

Tasman Bay Christian School

Policy Framework

2017-18

The following documentation contains:

The School's Governance Policies

The School's Operational Policies

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Introduction

Education is a valuable and lifelong endeavour. At Tasman Bay Christian School, we see education as more than imparting knowledge and skills—it's a partnership with family and community as we seek to help children discover more about their world, their uniqueness and their purpose in life.

We seek to serve the Church and the wider world by helping students integrate the Christian faith with their wider education so they can go into the world as good ambassadors of Christ. We “teach Christianly,” which means that we integrate our Christian beliefs, values and standards into every aspect of our school life. We use the New Zealand Curriculum to deliver a high-quality education from a Biblical perspective and undertake not to compromise our Christian beliefs in the process.

To ensure effective school performance, the Board is committed to maintaining a strong and effective governance framework that incorporates Christian beliefs, good practice, and adherence to New Zealand's legislative requirements for Integrated Schools.

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

Proprietors

Protection of the Special Character of Tasman Bay Christian School is entrusted to the Proprietors of the School (Tasman Bible Church). The hands-on oversight of this role is done through delegated Proprietor's Representatives on the Board of Trustees (Board).

Governance

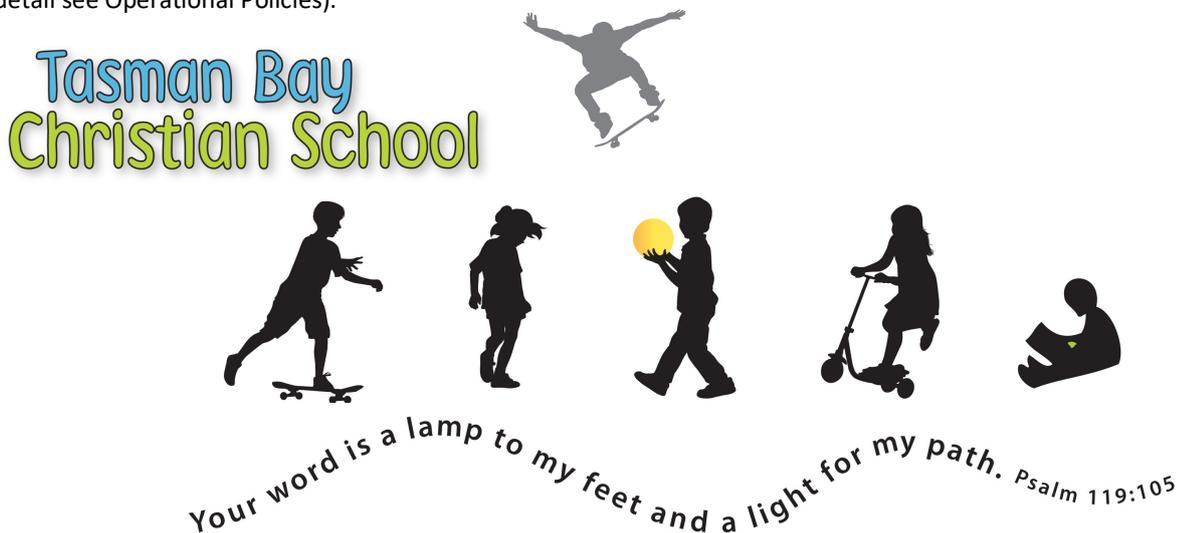
The Board acts in a stewardship role and is entrusted to work primarily on behalf of children and parents. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.

Board policies are mostly governance related and outline clear delegations to the principal and staff. The Board does not involve itself in the day to day running of the school. The Board and principal together form the leadership team with the role of each documented and understood. The principal reports to the Board as a whole with committees used only when a need is identified in order to contribute to Board's work.

The on-going “whole person” development of students is the Board's overarching focus, with special emphasis on education.

Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal, who must ensure compliance with both the Board's policy framework and the law of New Zealand (for further detail see Operational Policies).



Governance Policies

Special Character Policy

Tasman Bay Christian School seeks to serve the school's families, the church and the wider world by challenging young people to respond to the Christian faith, integrate their faith with learning and go out into the wider world as well-equipped ambassadors for Christ. Theologically, pupils are taught within the framework of orthodox evangelical Christian belief.¹

Teachers

Teachers must believe and teach in accordance with the school's Special Character. All permanent teaching staff (including Principal Release), teacher aides and long-term relievers must teach and believe the core evangelical truths described above for the length of their tenure at Tasman Bay Christian School.

Teachers are to work as a cohesive team. Therefore, all teachers are expected to contribute to the goals and objectives of the school, and wherever possible, do so in accordance with their individual strengths and gifting.

Teachers are also role models. Therefore, the school community rightly expects teachers to act, both inside and outside the school environment, as appropriate Christian models for our children.

Christian Education

We use the New Zealand Curriculum to deliver a high-quality education from a Biblical perspective. All subjects are taught for their own value and with their own objectives. We believe in the value of all human knowledge, since "all truth is God's truth." When and if the New Zealand curriculum teaches against clear Biblical values and beliefs, the Board must be informed of the specifics of the case by the principal and will make a decision on the school's response in consultation with the school community and the proprietors.

Because we come from a broadly evangelical perspective, the school does not emphasise secondary matters of theology about which individual churches have differing perspectives. We also respect the right of parents to ultimately decide what level of interaction their children have with activities considered to be of a sensitive nature (e.g. sex education). This respect of parental views also extends to activities outside the classroom (e.g. cultural events, the arts).

Worldview Components

Our view of God and our world can be formed in a number of ways. For example, we can form ideas and beliefs about God through personal experience, church tradition, reason, and Scripture. As evangelicals, the foundation of our belief hinges on a clear understanding of the Scriptures. However, we readily admit that even foundational Biblical understanding can be shaped by our church tradition, our ability to reason, and our personal life experiences.

At Tasman Bay Christian School, we will endeavour to help students grow in their understanding of God and our world by giving attention to all four learning pathways.

- *Scripture*: We will ground our students in the major truths of God's Word in an age appropriate way. We will also give our students an education around the unfolding redemptive plan of God described in the narrative portions of both Old and New Testaments.
- *Reason*: We will teach our students to think and reason to the best of their ability. This means allowing them to ask questions and debate matters relating to faith and how faith is expressed in life today. While human reason is fallible, we believe and teach that the Christian faith is a reasonable faith.
- *Tradition*: We recognise that our environment impacts our view of the world and that our local church environment is no exception to this. We will actively encourage students to attend and be involved in a local church. We will also seek ways in which the rich diversity of Christian traditions represented at the school can be understood and learned from.
- *Experience*: We will provide age appropriate opportunities for students to express their faith and relate their experiences in life to Christian truth. Ultimately experiences need to be informed (and sometimes corrected) by Scripture, but part of the learning process involves understanding that our life experiences differ. In light of this fact we will teach students to be tolerant and understanding of others who may have had quite different life experiences.

Review Schedule: Updated March 2017, Review in 2022

¹ These are described in the school charter under "Doctrinal Statement of the Proprietors of Tasman Bay Christian School"

Governance and Management Policy

The performance of the school depends significantly on the effectiveness of the relationships between the Board and principal, and as such a positive, productive working relationships must be developed and maintained. The Board and the principal form the leadership team, and clear policies have been developed in order to ensure effective teamwork between the two parties (see *Trustee Requirements and Responsibilities, Board Roles and Outcomes, Board Chair and Secretary Roles and Responsibilities of the Principal Policies*). In general terms:

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

The Relationship between the Chairperson and the Principal

The chairperson is the leader of the Board and works on behalf of the Board on a day-to-day basis with the principal.

Relationship Principles:

- A positive, productive working relationship between the principal and the chairperson is both central and vital to the school
- This relationship is based on mutual trust and respect
- The two must work as a team and there should be no surprises
- The relationship must be professional
- Each must be able to counsel the other on performance concerns
- The chairperson supports the principal and vice versa when required and appropriate
- There is understanding and acceptance of each other's strengths and weaknesses
- Each agree not to undermine the other's authority
- There is agreement to be honest with each other
- Each agrees and accepts the need to follow policy and procedures
- Each agrees not to hold back relevant information
- The chairperson has no authority except that granted by the Board
- The chairperson should act as a "sounding Board" for the principal, both supporting and challenging them, in order to ensure the principal achieves the goals and targets set by the Board

Review Schedule: Updated March 2017, Review in 2021

Trustee Requirements and Expectations Policy

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

Legal Requirements

1. Set and, as needed, review and modify the vision, mission, and values of the school (the School's Charter)
2. In conjunction with the proprietors, ensure that the Special Character of the school is protected
3. In conjunction with the principal, develop and oversee the implementation of a sensible, feasible strategic plan
4. Approve and monitor the annual plan
5. Ensure that National Education Guidelines (NEGs) and National Administration Guidelines (NAGs) are met
6. Develop and review general policy direction and approve all school policies
7. Monitor and evaluate student learning outcomes
8. Appoint, assess the performance of, and support the principal as head of school management
9. Act as a good employer to all staff (teaching and non-teaching)
10. Ensure good financial stewardship, including budgeting and financial accountability
11. Oversee, conserve, and enhance the resource base (including both major and minor assets)
12. Approve major programme initiatives
13. Manage risk (health and safety, as well as public liability and financial risk)
14. Commit to a programme of professional development, including Board members and staff
15. Work to build a broad base of community support by regularly consulting and communicating with parents
16. Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

Agreed Expectations

1. Actively work with fellow Board members to fulfil the legal obligations of the Board listed above
2. Believe in and be an active advocate and good ambassador of God and the school
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees
 - ✓ Focus on the good of the school and the Board, not on a personal agenda
 - ✓ Support Board decisions once they are made
 - ✓ Participate in an honest appraisal of one's own performance and that of the Board
 - ✓ Recognise and respect the lines between Governance (Board) and Management (principal)
4. Regularly attend Board and related group meetings
 - ✓ Notify the chairperson of agenda items or materials to be sent out at least 5 days prior to the meeting
 - ✓ Prepare for Board meetings by reading materials received *prior to attending*
 - ✓ Bring materials received and any other materials required by the agenda to meetings
 - ✓ Be prepared to report to the Board on agenda matters relating to your specific portfolio
 - ✓ If unable to attend a Board meeting, notify the Board chairperson prior to the meeting
5. Be prepared to contribute approximately 6-8 hours per month toward Board service which includes:
 - ✓ Attending 8-10 Board meetings per year (2 hours)
 - ✓ Participating in Board related groups as required (2 hours)
 - ✓ Reading materials sent with the meeting agenda and preparing for meetings (1 hour)
 - ✓ Attending additional events and/or meetings as needed (1-3 hours)
6. If chairperson, commit at least 12 hours per month to the job
7. Serve as a committee or task force chairperson or member as required and mutually agreed
8. Inform the Board of Trustees of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board in regard to such matters
9. The staff trustee has an obligation to serve the broader interests of the school and its students and has the same voice, vote, standing and accountabilities as all other trustees. The staff trustee does not bring staff issues to the Board, nor is it expected that the staff trustee act as a union delegate.

I understand and agree to the *Trustee Requirements and Expectations* of Tasman Bay Christian School Board of Trustees.

Full Name:

Signed:

Date:

Review Schedule: Reviewed March 2017, Review in 2019

Board Roles and Outcomes Policy

The Board of Trustees' key areas of contribution are; **Accountability, Leadership, Representation, Employment.**

The Board	Standard
Ensures compliance with legal requirements	<ul style="list-style-type: none"> • New members have read and understood requirements of Board members • Ensure Board meetings have a quorum • New and continuing members are kept aware of any changes in legal and reporting requirements for the school, and the Board seeks appropriate advice when necessary • Accurate minutes of Board meetings are approved by the Board and signed by the chairperson • Individual staff or student matters are always discussed in committee • Approve major policies and programme initiatives
Attends Board meetings and takes an active, positive and professional role as a trustee	<ul style="list-style-type: none"> • All distributed Board meeting information is read prior to Board meetings • Attendance at 80% of meetings (minimum) • No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down, see Education Act 1989, s104 (1) (c)) • Adhere to the Trustees' <i>Requirements and Expectations Policy</i>
Sets the strategic direction and long-term plans and monitors the Board's progress against them	<ul style="list-style-type: none"> • The Board leads the Charter review process • The Board sets the strategic aims and approves the annual plan and targets in line with MOE and Proprietor expectations • Regular Board meetings include a report on progress towards achieving strategic aims
Protects the Special Character of the school	<ul style="list-style-type: none"> • Special Character is obviously considered in all Board decisions • Special Character report is included at Board meetings as part of the principal's report
Effectively manages risk	<ul style="list-style-type: none"> • Remain briefed on internal and external risks, and take action where necessary • Identify "trouble spots" in statements of audit and take action if necessary • Ensure the principal reports on all risks when appropriate and take appropriate action
Monitors financial management	<ul style="list-style-type: none"> • Satisfactory performance of school against budget • A draft budget is approved by the first meeting each year • A final budget is approved by March 1 each year
Monitors and evaluates student progress and achievement	<ul style="list-style-type: none"> • The principal reports on progress against the annual plan at each Board meeting • Meet targets outlined in the annual plan, implement curriculum policy and achieve satisfactory performance in regard to curriculum priorities
Fulfil the intent of the Treaty of Waitangi	<ul style="list-style-type: none"> • The Treaty of Waitangi is considered in Board decisions where appropriate • The Board is culturally responsive and inclusive
Deals with referred disputes and conflicts	<ul style="list-style-type: none"> • Successful resolution of any disputes and conflicts as per the school's Concerns and Complaints Process Policy
Oversees, conserves and enhances the resource base	<ul style="list-style-type: none"> • Property and resources meet the needs of the student achievement aims
Appoints, assesses and supports the principal	<ul style="list-style-type: none"> • A Principal's performance management system in place and implemented
Approves personnel policy and acts as a good employer	<ul style="list-style-type: none"> • Board members are aware of, and remain familiar with, employment conditions of staff employment agreements
Effectively hands over governance to new trustees at election time	<ul style="list-style-type: none"> • New trustees are provided with a governance manual • New trustees are fully briefed and able to actively participate in Board meetings following attendance at an orientation programme

Review Schedule: Updated March 2017, Review in 2020

Board Chair and Secretary Roles Policy

Chairperson

The chairperson of TBCS safeguards the integrity of the Board's processes and represents the Board to the broader community. The chairperson 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 chairperson. The chairperson's position will be voted on at the first meeting of the Board each year.

The Chairperson's Role is:

1. to provide leadership to the Board and ensure that they are a cohesive and effective team
2. to act as the Board spokesperson and to represent the Board as required
3. to meet regularly with and the principal to discuss issues of importance
4. to establish and maintain a productive working relationship with the principal
5. to formulate a meeting agenda in conjunction with the principal and lead Board meetings, encouraging active participation by all Board members
6. to ensure all relevant information is available and distributed to Trustees for all Board meetings
7. to ensure that Board members understand their roles and act in accordance with the school's *Requirements and Responsibilities* policy
8. to plan for a smooth transition when there is change of Board or Board members
9. to ensure policies and procedures are developed, implemented and reviewed appropriately
10. to promote effective communication between the Board and wider community including communicating appropriate Board decisions by producing a column after each Board meeting for inclusion in the weekly school newsletter
11. to act as signatory for official returns and documentation
12. to oversee the action plan for school self-review
13. to ensure the development and implementation of an operational plan
14. to liaise with NZSTA as required
15. to ensure an annual appraisal is carried out with the principal
16. to report to the Board of Trustees and community annually
17. to honour God in all of the above

Review Schedule: Updated March 2017, Review in 2020

Board of Trustee Secretary (Administrator)

The secretary of the Board is responsible to the Tasman Bay Christian School Board in an overall sense, and is directly responsible to the chairperson in matters of day-to-day detail and Board coordination.

The Administrator's Role is:

1. to be familiar with the requirements and expectations for recording the minutes of Board meetings
2. to ensure minutes are taken for all Board meetings
3. to ensure all official Board records are duly maintained
4. to ensure that a draft copy of the Board meeting minutes is given to the chairperson within one week following Board meetings
5. to oversee distribution of minutes and accompanying papers at least five days before Board meetings
6. to undertake any outward correspondence and receive any general Board correspondence for sorting, distribution and/or disposal
7. to be available to sign documents requiring the signature of a Board secretary

Review Schedule: Updated March 2017, Review in 2020

Responsibilities of the Principal Policy

As the Board's chief executive, the principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, imprudent or which violates the school's Charter, Special Character, expressed values or commonly held professional ethics. The principal's key contribution revolves around the *day-to-day management* of the school.

Responsibilities of the Principal

The principal is responsible for overseeing the implementation of Board policy, including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" in terms of responsibility for implementation. Only decisions made by the Board acting as a Board are binding on the principal. Decisions or instructions by individual Board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the Board has specifically authorised it. The responsibilities of the principal are to:

1. meet the requirements of their current job description and the Principals' Professional Standards
2. act as the educational leader and day-to-day manager of the school within the law and in line with Board policies
3. develop an annual plan aligned with the Board's strategic plan, legislative requirements and MoE expectations
4. seek approval from the Board each year for the annual plan, so MoE timelines can be met
5. implement the annual plan and give priority to the school's annual targets
6. action good employer principles, ensuring there are effective employment procedures and guidelines in place
7. approve staff salary increments and allocate pay units for management positions and sign off on all SUE reports on behalf of the BOT.
8. oversee staff appraisals and staff professional development
9. hire, deploy and terminate relieving and auxiliary staff positions
10. hire teaching staff as per the Appointments Policy, in association with the Board
11. communicate with the community on operational matters where appropriate
12. report to the Board regarding compliance (or lack thereof) with Board policies
13. organise day-to-day operations within the boundaries of the school Charter and Board policies
14. act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000, and the school's Protected Disclosure Policy
15. appoint, on behalf of the Board, any Privacy Officers or Equal Employment Opportunity (EEO) Officers

Disciplinary Process in Relation to the Principal

In the event the Board receives a complaint regarding the principal or determines that policy violation has occurred, and the Board judges the degree and seriousness of the concern or violation warrants initiating a disciplinary process, the Board shall seek free advice in the first instance from an NZSTA industrial adviser and follow due process.

Principal Professional Expenses

A budget for professional expenses will be established annually and be included in the budget. Spending within this budget will occur at the discretion of the principal.

Reporting to the Board

The principal reports to the Board as a whole, keeping it informed of the true and accurate outcomes around curriculum, teaching and learning, financial position, and all matters having real or potential legal considerations and risk for the school. The principal should submit written reports covering the following management areas at each Board meeting as appropriate:

1. Strategic Goals Report
2. Personnel Report
3. Finance Report
4. Variance Report
5. Key Performance Indicators Report

The principal is to oversee the coordination, approval and presentation of the following reports:

1. Student Progress and Achievement Report
2. Curriculum Report

The principal is also responsible to:

1. inform the Board of any significant changes in staffing, programmes, plans or processes under consideration, in a timely manner

2. seek Board approval for any requests for discretionary staff leave of longer than 3 days
3. seek Board approval for any requests for staff travelling outside the district on school business
4. advise the Board of any staff absences longer than 5 school days
5. submit any monitoring data required in a timely, accurate and understandable fashion
6. report and explain financial variance against budget in line with the Board's expectations
7. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
8. report and explain significant roll variance when such variance occurs
9. present information in a suitable form (not too complex or lengthy)
10. highlight areas of possible bad publicity or community dissatisfaction
11. coordinate the submission of staff reports to the Board, and ensure these are presented to the Board
12. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
13. report on any matter requested by the Board within the specified timeframe
14. ensure that one financial grant application per year is made by the school to an appropriate registered charity

Curriculum Delivery

Delivery of the curriculum shall encourage student progress and achievement, and meet all legislative, MOE and Board requirements. Therefore, the principal must:

1. provide opportunities for success for all students in all essential learning areas and skill areas of the New Zealand Curriculum
2. give priority to student achievement in literacy and numeracy
3. give priority to regular quality physical activity that develops motor skills for all students (especially in years 1-6)
4. report on progress and achievement of all students including information in relation to National Standards as per the Board's work plan and agreed reporting formats
5. identify students at risk of not achieving, including those gifted and talented students, and implement teaching and learning strategies to address identified needs
6. ensure there is appropriate focus on the national priority groups (Maori, Pasifika and students with special learning needs) in school planning and reporting
7. consult with the school's Maori community around plans and processes designed to improve and enhance the achievement of Maori students
8. seek Board approval before making changes to the school curriculum requiring increased expenditure, or significant changes to programmes or staffing levels
9. ensure achievement of the Charter aims and targets in relation to learning

Personnel Management

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

1. ensure employees are not discriminated against, and use clearly job-related criteria, individual performance or qualifications in decision making
2. protect employee rights to personal dignity, safety and access to an approved and fair internal grievance process
3. ensure all required staff are registered or have a current Limited Authority to Teach
4. provide an employment agreement for all staff in line with current employment legislation
5. provide a suitable professional development programme for staff which takes into consideration the requirements of the strategic and annual plans, as well as budget restraints
6. carry out annual performance appraisals
7. take reasonable steps to protect staff from unsafe or unhealthy working conditions
8. meet the requirements of the Health and Safety in Employment Act
9. provide Protected Disclosure protection

Review Schedule: Updated March 2017, Review in 2019

Board Meeting Processes and Procedures 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:

- are based on an agenda prepared by the chairperson. Copies of the agenda will be posted on the Board section of the TBCS website five days prior to the meeting and made available at the meeting place for the public
- can exclude the public and news media from part (or all) of the proceedings in accordance with the Local Government Official Information and Meetings Act if matters of confidentiality or sensitivity (financial or otherwise) are being discussed. In such “closed sessions,” decisions by the Board are fully recorded but remain confidential. The Board must make the reasons for excluding the public clear, and reserves the right to include any non-Board members it chooses

Meeting Procedure

- 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 (subject to the above caveat on “closed sessions”), but public participation in the meeting is at the discretion of the chairperson
- Meetings are held on dates confirmed each December for the following year
- The quorum shall be more than half the members of the Board currently holding office
- If a Board member cannot be present at a formal Board meeting, they must notify the chairperson or another Board member in advance of the meeting in order for their apology to be formally recorded
- The chairperson shall be elected at the first meeting of the year except in the general election year where they will be elected at the first meeting of the newly elected Board
- Agenda items are to be notified to the chairperson 5 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 chairperson may exercise a casting vote in the case of equality of votes, in addition to their deliberative vote
- Any trustees with a conflict of interest on 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 conflict of interest is when an individual trustee could have a personal stake in matters to be considered by the Board (financial or otherwise)
- Only Board members have automatic speaking rights
- Papers and reports for a Board meeting are to be available to all Board members at least 2 working days before the meeting
- When written information is used in support of a discussion, it should be tabled so it can be examined by those present (it then forms part of the official record)
- Correspondence *that requires the Board to take some action* should be copied and distributed prior to the meeting, while other correspondence can be simply be listed and tabled so that trustees can read it if required (papers requiring reading and consideration will not normally be accepted if tabled at the meeting)
- 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
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting
- A special meeting may be called by delivery of notice to the chairperson signed by at least one third of trustees currently holding office
- The Board delegates (and minutes) authority to the deputy principal in times of extended absence of the principal
- 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 chairperson for approval within 5 working days of the Board meeting before being distributed to trustees within 10 working days of the meeting

Motions and Amendments:

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chairperson and are then open for discussion
- Motions and amendments once proposed and accepted may not be withdrawn without the meeting’s consent
- 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

Review Schedule: Updated March 2017, Review in 2020

Committee and Portfolio Processes and Procedures Policy

The Board may set up committees or working parties to assist in carrying out its responsibilities (e.g. staff appointments, finance, property, staff discipline).

Board Committees:

1. Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate
1. Have the chairperson and principal as members by virtue of their leadership positions (but such is *not mandatory*)
2. Can consist of non-trustees and 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 must not conflict with the authority of the principal or the chairperson)
4. Help the *Board* do its work (not the staff)
5. Are to have terms of reference drawn up as required and these should contain information about the following: purpose, committee members and delegated authority (see **Trustee Register and Delegation List** above)

The following committees are currently established: **Finance**

Finance Committee Terms of Reference

The Board 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 principal. The principal is responsible for financial reporting and demonstrating budget compliance. Where there is noncompliance, variances are to be reported to the Board, with recommendations on the actions required to meet compliance. The finance committee, as a committee of the Board, is responsible for providing guidance to the principal and the Board in regard to financial matters.

Delegated Authority

The finance committee is responsible to the Board for:

- Recommending, in association with the principal, an annual operating and capital budget
- Determining the level of budgetary discretion available to the principal
- Monitoring and reporting on the annual budget via the principal
- Reviewing accounts passed for payment by the school
- Seeing that a financial results report is provided to the Board by the principal at every Board meeting
- Recommending changes to financial policy
- Overseeing the preparation of the annual accounts for Board approval
- Assisting the principal in reporting financial performance to parents and the community
- Providing input into the school's strategic plan
- Preparing special finance related reports for consideration by the Board
- Annually reviewing the school's risk management needs and insurance cover
- Assessing and making recommendations to the Board on requests for spending on items outside of budget

Finance Committee Annual Calendar

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 as an input document for budgeting purposes
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
31 October	Preliminary annual plan ideas available as an input document for preparation of the budget
30 November	Initial annual budget recommendations submitted to the Board
Jan/Feb	Revised annual budget submitted to the Board for approval

Health & Safety Portfolio

The Board of Trustees is required to ensure that the school is a safe environment for all (safety primarily refers to physical health, but also covers other spheres such as mental and emotional health). This portfolio is designed to ensure the Board has in place a robust and clear Health & Safety regime.

The portfolio holder must:

1. Monitor H & S legal developments
 - Educational H & S developments on the MOE and Department of Labour webpage
 - Be prepared to report on current developments to the Board
2. Liaise with the staff H & S representative and the Board on new policy, amendments to manual etc.
 - Ensure there is an identified staff H & S rep to liaise with
 - Report on any changes in policy, manual amendments etc. (this may be done by e-mail)
3. In consultation with the Board, determine an appropriate response to near miss reports and accidents if required
 - Some near miss reports may result in a change to the procedure manual or school policy
 - Some near miss reports may need no alteration
 - All accidents requiring significant first aid treatment should be brought to the attention of other Board members for their information and comment
4. Encourage H & S good practice within the school environs
 - Walk around the school environs twice a year and consider H & S in relation to the physical environs
 - On receipt of an accident or near miss report, assess the physical location of the event if relevant/possible and determine what action, if any, is required that may improve H & S at that location
5. Speak to staff if required on H & S matters
6. Monitor and maintain the school H & S Policy as required
 - Read through the policy and procedure manual once every six months to assess if changes are required
 - Ensure changes to the Policy are made as required in consultation with the Principle and the Board
7. Report to the Board on H & S matters
 - Ensure there is a period put aside at every Board meeting for H & S matters
 - Report/discuss as required (there may be nothing to report)

Community Relations Portfolio

If the Board is to govern effectively it must communicate well with the community (both school and wider). It is also important that all members of the school community have a sense of ownership in regard to the Board's vision for school.

This involves oversight of communications and events to:

1. Ensure that strong relationships between the school community and the Board are developed through various formal and informal activities (both social and informative)
 - Ensure that there is one social (or joint social/informative) event each term at the school
 - Ensure that communication between the school and the school community is regular and effective
 - Monitor communications via social media (Facebook, Web Page etc.)
2. Help identify specific individuals (or groups) who can assist in building a sense of community at school
 - Ensure that people are identified who have the skills, time and passion necessary to help support the school in prayer, meet informally with other parents, or otherwise assist in the fulfilment of this portfolio
 - Encourage parental involvement in various school events, projects or initiatives
3. Assisting the school with special cultural events as required (e.g. liaison with Pacifica/Maori cultural groups etc.)
 - Ensure that various cultural groups are contacted to see if the school can further enhance cultural activities, art and language as appropriate
 - Ensure that the school is aware of when and where various local cultural events are taking place and ensure that school management is aware of these
4. Identifying ways of promoting the school through local media, churches, or other means
 - Ensure the school actively engages with local media to ensure that the school gets good exposure in regard to major events or when students and/or school community members are involved in things of note
 - Ensure that the school liaises with local church leaders at least once a year in order to assist them in raising Christian education as an option for members of their congregation

Regular updates should be submitted to the Board in regard to the above.

Fundraising Portfolio

The following parameters are designed to protect the school and provide broad guidance to those involved in organising fundraising activities on behalf of the school board.

1. The fundraising committee must elect a chair who will then act as the acknowledged representative of the group in all matters relating to fundraising.
2. The fundraising committee members are to work together as a team and should strive at all times to act in accordance with the special character of the school.
3. No members of the committee, or their relatives or friends, should receive material benefit from any fundraising activities organised by the committee.
4. No more than one fundraising activity should take place within the school grounds each term.
5. The primary source of funds raised should be outside the school community whenever possible (i.e. we do not want fundraising to primarily target our parent community).
6. The board finance committee will be delegated the authority to receive and approve major fundraising proposals each term. Any fundraising projects that involve the use of school finances must include a budget proposal. Approval by the board finance committee must be sought at least one month prior to the proposed fundraising activity taking place.
7. Participation for and involvement in fundraising activities will be voluntary and not generate undue additional work for school staff.
8. Fundraising will not involve the promotion of things that are considered by the board of trustees or the principal to be detrimental to health and well-being, or which may cause offense to the majority of those who make up the school community. For example, fundraising should not promote alcohol, tobacco or other products and services such as gambling (excluding raffles).
9. Fundraising activities will not override or undermine school governance or management policies and procedures.

Review Schedule: Updated September 2017, Review 2020

Trustee Remuneration and Expenses Policy

The Board has the right to set the amount that the chairperson and other Board members are paid for attendance at Board meetings in recognition that these fees cover the expense of attending meetings. The principal, as a member of the Board is entitled to the same payment as all other trustees except the chairperson. Current remuneration at the school;

1. The chairperson receives \$75.00 per Board meeting
2. Elected Board members receive \$40.00 per Board meetings
3. There is no payment for working group/committee meetings
4. Attendance fees are non-taxable within the IRD agreed non-taxable amounts of up to \$605 annually for trustees and up to \$825 for the chairperson
5. Attendance costs for professional development sessions will be met by the Board, providing that attendance at such sessions has been approved by the Board
6. All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring

Review Schedule: Updated December 2016, Review in 2018

Conflict of Interest Policy

The standard of behaviour expected at TBCS 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 integrity, and to protect the integrity and reputations of staff and Board members. 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 meetings or activities, staff and 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 room for the discussion and will not be permitted to vote on the question.

Review Schedule: Updated August 2017, Review in 2019

Policy and Compliance Reviews Policy

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
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 annual and triennial review programme

Committee Members:

At least 2 trustees, excluding the Board chairperson and the principal who may attend by right.

Meets:

As required. The chairperson of this committee will report to the Board as appropriate on the areas covered by the terms of reference and the annual or 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 as per 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 school management shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when necessary.

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 principal will be consulted during the above activities of the committee.

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: Updated August 2017, Review in 2020

Audit/Review Policy Report Template

Date:

Main Audit Area: (in the example below, Health & Safety Policy)

Current Audit Topics:

- 1.
- 2.
- 3.

Background and/or General Information: (*A summary of the context, reason for report*)

Audit Team:

_____ (Parent Trustee)

_____ (Parent or Proprietor Trustee)

_____ (Other)

Documentation: (*principal to organise*)

- Accidents, Incidents and Illness Procedure
- Training register
- Accident register
- SMS Assembly software observed
- NZSTA and ACC Worksafe guides

Interviewees: (*principal to organise in conjunction with Audit Committee*)

_____ (Team Leader)

_____ (Office Manager)

_____ (Property Manager, Health and Safety Officer)

_____ (Deputy Principal)

_____ (Principal)

Recommendations:

Board Transition Policy

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

1. New trustees will receive a welcome letter on their joining the Board from the Board chairperson or administrator which includes:
 - How to access their policy framework folder which includes;
 - ✓ Charter (including the strategic and annual/operational plans)
 - ✓ Policies
 - ✓ The current budget
 - ✓ The last ERO report
 - ✓ The last annual report
 - ✓ Any other relevant material (including a useful list of educational acronyms)
 - The suggested date of the induction
 - The date of the next Board meeting
 - Chair and principal contact details

2. The chairperson (or delegate) and the principal will meet with new Board members so that:
 - The chairperson or delegate can explain Board policy and other material in the policy framework manual
 - The principal and chairperson (or delegate), will brief all new members on the organisational structure of the school
 - The principal will conduct a site visit of the school
 - New Board members are to be advised of the professional development that is available from NZSTA and other relevant providers

3. After three months on the Board, the effectiveness of the induction process is to be reviewed by the chairperson with the new members. The review will include the following aspects:
 - a. Did you feel welcomed onto the Board?

Very welcome	Welcome	Not very welcome
Comment:		

 - b. Did you receive all necessary information in a timely manner?

Very timely	Timely	Not very timely
Comment:		

 - c. Did you find the induction with the principal and Board chairperson to be effective?

Very effective	Effective	Not very effective
Comment:		

 - d. Please comment on how we could improve this induction process:

Review Schedule: Updated August 2017, Review in 2020

Overarching Legislative Requirements (NEGs and NAGs)

National Education Goals (NEGs)

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special education needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

National Administration Guidelines (NAGs)

These Guidelines for school administration set out statements of desirable principles of conduct or administration.

NAG 1

Outlines the requirements for curriculum

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*. Each Board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - I. to provide all students 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, 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; 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;
- 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 education needs (including gifted and talented students);
- d. develop and implement teaching and learning strategies to address the needs of students 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.

NAG 2:

Outlines the requirements for documentation and review

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

- a. develop a strategic plan which documents how they are implementing National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards and 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. Reporting to parents in plain written language must occur at least twice a year;
- d. report school-level data in the Board's annual report on National Standards 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.
- e. report in the Boards annual report on
 - I. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - II. how students are progressing against the standards as well as how they are achieving.

NAG 3

Outlines the requirements for personnel

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.

NAG 4

Outlines the requirement for finance and property

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.

NAG 5

Outlines the requirements for health and safety

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.

NAG 6

Outlines the requirements for administration

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.

NAG 7

Outlines the requirements for school charters

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.

NAG 8

Outlines the requirements for analysis of variance

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 is provided to the Secretary for Education under NAG 7. Schools that have students in years 1–8 that use The New Zealand Curriculum must use National Standards for those students.

Operational Policies ¹

Curriculum and Student Achievement Policy (NAG 1)

The Board of Trustees fosters student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in The New Zealand Curriculum 2007.

The Board, through the principal and staff:

1. develops and implements teaching and learning programmes which:
 - provide all students with opportunities to achieve success in all areas of the national curriculum
 - give priority to student achievement in literacy and numeracy
 - give priority to regular, quality physical activity that develops motor skills for all students, especially in years 1–6.
2. gathers information to evaluate the progress and achievement of students,² giving priority to:
 - student achievement in literacy and numeracy, then to
 - the 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.
3. identifies students, and groups of students, who;
 - are not achieving, or are at risk of not achieving
 - have special education needs (including gifted and talented)³
 - and develops strategies to meet the needs of these groups and individuals.
4. develops plans and targets for improving the achievement of Māori students⁴
5. provides appropriate career education and guidance for all students in year 7 and above.

Review Schedule: Created September 2016, Review in 2019

¹ These policies are designed to give detail to the Government's NEGs and NAGs described above.

² The purpose of assessment is to improve student learning outcomes and the quality of our teaching programmes. Assessment informs our strategic planning. It enables us to provide feedback on individual performance to students and parents, and to report on schoolwide achievement to the Board, parents, community, and Ministry of Education. We collect information about individual student performance through formal and informal tests and assessments. These include:

- literacy and numeracy tools
- Diagnostic survey, running records
- examples of students' work in portfolios, classroom tests
- observation and informal assessment.

Assessment results are compared and analysed for student and school achievement goals and targets. We store our assessment records in a student management system (SMS) and teachers maintain individual student achievement files. All such information is confidential to the staff and parents of children directly concerned.

³ Deciding on the best approach to support the student's learning needs includes parents/caregivers. Teachers plan programmes and strategies to cater for the individual needs of the students in their class. Some children with significant educational needs (according to MOE standards) are regarded as having *ongoing* special education needs, and their extra support is funded through MOE.

⁴ Our Charter acknowledges New Zealand's bicultural heritage, giving children opportunities to acquire knowledge of Te Reo Maori (Maori language) and Tikanga Maori (general behaviour guidelines in Maori culture) through integrating Te Reo and Tikanga into class programmes whenever possible. We value achievement for all children from all cultures, but ensure that particular needs of Maori and Pacifica students are addressed. The Board and staff consult with the Māori community when developing plans and targets for improving the achievement of Māori students (NAG1 e). To ensure success for Māori students, our school:

- uses the Ministry of Education's 5-year plan, Ka Hikitia (Accelerating Success: The Māori Education Strategy), in our thinking, planning, and action for Māori learners
- tracks the achievement of all Māori students using our student management system (SMS)
- identifies any areas where a Māori student's educational achievement is not in line with their peers
- ensures that support programmes for Māori students are provided, if necessary
- supports staff in implementing effective practices that promote success for Māori students
- evaluates the impact of these programmes and practices and uses this information in our self-review
- reports regularly on the progress of Māori students to parents, the Board, and the Ministry of Education, as required by NAG 2a relating to National Standards.

Documentation and Self-Review Policy (NAG 2, 7 and 8)

The Board of Trustees, with the principal and teaching staff:

1. develops the Charter as its major policy statement and the guiding document for the school. The charter is reviewed each year and provided to the Secretary for Education.
2. develops a strategic annual plan (alongside a longer-term strategy), which is included in the Charter
3. reports to students and their parents ¹ on the achievement of individual students, and to the school's community on the achievement of students as a whole and in groups, including the achievement of Māori students ²
4. uses National Standards to report:
 - to students and their parents on individual student achievement and their progress in relation to National Standards, in writing, at least twice a year
 - to the school community on the achievements of students as a whole and in groups, including Māori
 - school-level data, in the statement of variance in the annual report, under the headings:
 - I. school strengths and identified areas for improvement
 - II. the basis for identifying areas for improvement
 - III. planned actions for lifting achievement.
5. maintains a comprehensive programme of self-review, including
 - plans and programmes
 - evaluation of student achievement information
 - reviews of all policies and procedures in accordance with review times set for each.

Review Schedule: Created September 2016, Review in 2019

¹ The school reports to parents regularly on the progress of their child. Reporting methods include:

- “Meet the Teacher” events to touch base with parents/guardians and explain class routines, timetables, achievement expectations for the particular year level, etc.
- Formal parent interviews which provide an opportunity for parents and teacher to discuss the child's progress and any issues/next steps.
- Written reports. Students in years 1–3 receive a full report around the anniversary of their school start date, i.e., one year, two years, and three years after their start date. This report shows their achievement against the national standards. At six months, 18 months, and 30 months, they receive an interim report which shows their progress towards the relevant standards. Students in year 4 and above receive their reports mid-year and end-of-year, regardless of their anniversary dates.
- Portfolios containing samples of the student's work and an indication of the level at which the student is working are shared with parents.
- Celebrations of learning (“Brag Events”) are opportunity for students to share their learning with parents through oral, written, and visual presentations.
- Informal parent interviews are welcome at any time through the school year in order to discuss a child's progress at school.

² We enjoy celebrating the success of our students, and recognise achievements through class awards, certificates and awards at our weekly assemblies, our end-of-year prize-giving, and learning celebrations throughout the year. Special achievements at school or out of school are published in the school newsletter and on the school website and/or Facebook page.

Staff Appointments Policy (NAG 3)

The Board will aim to recruit the best available teaching and support staff so as to ensure achievement of the educational and Special Character goals of the school. Appointment practices will be consistent with all relevant Acts, the Charter, and the school's EEO policy. Relieving teacher appointments or reappointments (up to one full term's duration) and support staff appointments will be made by the principal in consultation with the Board.

Teaching Staff Appointment Process

1. The Board will establish an appointments committee as each teaching vacancy is identified
2. The principal will deal with the administration of the appointments process for all teaching positions
3. If the appointment concerned relates to a principal's position, the Board secretary or other Board member appointed by the appointments committee will deal with the administration of the appointments process
4. An appointments timetable will be drawn up by the person administering the appointments process
5. Vacancies are to be advertised *at least nationally* (or locally if part-time positions are concerned)
6. An application form designed by the Board in conjunction with the proprietors, a job description, school profile, school charter, and the statement of faith from Tasman Bible Church is to be supplied to all applicants
7. Information received from applicants, referees, or gained in the appointments process must be regarded as confidential to those directly involved in the appointment
8. Members of the appointments committee are to declare any prior personal knowledge of, or interest in, any of the applicants at the beginning of the selection process and before short-listing commences
9. Criteria according to the job description and person specifications are to be drawn up so that the committee can rank applicants in priority order (refer 5.7 NZEI Guidelines). All teaching positions are to be filled by Christians who hold to the core theological beliefs of Tasman Bible Church and who are active in a local church.
10. Applications short-listed by the appointments committee should be discussed by the full Board
11. Statements obtained verbally from referees are to be verified and documented by two people on the appointments committee (a conference call would satisfy the verbal verification requirement)
12. The number of people to be interviewed is decided by the Board, but all in-house applicants will be interviewed
13. The interview panel will consist of 5 or more Board members in the case of appointing a principal, or 4 or more in the case of other staff, at least one of whom shall be a proprietors' rep in each case
14. The interview panel will establish the basic structure and procedures of the interview to allow for consistency
15. All qualifications presented by the successful applicant should be copied and held on file
16. Prior to approval of the successful applicant, identity verification and teaching certification must be confirmed in accordance with current child safety legislation and a Police vetting check must be carried out
17. The Board will approve the successful applicant, then advise the applicant of their appointment by phone
18. The appointment will be followed up with a letter confirming terms and conditions (refer 5.11 NZEI Guidelines)
19. On acceptance of the position, the Board will confirm the appointment and commencement date in writing
20. Unsuccessful applicants are to be advised of non-appointment as soon as possible after the appointment has been confirmed

Non-Teaching Staff Appointment Procedures

1. The principal is to appoint support staff in conjunction with at least one other Board member
2. The principal will deal with the administration of the appointments process
3. Vacancies will be advertised in local newspapers and through local church newsletters
4. The application process should normally include an application form, consideration of a C.V. and referee contact
5. Positions involving regular close contact with children should normally be filled by Christians who support the Special Character of the school
6. Positions *not* involving regular close contact with children should be filled by people who are sympathetic to the Special Character of the school
7. Information received from applicants, referees, or gained in the appointments process must be regarded as confidential to those directly involved in the appointment
8. The principal and designated Board member will complete interviews and advise the Board of their recommendations
9. The person selected for the role must have their identity verified in accordance with current child safety legislation and a Police vetting check must be carried out prior to them being offered the position
10. The appointment will be made by consensus, either by means of a Board meeting or via email interaction
11. The successful applicant will be advised by phone, then an official letter outlining terms and conditions
12. Unsuccessful applicants will be advised of non-appointment as soon as possible

Staff Performance Appraisal Policy (NAG 3)

The school has a legal responsibility to undertake staff performance appraisals (NAG 3), and desires to promote high levels of performance for the benefit of the school community and most importantly, children attending the school.

The Board will oversee the process of annual performance appraisal of the principal and other permanent teaching staff. All permanent teaching staff will be appraised at the appropriate level depending on their level of experience and their role within the school. The goal of this process is to recognize strengths and achievements, identify areas of relative weakness or concern, and to foster positive improvements and professional growth so as to advance teaching and learning at the school. The above review will also take into account the school's Code of Conduct, which describes the Board's expectations of staff around behaviour (both inside and outside the school environment), and which may directly or indirectly impact the school's reputation and/or the well-being of its students and/or other staff.

Principal Appraisal

- Responsibility for managing the principal's annual appraisal is delegated to the chairperson
- The chairperson, with formal Board approval, can engage persons with appropriate skill and expertise to carry out or contribute to the appraisal process
- The criteria for appraisal will be the objectives set in the performance agreement
- The Board chairperson or delegate(s) may seek feedback on the principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the principal has performed
- The result of this process will be an annual written assessment of the principal's performance that identifies appraisal outcomes, including any training or professional development needs the principal may have
- The report will be discussed by the Board in committee with the principal absent
- In the event of a dispute relating to the appraisal results, the Board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate
- Ultimately the Board will have responsibility for any final decision

Teachers

Responsibility for managing the teacher's appraisal is delegated to the principal. The process, confidentiality and dispute resolution will be the same as for the principal.

Review Schedule: Updated September 2017, Review in 2020

Equal Employment Opportunity Policy (NAG 3)

Equal employment opportunities (EEO) is about creating a workplace that attracts, retains and values diverse staff, and enables all staff to contribute to their full potential. It is about getting the best staff, and making sure they can give of their best, so that we as a school create an effective learning environment for all students.

As an equal opportunity employer, we:

- select people on the basis of merit so we get the best person for the job regardless of sex, race or age
- are clear about what the job is so we can select, value and reward staff appropriately
- focus on the skills required to do a particular job when appointing and promoting people as well as taking into account the overarching needs of the school as a whole
- actively work to recruit from a diverse pool so we are confident of getting the best staff at all levels and in all areas
- ensure our school environment is one where diverse staff are welcomed, valued, provided with development opportunities, and supported, so they can contribute to their full potential
- ensure our employment decision-making is logical, transparent and fair
- expect all employees to treat one another with respect and operate professionally

The principles above will be considered in the formulation of policies which impact the appointment of staff at the school (e.g. the Staff Appointments Policy) and policies relating to the support and development of staff.

The principal is responsible (on behalf of the Board) to ensure this policy is worked out in the day-to-day activities in the school, as well as the managerial procedures and policies implemented at the school.

The school welcomes any input from staff or the school community that will help us achieve the above objectives.

Special Character

In most instances, there will be no conflict between this EEO policy and the Special Character of the school. However, in cases where conflict occurs, the Special Character of the school will not be compromised. For example, all teaching staff must abide by the school's Special Character policy.

Review Schedule: Updated September 2017, Review in 2020

Protected Disclosures Policy (NAG 3)

The purpose of this policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within Tasman Bay Christian School in compliance with the Protected Disclosures Act 2000. A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Definition of Serious Wrongdoing

1. Serious wrongdoing for the purposes of this policy includes any of the following: Unlawful, corrupt or irregular use of public funds or resources
2. An act or omission or course of conduct:
 - Which seriously risks public health or safety or the environment; or
 - That constitutes an offence; or
 - That is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or
 - Constitutes serious risk to the maintenance of law

Conditions of Disclosure

Before making a disclosure, the employee should be sure the following conditions are met:

- The information is about serious wrongdoing in or by the school; and
- The employee believes on reasonable grounds the information to be true or is likely to be true; and
- The employee wishes the wrongdoing to be investigated; and
- The employee wishes the disclosure to be protected

Who Can Make a Disclosure?

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes: current employees and principal, former employees and principals or contractors supplying services to the school.

Protection of Employees Making Disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- May bring a personal grievance in respect of retaliatory action from their employers
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers
- Is not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure
- Will, subject to clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality
- The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith

Procedure

Any person who wishes to make a protected disclosure should do so using the following procedure.

1. The person should submit the disclosure in writing.
2. The disclosure should contain detailed information including the following:
 - The nature of the serious wrongdoing
 - The name or names of the people involved
 - Surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant
3. A disclosure must be sent in writing to the Privacy Officer (the principal) under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

OR

If you believe that the Privacy Officer is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the chairperson of the Board.

4. On receipt of a disclosure, the Privacy Officer (or chairperson) must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by a Protected Disclosure Committee or arranged by him/her as quickly as practically possible, through an appropriate authority.
5. All disclosures will be treated with the utmost confidence. The Privacy Officer (or chairperson) will not reveal information that could identify the disclosing person when undertaking an investigation unless the person consents in writing, or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential in order to:
 - Ensure an effective investigation; or
 - Prevent serious risk to public health or safety of the environment; or
 - Apply principles of natural justice
6. At the conclusion of the investigation the Privacy Officer will prepare a report of the investigation, complete with recommendations for appropriate action, which will be sent to the Board of Trustees and any other appropriate agencies.
7. A disclosure may be made to an appropriate authority (including those listed below) if the person making the discloser has reasonable grounds to believe:
 - The person in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
 - Immediate reference to another authority is justified by urgency or exceptional circumstances; or
 - There has been no action or recommended action within 20 working days of the date of disclosure

Appropriate Authorities include (but are not limited to):

- Commissioner of Police
 - Controller and Auditor General
 - Director of Serious Fraud Office
 - Inspector General of Intelligence and Security Ombudsman
 - Parliamentary Commissioner for the Environment Police Complaints Authority
 - Solicitor General
 - State Service Commissioner
 - Health and Disability Commissioner
 - The Head of any public-sector organization
8. A disclosure may be made to a Minister or Ombudsman if the employee making the disclosure:
 - Has made the same disclosure according to the internal procedures and clauses of the policy; and
 - Reasonably believes that the person or authority to whom the disclosure was made:
 - a. Has decided not to investigate; or
 - b. Has decided to investigate but not made progress with the investigation within reasonable time; or
 - c. Has investigated but has not taken or recommended any action; and
 - d. Continues to believe on reasonable grounds that the information disclosed is true or is likely to be true

Review Schedule: Updated September 2017, Review in 2020

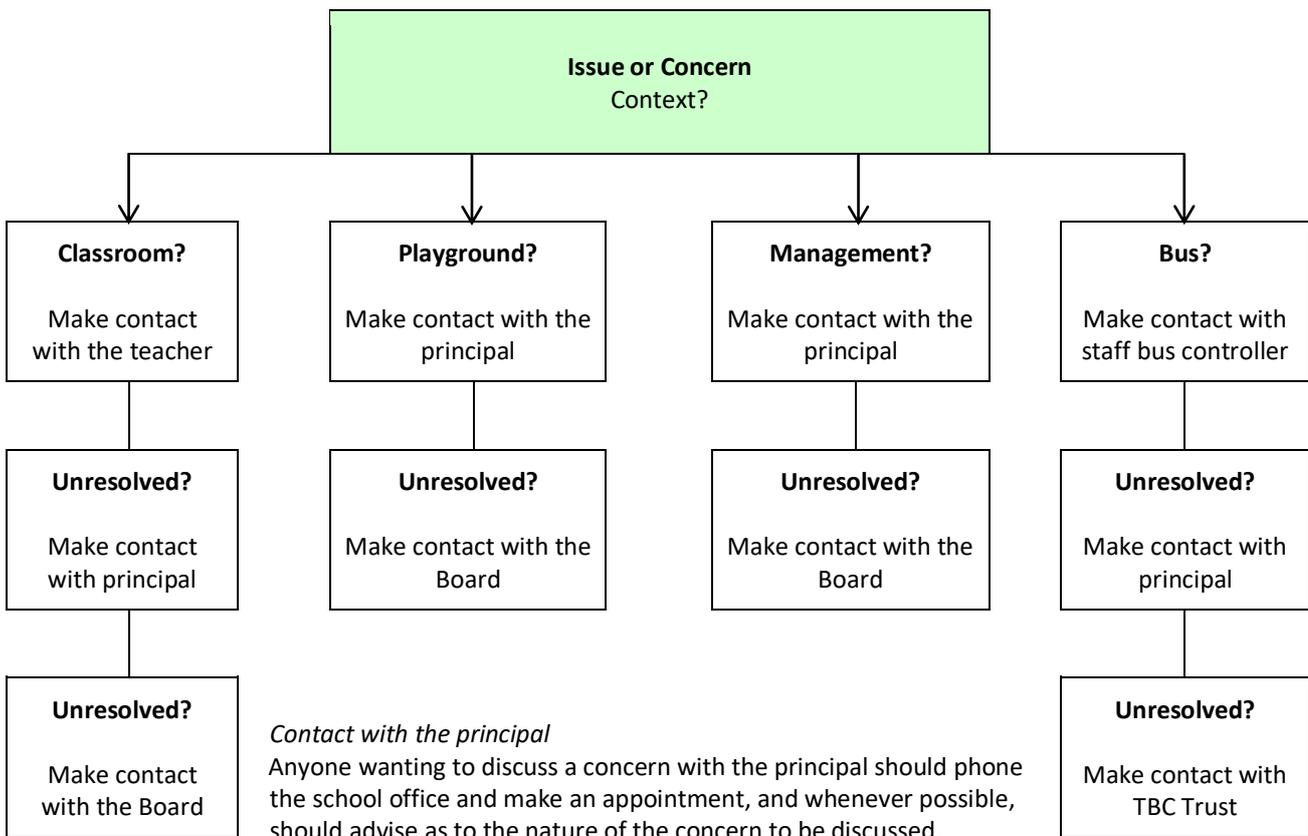
Concerns/Complaints Policy (NAG3)

It is essential to have clear lines of communication and delegation in order to deal properly with concerns or complaints that arise within the school community. This policy is designed to ensure that concerns are heard and acted on, and that school staff are supported appropriately.

In order for complaints and concerns to be dealt with in an orderly and God-honouring fashion:

- Issues relating to the classroom are to be brought to the teacher concerned in the first instance
- If unresolved, classroom concerns are to be referred to the principal, then, if necessary, to the Board
- Board members will not discuss perceived staff problems or parental concerns with members of the school community or the general public unless given authority by the Board to do so
- All concerns should be handled in accordance with the flow chart below

Concerns/Complaints Flowchart



Contact with the Board

In the first instance contact should be made with the Board chairperson (call the school office for details) to see if the concern can be addressed without involving the rest of the Board (any such meeting must be summarised in writing and the summary submitted to the Board in committee). If this does not resolve the issue then concerns should be put in writing and be given to the chairperson at least one week prior to the next Board meeting. All issues raised in this way will be acknowledged by the Board in writing and will be dealt with by the full Board meeting (in committee). A verbal submission would also be welcomed as long as notice of the intention to be present is submitted in the same timeframe as the written submission.

Contact with TBC Trust

Any matters relating to the bus operations can be directed to Geoff Paynter if concerns have not been resolved via the school. This can either be done by email (geoffp@tasbaychristian.school.nz) or by writing a submission and dropping it to the school office.

Review Schedule: Updated September 2017, Review in 2019

Financial Planning and Management Policy (NAG4)

The Board 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 principal. The principal, in association with the Finance Committee, is responsible for recommending an annual budget to the Board within the timelines specified in the Finance Committee terms of reference. This budget will include a professional development budget allocation for the principal and the staff. Budgeting must reflect the annual plan, must not risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus, the budget should:

1. reflect the results sought by the Board
2. reflect the priorities established by the Board
3. comply with the Board's requirement of a balanced budget, unless approved by the Board
4. ensure adequate working capital
5. demonstrate an appropriate degree of conservatism in all estimates

Financial Health

The financial viability of the school must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated, however the principal is required to show safeguards and robust, clear procedures are in place to minimise the risk of either event. Reference should be made to the current Financial Information for Schools Handbook (FISH). Therefore, the principal shall:

1. not incur unauthorised debt
2. ensure that accepted accounting practices or principles are followed at the school
3. use tagged funds for approved purposes only
4. not spend more funds than have been allocated in the fiscal year without prior Board approval
5. ensure all money owed to the school is collected in a timely manner
6. ensure that timely payment is made to staff and other creditors
7. not sell or purchase unauthorised property
8. ensure that all relevant government returns are completed on time
9. not action any item procurement (unless specifically itemised in the annual budget):
 - of over \$1,500 (purchase price or per-annum lease) for a single item OR grouped items of the same type without having obtained comparative prices and quality *and* determined on-going costs, value and reliability *and* without first having Board approval
 - in the form of a lease agreement lasting more than three years without first having Board approval
10. ensure that accurate, current financial reports are provided to the Board at every Board meeting
11. ensure that recommendations made to the Board for the purchase of fixed assets, investments and other use of cash resources refer to the impact on the school's cash resources and projected cash flows for the next 12 months

Banking Arrangements

1. Investments of School funds may only be made in accordance with the terms of the Education Act
2. The Board agrees to on-line interest bearing (where possible) accounts being operated for general receipts, payments and investments
3. The signatories to any cheque accounts shall be the Board chairperson, the principal, the executive officer and one other Board member
4. All cheques or on-line transactions for operating expenses shall be authorised by two of the following: a delegated Board member, the principal or the executive officer. All purchase transactions for assets valued over \$1,500 and long-term investments are to be authorised by a delegated Board member and the principal
5. At no time shall bank accounts be operated in overdraft without permission of the full Board
6. All cash and cheques received by the school must be paid into the school office and properly receipted
7. Expense reimbursements must be certified by the principal, the executive officer or the chairperson (taking note of any conflict of interest). Expense claims should be supported by GST receipts or invoices.
8. Claims for the use of a private motor vehicle must be certified by the principal (or delegate) to indicate that approval was given. Scale rates as per the award will be the basis of reimbursement per kilometre

Review Schedule: Updated August 2017, Review in 2020

Asset Management and Protection Policy (NAG4)

Assets of the school must be protected, adequately maintained and not unnecessarily put at risk. The Board is responsible for oversight of the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets. They must provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Board (and by delegation, the principal) must:

1. Insure school owned assets appropriately and keep a record of assets for insurance purposes (a thorough High Definition annual video of all facilities/rooms is sufficient record)
2. Through the principal, ensure that all assets in the school (both Board and proprietor owned) are taken care of appropriately and protected from damage, whether by negligence or improper use
3. Ensure that unauthorised personnel or groups do not handle funds or use school property improperly
4. Ensure that an up to date asset register for all items of furnishing, plant machinery, and equipment costing more than \$1000.00 is maintained by school staff for accounting purposes
5. Employ sufficient property maintenance staff (within budget limitations)
6. Ensure that a regular maintenance and preventative maintenance programme of all major assets is undertaken
7. In association with the proprietors, adhere to the school's 10 Year Property Plan (10YPP) in terms of asset replacement
8. Allow the principal to dispose of any asset that has reached the end (or is near the end) of its useful life, or has served its function and is no longer required, provided the original cost of that asset was under \$1500
9. Board approval is required for the disposal of any asset that had an original cost of over \$1500
10. Use any funds gained from disposal of assets for legitimate school purposes so as to meet the Board-appointed auditor's standards
11. Ensure all investments and operating capital are held in MoE approved banking facilities
12. Ensure consideration is given to the requirements of the Proprietors in regard to property management
13. Ensure that property management is in keeping with health and safety requirements and procedures

Associated Documents

The school's 10YPP, Financial Planning and Management Policy, Asset Register and Annual Budget

Review Schedule: Updated September 2017, Review in 2020

Health and Safety Policy (NAG 5)

It is the intention of the Board that anyone using TBCS grounds and buildings will be safe. We also want our students and staff to have a safe physical and emotional learning environment. Therefore:

1. TBCS will comply with the provisions of all Health and Safety, Vulnerable Children, Sexual Harassment and other current safety legislation
2. We will identify, isolate, minimize or eliminate, where possible, all hazards
3. The Board health and safety portfolio holder is to annually assess and minimize any hazards that do exist
4. The school caretaker is to regularly check all playground equipment for hazards and resolve same
5. Our code of practice relating to general workplace conditions will ensure all safety requirements are met
6. The Board chairperson will be advised of any emergency situations as soon as possible
7. All school property will be a smoke free environment
8. The school will implement a "SunSmart" programme in order to protect students from excessive UV exposure
9. The school will have adequate emergency procedures in place and emergency procedures for Fire and Earthquake will be visible in all classrooms
10. Children are to be instructed on evacuation procedures and emergency drills held once each term
11. An evaluation form will be filled out after each evacuation drill to identify potential areas of improvement
12. All staff will be encouraged to gain and maintain first aid certificates, with the Board to pay for training required
13. A register of all serious accidents will be maintained and a bi-annual review completed to identify any trends
14. We will ensure safety checks are made for all teaching, non-teaching and volunteer staff who work with children on a regular basis (in accordance with Health and Safety and Vulnerable Children legislation)
15. We will ensure procedures are in place for the reporting of suspected abuse or maltreatment of children maintaining strict confidentiality at all times
16. We will provide appropriate staff training in the identification and reporting of suspected abuse or maltreatment to appropriate agencies
17. We have a zero tolerance to bullying and will ensure effective processes are in place to keep the school environment bully free
18. We will consult with the community every three years regarding the health programme being delivered to students

Education Outside the Classroom (EOTC)

Delegation

- The Board delegates authority to the principal to oversee the planning, preparation and execution of Low and Medium levels risk events and sign RAMS (Risk Analysis and Management System)
- The Board is responsible for oversight of High Level events and will sign off all RAMS associated with these events (documentation for these events is to be presented one Board meeting in advance of the activity)
- Specific parental permission is required for High Level risk events

High Level risk event characterised by the following:

- Overnight camps or trips (Christchurch leadership camp, Middle and Senior School Camp)
- High Risk EOTC day events (skiing, sailing, kayaking or canoeing etc.)
- Swimming in an uncontrolled setting (End of year Kaiteriteri Beach day etc.)

Chemical Use

No member of the public on school property will be exposed to hazardous or potentially hazardous materials of any sort. Use of chemicals on school property will be minimised and if used, must comply with appropriate local and national regulations for application and applied outside school hours. Application of chemicals by neighbouring landowners will be monitored to ensure that no member of the public is exposed to hazardous materials of any sort. If any breach of local or national regulations occurs in this regard, authorities will be notified as soon as possible to ensure that on-going intrusion is prevented.

Review Schedule: Updated August 2017, Review in 2020

Child Protection Policy (NAG 5)

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

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

The Board has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect, and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

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

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

1. Develop appropriate procedures to meet legislative child safety requirements and responsibilities, including procedures and guidelines around school discipline and the physical restraint of students
2. Make these procedures available to parents or caregivers on request
3. Recognise the rights of family/whanau to be involved in decision-making about their children as early as possible
4. Ensure every contract or funding arrangement the school enters into includes child protection procedures where appropriate
5. Ensure all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with sensitive comments or allegations coming from children and allegations against staff members, and are able to take appropriate action in response
6. Ensure all staff work in accordance with this policy, and work with the School Trustees Association and other partner agencies and organisations to ensure sound child protection procedures are understood and implemented
7. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
8. Consult, discuss and share relevant information regarding any concerns about an individual child with the Board or designated person as such concerns arise, in line with our commitment to confidentiality and information sharing protocols
9. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
10. Ensure that this policy forms part of the initial staff induction programme for each staff member
11. Ensure the interests and protection of the child are paramount in all circumstances

Review Schedule: Updated September 2017, Review 2020