all those in favour?*"), a show of hands or secret ballot. A vote may not be necessary if the chair is able to gauge consensus. When the whole Board is in agreement the motion is described as **Agreed**; when it is decided on a split vote it is **Carried**.

Moving reports: the correct motion for trustee reports is that they be "received". Financial records are "accepted". Only the minutes are "approved".

Moving from the Chair: motions put by the Chair do not require seconding. Usually relate to procedural matters eg. moving into committee, rather than for voting on key issues.

Notice of Meeting: stating date, time and place of the meeting and sent to all Board members and made known to the school community.

Points of Order: questions directed to the Chairperson requiring an answer or ruling, usually relating to meeting procedure.

Quorum: minimum number of trustees that must be present before the meeting ie. more than half of those currently holding office.

Standing Orders: the set of rules adopted by a Board to run their meetings, often the Model Standing Orders (MP 9204: 1993) of the Standards Association of New Zealand *, or an adaptation of these.

Tabling Documents: when written material is available in support of an item being discussed, “tabling” it makes it part of the official records of the meeting.

* Copy available at Dannevirke South School Office.

Board Correspondence

Inwards Correspondence:

Correspondence addressed to the Board is received through the School Office. Correspondence will be opened by the Office Manager unless addressed to Chairperson or an individual trustee.

Correspondence of particular interest will be copied and circulated to all trustees, either as soon as received or prior to a Board meeting. The Principal, in consultation with the Board Secretary and Board Chair, makes the decision on which items should be circulated.

Correspondence, not circulated previously, will be tabled at the next meeting for all trustees to view if they wish.

(This excludes items that will be discussed “in committee” – these will be available only at the meeting and any copies made will be collected in and destroyed once discussed. The master copy will be filed after the meeting.)

Board correspondence is always available for trustees to view at the School Office.

It is important that any mail received directly by individual trustees, in the course of their specific duties, is recorded on the Correspondence Report and copies made available for all trustees to view if they wish. Ideally, all Board Correspondence will be addressed to the Board Secretary who will distribute it as required.

Correspondence Outward:

All outward correspondence will be on school letterhead.

All outward correspondence will be approved by the Board and will be recorded on the Correspondence Report.

The Board Secretary will prepare most correspondence but individual trustees, in carrying out their specific duties, may send out correspondence from time to time. It is important that this is recorded on the Correspondence Report and copies of all letters are kept in the Board Correspondence file.

A **Correspondence Report** is presented to the Board at each meeting, with items highlighted for discussion or action. The appropriate **resolution** is that *inwards correspondence is received and outwards correspondence approved*.

Annual Meeting – Annual Report

The Education Amendment Act 2006 has removed the need for Board of Trusteesⁿ to have an Annual Meeting. The Board of Trustees is still required to produce an Annual Report and must notify its school community of where and when the Annual Report is available for inspection. The Annual Report includes Annual Financial Statements, Audit Report, completed Annual Plan and analysis of Student Achievement targets for the year ended. The Chairperson and/or Principal can include their own reports, if they choose.

The Board of Trustees is required to submit copies of the Annual Report to the Ministry of Education by 31st May following year-end.

In lieu of the Annual General Meeting, the Board shall, at its first of the year (or the first meeting of the newly-elected Board):

- Elect the Chairperson
- Allocate trustee portfolios as required
- Confirm position of Privacy Officer
- Confirm position of Board Secretary (unless an appointed staff member)
- Set Board **meeting fees** for the year

Meeting Fees

- The Board has the right to determine how much its trustees are paid.
- The Principal, as a member of the Board, is entitled to the same payment as all other trustees except the Chairperson.
- Board fees are tax free to \$605 per member and \$825 for the Chair/Principal.
- Meeting fees are currently \$70 per meeting for trustees/\$100 Chairperson & Principal
- Trustees receive fees for each meeting they attend. The Board usually has 10 meetings per year (3rd Monday of each month), with additional meetings included as required.
- Meeting fees are paid on Trustee Payment Schedules prepared by the Office Manager and processed by School Support in Napier. Trustees can select from various pay periods, from annually to six times per year.

Trustees with Special Responsibilities

- Chairperson
- Grants & Funding
- Health & Safety
- Personnel
- Property
- Staff Representative
- Finance

Chairperson

At Dannevirke South School School, the role of the Chairperson is important in ensuring the ongoing success of our Board and school. The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. In addition to the general responsibilities of all trustees the Chairperson has the following responsibilities:

- Provides leadership for the Board
- Acts as spokesperson for the Board
- Ensures that the work of the Board is completed
- Ensures the Board works as a team
- Supports other trustees in their roles
- Effectively organises and chairs the Board meetings – fairly and impartially
- Meets regularly with the Principal to build a working relationship based on trust, honesty, respect and support
- Prepares the agenda (in consultation with Principal/BOT Secretary)
- Prepares reports as required
- Is signatory to contractual obligations
- Has delegated authority to co-ordinate the annual appraisal of the Principal in consultation with other trustees
- Ensures good communication is established and maintained between the Board of Trustees and the wider community
- Works with Principal to write and present the Annual Report.

The Board Chairperson and Principal work most effectively together when:

- They work in partnership towards the same goals
- They are able to make informed decisions
- All other trustees know and understand the roles of the Board and the Principal
(i.e. the governance/management roles are defined and their individual responsibilities are known)
- There is mutual respect and a climate of trust and openness and harmony

- The Chairman and Principal establish a positive working relationship through regular meetings
- There are no surprises!
- Agreed tasks are completed
- Mediation/support is sought earlier rather than later

The success of our school is dependent on a relationship of trust and support between Board and Principal.

Grants & Funding

In addition to the general responsibilities of all trustees, the trustee with responsibility for Grants & Funding will:

- Oversee and co-ordinate applications and make sure that correct record-keeping and audit procedures are followed.
- Develop an **annual funding strategy** with the staff, Board and PTA, to clearly set out the projects to be funded, the trusts that will be approached, and the funds required to support applications.
- Keep a **register** of all applications and accountability information for successful grants. All trusts, and our own auditors, have strict requirements for recording funding applications and resulting grants or donations.

Reporting:

It is expected that the Grants & Funding trustee will report to the Board **as required**.

Health & Safety

In addition to the general responsibilities of all trustees, the trustee with responsibility for Health & Safety will:

- Support the Principal with health & safety matters as required, including ensuring processes are in place to identify and rectify hazards.
- Support review of NAG 5 policies procedures and guidelines
- Work alongside Property representative (Nag 4 (b))

Reporting: It is expected that the trustee with responsibility for Health & Safety will report to the Board **as required** (many topics will be covered in the Principal's Report).

Personnel

In addition to the general responsibilities of all trustees, the trustee with responsibility for Personnel will:

- Support the Principal with personnel & pastoral care matters as required.
- Support review of NAG 3 policies procedures and guidelines & relevant employment legislation & collective agreements

Reporting: It is expected that the trustee with responsibility for Personnel will report to the Board **as required**.

Property

In addition to carrying out the general responsibilities of all trustees, the trustee with responsibility for Property will:

- Support the Principal with property matters and issues as required.

- Support review of NAG 4 (b) policies procedures and guidelines and the 10 Year Property Plan
- Work alongside Health & Safety representative (Nag 5)

[It is the responsibility of the principal to see that the day-to-day property tasks are carried out. Strategic property planning is a Board function.]

Reporting:

It is expected that the trustee responsible for Property will report to the Board **as required** (many topics will be covered in the Principal's Report).

Staff Representative

The role of the staff trustee is to present to the Board the views of the staff and to report to the staff the decisions of the Board (in conjunction with the Principal). As a trustee, the staff representative has an obligation to serve the broader interests of the school and its students. The staff trustee fulfils legislative requirements relating to Board composition.

In addition to carrying out the general responsibilities of all trustees, the Staff Representative will:

- Be accessible to staff members and will receive staff views, where appropriate, prior to Board meetings
- Fairly and accurately present staff views to the Board
- Fairly, accurately and promptly report on the Board meeting to the staff, in conjunction with the Principal

Reporting:

It is not necessary for the staff trustee to prepare a verbal or written report for the Board unless specifically requested to do so.

Finance

In addition to carrying out the general responsibilities of all trustees, the Treasurer will:

- Develop annual Budget (with Principal)
- Oversee regular checks of internal financial procedures as recommended by school auditor
- Lead review of finance policies and procedures (NAG4a)
- Annual Review of Staff Usage Expenditure (SUE) Reports (with Chairperson)

Reporting:

It is expected that the BOT member with finance responsibility will report to the Board **as required**.

Induction Process for New Trustees

New trustees, whether elected or co-opted, will be given support and information to assist them into their new roles.

Suggested Process:

1. Personal welcome from Board Chair & Principal
2. Letter of welcome from Board Secretary (on behalf of whole Board), with information on:
 - a. Upcoming meetings (with times and locations)
 - b. Process for receiving Board papers and submitting apologies
 - c. Board meeting fees and payment schedules
 - d. Contact details for Board and Secretary
3. Information pack containing:
 - a. Governance Manual & Charter
 - b. NZSTA guidebook (the little grey book)
 - c. Ministry of Education information packs (usually available at time of election)
 - d. Ministry of Education Board membership forms
 - e. Direct credit information for School Support, Napier
 - f. Previous three or four months Board minutes
 - g. Any other current information or publications that will be useful.
4. Trustee Training Opportunities
5. On-going support of new trustees by Chairperson and other Board members.

(Dannevirke South School School Policies, Procedures and Guidelines are available on the school website, along with the latest Charter and this Governance Manual.

New trustees should be reassured that the Board is aware of the scale of this new role and that it will take time for the new member to become fully “up-to-speed”. The Board Chair will remain in close contact with the new trustee, especially during first few meetings, to make sure that they understand the various processes, are up-to-date with Board business, and are feeling involved and valued.

Self Review

NAG 2 requires that Dannevirke South School Board of Trustees maintains an on-going programme of Self Review. The relevant process for the review of policy, procedure, curriculum and student achievement are included in “Dannevirke South School Policies and Procedures & Guidelines”.

Self Review enables the Board to assess and evaluate its progress towards its strategic goals. Review will enable the Board to “celebrate achievement and set new goals” & “identify areas of weakness and take strategic action”.

The Board will review the Charter, the Strategic Plan, Annual Plan, teaching programmes, curriculum delivery, student achievement and policies across a three-year timetable. The Principal will lead the review process. Individual review committees will be made up of the Principal, staff and, sometimes, trustees, for each area under discussion.

For each area under review, the Board will receive a **Review Report**.

From this report, the Board should be able to see:

- “How well are we doing?” (**collected data**)
- “How do we know?” (**results**)
- “So what will we do next?” (**recommendations**)

Some **key questions** for the Board to ask are:

- Is all compliance covered?
- Is what we planned actually happening?
- Is the budget appropriate?
- Are resources adequate?
- What successes should we celebrate?
- What improvements are required?

The Board should be guided by the professional knowledge of the Principal and staff in planning for improvement. Recommendations that are given are formally accepted by the Board and recorded on the Annual Plan. Policy and/or procedural statements are updated as necessary.

Student Achievement

An important area for the Board is planning & reporting on student achievement. The aim is to improve student outcomes by setting annual targets for student achievement, against National Standards, and monitoring progress towards these goals. The targets form part of the Charter. Each target is set by the Principal and teaching staff and will be supported by new actions – increased resources, professional development, additional staffing – and the Board provides support through the budget and resourcing. Each trustee should know the current targets for the school!

The Board will receive reports on progress towards the targets, and will in turn report to the school community through Achievement Reports and the Annual Report. The key questions for Self Review apply to student achievement.

An important role for the Board is communicating the achievement data to the school community and encouraging the closer involvement of families in their children's education. The Ministry of Education has a number of initiatives in place for the Board to support.

National Standards were introduced in 2009. The Board of Trustees, with guidance from the Principal, has developed policy and procedures for the implementation of the National Standards and the recommendations for reporting to families. For more information on National Standards, please visit:

<http://www.minedu.govt.nz/theMinistry/EducationInitiatives/NationalStandards.aspx>

Refer to Appendix

- i. Achievement Information Reporting to Board of Trustees
- ii. Student Achievement Template

Board Review of Governance

Dannevirke South School Board of Trustees will also review its *own performance*. Board Review of Governance will occur **annually**, coinciding with the update of the Annual Plan at the end of the year.

- **Trustees:** each trustee will evaluate their own contribution to the Board and their individual effectiveness, through discussion with the Chairperson. Trustees with special delegations can review their monthly reports to track their progress through the year.
- **Chairperson:** the Board Chairperson will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal.

*It is envisaged that these will be **informal, confidential chats** between the Board Chair and each trustee, with no formal written record required beyond minuting that each has occurred.*

Whole Board: the Chairperson will co-ordinate a review of the effectiveness of the whole Board. The basis of this review will be the Annual Plan and the Governance Policies & Procedures set out in this manual. Issues may arise from the informal chats with trustees (above). Review may involve a survey of school community and staff. A significant incident at the school - sudden staff changes or an accident, for example - may also initiate a review.

A written review report will be presented, celebrating achievements, identify areas of weakness and making recommendations for improvement through trustee training etc.

Key indicators for Board Performance may include:

- progress towards achieving Annual Plan
- relationships within Board
- relationships between Board, Principal and staff
- relationships between Board and school community
- complaints & commendations received
- survey results
- level of community support of Board events e.g. forum
- level of community support of trustee elections
- trustee conduct
- trustee workload & monthly reports
- uptake of Board training opportunities
- attendance of meetings
- length & effectiveness of meetings

Reading the Finance Report

A key role of Dannevirke South School Board of Trustees is school finance. In accordance with NAG 4 (a), Boards are ultimately responsible for the allocation of school funds and are required to monitor school spending.

The Board will authorise the Principal to control the financial transactions of the school. Trustees are required to *“seek assurance from the Principal that the school’s resources are being used optimally to deliver the agreed outcomes...”*

The Finance Report, received at each Board meeting, provides the information that will enable trustees to gain this assurance. All trustees will have an opportunity to question any financial transactions made on their behalf.

School Support Ltd (Napier) provides financial services to Dannevirke South School.

These services include:

- Payment of accounts, budgeting, accounting & taxation, preparation of annual accounts, audit
- Assistance with regular review

School Support receive our government funding and maintain BNZ bank accounts and investments on our behalf. They pay the majority of our accounts and report to us monthly via their Financial Management Report. The full monthly report is approx. 30 pages long and provides detail of all financial transactions made by Dannevirke South School during the previous month, with an analysis of variance between our budget and the actual expenditure, and comparisons to the previous year. Separate copies of the full Financial Management Report are sent to the Principal, the Board Chair and the Board Finance Officer, giving each the opportunity to independently view the report

and report back on the information received. Trustees that do not receive the full report can view them at the Office at any time. The Dannevirke South School Board of Trustees Finance Report will contain a summary of the information received from School Support.

Dannevirke South School also holds “local funds” in its own Westpac “Cheque Account”. This account is used for deposit of any grants or donations, cash received through the office for sports, stationery, school charges etc and for small payments or reimbursements. Trustees will also receive information on transactions for this account. For full details of Dannevirke South School finance, please see your Policy & Procedures folder under NAG 4.

In each Finance Report, trustees will see:

- **Date of relevant Financial Management Report/s** and the period covered by the report.
- **Statement of Profit and Loss (Summary):** all the income & expenditure for the month, with a comparison of actual spending to the Board’s budget. The “% variance” column is the most useful!
- **Balance Sheet:** the school’s assets and liabilities.
The school’s funds are divided into a number of accounts and/or codes, with funds being set aside for various activities including property maintenance, payment of leases, depreciation etc. The most important thing is to be sure that WORKING CAPITAL is positive i.e. we have enough money to pay the bills!
- **Accounts for payment:** The Board gives full authority to the Principal to pay accounts on its behalf. Accounts are not brought to a Board meeting for approval prior to payment, unless there are special circumstances. Trustees do, however, receive a full list of all payments made in the previous month/s, on schedules from School Support and from our own Dannevirke South School ChequeAccount, and are able to review any transaction.
- **Fixed Asset transactions:** we are required to highlight any transactions that involve the purchase, sale or disposal of fixed assets. “Fixed Assets” are defined as any capital items, including classroom equipment, furniture, appliances, etc of value greater than \$500 excluding GST. School Support maintain a full register of fixed assets. Their total value influences our financial position and is used to calculate depreciation and insurance.
- **Donations:** we are required to highlight any donations received by the school.
- **Grants and Funding:** The Board is required to approve any applications to trusts and societies for funding. Trustees will be given information on grants as they are received. This information is in addition to that given the separate Grants & Funding reports.
- **Fundraising:** The Board of Trustees is required to approve any fundraising projects that are being carried out by, or on behalf of, the school. The Board Finance person and Principal can approve events where the cost to the school is less than \$300. Events that will require greater funding must be approved by the whole Board. The Board will also receive an analysis of actual income and expenditure once the event is completed.

The Finance Report may also include:

- School Support Commentary with discussion of relevant points
- Notices of motion to adjust the Dannevirke South School Budget
- Discussion on aspects of Dannevirke South School financial policy and procedure
- The draft Annual Budget for confirmation
- Feedback from School Support or PriceWaterhouseCoppers (our auditor) on financial management.

Appendices

- i. Achievement Information Reporting to Board of Trustees
- ii. Student Achievement Template
- iii. National Administration Guidelines

Appendix i

Dannevirke South School Achievement Information Reporting to the Board of Trustees

	Assessment Information	Purpose of Assessment	Comment
January			
February	Initial school wide data <ul style="list-style-type: none"> Numeracy Reading Writing 	<ul style="list-style-type: none"> Provides initial school wide data. Assists the teacher to determine individual learning needs. All teachers are responsible for the analysis of data and the development of teaching programmes to meet the needs of children. 	Possible assessments <ul style="list-style-type: none"> PAT Maths STAR Reading GLOSS IKAN Writing Sample
March	Achievement target data	<ul style="list-style-type: none"> Relates to achievement target identified in the School Charter. This will be the focus for the year including PD. The data presented here will be for the same group/learning area in March, June and October so that progress can be tracked. 	
April			
May			
June	Achievement target data	<ul style="list-style-type: none"> Relates to achievement target identified in the School Charter. This will be the focus for the year including PD. The data presented here will be for the same group/learning area in March, June and October so that progress can be tracked. 	
July	Achievement target data (progress on areas other than the PD focus)	<ul style="list-style-type: none"> A summary of data for achievement targets other than the school focus. 	
August			
September			
October	Achievement target data	<ul style="list-style-type: none"> Relates to achievement target identified in the School Charter. This will be the focus for the year including PD. The data presented here will be for the same group/learning area in March, June and October so that progress can be tracked. 	
November	End of Year School wide data <ul style="list-style-type: none"> Numeracy Reading Writing 	<ul style="list-style-type: none"> Provides end of year school wide data. Useful for the Board to see progress for all groups of students. 	Possible assessments <ul style="list-style-type: none"> PAT Maths STAR Reading GLOSS IKAN Writing Sample
December	National Standards data	<ul style="list-style-type: none"> Teachers Overall Teacher Judgement (OTJ). Useful for the Board to identify areas for improvement and successes. Standard format to meet Ministry purposes. Board uses to establish achievement targets for 2014. 	

Appendix ii

Dannevirke South School Board of Trustees Student Achievement Template



Achievement Target (take directly from the Charter)

Assessment Method/Evidence (can be formative)

Graphical presentation

What do the results tell us?

What does it mean?

What should we do?

Effect of Professional Development

Teacher: _____ **Date:** _____

Appendix iii

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

(a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;

(b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and

(c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

National Administration Guideline 2A

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

(a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

(b) report school-level data on National Standards in the board's annual report under three headings:

- i. school strengths and identified areas for improvement
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.

In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy); and
- ii. how students are progressing against National Standards as well as how they are achieving.

In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

(a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

(b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

National Administration Guideline 5

Each board of trustees is also required to:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration Guideline 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

Recent amendments

September 2012

Under section 60A of the Education Act 1989 the National Administration Guidelines Notice ('the principal notice') published in the New Zealand Gazette No. 157 on 29 October 2009 at page 3810 is amended as follows:

1. NAG 2A of the principal notice is deleted and replaced with the following guideline:
2. The principal notice is further amended by adding after NAG 6, the following guidelines

October 2009

In October 2009 changes to NAG 1 and NAG 2 were published in the New Zealand Gazette. A separate NAG (NAG 2A) has been inserted to cover the reporting requirements that relate specifically to National Standards.

NAG 1 has been amended in the following way:

- It refers to the National Curriculum and its two strands – *The New Zealand Curriculum 2007* and *Te Marautanga o Aotearoa*.
- It removes and replaces references to wording from the previous curriculum such as reference to the essential learning and skill areas. It expands the requirement to give priority to literacy in years 1 – 4 to years 1 – 8 to reflect the requirements of the National Standards.

NAG 2 has been amended to include reference to National Standards in the requirement to develop strategic plans that document how boards of trustees are giving effect to the National Education Guidelines. These are:

- the requirement to report to parents in plain language at least twice a year
- the requirement to include school-level data in the board's annual report
- the requirement to include in the school's annual report the numbers and proportions of students achieving at, above, below and well below the standard, including Māori, Pasifika and gender (where this does not breach an individual's privacy).

In February 2009 the requirement to sell only healthy food and beverages on school premises was removed from NAG 5. The requirement to promote healthy food and nutrition for all students remains.

¹ Including National Standards for schools with students in Years 1-8 that use *The New Zealand Curriculum* and *Ngā Whanaketanga Rumaki Māori* for schools with students in Years 1-8 that use *Te Marautanga o Aotearoa*