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| Part 1.1 – Governance Policies – Board Roles & Responsibilities Policy | | |
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| **OTAHUHU INTERMEDIATE SCHOOL** | | |

# board Roles & responsibilities policy

The board of trustees key areas of contribution are:

1. Representation
2. Leadership
3. Accountability
4. Employer Role

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|  | **The board** |  | **Standard** |
| 1 | Sets the strategic direction and long-term plans and monitors the board’s progress against them | 1.1 | The board leads the Charter review process |
|  |  | 1.2 | The board sets the strategic aims and approves the annual plan and targets in line with MoE expectations |
|  |  | 1.3 | Regular board meetings include a report on progress towards achieving strategic aims |
|  |  | 1.4 | The Charter is the basis for all board decision making |
| 2 | Protects the special character of the school *(integrated schools)* | 2.1 | Special character is obviously considered in all board decisions |
|  |  | 2.2 | Special character report is included at every board meeting as part of the principal’s report |
| 3 | Monitors financial management of the school and approves the budget | 3.1 | Satisfactory performance of school against budget |
|  |  | 3.2 | Budget approved by the first meeting each year |
| 4 | Monitors and evaluates student progress and achievement | 4.1 | Reports at each regular board meeting from principal on progress against annual plan highlight risk/success |
|  |  | 4.2 | Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities |
|  |  | 4.3 | Board review schedule covering curriculum and student progress and achievement reports are followed |
| 5 | Effectively manages risk | 5.1 | Attend board meetings having read board papers and reports and ready to discuss them |
|  |  | 5.2 | Board meetings have a quorum |
|  |  | 5.3 | Remain briefed on internal/external risk environments and take action where necessary |
|  |  | 5.4 | Identify 'trouble spots' in statements of audit and take action if necessary |
|  |  | 5.5 | Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action |
| 6 | Ensures compliance with legal requirements | 6.1 | New members have read and understood: board induction pack; & requirements of board members |
|  |  | 6.2 | New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary |
|  |  | 6.3 | Accurate minutes of all board meetings, approved by board and signed by chair |
|  |  | 6.4 | Individual staff/student matters are always discussed in public excluded session |
| 7 | Attends board meetings and takes an active role as a trustee | 7.1 | Attendance at 80% of meetings (min.) 7.27.3 |
|  |  | 7.2 | No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c) |
|  |  | 7.3 | Board papers read prior to attending board meetings |
| 8 | Approves major policies and programme initiatives | 8.1 . | Approved and minuted |
| 9 | Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage | 9.1 | The Treaty of Waitangi is obviously considered in board decisions |
|  |  | 9.2 | The board is culturally responsive and inclusive |
| 10 | Approves and monitors personnel policy and procedures and acts as a good employer | 10.1 | Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements |
| 11 | Appoints, assesses the performance of and supports the principal | 11.1 | Principal’s performance management system in place & implemented |
| 12 | Deals with disputes and conflicts referred to the board as per the school’s concerns and complaints procedures | 12.1 | Successful resolution of any disputes and conflicts referred |
| 13 | Represents the school in a positive, professional manner | 13.1 | Code of behaviour adhered to |
| 14 | Oversees, conserves and enhances the resource base | 14.1 | Property/resources meet the needs of the student achievement aims |
| 15 | Effectively hands over governance to new board/trustees at election time | 15.1 | New trustees provided with governance manual |
|  |  | 15.2 | New trustees fully briefed and able to participate following attendance at an orientation programme |

# oTAHUHU INTERMEDIATE cOMPLAINTS AND PROCEDURES

1. Letter of complaint is acknowledged by the Chairperson and the complainant advised of the next steps in the Board process. The letter becomes part of the correspondence that will be dealt with at the next Board Meeting while the public is excluded
2. Letter is tabled at Board Meeting (with the public excluded) and referred to relevant parties for reporting back to the Board. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the Board
3. At the meeting of the Board/committee the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation
4. Depending on the delegated powers of the committee either they or the Board as a whole come to a resolution as to how the Board will respond and/or what action will be taken
5. The Board's response is communicated to the parties to the complaint. This may be either publicly or confidentially depending on the case
6. Any of the parties may request the Board to reconsider their decision - however normally for such a reconsideration to take place new information that would have been relevant to the Board's deliberations must be produced

**Otahuhu Intermediate School Board Process**

**Guidelines:**

* Issues of a serious matter, **e.g.** allegations of physical abuse, may require a special meeting of the Board to be called.
* All letters addressed to the Chairperson of the Board are for the **whole Board**. The Chairperson cannot decide independently as to what action will be taken unless delegated authority to do so by the Board
* Subject to agreement between the parties resolution or dismissal of the complaint will not occur before all the information is to hand.
* Conflict of interest will be determined on a number of issues, including whether the complaint involves the actions of any Trustee.
* The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to contact the regional NZSTA personnel/industrial adviser in such cases. The Board will need to consider the relevant staff disciplinary policies employment contracts, and expert advice from the NZSTA adviser.
* The Board recognises that not all complainants will be satisfied with the outcome of a complaint. After **one** consideration, if the Board is confident of its decision, it will refuse to enter into further discussion/correspondence. In making such a decision the NZSTA helpdesk can assist by giving an objective assessment a Board's processes in dealing with the complaint.
* A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
* Trustees need to be clear in their mind of the difference between a complaint they have as a parent (**i.e.** regarding their own child) and a complaint they have as a Trustee (**e.g.** obstruction of staff preventing them carrying out Board work). In the first instance they are required to follow the normal procedures and are excluded from decision making due to conflict of interest. The latter case is dealt with as an agenda item for the whole Board (Possibly with the public excluded).

Review Schedule: Triennially

**BOT MEETING REVIEWED: 11/06/2024**

**BOT MEETING APPROVED: 11/06/2024**

Chris France

*Presiding Member*

**Date:**