



**BOT
Governance
Policies**

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| Next Review Due | 2019 |

AQUINAS COLLEGE
Policy Framework

The following documentation outlines the Board’s governance framework and is aligned with the College’s Charter values

(The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance.)

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Introduction

The Board of Trustees of Aquinas College is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, Handbook for BOT's of New Zealand Catholic Integrated Schools, and the United Nations Convention on the Rights of Disabled People.

To ensure effective school performance, the Board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

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

| Governance | Management |
|---|--|
| <p>The ongoing improvement of student progress and achievement is the Board's focus.</p> <p>Fundamental to integration is the Special Character of the College. This is defined in the Integration Agreement.</p> <p>The Board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the College's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The Principal reports to the Board as a whole with committees used sparingly and only when a need is identified in order to contribute to Board work.</p> <p>The Board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p> | <p>The Board delegates all authority and accountability for the day-to-day operational organisation of the College to the Principal, who must ensure compliance with both the Board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p> |

In developing the above definitions for Aquinas College the Board is mindful of the relevant sections of the Education Act 1989 as set out below.

Education Act 1989

The Education Act 1989 was amended on 19th May 2017, clarifying the governance role of the Board of Trustees and a focus on student achievement. The powers and functions of Boards are now set out in Schedule 6 of the Act, with the Principal's role as chief executive specified as before in Section 76.

Schedule 6

4 Board is governing body of school

- (1) A Board is the governing body of its school.
- (2) A Board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.

- (3) Under section 76, the school's principal is the Board's chief executive in relation to the school's control and management.

5 Board's objectives in governing school

- (1) A Board's primary objective in governing the 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—
- (a) ensure that the school—
- (i) is a physically and emotionally safe place for all students and staff; and
- (ii) is inclusive of and caters for students with differing needs; and
- (b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and
- (c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and
- (d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and
- (e) comply with all of its other obligations under this or any other Act.

6 Staff

Subject to Parts 8A and 31, a Board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

13 Board has complete discretion

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 the general law of New Zealand.

16 Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori

- (1) 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 Māori culture.
- (2) In performing its functions and exercising its powers, a Board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.
- (3) Without limiting subclauses (1) and (2), a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it.

17 Delegations

- (1) A Board may delegate any of the functions or powers of the Board or the Trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
- (a) a trustee or trustees:
- (b) the Principal or any other employee or employees, or office holder or holders of the Board:
- (c) a committee consisting of at least 2 persons at least 1 of whom is a Trustee:
- (d) any other person or persons approved by the Minister:
- (e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
- (2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
- (3) The Board must not delegate the general power of delegation.
- (4) A delegate to whom any function or power is delegated may,—
- (a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the Board or the Trustees; and
- (b) delegate the function or power only—
- (i) with the prior written consent of the Board; and
- (ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
- (5) A delegate who purports to perform a function or exercise a power under a delegation—

- (a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
- (b) must produce evidence of his or her authority to do so if reasonably requested to do so.
- (6) No delegation in accordance with this Act—
 - (a) affects or prevents the performance of any function or the exercise of any power by the Board or the Trustees; or
 - (b) affects the responsibility of the Board for the actions of any delegate acting under the delegation; or
 - (c) is affected by any change in the membership of the Board or of any committee or class of persons.
- (7) A delegation may be revoked at will by—
 - (a) resolution of the Board and written notice to the delegate; or
 - (b) any other method provided for in the delegation.
- (8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.
- (9) The Board may, by resolution, appoint committees—
 - (a) to advise it on any matters relating to the Board’s functions and powers that are referred to the committee by the Board; or
 - (b) to perform or exercise any of the Board’s functions and powers that are delegated to the committee.
- (10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the Board the details of any financial interest that would disqualify the person from being a trustee under section 103A.
- (11) This clause applies to each member of a committee who is not a trustee with any necessary modifications.

18 Bylaws

A Board may make bylaws that the Board thinks necessary or desirable for the control and management of the school.

s.76 Principals –

- (1) A school’s Principal is the Board’s chief executive in relation to the school’s control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
 - (a) Shall comply with the board’s general policy directions; and
 - (b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school’s day to day administration.

In order to carry out effective governance of the College the Board has developed the following policy framework:

Part 1: Charter-Strategic Plan 2018 - 2020



Vision Statement: *Educating Catholic Leaders through Faith and Action*

Mission Statement: *To educate students in the Catholic Tradition of faith and love, recognising the uniqueness of the individual and challenging them to realise their potential in a multicultural environment that constantly strives for excellence.*

This **Strategic Plan** is the result of collaborative thinking and planning. The process was led by the Board of Trustees and Senior Management Team. It includes consideration of an initial community consultation process conducted mid-2017. The Board are committed to ongoing consultation and engagement with all stakeholders during 2018, to confirm school direction, and inform the school's strengths and 'next steps'.

This **Strategic Plan** reflects the following Priorities:

Special Character: Fundamental to integration is the Special Character of the College. This is defined in the Integration Agreement as follows: *The school is a Roman Catholic School in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as detrimental from time to time by the Roman Catholic Bishop of the Diocese*. Aquinas College is a Catholic educational community of learners, living our motto *'Hold fast to the truth'*. The special character of the College is central to all that happens here.

Excellence: Aspiring to excellence is central to what we do. We strive to be expert teachers and learners.

Ministry of Education Priorities: Aquinas College Board of Trustees places priority on all students achieving success and aims to provide an environment that empowers them to realise their potential, in a multi-cultural environment. The strategic goals and annual plan demonstrate clear links to the focus on the success of Maori, Pasifika, and students with special education needs. The Board aims to ensure all learners achieve their own unique version of success by fostering strong connections with all sectors of the community.

Maori Dimensions and Inclusive Practice: Aquinas College is committed to welcoming and catering for diversity, and will provide inclusive and supportive learning environments to enable all students to achieve, and for *Maori to achieve educational success as Maori*. The Board has undertaken professional development in 2017, around its obligations in honouring the Treaty of Waitangi, and strengthening culturally inclusive practices in the school.

Strategic Plan 2018-2020

| Objective | | | | |
|---|--|--|---|--|
| | 2018 | 2019 | 2020 | |
| <p>Catholic Character: A commitment to develop men and women of strong faith, knowledge, deep spirituality, and committed service to others.</p> | 1. To further embed the Special Character within Aquinas College. | Develop strategic priorities based on the 2018 internal review, and Special Character Review. | | |
| <p>Teaching and Learning: A commitment to maintaining and extending excellence and personal best though well developed, cohesive, connected, and diverse programmes.</p> | 2. To ensure our junior curriculum is coherent, connected and future focused. It strengthens student achievement, supports learner well-being, is culturally responsive and reflects the Special Character of the College. 3. To develop a school-wide approach to improving student achievement with a specific focus on priority learners. <ol style="list-style-type: none"> a. Maori b. Pasifika c. Students with additional needs d. Boys 4. To improve student achievement and engagement through the implementation of a 1-1 LwDT environment at Year 11 | <ul style="list-style-type: none"> • Implementation of Years 7-10 Curriculum. • To ensure our Years 11-13 curriculum is coherent, connected and future focused. It strengthens student achievement, supports learner well-being, is culturally responsive and reflects the Special Character of the College. • To develop a school-wide approach to improving student achievement based on the NELPs developed by MOE. • Implement action place embedding culturally responsive practices. • Strengthen pedagogy around digital competencies, and e-learning, based on 2018 review. | <ul style="list-style-type: none"> • Implementation of Years 11-13 Curriculum. • To review how the College is ensuring students are prepared and supported in their learning/career pathways, upon leaving Aquinas College (Graduate Profile). • To develop a school-wide approach to improving student achievement based on the NELPs developed by MOE. | |
| <p>Motivation & Promotion of Well-being of Learners & Staff: To maximise the engagement of students (and whanau) and staff in their learning journeys' and spiritual life of the College</p> | 5. Provide a supportive mentoring programme for all students that engages students, their whanau and the College. 6. To ascertain the institutions and practices that promote staff well-being | <ul style="list-style-type: none"> • Implementation of any changes in mentoring programme based on review. • Implementation of staff-wellbeing recommendations. • Conduct full review of Pastoral Care systems in the school (including student survey). | <ul style="list-style-type: none"> • Implementation of any recommendations based on the review in mentoring programme based on review. | |
| <p>Facilities and resources: To ensure that management of facilities and resources support student outcomes.</p> | 7. To continue the development of the physical environment of the College that compliments improved student outcomes. | <ul style="list-style-type: none"> • Implement action plan for review conducted in 2018. • Establish strategic plan for the provision of facilities based on 2018 review. | | |

Integrating:
 Consultation and engagement with the community, and strengthening partnerships
 Development of culturally responsive practices
 Development of a Graduate Profile

Part 2

Governance Policy

These governance policies outline how the Board will operate and set standards and performance expectations that create the basis for the Board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. *(See 3 year review programme).*

1. Board Roles and Responsibilities Policy

The Board of Trustees' key areas of contribution are focused on four outcome areas:

Representation
Leadership
Accountability
Employer Role

| The board | The 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 by February each year. 1.3 The Board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education (MoE) 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 at each regular Board meeting, from Principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities |
| 3. Preserves and enhances the Special Character of the College | 3.1 Special Character is considered in all Board decisions 3.2 Special Character report is included at every Board meeting as part of the Principal's report |
| 4. Appoints, assesses the performance of and supports the Principal | 4.1 Principal's performance management system in place and implemented |
| 5. Approves the budget and monitors financial management of the College | 5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of school against budget |
| 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 principal reports on all potential and real risks when appropriate and takes appropriate action |
| 7. Ensures compliance with legal requirements | 7.1 New members have read and understood the governance framework including policies, the College charter/ strategic plan, Board induction pack and requirements and expectations of Board Members 7.2 New and continuing members are kept aware of any |

| The board | | The Standards | |
|-----------|---|---------------|---|
| | | | changes in legal and reporting requirements for the College. Board has sought appropriate advice when necessary |
| | | 7.3 | Accurate minutes of all Board meetings, approved by Board and signed by the Chair |
| | | 7.4 | Individual staff/student matters are always discussed in public excluded session |
| | | 7.5 | 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 (min.) |
| | | 8.4 | No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c) |
| 9. | Approves major policies and programme initiatives | 9.1 | Approve programme initiatives as per policies |
| | | 9.2 | The Board monitors implementation of programme initiatives |
| 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 considered in Board decisions |
| | | 10.2 | The Board, Principal and staff are culturally responsive and inclusive |
| 11. | Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer | 11.1 | Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) |
| | | 11.2 | Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct |
| | | 11.3 | 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 policy/ procedures | 12.1 | Resolution of any disputes and conflicts is reached |
| 13. | Represents the College 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 and induction |
| | | 15.2 | New Trustees fully briefed and able to participate following attendance at an orientation programme |
| | | 15.3 | Appropriate delegations are in place as per Schedule 6 (17) of the Education Act |
| | | 15.3 | Board and Trustees participate in appropriate professional development |

Review schedule: Triennially

2. Responsibilities of the Principal Policy

The Principal is the professional leader of the school and the Board's chief executive working in partnership with the Board of Trustees. 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.

Alongside their professional role, the Principal's key contribution to **day-to-day management** of the College is as per the management definition in the introduction to this governance manual.

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" for responsibility for implementation. From time to time the Chair of the Board acting within delegated authority may issue discretions in policies of the school, in minutes of the Board, or by written delegation.

The responsibilities of the Principal are to:

1. Meet the requirements of the current job description.
2. Meet the requirements of their employment agreement including the four areas of practice from the Principals' Professional Standards.
3. Act as the educational leader and day to day manager of the school within the law and in line with all Board policies.
4. Accept and recognise a responsibility to maintain and preserve the Special Character of the College.
5. Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
6. Develop, seek Board approval of, and implement an annual plan that is aligned with the Board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
7. Use resources efficiently and effectively and preserve assets (financial and property).
8. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
9. Allocate pay units for appropriate positions.
10. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development.
11. Employ, deploy and terminate relieving and non-teaching staff positions.
12. Employ teaching staff as per the appointments policy.
13. Communicate with the community on operational matters where appropriate.
14. Refrain from unauthorised public statements about the official position of the Board on controversial social, political, and/or educational issues
15. Keep the Board informed of information important to its role.
16. Report to the Board as per the Boards reporting policy requirements.
17. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
18. Appoint, on behalf of the Board, the Privacy Officer and EEO Officer.

Only decisions made by the Board acting as a Board are binding on the Principal unless specific delegations are in place.

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 relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure "no-surprises".

The Principal is not restricted from using the expert knowledge of individual Board members acting as community experts.

Review schedule: Triennially

3. Disciplinary Process in Relation to the Principal Policy

In the event the Board receives a complaint regarding the Principal or determines that policy violation(s) may have occurred in the first instance the Board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal). Where the Board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the Board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Review schedule: Triennially

4. Principal Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually in accordance with the Principal'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.

Review schedule: Triennially

5. Reporting to the Board Policy

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our College. Thus the Board is supported in its strategic decision-making and risk management by also requiring the Principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the Principal must ensure that they:

1. Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's strategic aims are based.
 2. Submit written reports covering the following management areas for each Board meeting:
 - Principal's management report including:
 - i. Strategic Aim/Special Character Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance Report
 - v. Key Performance Indicators
- and,
- the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report
3. inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
 4. submit any monitoring data required in a timely, accurate and understandable fashion
 5. report and explain financial variance against budget in line with the Board's expectations
 6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
 7. report and explain roll variance against year levels and reasons on a per meeting basis
 8. present information in a suitable form – not too complex or lengthy
 9. inform the Board when, for any reason, there is non-compliance of a Board policy
 10. recommend changes in Board policies when the need for them becomes known
 11. highlight areas of possible bad publicity or community dis-satisfaction
 12. coordinate management/staff reports to the Board and present to the Board under the Principal's authority
 13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
 14. report on any matter requested by the Board and within the specified timeframe

Review schedule: Triennially

6. Trustees' Code of Behaviour Policy

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

1. Maintain and understand the values and goals of the College
2. Preserve and enhance the Special Character of the College
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the College and its mission
5. Publicly represent the College in a positive manner
6. Respect the integrity of the Principal and staff
7. Observe the confidentiality of non-public information acquired in their role as a Trustee and not disclose to any other persons such information that might be harmful to the College
8. Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual Trustees do not act independently of the Board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or committee/working party of the Board in any interaction with the Principal or staff
13. Recognise that only the Chair (working within the Board's agreed Chair role description or delegation) or a delegate working under written delegation, can speak for the Board
14. Continually self-monitor their individual performance as Trustees against policies and any other current Board evaluation tools
15. Be available to undertake appropriate professional development

I, _____, have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

Review schedule: Annually

7. Trustee Remuneration and Expenses Policy

The Board has the right to set the amount that the Chair and other Board Members are reimbursed for attendance at Board meetings in recognition that these fees cover the expense of attending Board meetings. The Principal, as a member of the Board is entitled to the same payment as all other Trustees except the Chair. Currently at Aquinas College.

- 1 The chair receives \$75.00 per Board meeting
- 2 Elected Board members receive \$55.00 per Board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring

Review schedule: Triennially

8. Conflict of Interest Policy

The standard of behaviour expected at Aquinas College is that all staff and Board Members effectively manage conflicts of interest between the interests of the College 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 College decision-making process, to ensure confidence in the College's ability to protect the integrity and reputations of Board Members and meet legislative requirements. 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 Board meetings, 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 meeting for the discussion and will not be permitted to vote on the question.

Review schedule: Triennially

9. Chair's Role Description Policy

The Chair of Aquinas College safeguards the integrity of the Board's processes and represents the Board of Trustees to the broader community. The Chair 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 Chair.

The Chair:

1. Is elected 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*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new Trustee induction
3. Assists Board Members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the Board Members and develops them as a cohesive and effective team
5. Ensures the work of the Board is completed
6. Ensures they act within Board policy and delegations at all times and do not act independently of the Board
7. Sets the Board's agenda and ensures that all Board Members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to Board policy clearly belong to the Board to decide
9. 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 relevant Board policies*
10. Ensures interactive participation by all Board Members
11. Represents the Board to external parties as an official spokesperson for the College except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts*
12. Is responsible for promoting effective communication between the Board and wider community including communicating appropriate Board decisions
13. Establishes and maintains a productive working relationship with the Principal
14. Ensures the Principal's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the College's concerns and complaints procedures
16. Ensures any potential or real risk to the College or its name is communicated to the Board. This includes any concern or complaint

** Legislative Requirement*

Review Schedule: Annually in November or prior to meeting when Chair is elected

10. Staff/Student Trustee Role Description Policy

The staff/student Trustee fulfils legislative requirements relating to Board composition. The role of the staff/student Trustee is to bring a staff/student perspective to Board decision making and discussion.

As a Trustee the staff/student Trustee has an obligation to serve the broader interests of the College and its students and has equal voice, vote, standing and accountabilities as all other Trustees.

| Staff/Student Trustee accountability measure | 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 College at all times. | 3.1 The staff/student trustee is not a staff/student advocate 3.2 The staff/student Trustee does not bring staff/student concerns to the Board |
| 4. The staff/student Trustee is bound by the Trustee Code of Behaviour | 4.1 The staff/student Trustee acts within the code of behaviour |
| 5. It is not necessary for the staff/student Trustee to prepare a verbal or written report for the Board unless specifically requested to from the Board | 5.1 No regular reports received unless a request has been made by the Board on a specific topic. |

Review schedule: Triennially

11. The Relationship between the Board and the Principal Policy

The performance of the College 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.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The Principal reports to the Board as a whole rather than to individual Trustees.
4. Day to day relationships between the Board and the Principal are delegated to the Chair.
5. All reports presented to the Board by the staff (unless specifically requested by the Board) arrive there with the Principal's approval and the Principal is accountable for the contents.
6. There are clear delegations and accountabilities by the Board to the Principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The Board must maintain a healthy independence from the Principal in order to fulfil its role. The Board is there to critique and challenge the information that comes to it, acting in the best interests of students at the College.
11. The Principal should be able to share their biggest concerns with the Board.

Review schedule: Annually

12. Principal's Performance Management Policy

It is the policy of the Aquinas College Board of Trustees to establish a performance agreement with the Principal each year and review the Principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement. (Refer Policy 2.2 Principal Performance Review and Procedures)

13. The Relationship between the Chair and the Principal Policy

The Chair 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:

1. The Board's agreed governance and management definitions
2. The Board's Roles and Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chair's Role Description Policy
5. The Trustees' Code of Behaviour Policy

Relationship principles:

1. A positive, productive working relationship between the Principal and the Chair is both central and vital to the College.
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 the 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 the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the Chair has no authority except that granted by the Board.
13. Understand that the Chair and Principal should act as sounding boards, both supporting and challenging in order to hold the College to account for achieving the goals and targets that have been set.

Review schedule: Annually

14. Meeting Process 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:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. Sufficient copies of the agenda of the open (public) session will be posted on the Board of Trustees' notice board and available at the meeting place for the public.
2. Are held with the expectation that Trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. 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. Decisions by the Board 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
4. Can be held via audio, audio and visual, or electronic communication providing:
 - all Trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

Review schedule: Triennially

15. Meeting Procedure Policy

(an * denotes legislative requirement)

Members of the Aquinas community are encouraged to take an active interest in the College and its performance and are welcome to attend all Board meetings within the *Public Attending Board Meetings Procedure* (See p. 12).

Board meetings;

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non-trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the Board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a Trustee must request leave from the Board at a Board meeting and the Board must make a decision.*
- The Chair shall be elected at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected Board.*
- The Chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- 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.* A pecuniary interest arises when a Trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual Trustee could have, or could be thought to have, a personal stake in matters to be considered by the Board.
- Only Trustees have automatic speaking rights.
- The Board delegates [and minutes] powers under Schedule 6, clause 17 of Education Act to the Disciplinary Committee.
- The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.
- The amount the Chair and other Board Members are paid for attendance at Board meetings is set by the Board. Currently the chair receives \$75 per Board meeting and Board members receive \$55 per Board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Trustees and \$825 for the Chair.

Time of meetings:

- Regular meetings will be scheduled in the BOT Reporting Schedule
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

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

Exclusion of the public:

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*

Public participation:

- The Board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the Board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure* (See p. 12).

Motions/amendments:

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the Chair and are then open for discussion.

- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- 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

Tabling documents

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

Correspondence

- The Board should have access to all correspondence. Correspondence that requires the Board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.

Termination of debate:

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

Lying on the table

- 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.

Points of order

- Points of order are questions directed to the Chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

Suspension of meeting procedures:

- The Board's normal meeting procedures may be suspended by resolution of the meeting.

Agenda:

- Agenda items are to be notified to the Chair seven 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 order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the Board are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the Board five working days before the meeting

Minutes

- The Principal is to ensure that secretarial services are provided to the Board.
- 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 Chair for approval within seven working days of the Board meeting before being distributed to Trustees within 10 working days of the meeting.

Review schedule: Triennially

15.1 Public Attending Board Meetings Procedure

The Board of Trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing Board meetings.

In order that members of the public understand the rules that apply to then attending Board meetings these procedures will be provided and followed unless otherwise authorised by the Board.

- 1 Board meetings are not public meetings, but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.

- 3 Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the Board.
- 4 Speakers shall be restricted to a maximum of three minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 No more than three speakers on any one topic.
- 6 Speakers are not to question the Board and must speak to the topic.
- 7 Board members will not address questions or statements to speakers.
- 8 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 9 If the Chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff, students and parents of the College who are not Trustees on the Board.

Review schedule: Triennially

15.2 Meeting Agenda

A typical Board of Trustees Agenda may be as follows:

- Date
- Opening Prayer
- Welcome
- Apologies
- Confirmation of Minutes of last Board Meeting
- Matters Arising
- Principal's Report
 - Students
 - Special Character
 - Staff
 - Community Engagement
 - Planning and Self Review
 - Resources
 - Health & Safety
 - Kahui Ako (COL) Update
- Whanua Report
- Culture & Ethos Report
- PTA Report
- Correspondence
- General Business
- In-Committee

Review schedule: Triennially

15.3 Evaluation of meeting on [date] chaired by [name]

- 1 How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all

1 2 3 4 5

Very well

Comment:

- 2 How satisfied are you with how the team worked as a group?

Not at all

1 2 3 4 5

Very well

Comment:

- 3 How satisfied are you with your participation and contribution as an individual?

Not at all

1 2 3 4 5

Very well

Comment:

- 4 Is there anything that you believe would improve our meeting process?

Name: (Optional).....

Review schedule: Triennially

16. Board Induction Policy

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

1. New Trustees will receive a welcome letter on their joining the Board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction
 - The date of the next Board meeting
 - Chair and Principal contact details
2. New Trustees will be issued with a governance manual containing copies of the College's:
 - Charter/Strategic Plan– including the annual/operational plans
 - Policies
 - The current budget
 - The last ERO report
 - The last annual report
 - The triennial review programme
 - Any other relevant material
3. The Chair or delegate will meet with new Board Members to explain Board policy and other material in the governance manual.
4. The Principal and Chair or delegate, will brief all new members on the organisational structure of the College.
5. The Principal will conduct a site visit of the College.
6. New Board Members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the Board, the effectiveness of the induction process is to be reviewed by the Chair with the new members.

The review will include the following aspects:

▪ **Did you feel welcomed onto the board?**
Very welcome Welcome Not very welcome
Comment:

▪ **Did you receive all necessary information in a timely manner?**
Very timely Timely Not very timely
Comment:

▪ **Did you find the induction with principal and board chair to be effective?**
Very effective Effective Not very effective
Comment:

Please comment on how we could improve this induction process:

17. Board Review Policy

The performance of the Board is measured by the outcomes from;

- the annual report
- the triennial review programme
- the Catholic Character Review Report
- the Education Review Office (ERO) report
- any other means deemed appropriate by the board

Review schedule: Triennially

18. Committee Policy

The Board may set up committees/working parties to assist the Board carry out its responsibilities and due process (e.g., staff appointments, finance, property, disciplinary).

Education Act 1989, Schedule 6 (17)

Schedule 6 (17) gives the Board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Schedule 6 (17) for further information.

Board committees:

1. Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees 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 will be carefully stated in order not to conflict with authority delegated to the Principal or the Chair.
4. Help the Board (not the staff) do its work.
5. 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.
6. 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.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - purpose
 - committee members
 - delegated authority

The following committees are currently established:

- Finance and Property Committee
- Culture and Ethos Committee
- Student Discipline Committee
- Appointments Committee
- Other Committees as deemed necessary

Review schedule: Annually

Committee Terms of Reference

18.1 Culture and Ethos 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, financial and other.
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 triennial review programme.

Committee Members:

At least two trustees, including at least one Proprietors Representative; excludes the Board Chair and may include the Principal.

Meets:

As required. The Chair of this committee will report to the Board as appropriate on the areas covered by the terms of reference and the triennial review programme.

Delegated Authority:

The Culture and Ethos committee is formally constituted as a committee of the Board within these approved terms of reference and the delegated authority re 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 management team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

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 informed in advance of any such requests.

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 to Trustees and Boards via its Advisory Support Centre 0800 782 435.]

No individual member of the Culture and Ethos committee can act without the directive of the committee as a whole.

Review schedule: Triennially

18.2 Student Disciplinary Committee Terms of Reference

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

All members of the Board excluding the Principal. The Chair of the committee is the Board Chair or in the Chair's absence will be determined by the committee. The quorum for the committee shall be two Trustees, including one Proprietors representative.

Delegated Authority:

That the powers conferred on the Board under Schedule 6, clause 17 of The Education Act 1989 be delegated to the discipline committee of the Board of Trustees. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- 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.

The Board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions at each Board meeting by the Principal.

Review schedule: Triennially

18.3 Finance and Property Committee Terms of Reference

Responsibility of the Board

The Board of Trustees has overall responsibility for the financial management of the College but delegates the day-to-day management of the College's finance and budget to the Principal.

Purpose of the Finance and Property Committee

The Finance and Property Committee is formed to provide guidance to the Principal in the financial management of the College, particularly in relation to its obligations of the Proprietor and the Crown as set out in the Private Schools Conditional Integration Act and the Integration Agreement.

Delegated Authority

The Finance and Property Committee is responsible to the Board for:

1. Recommending, in association with the Principal, an annual operating and capital budget, including professional development budget allocation for the Principal and the staff.
2. Determining the level of budgetary discretion available to the Principal.
3. Monitoring and reporting on the annual budget via the Principal.
4. Reviewing on behalf of the Board accounts passed for payment by the College. Advising on additional funding sources.
5. Assisting the Principal to prepare a financial results report, where appropriate, which is to be provided to the Board by the Principal at every Board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for Board approval.
8. Assisting the Principal in reporting financial performance to parents and the community.
9. Providing input into the College's strategic plan.
10. Preparing special reports for consideration by the Board.
11. Annually reviewing the College's risk management needs and insurance cover
12. Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.
13. Works in consultation with the Diocese to establish a 10 year property maintenance plan.

Review schedule: Triennially

Compliance Reporting

The Principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the Board, with recommendations on the actions required to meet compliance.

Finance and Property Committee Annual Calendar

| Date | Action Required |
|--------------|--|
| 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 completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works |
| 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 |
| 30 September | Annual plan available as an input document for preparation of the budget |
| 31 October | Initial annual budget recommendations submitted to the Board |
| 30 November | Revised annual budget (if required) submitted to the Board for approval |

Review schedule: Triennially

19. Aquinas College Delegations List

| Date of Minuted Delegation | Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a Trustee. | Delegated Authority See individual Committee Terms of Reference in the Board's Governance Manual | Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the Board, or, if no date, is ongoing |
|-----------------------------------|--|--|--|
| 23/02/2017 | Disciplinary Committee All current Trustees bar the Principal | That all current Trustees bar the Principal are delegated authority to be members of the Board's Disciplinary Committee acting under the Terms of Reference for this committee. | |
| 23/02/2017 | Finance and Property Committee Scott Kahle (T) Chris Phayer (T) James Houghton (T) John MacKay (T) Matt Dalton (P) Carmen Kleinsmith (BM) | That the Finance Committee members are delegated authority to be members of the Board's Finance and Property Committee acting under the Terms of Reference for this committee. | |
| 23/02/2017 | Culture and Ethos Committee Margie Cooper (TSC) Mary Washer-Merrill (TSC) Matt Dalton (P) Pete Nicholson (SRep) Colleen Lowe (T) Chris Phayer (T) Ben Sokimi (Student Rep) Clare Sokimi (T) | That the Culture and Ethos Committee members are delegated authority to be members of the Board's Culture and Ethos Committee acting under the Terms of Reference for this committee. | |
| 16/03/2017 | DP (Deputy Principal) DC (Director of Curriculum) DPC (Director of Pastoral Care) DSC (Director of Special Character) | That the Board directs, except where the Board, at its discretion, otherwise determines, the Deputy Principal, in the absence of the Principal from duty for periods not exceeding two weeks and for the full period or periods of such absence, perform all the duties and powers of the Principal. | |

20. Concerns and Complaints Process

AQUINAS COLLEGE



POLICY 3.1 COMPLAINTS

| | |
|---------------------------|-----------|
| Approved at Board Meeting | 22.9.2016 |
| Next Review Due | 2019 |

RATIONALE:

This policy provides a clear process for the Board of Trustees, and the Principal, to deal with complaints. This policy is consistent with the Special Character of the College, the principles of natural justice, and should also be considered alongside the State Sector Act (1988), the relevant Collective Agreements, and Ministry of Education Secondary Schools guidelines

GUIDELINES:

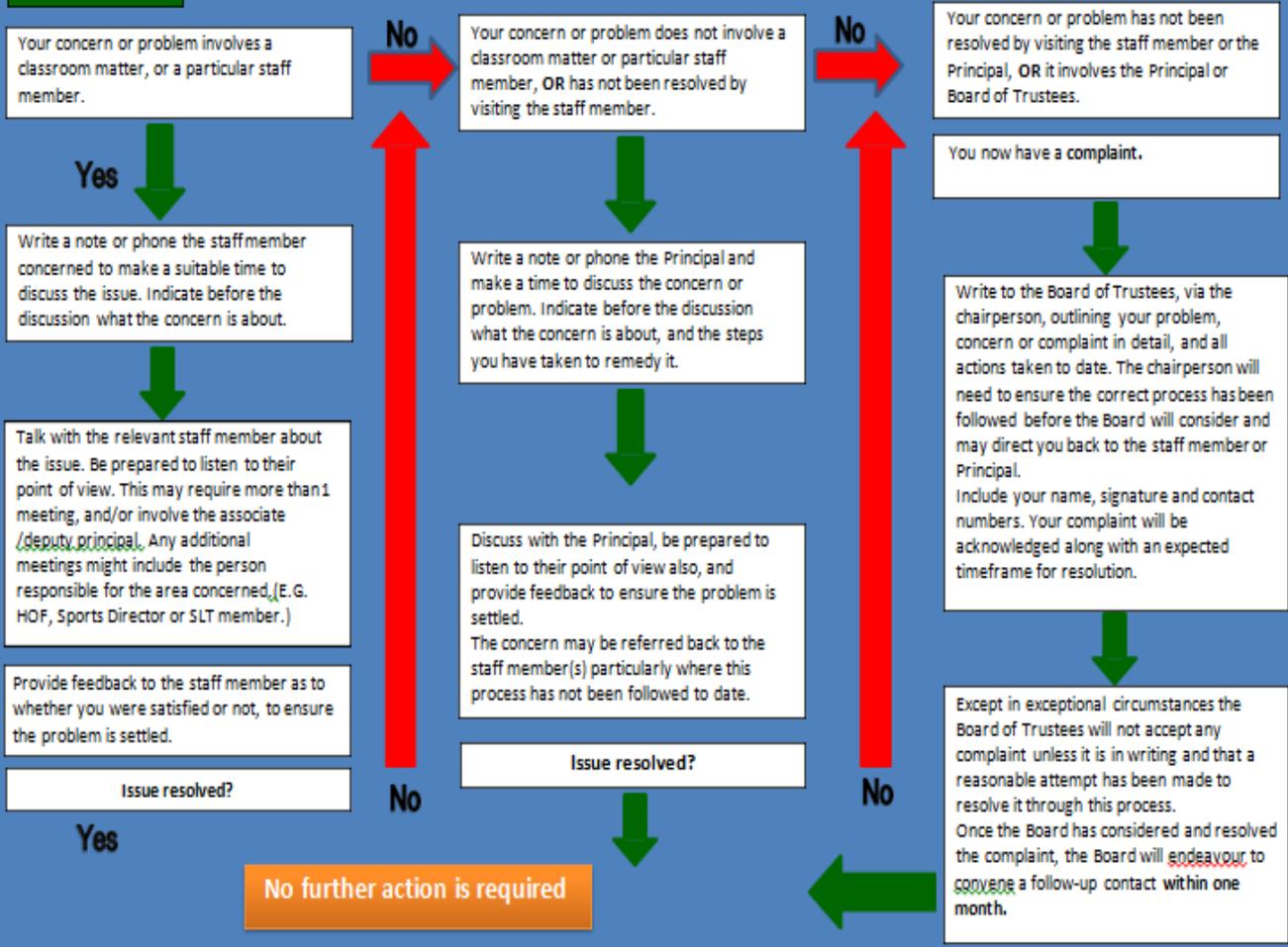
- To ensure complaints have clear procedures for staff, parents and students to follow.
- To ensure complaints are responded to speedily and resolved where possible restoratively at an early stage.
- To provide a fair, equitable and just means of resolution.
- The complaints procedures of the school are applied irrespective of the source of the complaint.
- Any of the parties to whom the complaints procedure is applicable, is informed of the complaint as soon as possible, and has a right to representation throughout the process.
- The complaints procedure is available on the College website, or from the College office.
- Complaints procedure provides information as to the appropriate level of contact within the College.

PROCEDURES:

See flowchart "Concerns and Complaints Process."

Concerns and Complaints Process

Starting point



21. Trustee Register – this register will be updated when any Trustee joins or leaves the Board or the Board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives = xx

Mid-term election cycle Yes/No Date of board meeting where change was made:

| Name | Phone/email | Position on Board [Chair CH, Trustee T, Commissioner CMR, Member ME] | Type of member [Note 1] | Start date | Left the Board date | Current Term expires |
|-------------------------|--|---|----------------------------|------------|---------------------|----------------------|
| Scott Kahle | scott.kahle@fmg.co.nz | CH | EL | 30.6.2016 | | Election 2019 |
| James Houghton | jasl@xtra.co.nz | T (Deputy Chair) | EL | 27.6.2013 | | Election 2019 |
| John MacKay | John.Mackay@hobec.co.nz | T | EL | 27.6.2013 | | Election 2019 |
| Chris Phayer | sbsl@eol.co.nz | T | EL | 30.6.2016 | | Election 2019 |
| Colleen Lowe | c.lowe@teachingexcellence.co.nz | T | EL | 30.6.2016 | | Election 2019 |
| Michael Cooney | mcooney@clmlaw.co.nz | T | PA | 10.2.2003 | Dec. 2017 | 31.8.2017 |
| Mary Washer-Merrill | merrill5@xtra.co.nz | T | PA | 27.6.2013 | | 31.8.2020 |
| Margie Cooper | carl.margie@xtra.co.nz | T | PA | 26.9.2011 | 31.05.2018 | 31.8.2020 |
| Therese Ford-Cartwright | 4dcartwright@gmail.com | T | PA | 25.8.2016 | | 2019 |
| Pete Nicholson | pnicholson@aquinas.school.nz | T | Staff Trustee | 30.6.2016 | | |
| Ben Sokimi | bensokimi@outlook.com | T | Student Trustee | Nov 2017 | | |
| Ray Scott | rscott@aquinas.school.nz | T | Principal | 19.4.2010 | Dec. 2017 | |
| Matt Dalton | mdalton@aquinas.school.nz | T | New Principal | Jan. 2018 | | |
| Clare Sokimi | c-tsokimi@xtra.co.nz | T | PA | Feb. 2018 | | 2021 |
| Cecilia Winters | mjcawinters@gmail.com | T | PA | May 2018 | | |

Note 1: Elected, selected, co-opted, Staff Trustee, Student Trustee, Proprietor’s appointee, Principal

Note 2: If the board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

Note 3: Complete form (Appendix F) for informing MoE and NZSTA

21. Board Annual Work Plan

Aquinas College BOT Reporting Schedule 2018

| | February | March | May | June | August | September | October | November |
|---|---|-------------------------|---|--|---|--|---|--|
| Culture & Ethos meeting – 3:45pm | 14 | 21 | 23 | 20 | 22 | 19 | 17 | 21 |
| Finance & Property meeting - 7:00am | 15 | 22 | 24 | 21 | 23 | 20 | 18 | 22 |
| Electronic Reports due to Moira | 15 | 22 | 24 | 21 | 23 | 20 | 18 | 22 |
| BOT meeting - 5.30pm | 22 | 29 | 31 | 28 | 30 | 27 | 25 | 29 |
| 2018 Reports | | | | | | | | |
| 2018 Strategic Plan review plan | | Catholic Character | | Leadership & People | | Curriculum | | Co-Curricular / Facilities & Resourcing |
| 2018 Policy review plan | 3.4; 3.5 | 5.15 | 5.10 | 1.4; 1.4A | 1.1; 1.2; 1.8 | 4.1; 4.2 | 5.4; 5.6 | |
| 2018 reporting schedule monthly reports | Principal, Finance & Property, Culture & Ethos, PTA, Whanau monthly reports | | Principal, Finance & Property, Culture & Ethos, PTA, Whanau monthly reports | | Principal, Finance & Property, Culture & Ethos, PTA, Whanau monthly reports | | Principal, Finance & Property, Culture & Ethos, PTA, Whanau monthly reports | |
| 2018 reporting schedule BOT Assurances reporting (in Bold) required annually | Finance | Asset management | Health & Safety BOT Toolbox Checklist | Personnel Professional Development | Health, Welfare & Safety Pastoral Care - DPC Health Services | Board Administration School Goals, Strategic Direction - P | Personnel Assurance Code of Practice Compliance - Dean Int Students | Finance Budget Adopted. Personnel Performance Management / Attestation reports - DP |
| Curriculum | Interim NCEA Results - DC | | Full NCEA/asTTIE Results - DC | Student Attendance Patterns Report - DPC | Assurance Careers Programme | Pastoral Care | Special Character - DSC | Student Attendance Patterns Report - DPC |
| 2018 HOF Report | | Social Sciences | Science | Mathematics | Health & PE | Year 7/8 | | |

HOF even year reports

HOF odd year reports

| | | | | | |
|--------------------------|------------|-------------|---------------------|----------|------------------------|
| Social Sciences | Science | Mathematics | Health & PE | Year 7/8 | |
| Languages (incl Library) | Technology | Arts | Religious Education | ASA | International Students |

