



Aidanfield

Christian School



Growing in Wisdom & Stature

Board of Trustees Handbook

2019

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Part One

Introduction

1. Governance

The Board is accountable for the operation of the school and its performance. In operating the school, the Board is obliged to take into account the interests of all stakeholders (eg. those of the parent body, pupils, Board of Proprietors and Minister of Education). Its role includes strategic leadership and vision setting (in partnership with the Proprietor), and ensuring that the school is effective and meets all legislative and regulatory responsibilities defined in relevant Education Acts, the [Charter](#) and other legislation.

The Board meets these obligations by setting policies and other guidelines covering all obligations ([National Administrative Guidelines](#) delegating responsibility for implementation to the Principal through their job description, Board sub-committees, ([Board Delegation Schedule](#)) then monitoring the effectiveness of policy implementation through a system of accountability reporting.

The Board and Principal form the leadership team with the role of each documented with clear reference to the interface both parties have with the Board of Proprietors. The Principal reports to the Board as a whole. The Board has limited time and is proactive through the audit process model for assurance purposes; otherwise its meetings primarily focus on strategic planning, Special Character and school development in close liaison with the Proprietors. The Board makes a clear distinction between governance and management. In a large school, it does not involve itself at all in the administrative details of the day-to-day running of the school. In a small school, involvement in day-to-day management is at the invitation of the Principal. The Principal is employed as the CEO and the Board expect him/her to function accordingly, provide relevant assurance information and alert the Board to risk and variance (to meet statutory obligations or as requested by the Board). If a Board member is doing something in the school for which there is a staff member employed in that role, then they shouldn't be doing it unless invited to assist by the Principal.

The Board's primary foci are:

1. Implementation of Special Character as required by the Proprietor
2. Enhancing pupil achievement through strategic planning and school development

2. 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 [Board's Policy Framework](#) (including Special Character features, [Charter](#) and any other delegations from the Board) and the law of New Zealand.

3. Relevant Legislation

Education Act (updated 2017)

Section 4 Board is the governing body of the school.

1. A board is the governing body of its school.
2. The Board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
3. The school's Principal is the Board's chief executive in relation to the school's control and management.

Section 5 Board's Objectives in governing the school.

1. A Board's primary objective in governing a school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
2. To meet the primary objective the Board must ensure that the school is:
 - A physically and emotionally safe place for all students and staff
 - Inclusive of, and caters for, students with differing needs
 - Have particular regard to any statement of National Education and Learning Priorities (NELPS)

Section 13

A Board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and general law of New Zealand.

Section 15

A Board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Maori culture and must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.

Integrated schools section of the Education Act (Part 33)

Education with a Special Character means education within the framework of a particular or general religious or philosophical belief, and associated with observances or traditions appropriate to that belief.

Integrated school means a private school originally established to provide education with a Special Character that, in accordance with the provisions of this Act, has, by the free choice of the Proprietor of the school, been established as an integrated school, and has thereby become part of the State system of education in New Zealand.

Integration means the conditions and procedures on and by which a private school may become established as part of the State system of education and remain part of that system on a basis whereby the education with a Special Character which it provides is preserved and safeguarded; and *integrated* has a corresponding meaning.

Proprietor, in relation to a private school or an integrated school, means that corporation, body of trustees, or other person or body of persons, which or who have the primary responsibility for determining the Special Character of the school and for supervising the maintenance of that

Special Character, and who own, hold upon trust, or lease the land and buildings that constitute the school premises

Preservation of Special Character of an integrated school Education Act Part 33 Section 416

1. An integrated school shall on integration continue to have the right to reflect through its teaching and conduct the education with a Special Character provided by it.
2. Integration shall not jeopardise the Special Character of an integrated school.
3. The PROPRIETOR of an integrated school shall, subject to the provisions of the integration agreement:
 - a) Continue to have the responsibility *to supervise the maintenance* and preservation of the education with a Special Character provided by the school.
 - b) Continue to have *the right to determine* from time to time what is necessary to preserve and *safeguard the Special Character* of the education provided by the school and described in the integration agreement.
4. If in the opinion of a PROPRIETOR the Special Character of the school as defined and described in the Integration Agreement has been or is likely to be jeopardised, or the education with a Special Character provided by the school as defined and described in the Integration Agreement is no longer preserved and safeguarded, he may invoke the powers conferred upon him by this Act.
5. The legal framework for the Aidanfield Christian School Board of Trustees as a state-integrated school – a state-integrated school is a Crown entity operating on land and in buildings which are privately owned by the Proprietor and delivering an education with a Special Character which is defined, protected and supervised by the Proprietor under the terms and conditions of the Education Act. Follow this link for a more detailed explanation of the legal peculiarities of this special arrangement: [AFC Legal Basis](#)
6. CST/KCST/BOT structure explained – [Aidanfield Memorandum of Understanding](#).

Part Two

Governance Practices

1. Board Roles and Responsibilities

The Board of Trustees' key areas of contribution are:

- representation
- leadership
- accountability
- employer role
- Special Character

BOARD MEMBER ACCOUNTABILITY MEASURE <i>(ie. makes effective contribution to Board work as a whole)</i>	STANDARD
1. Set strategic directions and long-term plans and monitor the Board's progress against them.	1.1 Board meets strategic goals.
2. Implement and monitor the Special Character of the school.	2.1 Special Character vision and guidelines of Board of Proprietor is captured accordingly in all aspects of Board and school operations. 2.2 Special Character is monitored in unison with Board of Proprietors.
3. Be accountable to Board of Proprietor for Special Character and Property.	3.1 Implement Board of Proprietor requirements regarding Special Character and Property. 3.2 Provide information to Board of Proprietor as required.
4. Monitor financial management of the school and approve the budget.	4.1 Satisfactory performance of school against budget.
5. Monitor and evaluate pupil achievement.	5.1 Reports from Principal on progress against Annual Plan highlight risk/success. 5.2 Meets its targets and Annual Plan, implement Curriculum Policy and satisfactory performance of Curriculum Education Priorities. 5.3 Implement curriculum policy and satisfactory performance of curriculum education priorities.
6. Effective risk management.	6.1 Board meetings have a quorum. 6.2 Remain briefed on internal/external risk environments and require action where necessary. 6.3 Identify 'trouble spots' in statements of audit and require action if necessary.

BOARD MEMBER ACCOUNTABILITY MEASURE
(ie. makes effective contribution to Board work as a whole)

	STANDARD
7. Ensure the Board is compliant with its legal requirements.	7.1 New and continuing members are kept aware of any changes in legal and reporting requirements for the organisation. Board has sought legal advice when necessary. 7.2 Accurate minutes of all Board meetings, approved by Board and signed by chair. 7.3 Individual staff/pupil matters are always discussed in Public Excluded Session.
8. Attend Board meetings and take an active role as a trustee.	8.1 Attend Board meetings having read Board papers and reports and ready to discuss them. 8.2 Attendance at 80% meetings (minimum). 8.3 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down). Refer Education Act 1989 8.4 Board papers read prior to attending Board meetings. 8.5 Participate in Board induction.
9. Approve major policies and programme initiatives.	9.1 Approved and minuted.
10. Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.	10.1 The Treaty of Waitangi is obviously considered in Board decisions.
11. Approve and monitor Personnel policy and procedure. Act as good employers.	11.1 Become and remain familiar with employment conditions of organisation, staff contract and Award arrangements.
12. Appoint, assess the performance of and nurture the Principal.	12.1 Principal’s Performance Management System in place and implemented.
13. Deal with disputes and conflicts referred to the Board.	13.1 Successful resolution of disputes and conflicts referred.
14. Represent the school in a positive, appropriate manner.	14.1 Code of Conduct adhered to.
15. Oversee, conserve and enhance the resource base.	15.1 Property/resources meet the needs of the pupil achievement goals.
16. Hand over governance to new Board/trustees at election time.	16.1 New trustees provided with governance manual. 16.2 New trustees fully briefed and able to participate following attendance at an orientation programme.

Board of Trustees Code of Conduct

Recognising that Aidanfield Christian School is God's school and that first and foremost it is His name which is honoured or dishonoured by what we do and how we do it, trustees shall at all times:

1. Uphold the Special Character of the school as defined by the deed of integration.
2. Ensure that the Special Character of the school is central to all policy and decision making.
3. Accept and abide by:
 - a) The legal responsibilities of the Board
 - b) Rules of procedure
 - c) Resolutions of the Board of Trustees
4. Act as wise and trustworthy stewards of the resources and responsibilities the Lord has given the Board.
5. Put the interests of the school ahead of our own personal interests, so put the interests of the school ahead of own personal interests.
6. Respect the integrity of the Principal, staff, fellow trustees and the Proprietor.
7. Carefully prepare for, regularly attend, and actively participate in Board meetings and committee assignments.
8. Vote according to one's individual conviction based on what the trustee reasonably believes to be firm and reliable information.
9. Challenge the judgment of others when the trustee reasonably believes necessary.
10. Support the majority decision of the Board (whether or not you actually personally agree, so that the Board appears publicly to be always acting with unanimity).
11. Work with fellow Board members in a spirit of cooperation.
12. Observe appropriate decorum during Board meetings.
13. Avoid 'back-room' deals to subvert the transparency of Board processes.
14. Disclose all conflicts of interest and withdraw from the meeting pending resolution of the matter.
15. Respect diversity of opinion and robustness of debate.
16. Not act independently of the Board's decisions, including not attempting to exercise individual authority over the Principal, staff members or any aspect of the school's operations.
17. Recognise that, other than to express Board policies, only the Chairperson can speak for the Board (and only then to reflect the views of the Board as a whole), unless specifically delegated to do so.
18. Observe the confidentiality of non-public information acquired in their roles as trustees and to keep all such information in safe and secure custody.
19. Maintain an atmosphere of openness (subject to 10 above) to promote confidence of the school community and other stakeholders, including parents, pupils, staff and the Minister of Education.
20. Understand and respect the different roles of the Principal, Board, staff members and Proprietor.
21. Undertake appropriate training.

(Accepted 21 May 2007; Reviewed 18 February 2008; New review date March 2017)

2. Chairperson’s Role

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board’s processes. The role involves the following responsibilities.

CHAIR ACCOUNTABILITY MEASURE	STANDARD
1. Oversee and foster the vision of the school.	1.1 Special Character vision of Proprietor is reflected and communicated in all aspects of governance and management.
2. Build quality relationships with key stakeholders (Principal, Proprietor Chair).	2.1 Regular meetings are held in addition to on-going liaison. 2.2 Clearly understands the role of each stakeholder and functions accordingly.
3. Oversee general performance of the Board.	3.1 Board performs against its forms of accountability and strategic goals.
4. Ensure information about the financial performance of the organisation flows to the Board.	4.1 Board remains well-informed about financial performance of organisation.
5. Establish and maintain systems for information to flow to the Board.	5.1 Board receives information on time and has time to comment and have input. 5.2 Board has adequate opportunities to have input and make decisions. 5.3 Chair ensures accurate minutes are kept, approved by Board and signed by Chair.
6. Attend and chair Board meetings.	6.1 Attendance at all meetings (unless chairing responsibility delegated). 6.2 Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the Board has suspended them. Information on meeting procedures is found in the section on meetings.
7. Make recommendations to Board about prudent management of Board matters.	7.1 Recommendations made as necessary.
8. Establish and maintain an ongoing working relationship with the Principal.	8.1 Establishes regular meetings with Principal. 8.2 Clear and effective communication with Principal is established.
9. Deal with disputes and conflicts referred to the Chair.	9.1 Follow the Board procedure.
10. Ensure the Principal’s Performance Agreement and Appraisal are completed on an annual basis	10.1 Report of Principal’s Performance Appraisal tabled at the Board according to appraisal process
11. Is the Board’s spokesperson.	
12. Signatory for formal\legal documentation.	

3. Staff and Proprietor Trustee Role Description

a) Staff trustee

The staff trustee fulfils legislative requirements relating to Board composition. The role of the staff trustee is to bring a staff perspective to Board discussions and decision-making.

The trustee has an obligation to serve the broader interests of the school and its pupils and has equal voice, vote, standing and accountabilities as all other trustees – refer to Board Roles and Responsibilities in previous section. The staff trustee is elected by the staff.

STAFF TRUSTEE ACCOUNTABILITY MEASURE	STANDARD
1. To work within the Board's Charter.	1.1 The Charter is obviously considered in Board decisions.
2. To abide by the Board's governance and operational policies.	2.1 The staff/pupil trustee has a copy of the governance manual and is familiar with all Board policies.
3. The staff trustee is first and foremost a trustee and must act in the best interests of all stakeholders.	3.1 The staff trustee is not a staff advocate. 3.2 Staff trustee participates in the best interests of all stakeholders.
4. The staff trustee is bound by the Trustee Code of Behaviour.	4.1 The staff trustee acts within the code of behaviour.
5. It is not expected that the staff trustee act as a union delegate.	5.1 The staff trustee does not bring staff issues to the Board. (This is the role of the Principal only.)
6. It is not necessary for the staff trustee to prepare a verbal or written report for the Board unless specifically requested to from the Board.	6.1 No regular reports received unless a request has been made by the Board on a specific topic.

b) Proprietor appointee

The number of Proprietor trustees fulfils legislative requirements and, relating to Board composition, must be one less than parent-elected members.

This trustee has an obligation to serve the broader interests of the school and its pupils and has equal voice, vote, standing and accountabilities as all other trustees – refer to Board Roles and Responsibilities in previous section.

However, as an appointee of the Proprietor, it is expected the trustee will bring a proprietor perspective to Board decision-making with reference to all matters related to Special Character and property. Term of appointment is determined by the Proprietor and is normally reviewed during Board election season.

PROPRIETOR Appointee ACCOUNTABILITY MEASURE	STANDARD
1. To work within the Board’s Charter.	1.1 The Charter is obviously considered in Board decisions.
2. To abide by the Board’s governance and operational policies.	2.1 The trustee has a copy of the governance manual and is familiar with all Board policies.
3. The trustee is first and foremost a trustee and must act in the best interests of the school.	3.1 Ensures all aspects of Special Character are reflected in Board decisions consistent with Proprietor expectations. 3.2 Participates in the best interests of the all stakeholders.
4. The trustee is bound by the Trustee Code of Behaviour.	4.1 Acts within the Code of Behaviour.
5. Keeps the Proprietor informed of relevant matters.	5.1 Proprietor is well informed about relevant matters. An annual report is prepared for the Proprietor.
6. To draw Board attention to Special Character agreement with the Crown and Special Character Implementation practices.	6.1 Board clearly knows what the Proprietor expectations are with regard to policy and school operation. 6.2 Represents and protects the Proprietor interests in good faith. 6.3 Consults with Proprietor Board when necessary regarding decisions the Board wishes to make for which the representative is unsure, or as requested by the Board. 6.4 Monitors the curriculum against Special Character outcomes to ensure the school maintains its Special Character. 6.5 Ensures all appointments meet Proprietor expectations with regard to Special Character.

PROPRIETOR MEASURE	Appointee ACCOUNTABILITY	STANDARD
7.	Proprietor's property is managed and maintained in the best interests of the proprietor and the educational vision for the school.	7.1 Clearly understands Proprietor responsibilities with regard to property and communicates accordingly 7.2 Monitors all compliance matters related to property and monies allocated and spent.
8.	Participates in Board committees (or portfolio responsibilities) as deemed advantageous by the Board.	8.1 Active participant on Board committees or as a portfolio holder.

4. The Relationship between the Board and the Principal

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The Board and the Principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies, along with the Board's agreed Code of Behaviour, should be read alongside this policy.

- This relationship is based on Christian character qualities, such as mutual respect based on trust, integrity and ability.
- The relationship must be professional.
- 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 Chair.
- All reports presented to the Board by the staff arrive there with the Principal's approval and the Principal is accountable for the contents.
- There are clear delegations and accountabilities by the Board to the Principal through policy.
- The two must work as a team and there should be no surprises.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.
- The Board must maintain a healthy independence from the Principal in order to fulfil their role.
- The Principal should be able to share their biggest concerns with the Board.

5. 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.

The relationship principles are to be read in line with the following:

- The Board's agreed governance and management definitions
- The Board's Roles and Responsibilities procedure
- The Responsibilities of the Principal procedure
- The Chairperson's Role procedure

- The Trustee’s Code of Behaviour procedure

Relationship principles:

1. A positive, productive working relationship between the Principal and the Chair is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel each other on performance concerns.
6. The Chair supports the Principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other’s strengths and weaknesses.
8. Each agree not to undermine each other’s authority.
9. There is agreement to not break confidences when assurances have been given.
10. There is agreement to be honest with each other.
11. Each agree and accept the need to follow policy and procedures.
12. Each agree not to hold back relevant information.
13. Each agree and understand that the Chair has no authority except that granted by the Board.
14. Understand that the Chair should act as a sounding board for the Principal both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.
15. Establish and commit to regular meeting times.

6. The Relationship between the Board, Principal, and Proprietor

The performance of the school depends significantly on the effectiveness of this three-way partnership, and as such a positive, productive working relationship is essential. The Board (through its Chair), Proprietor and the Principal form a strategic leadership team.

Relationship principles 2-13 and 15 above, apply to this relationship procedure.

Other points to note:

- Access of the Proprietor to the school is always through the Principal with the blessing of the Board Chair.
- The parties agree the level of visibility of the Proprietor in the life of the school.

7. Meeting Processes

The Board is committed to effective and efficient meetings:

- a) Based on a prepared annual agenda. The agenda preparation is the responsibility of the Chairperson.
- b) Dates, times and places are communicated to all stake holders through publication in the school newsletter/website.
- c) Held with the expectation that trustees have prepared for them and will participate.
- d) Discussions at all times are within the principles of acceptable behaviour reflecting Special Character values.
- e) Only duly passed resolutions are recorded in minutes and these become the official voice of the Board.
- f) Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987.
- g) Decisions by the Board in committee are fully recorded but remain confidential. The Board needs to:
 - Make the reasons for excluding the public clear
 - Reserve the right to include any non-Board member it chooses
- h) Trustee – Trustee concerns – a trustee who has a concern regarding another trustee or group of trustees and considers it inappropriate to bring that concern up in a full Board meeting, should contact the Chair for advice. In general, the Matthew 18 principle should apply. If the concern relates to the Chair, then the trustee should consult with the Principal or the Proprietor or the New Zealand Schools Trustees Association for further advice. (The New Zealand School Trustees' Association is also a useful resource in these situations.)

8. Meeting Procedures

[* denotes legislative requirement]

a) *General*

- i. Meetings are held as per the agenda. There is not a general business part of the agenda.
- ii. The quorum shall be more than half the members of the Board currently holding office.*
- iii. The Chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board.*
- iv. The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*

- v. Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.*
- vi. Only trustees have automatic speaking rights.
- vii. The Board delegates [and minutes] powers under Sections 16 & 17 of Education Act to the Disciplinary Committee.
- viii. The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.

b) Time of meetings

Regular meetings commence with prayer and devotions and will normally take three hours. Permission will be sought from the full meeting to extend the meeting time beyond three hours.

A resolution for an extension of time may be moved.

Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

The Board will normally meet eight times per year.

c) Special meetings

A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees currently holding office.

d) Exclusion of the public

The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act.* Public excluded minutes will be made appropriately to meet local body best practice.

e) Public participation

- i. Public participation is at the discretion of the Chairperson.
- ii. Public attending the meeting are given a notice about their rights to participation in the meeting.

f) Motions/Amendments

- i. All motions and amendments moved in debate must be seconded unless moved by the Chairperson.*
- ii. Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.*
- iii. No further amendments may be accepted until the first one is disposed of.*
- iv. The mover of a motion has right of reply.*
- v. A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.*
- vi. Decisions made by email between meetings will be ratified at the next meeting.

g) Termination of debate

All decisions are to be taken by open voting by all trustees present.

h) Suspension of meeting procedures

Standing Orders may be suspended by resolution of the meeting.

i) Agenda

- i. Agenda items are to be notified to the Chair 5 days prior to the meeting.
- ii. Late items will only be accepted with the approval of the Board.
- iii. The order of the Agenda may be varied by resolution at the meeting.
- iv. All matters requiring a decision of the Board are to be appended as separate meeting items.
- v. All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agenda documentation.
- vi. The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- vii. Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- viii. Papers and reports are to be sent to the Board a minimum of five days before the date of the meeting.

j) Minutes

- i. The Board ensures it has appropriate secretarial services.
- ii. The minutes are to clearly show resolutions and action points and who is to complete the action.
- iii. A draft set of minutes is to be completed and sent to the Chair for approval within four working days of the Board meeting before being distributed to trustees within seven working days of the meeting.
- iv. Minutes are signed by the Board Chair or delegate following adoption.

k) Meeting reports

- i. All reports are primarily through the Principal unless specifically stated elsewhere
- ii. Principal's Report: reflects the Special Character of the school, is based on the Annual Plan and has a format negotiated by the Principal with the Board.

Meeting agenda

A typical agenda may be as follows.

Board of Trustees Meeting Agenda – Date	
1.	Devotion/Administration Matters 5 minutes
1.1	Present
1.2	Apologies
1.3	Declaration of interests
2.	Audit Committee Report
3.	Curriculum Report
4.	Strategic Report – Principal [see Schedule]
4.1	Ongoing summary of progress to date – Principal to report
4.2	Exploration of Key Result Area, eg. governance, service
4.3	Board discussion
5.	Special Issues [see Schedule] and Projects
6.	Meeting Closure 5 minutes
6.1	Confirmation of minutes
6.2	Correspondence
6.3	Comments on meeting procedures and outcomes
6.4	Preparation for next meeting

Board Review of Governance

Trustees

Annually each trustee will evaluate their own contribution to the Board and their individual effectiveness in discussion with the Chairperson. The basis of this review shall be these Governance Policies [in particular the Roles and Responsibilities standards and the Code of Behaviour].

Chairperson

The Board Chair will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal [in particular the Role of the Chair standards].

Board

Annually the Chairperson will co-ordinate a review of the effectiveness of the Board of Trustees. A report will be provided to the Board on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic Plan and Policy Framework.

ERO review

The school is reviewed regularly by the statutory body charged with quality assurance of schools on behalf of the Crown.

Link to latest [ERO Review report \(2015\)](#)

Special Character review

The Proprietor commissions three yearly reviews.

Follow this link to the [Aidanfield Special Character Review Report](#)

Governance Processes/Procedures

Board work planning

The Board maintains a three-year work plan, including audits and other self-review. These plans drive agenda setting for each Board meeting.

Follow this link to the [Three Year Board Plan](#)

The Board maintains three year:

1. Work plans which drive agenda setting for each Board meeting
2. Audit plans
3. Self-review plans links to each or combine

Committee principles

The Board may set up committees to help carry out its responsibilities and due process (eg. staff appointments, internal audit, discipline).

Education Legislation – gives the Board the authority to delegate any of its powers to a special committee except the power to borrow money.

The Board must spell out in the Board minutes and in a letter to each committee member the precise powers that are delegated to a committee. In addition, the same delegation motion must name the members or how the committee will be constituted. For example, the committee can:

- a) Investigate and report their findings to the Board.
- b) Investigate and make any recommendations based on those findings to the Board.
- c) Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions, then report to the Board what they did.

Board committees:

- a) Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.
- b) Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
- c) May not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Principal.
- d) Help the Board (not the administration) do its work.

- e) [Other than the Board Discipline Committee] must act through the Board and therefore can only recommend courses of action to the Board and have no authority to act without the delegated authority of the Board.
- f) Assist the Board chiefly by preparing policy alternatives and implications for Board deliberation. Board committees are not to be created by the Board to advise staff.
- g) All have the Chair and Principal as ex-officio members with the exception of an audit

Board Committees

Finance Committee

[Standing]

Responsibility of the Board

The Board of Trustees has overall responsibility for the financial management of the school. The day-to-day management of the school's finance and budget rests with the Principal.

The Finance Committee as a committee of the Board is responsible for providing guidance to the Principal for financial matters.

Purpose of the Finance Committee

The Finance Committee was formed to provide guidance to the Principal in the financial management of the school.

Terms of Reference

The Finance Committee is responsible to the board for:

- a) In association with the Principal, recommending an annual operating and capital budget, including professional development budget allocation for the Principal and the staff.
- b) Determining the level of budgetary discretion available to the Principal. (see delegated authorities)
- c) Monitoring and reporting on the annual budget via the Principal.
- d) Review on behalf of the board accounts passed for payment by the school. Advising on additional funding sources (spot audits 2 times a year).
- e) Where appropriate, assisting the Principal to prepare a financial results report, which is to be provided to the Board by the Principal as part of every Principal's report.
- f) Recommending changes to financial policy.
- g) Overseeing the preparation of the annual accounts for Board approval.
- h) Assisting the Principal in reporting financial performance to parents and the community as appropriate.
- i) Providing input into the school's Strategic Plan.
- j) Preparing special reports for consideration by the Board.
- k) Annually reviewing the school's risk management needs and insurance cover.
- l) Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.

Compliance reporting

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.

Principal Appraisal Committee

[Standing]

Responsibility of the Board for Principal appraisal

It is the responsibility of Aidanfield Christian School Board of Trustees to appraise the Principal's performance on an annual basis with the objective of ensuring high quality education opportunities for the pupils of the school and that the Principal meets the Education Council criteria for attestation.

The Principal's performance will be formally appraised by the Board Chairperson or delegate(s) and, at the Board's choice, an independent consultant who specialises in education and is able to review the effectiveness of the education provided.

The Principal Appraisal Committee are the trustees delegated to carry out the responsibility of the Appraisal process, reporting back to the whole Board.

The Board operates a three-year cycle in terms of delegation of Principal performance appraisal. In terms of allocation of appraiser:

1. Christian school Principal
2. Board of Trustees chairperson
3. Other external contractor

The purpose of the Appraisal Committee

The Principal Appraisal Committee as a committee of the Board is responsible for drafting the Principal's Performance Agreement in consultation with the Principal, presenting it to the Board for approval, implementing the appraisal process and reporting to the Board at the completion of the appraisal.

Terms of Reference

The Principal Appraisal Committee is responsible to the Board for:

- a) Ensuring the appraisal process will result in a written assessment of the Principal's performance on an annual basis, identifying any training/professional development needs for the Principal to undertake.
- b) Ensuring the review is carried out according to the Board's agreed procedure.
- c) Ensuring that the criteria for appraisal will be the objectives set in the Performance Agreement, the objectives being drawn from the school's strategic and annual operating plans, the Principal's job description, and professional standards.
- d) Ensuring that if there is any disagreement between the Principal and the committee as to the objectives, the committee, after considering the Principal's input, will amend the objectives or confirm the unchanged objectives and bring their recommendations to the whole Board. The Board's decision will be final.

- e) When appropriate, sensitively seeking feedback on the Principal's performance from staff, parents, or any other person/s that are in the position of providing feedback on how the Principal has performed.
- f) Reporting back to the Board at the completion of the appraisal. Any discussion will be held 'in committee' (ie. non-Board members will be excluded).
- g) Ensuring that the Performance Agreement and results of the appraisal are confidential to the Principal, the Board and their agents unless both parties agree to wider distribution.

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 of any final decision.

The Principal's performance is monitored against the strategic plan, professional standards and Board policies on Operations.

The Board monitors those parts of the Principal's objectives that have been identified and agreed upon by both parties in advance.

There will be an agreed time established when Board Chairperson (or designated person or committee) and the Principal meet to carry out formal appraisal based on agreed criteria. The format and process for this meeting will be negotiated and agreed upon by the Board Chairperson/delegate and the Principal.

The Board will receive a summary report, formally once a year at a board meeting that has 'excluded the public'.

Disciplinary Committee

[Ad Hoc]

Purpose

To ensure that all processes relating to the suspensions of pupils adhere to the requirements of Education Act, and its amendments, Education Rules and Ministry of Education Guidelines.

Committee members

The Chairperson and two or more members of the Board, excluding the Principal (who attends the meeting but is not involved in decision making). The Chair of the committee is the Board Chairperson or in the Chairperson's absence will be determined by the committee. The quorum for the committee shall be two Trustees.

Duties and responsibilities

The committee will:

- Act in fairness, without bias or prejudice and with confidentiality in keeping with the school's Special Character.
- Act within legislation and the MOE guidelines.
- Act only on written and agreed information, not verbal hearsay.
- Use processes of natural justice in discipline hearing procedures.
- Make recommendations on discipline matters to the Board as necessary.
- Employ restorative practice where applicable.

The Board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.

Christian Education Network Representation

The Board to provide a delegate to attend Christian Education Network (CEN) board meetings.

Community of Learning Stewardship Group

The Board is to provide a delegate (and substitute delegate) to the CEN Community of Learning Stewardship Group.

Board Policy Framework

The Board provides strategic direction to the Principal in the form of:

- Strategic plan
- An expectation that the Principal will, at all times, uphold the Special Character of the school
- Management delegations
- An expectation that the Principal will always comply with the law of the land.
- Policy framework
- The Board's policy framework can be viewed by following this link: [BOT Policy Framework](#).

Board Relationship with the Principal – Policies and Procedures

Roles and responsibilities of the Principal

The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the Board's Charter or expressed values or commonly held professional ethic.

Further, the Principal shall uphold the Special Character of the school in all things.

The key contribution is **day-to-day management** of the school.

Employment matters

Any matters related to the ongoing management of the employment of the Principal must meet the terms and conditions of the Area School Principals' Collective (Employment) Agreement.

This can be viewed by following this link: [Area School Principals' Collective \(Employment\) Agreement](#)

Disciplinary process

In the event the Board determines that policy violation(s) has(have) occurred and the Board judges the degree and seriousness of the violation(s) to warrant initiating a disciplinary process, the Board shall seek advice and follow due process.

Principal professional expenses

A budget for professional expenses and for professional development will be established annually.

These expenses may include continuing education, books and periodicals, and attendance at professional conferences.

Education Legislation Governing State Integrated Schools (Education Act Part 33)

Follow this link to view the [link](#)