



# WAITAKI BOYS' HIGH SCHOOL

## GOVERNANCE POLICIES

Waitaki Boys' High School  
| 10 WAITAKI AVENUE, OAMARU 9400



## Governance framework 2021

### Governance policies - how we work as a Board

	Outcome statements	Approved/reviewed	Next review
Board roles and responsibilities policy	The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.	30 July 2020	August 2022
Chair role description policy	The board is effectively led.	30 July 2020	August 2022
Conflict of interest policy	The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.	30 July 2020	September 2022
Rector performance management policy	A fair and transparent performance management process recognises the professionalism of the Rector and the accountabilities of the board.	30 July 2020	September 2022
Relationship between chair and Rector policy	The relationship between the chair and the Rector is based on trust, integrity and mutual respect.	30 July 2020	September 2022
Staff and Student trustee role description policy	The staff/student representative brings a staff/student perspective to board discussion and decision making.	30 July 2020	September 2022
Trustee Waitakian Way	The board will act in an ethical and respectful manner.	30 July 2020	August 2022
Trustee remuneration and expenses policy	Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.	30 July 2020	August 2022

# 1. Board roles and responsibilities policy

## Outcome statement

The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

## Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school and governs via its policies, which it entrusts to the Rector to implement.

## Delegations

Accountability rests with the whole board, with no individual trustee or committee having decision-making authority unless it has been delegated and documented.

## Expectations and limitations

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The board leads the annual charter/strategic plan review process.
	1.2	The board sets/reviews the strategic aims annually.
	1.3	The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education by 1 March each year.
	1.4	Regular board meetings include a report on progress towards achieving strategic aims.
	1.5	The charter/strategic plan is the basis for all board decision making.
2. Monitors and evaluates student progress and achievement.	2.1	The board approves an annual review schedule covering curriculum and student progress and achievement reports.
	2.2	Reports are received at each regular board meeting from the Rector on progress against the annual plan, highlighting risk/success.
	2.3	Information reported to the board is thoughtfully discussed, critiqued and challenged.
	2.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3. Protects the special character of the school (special character schools).	3.1	Special character is obviously considered in all board decisions.
	3.2	A special character report is included at every board meeting as part of the Rector's report.
4. Appoints, assesses the performance of and supports the Rector.	4.1	Rector's performance management system is in place and implemented.
5. Approves the budget and monitors financial management of the school.	5.1	Budget is approved by the first meeting each year.
	5.2	Satisfactory performance of financial management against budget is in evidence.
6. Effectively manages risk.	6.1	The board has an effective governance model in place.
	6.2	The board remains briefed on internal/external risk environments and takes action where necessary.
	6.3	The board identifies trouble spots in statements of audit and takes action if necessary.
	6.4	The board ensures the Rector reports on all potential and real risks when appropriate and takes appropriate action.
7. Ensures compliance with legal requirements.	7.1	New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of board members
	7.2	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
	7.3	The board seeks appropriate advice when necessary
	7.4	Accurate minutes of all board meetings are approved by the board and signed by the chair.

	7.5	Individual staff/student matters are always discussed in public-excluded session.
	7.6	Board meetings have a quorum.
8. Ensures trustees attend board meetings and take an active role.	8.1	Board meetings are effectively run.
	8.2	Trustees attend board meetings having read board papers and reports and are ready to discuss them.
	8.3	Attendance at 80% of meetings (minimum).
	8.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer <a href="#">Education Act 1989 s104 (1) (c)</a> )
9. Approves major policies and programme initiatives.	9.1	The board approves programme initiatives as per policies.
	9.2	The board monitors implementation of programme initiatives.
10. Fulfils 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.
	10.2	The board, Rector and staff are culturally responsive and inclusive.
11. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	11.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
	11.2	The board ensures there are personnel policies in place and they are adhered to (code of Conduct).
	11.3	The board ensures there is ongoing monitoring and review of all personnel policies.
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 is achieved.
13. Represents the school in a positive, professional manner.	13.1	Code of Conduct is 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 are provided with induction and a copy of the board’s governance manual.
	15.2	New trustees are fully briefed and able to govern following attendance at an orientation programme.
	15.3	Appropriate delegations are in place as per <a href="#">Schedule 6 (17)</a> of the Education Act.
	15.4	Board and trustees participate in appropriate ongoing professional development.

## Legislative compliance

[Education Act 1989](#)

[Employment Relations Act 2000](#)

[State Sector Act 1989](#)

Reviewed: 30<sup>th</sup> July 2020

Next review: August 2022

## 2. Chair role description policy

### Outcome statement

The board is effectively led.

### Scoping

The chair is the leader of the board and works on behalf of the board with the Rector on a day-to day basis.

The chair establishes and nurtures a positive professional working relationship with the Rector.

The chair represents the board of trustees to the broader community and works in partnership with the Rector to safeguard the integrity of the board's processes.

The chair often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

The chair presides over board meetings and ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.

### Delegations

The board delegates management of the relationship between the board and the Rector to the chair.

### Expectations and limitations

The chair:

- is appointed by election at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board\*
- acts within board policy and delegations at all times and not independently of the board
- leads the board members and develops them as a cohesive and effective team
- welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood and leads new trustee induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the Waitakian Way
- ensures the work of the board is completed
- sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987\* and any board protocols and policies
- ensures interactive participation by all board members
- represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- is the official signatory for the board, including for annual accounts\*
- is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the Rector
- ensures the Rector's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

\* Legislative requirement

# Procedures/supporting documentation

Governance policies

## Legislative compliance

[Education Act 1989 Schedule 6](#)

[Local Government Official Information and Meetings Act 1987](#)

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Reviewed: 30 <sup>th</sup> July 2020	Next review: August 2022
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### 3. Conflict of interest policy

#### Outcome statement

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

#### Scoping

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

#### Expectations and limitations

All staff and board members will 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.

Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any trustee who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

Any trustee who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

#### Procedures/supporting documentation

Disclosure of interest statements

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Reviewed: 30 <sup>th</sup> July 2020	Next review: September 2022
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# 4. Rector performance management policy

## Outcome statement

A fair and transparent performance management process recognises the professionalism of the Rector and the accountabilities of the board.

## Scoping

An annual performance agreement will be established between the board and Rector and be in place at the beginning of each school year.

The Rector's performance against this agreement will be reviewed throughout the year, and a final report will be prepared and presented to the board at the end of the school year.

The prime focus of the agreement will be that every student at the school is able to attain their highest possible standard in educational achievement.

A budget for professional expenses and for professional development will be established annually in accordance with the Rector's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

Professional development expenses may include but are not confined to continuing education, books and periodicals, mentoring and attendance at professional conferences.

## Delegations

The chair (or personnel committee of the board) will ensure an annual performance review is carried out in accordance with this policy.

## Expectations and limitations

- The review process will occur annually, providing a written record of how the Rector has performed as per the terms of the performance agreement and identifying professional development needs.
- The Rector's performance will be formally reviewed on an annual basis by duly delegated members of the board and, optionally at the board's choice, an independent consultant who specialises in education.
- Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
- There will be three interim reviews, one each term preceding the annual formal review, between the Rector and chair or delegate(s) to discuss progress.
- The Rector will be reviewed on the criteria set out in the performance agreement – performance objectives, professional standards, learning and development objectives and fulfilment of additional duties that require concurrence payment.
- If the Rector and the board disagree on the performance objectives, the board, after considering the Rector's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
- The board chair, delegate(s) and consultant may gather information from staff, parents or any other relevant members of the larger school community who can provide feedback on how the Rector has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
- The Rector and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied, with the Rector given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the Rector. The Rector can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the Rector's views before deciding to either amend the report in accordance with the Rector's views or let the report stand with the Rector's comments attached.
- The chair/delegate(s)/consultant will present the final report/summary back to the board with the result of the review. The Rector may/may not be present at the presentation and/but will have the opportunity to address the board. The Rector will then exit, and further discussion may continue among the board.
- The Rector will be informed personally and in writing of the final outcome following the report discussion.
- The performance agreement and results of the review are confidential to the Rector, the board and their agents unless both parties agree to wider distribution.

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Reviewed: 30<sup>th</sup> July 2020

Next review: September 2022

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## 5. Relationship between chair and Rector policy

### Outcome statement

The relationship between the chair and the Rector is based on trust, integrity and mutual respect.

### Scoping

A positive, productive working relationship between the Rector and the chair is both central and vital to the school.

The chair and Rector should act as sounding boards, both supporting and challenging, in order to hold the school to account for achieving the goals and targets that have been set.

The chair has no authority except that granted by the board. The chair does not act independently of the board.

### Delegations

### Expectations and limitations

- The chair and Rector 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 chair supports the Rector and vice versa as appropriate.
- Each agrees 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.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.

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Reviewed: 30<sup>th</sup> July 2020

Next review: September 2022

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## 6. Staff and Student trustee role description policy

### Outcome statement

The staff/student representative brings a staff/student perspective to board discussion and decision making.

### Scoping

As a trustee, the staff/student representative is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other board member.

### Expectations and limitations

Staff/Student representative accountability measures		Standard
1. To work within the board's charter/strategic plan.	1.1	The charter/strategic plan is obviously considered in board decisions.
2. To abide by the board's governance and operational policies.	2.1	The staff/student trustee has a copy of the governance manual and is familiar with all board policies.
3. The staff/student trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 3.2	The staff/student trustee is not a specific staff/student advocate. The staff/student trustee does not bring specific staff/student concerns to the board.
4. The staff/student trustee is bound by the Waitakian Way	4.1	The staff/student trustee acts within the Waitakian Way.
5. It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to by the board.	5.1	No regular reports are received unless a request has been made by the board on a specific topic.

Review schedule: Triennially

Next review: September 2022

## 7. Trustee Waitakian Way

At Waitaki Boys' High School, the Board of Trustees, Rector and staff are committed to ethical conduct in all areas of responsibility and authority. As such:

### I will maintain public trust and confidence in teaching and learning by:

#### ALL

Demonstrating a high standard of professional and personal behaviour  
Contributing to a professional culture that supports and upholds teaching and learning at our school  
Demonstrating a commitment to tangata whenuatanga and bicultural partnership  
Demonstrating a commitment to high quality and effective teaching and learning

#### RECTOR AND STAFF

Engaging in professional, respectful and collaborative relationships with colleagues

#### BOARD OF TRUSTEES

Engaging in professional, respectful and collaborative relationships with the Rector and staff

### I will work in the best interests of learners by:

#### ALL

Promoting their wellbeing and protecting them from harm  
Respecting the diversity of their heritage, language, identity and culture  
Affirming Māori learners as tangata whenua  
Being fair and effectively managing my own assumptions and personal beliefs

#### RECTOR AND STAFF

Engaging in ethical and professional relationships with them  
Promoting inclusive practices to support the needs of all learners

#### BOARD OF TRUSTEES

Engaging in ethical and professional relationships with the school  
Supporting inclusive practices to support the needs of all learners

### I will respect the vital role parents/caregivers and families/whānau play in supporting their child's learning by:

#### ALL

Engaging in relationships with them that are professional and respectful  
Respecting the diversity of their heritage, language, identity and culture

#### RECTOR AND STAFF

Involving them in decisions about their child's care and learning

#### BOARD OF TRUSTEES

Involving them in decisions of strategic importance, particularly around students' learning and wellbeing

### I will support effective governance of the school by:

#### ALL

Maintaining and being loyal to the vision and values of the school  
Representing the school publicly in a positive manner  
Recognising the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff  
Recognising that only the chairperson or a delegate working under written delegation, can speak for the board

#### RECTOR AND STAFF

Respecting the role and integrity of the board and trustees  
Providing the board with accurate and timely information as required  
Ensuring the board is alerted of any matters of risk to the school

#### BOARD OF TRUSTEES

Respecting the integrity of the principal and staff

Observing the confidentiality of non-public information acquired in my role as a trustee and not disclosing to any other persons such information that might be harmful to the school

Being diligent and attending board meetings prepared for full and appropriate participation in decision making.

Ensuring that I as an individual trustee do not act independently of the board's decisions

Avoiding any conflicts of interest with respect to their fiduciary responsibility

#### I will respect my trusted role in society and the influence I have in shaping futures by:

##### ALL

Behaving lawfully and demonstrating high standards of integrity

Demonstrating a commitment to a bicultural Aotearoa New Zealand

##### RECTOR AND STAFF

Teaching and modelling respect for the principles and practices that contribute to the wellbeing of all

##### BOARD OF TRUSTEES

Modelling respect for the principles and practices that contribute to the wellbeing of all

## Legislative compliance

[Education Act 1989](#)

Reviewed: February 2020

Next review: August 2022

## 8. Trustee remuneration and expenses policy

### Outcome statement

Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.

### Scoping

The board exercises its right to set the amount that the chair and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken.

The Rector, as a member of the board, is entitled to the same payment as all other trustees except the chair.

Any other payments or reimbursements are at the discretion of the board.

### Expectations and limitations

Currently at Waitaki Boys' High School:

- the chair receives \$75 per board meeting
- elected board members receive \$55 per board meeting
- there is no payment for working group/committee meetings
- attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- costs associated with attendance at professional development sessions may be met by the board but prior approval must be sought
- all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring.

### Procedures/supporting documentation

School reimbursement claim form

### Compliance

[Income Tax Act 2007](#)

IRD Honoraria payments to school trustees

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Reviewed: 30<sup>th</sup> July 2020

Next review: August 2022

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