

We encourage our children to be the best they can be

Tino pai ake

Karori Normal School

Governance Manual

The following documentation outlines the Board's governance framework
and is aligned with the School's Charter values.

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INTRODUCTION

The Board of Trustees of Karori Normal School is focused on the ongoing improvement of student progress and achievement. 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

The board is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It emphasises strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements.

Policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership team with the role of each documented and understood. The principal reports to the board as a whole with committees used to facilitate the board fulfilling its role.

Enhancing student achievement is the board's focus. The board is proactive rather than reactive in its operations and decision making, and does not involve itself in the day-to-day administrative details of running the school.

MANAGEMENT

The board delegates through its policy framework, areas of authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand.

In developing the above definitions for Karori Normal School the board was mindful of the following excerpts from the Education Act 1989:

Education Act 1989, Section 75 and 76, and Section 65

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

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) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 –

A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

In order to carry out effective governance of the school the board has developed the following policy framework to assist in implementing the School Charter and Annual Plan.

SECTION 1: GOVERNANCE POLICIES AND PROCEDURES

PART 1. GOVERNANCE POLICIES

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.

Currently, Karori Normal School Board of Trustees is made up of:

- the principal
- five elected parent representatives
- one staff representative.

Our board also has a paid non-trustee minute secretary.

1. BOARD ROLES AND RESPONSIBILITIES POLICY

The Board of Trustees key areas of contribution are:

- Representation
- Leadership
- Accountability
- Employer Role

The Board	Standard
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the Charter review process 1.2 The board sets the strategic aims and approves the annual plan and targets 1.3 Regular board meetings include a report on progress towards achieving strategic aims 1.4 The Charter is the basis for all board decision making
2. Monitors financial management of the school and approves the budget	2.1 The board approves the budget 3.1 The board monitors the School's financial position
3. Monitors and evaluates student progress and achievement	3.1 Reports at each regular board meeting from principal on progress against Annual Plan highlight risk/success. 3.2 Board receives reports at least once a term from principal (or delegate) on progress against curriculum goals from annual plan 3.3 Meet targets in Annual Plan, implement Curriculum Policy and satisfactory performance against Curriculum Education Priorities
4. Effectively manages risk	4.1 Remain briefed on internal/external risk environments and take action where necessary 4.2 Identify 'trouble spots' in statements of audit and take action if necessary 4.3 Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action
5. Ensures compliance with legal requirements	5.1 New members have read and understood: Board induction pack; & requirements of board members 5.2 New and continuing members kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary

	<p>5.3 Accurate minutes of all board meetings, confirmed by board and signed by Chairperson</p> <p>5.4 The public excluded session will only be used to discuss individual staff/student matters and commercially sensitive information</p>
6. Attends board meetings and takes an active role as a trustee	<p>6.1 Attend board meetings having read board papers and reports and ready to discuss them</p> <p>6.2 Board meetings have a quorum Attendance at 80% meetings (min.)</p> <p>6.3 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989</p> <p>6.4 Board papers read prior to attending board meetings</p> <p>6.5 Attend board training sessions and other relevant PD</p> <p>6.6 Recognise where the perception of and actual conflict of interest (financial or otherwise) might arise and take steps to manage this (eg declare interest, step down)</p>
7. Approves policies and major programme initiatives	<p>7.1 Policies are consistent with the Education Act and its Amendments, other Acts and Regulations, industrial awards and the school charter</p> <p>7.2 Policies are developed and approved by the board</p> <p>7.3 Policy review process is planned and approved</p> <p>7.4 The Board approves major programme initiatives</p>
8. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	<p>8.1 The Treaty of Waitangi is explicitly considered in board decisions and local iwi consulted where and when appropriate.</p> <p>8.2 The board, principal and staff are culturally responsive and inclusive.</p>
9. Approves and monitors personnel policy and procedures and acts as a good employer	<p>9.1 Take an active role in senior staff appointments and other staff appointments as requested by the Principal</p> <p>9.2 The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).</p> <p>9.3 The board ensures there are personnel policies in place and they are adhered to</p>

	<p>(code of behaviour).</p> <p>9.4 The board ensures there is ongoing monitoring and review of all personnel policies</p> <p>9.5 Be a good employer as stated in State Sector Act section 77A</p>
10. Appoints, assesses the performance of and supports the principal	<p>10.1 Principal's Performance Management System in place & implemented</p> <p>10.2 Ensure clear delegations are in place</p> <p>10.3 Ensure documentation clearly defines the principal's and the board's responsibilities</p> <p>10.4 Recognise and respect the principal's delegated responsibilities</p>
11. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	11.1 Successful resolution of any disputes and conflicts referred
12. Represents the school in a positive, professional manner	12.1 Code of Behaviour Policy adhered to
13. Resource the school so it can achieve its curriculum goals and get the best out of the physical environment	<p>13.1 Property, school environment, and teaching and learning resources meet the needs of the student achievement goals</p> <p>13.2 Have an up-to-date 5YA and 10YP.</p> <p>13.3 Receive property reports that ensure buildings and environment are well maintained.</p>
14. Effectively hands over governance to new board/trustees at election time	<p>14.1 New trustees provided with governance manual and other relevant documentation</p> <p>14.2 New trustees fully briefed and able to participate following attendance at an orientation programme</p>

Review schedule: Triennially

Last Reviewed: May 2019 Minute 4.a.i

2. TRUSTEES' CODE OF BEHAVIOUR POLICY

The Trustees' Code of Behaviour is to be signed upon joining the board and thereafter annually.

Trustees' Code of Behaviour

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

1. Support the school and its charter, including its goals and stated values of Empathy, Excellence, Integrity, Respect, and Responsibility
2. Ensure the needs of all students and their achievement is paramount.
3. Be loyal to the school and its mission
4. Publicly represent the school in a positive manner
5. Respect the integrity of the principal and staff
6. 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 school
7. Actively participate in discussion ensuring that differences in opinion are encouraged and accepted and that decisions are based on evidence and consensus
8. Ensure that individual trustees do not act independently of the board's decisions
9. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
10. Avoid any conflicts of interest with respect to their fiduciary responsibility
11. Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff
12. Recognise that only the chairperson (working within the board's agreed chairperson role description or delegation) or a delegate working under written delegation, can speak for the board
13. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
14. Be available to undertake appropriate professional development

As a trustee of Karori Normal School I will cooperate with my fellow board members to ensure that:

1. Student learning and achievement is our first priority
2. Our legal obligations are met

3. The school's assets are managed in a way that reflects the strategic priorities of the school
4. The needs and aspirations of the school community, gathered through communication and consultation are reflected in school charter strategic goals/direction and policies

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

Signature:

Date:

Review schedule: Triennially

Last reviewed May 16

3. CONFLICT OF INTEREST POLICY

The standard of behaviour expected at Karori Normal School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interests, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's integrity, and to protect the integrity and reputations of staff and board members. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

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

Review schedule: Triennially

Reviewed December 2016

4. CHAIRPERSON'S ROLE POLICY

Any trustee except the principal or staff representative can be elected as the chairperson of the board. The prime role of the chairperson is to provide leadership for the board and support for the principal.

The chairperson of Karori Normal School safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chairperson ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chairperson.

The Chairperson:

1. 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
2. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
3. Leads the board members and develops them as a cohesive and effective team
4. Ensures the work of the board is completed
5. Acts within board policy and delegations at all times and does not act independently of the board
6. In conjunction with the Principal, sets the board's agenda. Ensures that all board members have the required information for informed discussion of the agenda items, and ensures that decisions taken at meetings are actioned and followed through.
7. Ensures that the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
8. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act, the relevant sections of the Local Government Official Information and Meetings Act and any relevant board policies
9. Ensures participation by all board members
10. 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/s
11. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
12. Establishes and maintains a productive working relationship with the principal
13. Ensures that the principal's performance agreement and appraisal are completed on an annual basis
14. Ensures that concerns and complaints are dealt with according to the school's concerns and complaints procedures.
15. Is responsible for:
 - a. meeting with the Principal on a regular basis (usually weekly)
 - b. signing all contractual and other key documents on behalf of the Board eg Charter, Annual Returns
 - c. Signing the meeting minutes after the Board has confirmed them
 - d. Signing all official correspondence from the Board
 - e. Deciding which incoming Board correspondence is referred to full meeting, specific working groups or is filed.

Review Schedule: Annually

Last Reviewed: April 2019 Minute 4.a.i

5. STAFF TRUSTEE ROLE DESCRIPTION POLICY

The staff trustee fulfils legislative requirements, relating to board composition. The role of the staff trustee is to bring a staff perspective to board decision making.

As a trustee the staff trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

Staff Trustee accountability measure	Standard
1. To work within the Board's Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times	3.1 The staff trustee is not a staff/student advocate 3.2 The staff trustee does not bring staff concerns to the board.
4. The staff trustee is bound by the Trustee Code of Conduct	4.1 The staff trustee acts within the code of conduct
5. It is not expected that the staff trustee act as a union delegate.	5.1 The staff trustee does not bring staff issues to the board
6. It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board.	6.1 No regular reports received unless a request has been made by the board on a specific topic.

Review schedule: Triennially

Reviewed December 16

6. THE RELATIONSHIP BETWEEN THE BOARD AND THE PRINCIPAL POLICY

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the boards agreed Code of Conduct Policy 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 chairperson
5. All reports presented to the board by the staff 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 fulfill their role
11. The principal should be able to share their biggest concerns with the board
12. The principal will foster and maintain positive relationships between the Board and the staff

Review schedule: Triennially

Reviewed March 2017

7. THE RELATIONSHIP BETWEEN THE CHAIRPERSON AND THE PRINCIPAL POLICY

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

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

1. The board's agreed governance and management definitions
2. The board's Roles & Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Chairperson's Role Policy
5. The Trustee's Code of Behaviour Policy

Relationship Principles:

1. A positive, productive working relationship between the principal and the chairperson is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises
4. The relationship must be professional
5. Each must be able to counsel each other on performance concerns
6. The chairperson supports the principal and vice versa when required and appropriate
7. There is understanding/acceptance of each other's strengths and weaknesses
8. Each agree not to undermine each other's authority
9. There is agreement to 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 that the chairperson has no authority except that granted by the board.
13. Understand that the chairperson should act as a sounding board for the principal both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set

Review schedule: Triennially

Reviewed March 2017

8. BOARD COMMUNICATION POLICY

Our values underpin any communication between board members.

Excellence – Communication should be clear, concise and accurate. Communication will not be left open to interpretation.

Respect – We will acknowledge and learn from others thoughts and opinions and understand and appreciate others' point of view.

Responsibility–We will communicate in a timely manner when required for board meetings or for others to carry out their role.

Empathy – We will be considerate in the wording and nature of our communication with other trustees.

Integrity – We will communicate openly, honestly and clearly and provide complete and accurate information to the best of our knowledge to enable us to make informed decisions.

Board–Principal communication

A crucial channel of communication between the board and the principal is the weekly meeting of the chairperson and the principal. The chairperson will email a summary of points covered from each meeting to the rest of the board and these will be tabled at the following board meeting. With board approval from time to time the principal may meet with another board member on a particular topic.

Dealing with the media

The chairperson is the spokesperson for the board (except on professional matters when the delegation has been given to the Principal) unless the board resolves that another person will be given this responsibility.

Email communication

Inter-board email communications should be kept to a minimum. There will be instances when due to time constraints at a board meeting we agree to continue, or conduct a discussion by email but this is to be with the agreement of all involved.

It is inadvisable to use email to communicate when there is an issue of debate or tension or when the content may be open to misinterpretation.

The board is legally able to pass resolutions by electronic communication. Resolutions passed in this way must be unanimous.

Board-School Community Communication

All Board of trustee wide communications will be developed centrally and delivered via school links.

Telephone/face-to-face communication

For messages/communication that require action or a response within a short time frame the board needs to communicate by phone or face to face. Communicating by phone means we can be sure a two way conversation has occurred and that a message has been received.

At times there may be issues that are difficult to discuss or where differences of opinion create tension. These matters are best discussed face to face or by phone.

Review schedule: Triennially

Reviewed December 17

9. 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 are based on a prepared annual agenda. The agenda preparation is the responsibility of the chairperson. Sufficient copies of the agenda of the open (public) session will be available from the school office and available at the meeting place for the public.

A schedule of reports to be presented to the Board throughout the year, based on the 3 year self-review work plan, is confirmed at the first meeting of the year.

Meetings 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.

The Board has the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with Section 48 of 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

Review schedule: Triennially

Reviewed December 2016

10. MEETING PROCEDURES POLICY

(* denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings.

General:

- Meetings are held as per the three year review schedule with dates confirmed at the first meeting of the year.
- The quorum shall be more than half the members of the board currently holding office.*
- The chairperson shall be elected at the first meeting of the year except in the year of a triennial election where it will be at the first meeting of the newly elected board.*
- The chairperson 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.*
- Only trustees have automatic speaking rights.

Time of Meetings:

- Regular meetings are held on a day of the week and at a time to be agreed at the beginning of each year.
- 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 chairperson signed by at least one third of trustees currently holding office

Exclusion of the Public:

- The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act.*

Public Participation:

- The board meeting is a meeting held in public rather than a public meeting
- Public participation is at the discretion of the chairperson.

- Public attending the meeting are given a notice about their rights to participation in the meeting. Public Attending Board Meetings Procedures (See p. 14).

Motions/Amendments:

- All motions and amendments moved in debate must be seconded unless moved by the chairperson.*
- 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.*

Termination of debate:

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

Suspension of Meeting Procedures:

- Standing Orders may be suspended by resolution of the meeting.

Agenda:

- Agenda items are to be notified to the chairperson at least 5 working 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 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, and publically available, at least 2 working days before the meeting
- The Board papers trustees will receive include:
 - An agenda
 - The Principal's written report
 - Other written reports to be considered at the meeting
 - Any other background material relevant to a decision that is to be made at 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
- The board endeavours to ensure that a draft set of minutes is completed and sent to the chairperson for approval within 3 working days of the board meeting before being distributed to trustees within 5 working days of the meeting and being available to the public if requested after 10 working days.

The following information will be given to any member of the public attending a meeting of the board:

Public Attending Board Meetings Procedures:

Welcome to the KNS board of trustees meeting. We welcome public presence at our meetings and hope that you enjoy your time observing our board meeting.

In order that you understand the rules that apply to members of the public attending our meetings please read the following:

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 chairperson
4. Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group
5. No more than 5 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 chairperson 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 and parents of the school who are not trustees on the board. Members of the public may be invited to participate by the board.

Meeting Agenda:

A typical agenda will be as follows.

	Time:
1. Welcome and Introductions (Administration) 1.1 Present 1.2 Apologies 1.3 Declaration of interests	5 mins
2. Strategic Discussions and Decisions	45-65 mins
3. Monitoring including 3.1 Principal's report 3.2 Financial report	30-45 mins
4. In-Committee (Public Excluded) Discussion	
5. General Business	5-15 mins
6. Administration 6.1 Confirmation of minutes of previous meeting/s 6.2 Correspondence	5-15 mins
7. Meeting Closure 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting	5-15 mins

Meeting Evaluation:

The following form will be completed a minimum of 3 x per year to allow the board to evaluate the quality and focus of our meetings. It will aid identifying areas that need improvement and areas we are performing highly in.

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

Very well

1 2 3 4 5

Comment:

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

Not at all

Very well

1 2 3 4 5

Comment:

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

Not at all

Very well

1 2 3 4 5

Comment:

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

Comment:

Name: (Optional).....

Review schedule: Triennially

Reviewed December 2016

11. BOARD REVIEW OF GOVERNANCE POLICY

Board Induction

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 manual
 - The suggested date of the induction
 - The date of the next board meeting
 - Chairperson and principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
 - Charter – including the Strategic and 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 chairperson or delegate will meet with new board members to explain board policy and other material in the governance manual
4. The principal and chairperson or delegate, will brief all new members on the organisational structure of the school
5. The principal will conduct a site visit of the school
6. New board members are to be advised of the professional development that is available from the NZSTA and other relevant providers
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chairperson, with the new members

The review will include the following aspects:

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 chairperson to be effective?

Very effective

Effective

Not very effective

Comment:

Please comment on how we could improve this induction process:

Chairperson Review

The board chairperson's position will be reviewed annually in November. The Role of the Chairperson policy will form the basis of this review and will be sent to all trustees. Once collated these results will be shared with the chairperson and recommendations included in the review report that is presented to the board.

Board Review

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

- the annual report

- the triennial review programme
- the ERO report
- any other means deemed appropriate by the board.

Review schedule: Triennially

Reviewed December 2016

PART 2. GOVERNANCE PROCEDURES

1. COMMITTEE PRINCIPLES

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

The Education Act 1989, section 66 gives the Board the authority to delegate any of its powers to a special committee except the power to borrow money.

The board must document in the board minutes the precise powers that are delegated to a committee, and ensure that each member of the committee is given a copy. In addition the same delegation motion must name who has delegated authority. For example, the committee can:

1. Investigate and report their findings to the board
2. Investigate and make any recommendations based on those findings to the board
3. Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the board what they did

Board committees:

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 chairperson
4. help the board (not the staff) do its work
5. all committees 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. all have the chairperson and principal as ex officio members
8. 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 Board has established committees for Property, Discipline and Personnel. Each working group consists of two or three people, has minutes, delegated authority and Terms of Reference.

2. TERMS OF REFERENCE FOR THE PROPERTY COMMITTEE

Purpose

This committee is responsible for overseeing the development of the Board's 5YA and 10YP, its property projects and budget to ensure that KNS Property (buildings and environment) support high quality teaching and learning. Both short term and long term requirements will be considered.

The terms of reference for the Property Committee are to:

1. Establish a process that allows the KNS 5YA and 10YP to be prepared (noting the format required by the Ministry of Education guidelines) and to coordinate the drafting of these documents for the board
2. Identify projects within the Property Management Plan that are recommended for consideration in the next five years, and initiate the planning of these projects
3. Prepare a budget of major maintenance and capital replacement no later than 31 October of each year, for expenditure in the following year
4. Advise on the appropriate management of any issues that are identified as needing immediate attention in the interim (ie until the 5YA and 10YP are prepared).

The Committee has authority to deal with matters within these Terms of Reference provided they are within the Board's policies, Charter, Budget, Strategic Plan and Annual Plan. Any items outside the scope of these documents must be referred to the Board.

Members of the committee will include the Principal and at least 2 Board of Trustees members.

MOE guidelines and documentation will be followed unless specifically agreed to by the Board.

3. TERMS OF REFERENCE FOR THE DISCIPLINARY COMMITTEE

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 membership

- All members of the board excluding the principal. The quorum for the Disciplinary Committee shall be three trustees.
- The chair of the committee is the board chairperson. In the chairperson's absence, the chair will be determined by the committee.

Duties and responsibilities

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 by the principal of the number of stand-downs, suspensions and exclusions on a per meeting basis.

Delegated Authority

Under Section 66 of the Education Act 1989, the Board may delegate its functions or powers.

The KNS Board of Trustees resolved that the powers conferred on the board under Section 15 of The Education Act 1989 to deal with student disciplinary matters be delegated to the Disciplinary Committee.

Note: See KNS BOT Minutes 3 October 2011, item 2d.

4. TERMS OF REFERENCE FOR THE PERSONNEL COMMITTEE

Purpose

The Personnel Committee was formed to review current policies and draft a policy document for community consultation and, ultimately, ratification by the board.

Authority

Under Section 66 of the Education Act 1989 the board delegates authority to the Personnel Committee to:

- review current policies and draft a policy as per the terms of reference

Terms of Reference

The Personnel Committee is responsible to the board for:

1. Reviewing the existing policies and procedures that fall under NAG 3 (employment and personnel matters) including:
 - delegations in the area of personnel / appointments
2. In association with the principal and in consultation with the board, developing policy statements on:
 - staff participation in national forums
 - secondary employment
3. In association with the principal and in consultation with the board, establishing an agreed view on:
 - the desired level of investment in professional development (currently approx. 1.2% of staffing budget)
 - an ideal staffing profile (PRTs, EEO etc)
4. Draft a Personnel policy for board review, and community and staff consultation including:
 1. policy statements as per points 1, 2 and 3 above
 2. formal documentation of the principal's appraisal process and procedures
5. Revise draft policy in the light of feedback and present to board for ratification

Note: Personnel Committee disbanded. See KNS BOT Minutes of 18 September 2012, item 2aii.

5. PRINCIPAL'S PERFORMANCE APPRAISAL

The principal's performance is appraised on an annual basis with the objective of ensuring high quality educational opportunities for the students of the school. This process will:

Result in a written assessment of the principal's performance on an annual basis, identifying any training/professional development needs for the principal to undertake.

Ensure that the principal's performance will be formally appraised on an annual basis by the board chairperson or delegate(s) and, at the board's choice, either an independent consultant who specialises in education and is able to review the effectiveness of the education provided or other suitable trustee.

There will be at least, three informal meetings during the review period between the principal and chairperson or delegate(s) to discuss progress.

The criteria for appraisal will be the objectives set in the Performance Agreement, the objectives being drawn from the school's strategic and annual operating plans, the principal's job description, professional standards and board policies on operations.

If there is any disagreement between the principal's and the board as to the objectives, the board, after considering the principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The board's decision will be final.

The board chairperson or delegate(s) may seek feedback on the principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the principal has performed.

The chairperson or delegate(s) will report back formally once a year to the board a summary report on the result of the appraisal. This will be discussed 'in Committee', along with an opportunity for the principal to be absent.

The performance agreement and results of the appraisal are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

In the event of a dispute relating to the appraisal results, the board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the board will have responsibility of any final decision.

Review schedule: Annually

Reviewed: April 2019, Minute 4.a.ii

6. CONCERNS AND COMPLAINTS PROCEDURE

Purposes

It is important that staff, students and parents/caregivers see that all concerns and complaints are dealt with consistently, in an open and fair manner, and in line with the appropriate employment contract. This policy forms a systematic procedure by which concerns and complaints about Karori Normal School (its policies, practices, students, personnel and Board) can be managed.

1. To develop consistency and fairness in the manner that concerns and complaints are attended to
2. To provide the opportunity for low level resolution of concerns and complaints between relevant parties
3. To endeavour that all concerns and complaints have a minimal negative impact on the teaching and learning at Karori Normal School
4. To focus concerns and complaints on issues, and not personalities
5. To provide procedures that seek to resolve concerns and complaints, while maintaining the dignity of those involved

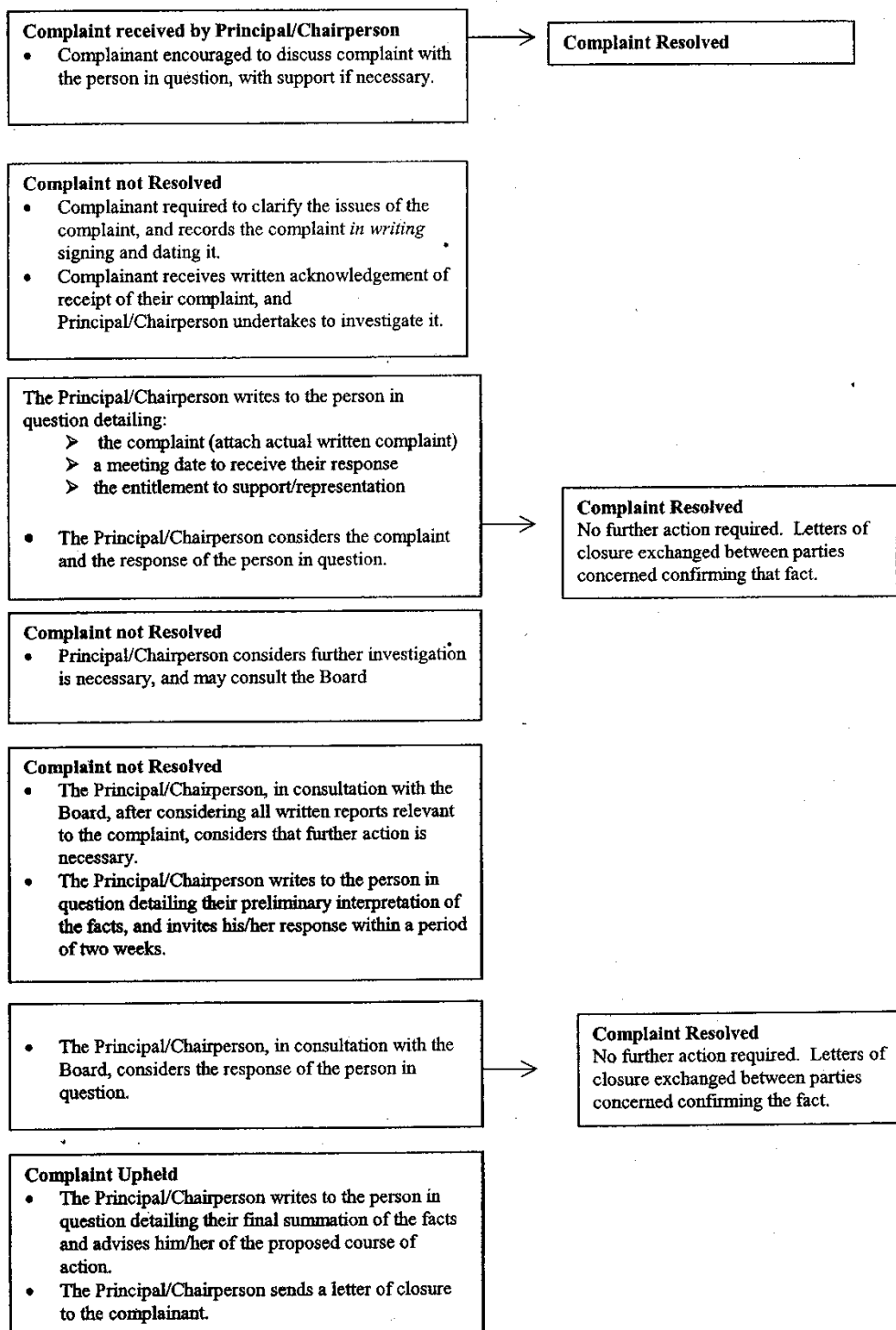
Guidelines

The relationship between members of the school community is strengthened when concerns and complaints are given serious, consistent and fair consideration. Karori Normal School (its policies, practices, students, personnel and Board) should be open to the possibility of positive change. Attending to concerns and complaints in the appropriate manner provides this opportunity.

1. Concerns and complaints about a staff member, a student, or school operations should be directed to the Principal. Concerns and complaints about the Principal or a Board member should be directed to the Board Chairperson.
2. Wherever appropriate, the complainant should first be encouraged, with support if needed; to discuss the issue with the person concerned if that has not already been done. At the same time clarification of the issues should be sought, and the complainant advised of the possible course of events should the concern or complaint proceed further.
3. In preparation for all meetings, the person concerned should be reminded of their right to a support person or union representation.
4. At all stages the complainant should be offered support as necessary, and kept appropriately informed of progress subject to the observance of privacy issues in respect of the accused.
5. The Principal/Chairperson should provide for all parties to be heard, and their dignity to be maintained.
6. A concern or complaint constitutes an allegation only, until it is fully investigated.
7. In cases of allegations of serious misconduct (see definition below), an employee may be suspended with or without pay, or temporarily placed on other duties, pending investigation, and in line with the appropriate employment contract. Where such allegations are substantiated the employee may be dismissed without notice.

8. Please see attached Complaints Procedures

COMPLAINTS PROCEDURES



Serious misconduct may include the following:

- Theft of Board property (including deliberate misuse, unauthorised use or private use of Board funds).
- Fraud.
- Fighting and/or assault.
- Refusing or failing to obey lawful orders.
- Bringing illegal non-prescription drugs or alcohol to work and/or consuming same at work.
- Lying or otherwise providing false information.
- Undermining Board policy or otherwise seriously damaging the integrity of the Board.
- Conduct of an indecent or sexual nature.
- Physical or emotional abuse.
- A serious breach of trust which renders an employee unsuitable for employment in a school environment.

Review schedule: Triennially

Last review: May 16

SECTION 2: OPERATIONAL POLICIES

1. DELEGATIONS POLICY

It is the Board's expectation that delegations will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then the Board can be certain its responsibilities in terms of the Education Act 1989, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.

Purpose

The purpose of this policy is to implement a Schedule of Delegations to:

- ensure that the effectiveness of the governance and management of Karori Normal School is maintained
- provide an agreed basis by which the leadership team can exercise its responsibilities
- enable the responsibilities delegated to be monitored.

Schedule of Delegations

1. The Schedule of Delegations sets out those responsibilities that can only be exercised by the Board, the responsibilities delegated to the Principal, and those responsibilities that the Principal can delegate to specified staff positions.
2. Delegations may only be given by Board resolution, with the nature and conditions of the delegations to be specified in writing and provided by notice to the delegated person or persons as specified in section 66 of the Education Act 1989.
3. If persons who exercise responsibilities on behalf of the Board have any doubts or concerns in the execution of a specific action the expectation is that they will check with the person or group who made the delegation in the first place. The intention of this expectation is that should doubt arise in the exercise of a delegated responsibility it is preferable to verify the bona fides of the intended action rather than make an error of judgment and be held accountable for this.
4. This Schedule does not in itself provide the right to the leadership team and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a Memorandum of Delegations which sets out the delegations and is signed by the parties involved. An example of a Memorandum of Delegation is located at the end of this policy.
5. The Principal shall ensure that a copy of each memorandum is safely retained and shall be made available to the Board, the school auditors and officers of any Court hearing in a case related to the school finances.

Review schedule: Triennially

Reviewed: June 2012

2. Responsibilities of the Principal Policy

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.

The principal's key contribution is day-to-day management of the school 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 chairperson 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:

- i. Meet the requirements of the current job description
- ii. Meet the requirements of the Principal's Professional Standards
- iii. Act as the educational leader and day to day manager of the school within the law and in line with board policies
- iv. Meet with the chairperson on a regular basis
- v. Present monthly reports to the Board as required by "Reporting to the Board" policy
- vi. Develop an annual plan that is aligned with the board's Strategic Plan and meets both legislative requirements and any MoE expectations
- vii. Seek approval from the board, at February board meeting, each year for the annual plan
- viii. Implement the annual plan and give priority to the school's annual targets
- ix. Use resources efficiently
- x. Keep expenditure within the budget or seek approval from the board for amendments to be made
- xi. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place
- xii. Approve staff attestation for salary increments
- xiii. Allocate pay units for management positions
- xiv. Oversee staff appraisals and staff professional development
- xv. Hire, deploy and terminate relieving and auxiliary staff positions
- xvi. Hire teaching staff as per the appointments policy
- xvii. Preserve assets (financial and property)
- xviii. Communicate with the community on operational matters where appropriate
- xix. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record
- xx. Keep the Chairperson and Board informed on all relevant matters to allow the Board to exercise its governance role
- xxi. Report to the board on the compliance or lack of with their policies
- xxii. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the charter
- xxiii. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000. [see STA Link 2001/01]
- xxiv. 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. Decisions or instructions of 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. Both parties work to ensure "no-surprises".

The principal may use the expert knowledge of individual board members acting as volunteers.

Review schedule: Triennially

Last reviewed: June 2015

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) has (have) occurred and the board judges the degree and seriousness of the concern or violation(s) to warrant initiating a disciplinary process, the board shall seek free advice in the first instance from an NZSTA Industrial Advisor and follow due process.

Review schedule: Triennially

Last reviewed: June 2015

4. PRINCIPAL PROFESSIONAL EXPENSES POLICY

A budget for professional expenses and for professional development will be established annually and be included in the budget. Spending within budget occurs at the discretion of the principal except in the case of overseas professional development. All overseas trips for professional development must be approved first by the board of trustees at least 1 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

Last reviewed: June 2015

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 school. Thus the board is supported in its strategic decision-making and risk management. Therefore, the principal may not fail to:

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 at each board meeting:
 - a. principal's management report including:
 - i. Strategic Aim reporting
 - ii. Personnel reporting
 - iii. Finance Report
 - iv. Variance reporting
 - v. Performance tracking
 - b. 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. seek board approval for any requests for discretionary staff leave that fall outside of the authorised scope of the principal (see Schedule of Delegations)
5. advise the board of any staff absences longer than 14 school days
6. submit any monitoring data required in a timely, accurate and understandable fashion
7. report and explain financial variance against budget in line with the board's expectations
8. report on the number of stand-downs, suspensions, exclusions and expulsions as they occur
9. report and explain roll variance and reasons on a per meeting basis
10. present information in a suitable form – not too complex or lengthy
11. inform the board when, for any reason, there is non-compliance of a board policy of where board policies require the board to be informed
12. recommend changes in board policies when the need for them becomes known
13. highlight areas of possible bad publicity or community dis-satisfaction
14. management/staff reports to the board are to be coordinated by the principal and presented to the board under the principal's authority
15. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
16. report on any matter requested by the board and within the specified timeframe.

Review schedule: Triennially

Last review: July 2015

6. CURRICULUM DELIVERY POLICY (NAG 1)

Delivery of the curriculum shall foster student progress and achievement and meet all legislative requirements and Ministry and board expectations. Therefore the principal must:

1. Provide opportunities for success for all students (in years 1-8) in all essential learning areas and skill areas of the New Zealand Curriculum
2. Give priority to student achievement in literacy and numeracy
3. Give priority to regular quality physical activity that develops movement skills for all students
4. Report on progress and achievement of all students including information in relation to National Standards as per the board's 3 year work plan and agreed reporting formats
5. Identify students at risk of not achieving, including those gifted and talented students, and implement teaching and learning strategies to address their needs
6. Ensure there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
7. Consult with our school's Maori community about the policies/plans for improving the achievement of Maori students
8. Provide career information and guidance for Year 7 and 8 students
9. Seek board approval before making changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing
10. Ensure achievement of the Charter aims and targets

Review schedule: Triennially

Last reviewed June 2015

7. COMMUNICATION AND ENGAGEMENT POLICY

The Board of Trustees is also committed to meeting its obligations as a good employer and understands that consultation with staff on certain matters is a legal requirement.

This policy must be read in conjunction with other Board Policies, particularly personnel policies.

Purpose

The Board acknowledges that its communication and engagement processes should reflect the desired culture of the School and is committed to ensuring that all communications are underpinned by the School's values.

- To encourage strong, effective working relationships and educational partnerships between the School and all of its stakeholders, including parents/whānau, community, iwi, and learners.
- To ensure that the Board meets its obligations as a good employer.
- To acknowledge that the Board is a leader and wishes to role model good communication and engagement practices.

General Principles

The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal (as the chief executive and the Board's most senior employee).

In communications and engagement with the staff, families/whānau and community, the Board will be guided by the following principles:

Excellence

- The board is a leader and will role model good engagement practices.
- Families/whānau, staff and community are able to engage on their own terms.
- Operate strategically while remaining responsive.
- Communicate openly and effectively; which involves both listening and talking.

Respect

- Inclusiveness – Recognise, understand and involve staff, families/whānau and communities as early as possible and throughout any consultation/engagement process.

Responsibility

- Actively manage time frames to carry out purposeful communication/consultation or engagement.
- 'Lead' initiatives but act collaboratively
- Be clear and declare when acting/engaging/communicating as a board member, a parent or a community member.

Empathy

- Communicate regularly and clearly with our stakeholders to promote understanding
- Consider staff, family/whānau and community preferences when determining engagement and communication.

Integrity

- Communicate clearly, honestly and openly (transparency).
- Engage with others in a manner that fosters mutual respect and trust.
- Provide information that is complete and factually correct to the best of our knowledge.

Policy Statement

1. Karori Normal School will develop and maintain comprehensive communication and engagement processes with its students, staff, parents/whānau and wider community to ensure it is connected and responsive to the many and varied needs of this diverse community.
2. The Principal will:
 - enable families/whānau, staff and community to engage on their own terms
 - communicate regularly with staff, parents/whānau and the community about important matters at the school
 - keep parents/whānau well informed of school events and education matters
 - ensure that communications and engagement with staff, learners, parents/whānau and the community are carried out in a warm and professional manner, reflective of the desired school culture
 - communicate and engage with staff, students, parents/whānau and community in ways that acknowledge that Aotearoa/New Zealand is a bicultural nation.

Review schedule: Triennially

Reviewed October 2018

8. PERSONNEL POLICY (NAG 3)

All schools are required by the State Sector Act to be "good employers". To achieve this, the board:

- Includes in the Annual Report a summary of the year's compliance in terms of diversity (Equal Employment Opportunity)
- Shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service
- Ensures that employment and personnel practices are fair and free of any bias.

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

The principal will:

1. Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications
2. Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. Ensure that all required staff are registered or have a current limited authority to teach at the school
4. Provide a smoke free environment
5. Provide an employment agreement for all staff
6. Provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans
7. Carry out annual performance appraisals
8. Meet current employment legislation
9. Take reasonable steps to protect staff from unsafe or unhealthy working conditions
10. Meet the requirements of the Health and Safety in Employment Act 1992
11. Provide Protected Disclosure protection
12. Inform the Board of staff participation in national forums, especially where this is likely to result in absences during school hours
13. Inform the Board of any secondary employment undertaken by staff members, where this will be carried out during school hours
14. Seek approval from the Board before accepting secondary employment that will be carried out during school hours.
15. Meet requirements of the Vulnerable Children's Act 2014

The Principal will have in place procedures related to the following areas:

- Appointments
- Performance management and appraisal of staff
- Professional Development
- Staff Leave
- Teacher Registration

- Police Vetting (of teachers and non-teachers)
- Complaints
- Protected Disclosure
- Sexual Harassment

Review schedule: Triennially

Reviewed June 2015

9. APPOINTMENTS POLICY

Karori Normal School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We recognise the importance of Tikanga Maori.

All appointment committees will:

- Select the person most suited to the position in terms of skills, experience, qualifications and aptitude
- Be mindful of the balance that already exists within the school in terms of such things as experience, ethnicity, age and gender

The principal will:

1. Meet legal requirements
2. Act as a good employer
3. Appoint the best person for the job
4. Adhere to the following table when determining the composition of the various appointment committees.

The board delegates authority to the following people to make appointments:

Position	Responsibility for Appointment
Principal	The Board
Senior management position (Deputy or Assistant Principal)	The principal and board chair (or delegated board member)
Acting deputy or assistant principal (for period of more than ten consecutive working days)	The principal and board chair
Permanent basic scale teaching staff	The principal
Relieving, casual or fixed-term teaching staff	The principal
Support staff	The principal
Team leaders and management unit holders	The principal
Any permanent staffing positions in excess of positions funded by Ministry of Education salaries grants	The board

Review schedule: Triennially

Reviewed July 2015

10. STAFF LEAVE POLICY

The Staff Leave policy provides guidelines for applying for leave, and for approving leave applications, that:

BOT to be seen as a good employer

Are fair to everyone and follow relevant employment agreements and legislation.

Ensure that the school remains adequately and appropriately staffed throughout the year to maintain consistency of learning programmes.

Enable the school to meet its Charter obligations and National Administration Guidelines.

Reference: NZSTA and Part 7a of the State Sector Act 1988 defining specifically the boards role as a good employer:

Type of leave	Administered by
Leave, with or without pay, for ten working days or less	The principal
Other leave, for example, bereavement, sick, parental, etc.	The principal, according to the terms of the employment contract
Leave, with or without pay, for more than ten consecutive working days	The Board of Trustees
Leave for the principal	The Board of Trustees

Criteria for approval of discretionary leave include:

- The length of the applicant's teaching service, and their length of service at the school, unless there are exceptional circumstances.
- The length of time since leave was last granted to the applicant
- The purpose of the leave, and its relevance to the school's strategic plan and annual goals
- The effect on colleagues of the applicant's absence, and its effect on existing teaching programmes the welfare of students timing:
- A year's leave should coincide with the school year if at all possible
- Leave of less than a year should coincide with the school terms, beginning and/or ending with a holiday period if at all possible.
- Time of year, taking into account the school programme and likely availability of relieving staff.

Review schedule: Triennially

Reviewed March 2017

11. REMUNERATION POLICY

All staff are covered by the Primary Principals Collective Agreement, the Deputy Principals and Teacher Collective Agreement, Support Staff Collective Agreement, School Caretakers' and Cleaners' Collective Agreement or an Individual Employment Agreement based on the Collective Agreements.

Review schedule: Triennially

Reviewed March 2017

12. CASH MANAGEMENT & FINANCIAL ACCOUNTING POLICY

a. Introduction

1. The Board accepts that it has a responsibility to protect the cash resources of the School. The Board has agreed on the fundamental principles of this Policy and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
2. In the formulation and approval of this Policy the Board has had due regard to the accepted standards of sound financial management and applied these to the School. The Board wishes to record that it sought the advice of a chartered accountant and consulted with the School's auditor in their role as agent of the Controller and Auditor General before approving this Policy.
3. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
4. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

b. Transactional accounts

1. The Board agrees that one 'cheque' account shall be used for the day to day receipt and payment of funds
2. The signatories to this cheque account shall be as follows:
 - the Board Chairperson
 - the Principal
 - the Deputy Principals
 - the Finance Administrator and
 - one other Board member (excluding the staff representative).

Cheque payments

3. All cheques over the value of \$750 shall be signed by at least one Board member and either the Principal or a Deputy Principal.
4. Under no circumstances is a cheque signatory to sign a blank cheque.
5. All cheques, except those for petty cash reimbursement, must be issued as 'Not Transferable – Account Payee Only'.
6. At no time shall the cheque account be operated in overdraft without permission from the bank and the Ministry if the overdraft exceeds the borrowing limits within the Education Act.

Internet banking payments

7. All internet banking payments must first be approved in accordance with the schedule of delegations.
8. All payments must be released by two signatories to the bank accounts

c. Savings and investment accounts

9. Surplus funds may be invested in savings accounts or term deposits.

10. Savings accounts shall be operated to hold cash not currently required for operating purposes. Separate savings accounts shall also be operated for Property replacement and Cyclical Maintenance reserves. These accounts are only to be operated by the Principal or Finance Administrator, with any transactions reported to the Board as part of the monthly Finance Reports.
11. Funds held by the Board in trust for donor-specified purposes (e.g. from a charity or gambling trust) will be deposited in a savings account and clearly highlighted in the monthly Finance Reports.
12. Investments of School funds may only be made in accordance with the terms of Section 73 of the Education Act 1989.
13. Notwithstanding the requirements of Section 73, no investments may be made in equity stocks or in synthetic money market products (e.g. Forward Rate Agreements and Interest Rate Swaps).
14. Investments (other than into savings or term deposit accounts) may only be made with the written authorisation of the Principal and the Board Chairperson.

d. Investments

1. 13. Investments of School funds may only be made in accordance with the terms of Section 73 of the Education Act 1989.
2. 14. Notwithstanding the requirements of Section 73, no investments may be made in equity stocks or in synthetic money market products (e.g. Forward Rate Agreements and Interest Rate Swaps).
3. Investments may only be made with the written authorisation of the Principal and the Board Chairperson.

e. Fundraising

1. The Board can seek financial donations from parents/caregivers and the local community and apply for grants from appropriate organisations offering financial assistance in order to have sufficient resources to fulfil the School's mission and to pursue its strategic priorities.
2. The Board acknowledges that under Section 73 of the Education Act 1989 some professional fundraising contracts constitute an illegal fundraising contract. No such fundraising contract will be entered into by the School. If doubt exists about the legality of a proposed fundraising contract, the Principal will contact the regional Financial Adviser of the Ministry of Education for advice.
3. All income and expenditure relating to fundraising and donations by the PTA are to be fully accounted for and a separate income statement for management reporting purposes showing all funds received and expenditure incurred will be provided to the board.

f. Cash Receipts

1. All cash and cheques received must be paid into the school office and properly receipted. This includes trading income, other local funds receipts and reimbursements for learning materials.
2. No cash received can be used to pay accounts in cash.
3. Only delegated staff may handle cash.
4. All receipts must be banked as soon as possible and preferably within one working day of receipt.
5. All cash and cheques kept on the premises must be kept secure and under the control of a delegated person.

g. Accounts for Payment

1. All accounts for payment, other than expense reimbursements and attendance fees, must be supported by a copy of the:
 - official school order form
 - the invoice, with certification by the orderer that each item has been received, prices and quantities are correct, and the payee details are correct
 - the correctly completed cheque ready to be signed.
2. No person can sign off two of the documents that comprise the voucher except the order and the invoice. The invoice must be certified by the person who authorises the expenditure and confirm that all goods and services have been received.
3. Expense reimbursements must be certified by the manager of the individual being reimbursed, provided the certifier has delegated authority to sign. An expense claim should be supported by GST receipts or invoices. Claims for the use of private motor vehicle usage must be certified by the Principal or delegate to indicate that approval was given. Scale rates as per the award will be the basis of reimbursement per kilometre.

h. Petty Cash

1. A petty cash fund of no more than \$200 shall be held.
2. Reimbursement claims from the petty cash fund shall not exceed \$100 and must be accompanied by a receipt and approved petty cash voucher.
3. Petty cash advances will only be made for amounts up to \$100. They must have an approved petty cash voucher. A receipt for the actual expense with any unspent cash must be provided within 2 working days of the advance.

i. Accounting Records

1. The Principal shall arrange for proper accounting records to be maintained. The records must satisfy all requirements specified in Acts of Parliament, financial reporting standards and other applicable standards.
2. The financial system must be so organised by the Principal that the Principal and Chairperson can sign without hesitation the annual Statement of Financial Responsibility as required by Section 155 of the Crown Entities Act 2004.

j. Periodic and Annual Financial Statements

1. For each calendar month the Principal shall prepare financial reports showing:
 - Statement of Financial Performance, including comparison to budget
 - a summary Statement of Cashflow and
 - a summary Statement of Financial Position.
2. For each month the Principal shall present a written summary report that describes:
 - key (financial) achievements from the previous month
 - expectations for the month ahead and
 - significant matters and/or risks that must be addressed by the School.
3. This report shall be presented to the Finance Committee by the seventh working day following the end of the month, and tabled at the next meeting of the Board.
4. Any recommendations made to the Board for the purchase of fixed assets, investments and other use of cash resources must refer to the impact on the School's present cash resources and projected cashflows for the next 12 months.

Review Triennially

Reviewed February 2018

13. WORKING CAPITAL MANAGEMENT

This policy sets the Board's position on the minimum level of working capital to be maintained to support the school's ability to fund ongoing operations. The two main risks to the school's financial viability are:

- An overspend in staffing areas, possibly due to the complexity of banking staffing
- Unexpected Board commitments due to overspend on property projects.

For the purposes of this policy, the following bank accounts are considered uncommitted:

- Operations (Cheque) account
- Gala prior year
- Gala current year

Cyclical maintenance and property donation bank accounts are considered committed.

The Board's approach to managing working capital is as follows:

1. The Finance Report provided to each Board meeting includes a forecast of the uncommitted working capital at year-end (31 December).
2. The Board seeks to maintain uncommitted working capital equivalent to three months of budgeted cash expenditure unless exceptional circumstances necessitate a variation to this.
3. The Board monitors uncommitted working capital monthly:
 - Where working capital is forecast to fall below the targeted level, the Board will seek to defer discretionary expenditure to allow for funds to return to the desired level.
 - Where working capital is forecast to rise above the targeted level, the Board will consider whether the additional funds are required for future property needs, before considering initiatives to reduce the level of working capital. These initiatives may include, increasing budgeted expenditure or reducing donations.

Review schedule: Triennially

Reviewed: April 2019 Minute 6.v

14. CREDIT CARD POLICY

a. Introduction

5. The Board agrees that it has a responsibility to ensure that credit card expenditure incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
6. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
7. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

b. Process for Issue of Credit Cards

1. Credit cards should only be issued to staff members after being authorised by the Board.
2. A register of cardholders should be maintained.
3. The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require Board approval.
4. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

c. Procedures to be Followed when Using the Card

1. The credit card is not to be used for any personal expenditure.
2. The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
 - purchase of goods where (prior authorisation from the Board Chair for purchases of \$750 or more per transaction is obtained).
3. All expenditure charged to the credit card should be supported by:
 - A credit card slip
 - A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
 - For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
4. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
5. Authorisation for the expenditure should be obtained on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board should authorise any travel by the Principal). Cardholders are not allowed to approve their own expenditure.
6. All purchases should be accounted for within 5 working days of receiving a credit card statement including a credit card slip and invoice or receipt, and be signed off by one-up delegation within 10 working days of receipt of the card statement.
7. Any non-compliance with this policy may result in the credit card holder losing access to the School credit card.

d. Cash Advances

1. Cash advances are not permitted except in an emergency.
2. Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts wherever possible, of how the cash was used. Any unspent monies must be returned to the School.

e. Discretionary Benefits

1. Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School. They should not be redeemed for personal use.

f. Cardholder Responsibilities

1. 18. The cardholder should never allow another person to use the card.
2. 19. The cardholder must protect the pin number of the card.
3. 20. The cardholder must only purchase within the credit limit applicable to the card.
4. 21. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
5. 22. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Board.

Reviewed Triennially

Last reviewed February 2018

14. ENTERTAINMENT POLICY

a. Introduction

1. The Board agrees that it has a responsibility to ensure that expenditure on entertainment incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
2. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

b. Purposes of Entertainment

1. Entertainment expenditure in general will be for the following purposes:
 - Building relationships and goodwill
 - Representation of the school in a social situation
 - Hospitality provided in the course of school business to external parties
 - Internal social functions
2. The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate.

c. School Events and Staff Meetings

1. This includes conferences, seminars, workshops, training courses and meetings.
2. When deciding upon a venue, teachers should take into account location, accommodation standard and tariff rates. They should give due consideration to the nature of the event, total cost, expectations of participants and their home location.
3. When deciding upon catering, teachers should take into account the nature of the event and the quality of food required. Lunch should only be provided for staff meetings where it is not possible to arrange the meeting for a period which avoids the lunch break.

d. Alcohol Purchases

1. The school should only purchase alcohol for entertainment purposes.
2. Purchases are usually for the consumption by staff and guests at school hosted events. The amount expended needs to be demonstrably reasonable and appropriate for the event and should be sufficient for moderate consumption only.
3. Financial Gifts Financial gifts received by the School will be recorded and appropriately accounted for and applied to the purpose for which they were given (s68 Education Act 1989; s168 Crown Entities Act 2004).
4. Any koha or expenditure on gifts incurred by the School must be clearly linked to the business of the School and must comply with the requirements of the IRD.

Review Triennially

Reviewed February 2018

15. TRUSTEE PAYMENTS POLICY

All trustees receive a payment to reimburse their costs attending Board meetings. The Board sets the amount that the Chair and other Board members are reimbursed for attendance at Board meetings. Trustee payments are intended to cover trustees' expenses and therefore have a special exemption from income tax up to an IRD-specified level.

Reimbursement framework:

1. The Chair receives \$110.00 per Board meeting in recognition of the additional responsibilities of this role.
2. All other Board members (including the Principal, staff representative and co-opted members) receive \$55.00 per Board meeting.
3. There is no additional payment for working group/committee meetings
4. One payment is due for each Board meeting attended throughout the year, typically this is 11 meetings with no meeting held in January.
5. Payment is only made if a trustee attends the monthly Board meeting (in-person or by tele-conference).
6. The Principal instructs the Finance Service Provider to make the payments based on this framework, and records of attendance from Board minutes.
7. Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Trustees and \$825 for the Chair. Payments to the Chair are beyond these thresholds and are the additional payment above \$825 is subject to income tax. KNS will deduct the tax payable and provide a withholding tax remittance to the Chair to allow them to meet any tax obligations to the IRD.

In addition to the payments above, fees associated with attending professional development sessions may be met by the Board of Trustees. Prior Board approval must first be sought.

Payments to the Board secretary are not covered by the guidance above. These payments are agreed between the Principal and the Secretary.

Review schedule: Triennially

Reviewed: April 2019 Minute 6.iv

16. PROTECTED DISCLOSURES POLICY

a. Introduction

5. The Board accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the School. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system.
6. The Board agrees that this Policy must be published widely in the School, will be provided to all new employees and will be republished at regular intervals (at least annually).
7. The purpose of this policy is to provide information and guidance to employees of the School who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

b. What is a Protected Disclosure?

1. A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

c. Definition of Serious Wrongdoing

1. Serious wrongdoing includes any serious wrongdoing of any of the following type:
 - an unlawful, corrupt, or irregular use of funds or resources; or
 - an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
 - an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or
 - an act, omission or course of conduct that constitutes an offence; or
 - an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement

d. Conditions for Disclosure

1. Before making a disclosure the employee should be sure the following conditions are met:
 - the information is about serious wrongdoing in or by the School;
 - the employee believes on reasonable grounds the information to be true or likely to be true;
 - the employee wishes the wrongdoing to be investigated; and
 - the employee wishes the disclosure to be protected.

e. Who can make a Disclosure?

1. Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:
 - current employees and Principal;
 - former employees and principals; and
 - contractors supplying services to the school.

f. Protection of employees making disclosures

1. An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:
 - may bring a personal grievance in respect of retaliatory action from their employers;
 - may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
 - are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and
 - will, subject to paragraph 15 in the Procedure, have their disclosure treated with the utmost confidentiality.
2. The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

g. Procedure

1. Any employee of the School who wishes to make a protected disclosure should do so using the following procedure:

How to submit a disclosure

The employee should submit the disclosure in writing.

Information to be contained

The disclosure should contain detailed information including the following:

- the nature of the serious wrongdoing;
- the name or names of the people involved; and
- surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

Where to send disclosures

A disclosure must be sent in writing to the Principal who has been nominated by the Board under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

OR

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

Decision to investigate

On receipt of a disclosure, the Principal or Board Chairperson must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal or Board Chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

Protection of disclosing employee's name

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal or Board Chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation; or
- to prevent serious risk to public health or public safety or the environment.

Report of investigation

At the conclusion of the investigation the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board Chairperson.

Disclosure to an appropriate authority in certain circumstances

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- The Board Chairperson is or may be involved in the wrongdoing;
- Immediate reference to another authority is justified by urgency or exceptional circumstances; or
- There has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate Authorities include (but are not limited to)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- The head of any public sector organisation

Disclosure to Ministers and Ombudsman

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and reasonably believes that the person or authority to whom the disclosure was made:

- has decided not to investigate; or
- has decided to investigate but not made progress with the investigation within reasonable time; or
- has investigated but has not taken or recommended any action; and the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Reviewed February 2018

16. SCHEDULE OF DELEGATIONS

1. Delegations Retained by the Board

The Board retains for itself and does not delegate to any member of the leadership team (including the Principal) or staff member the following responsibilities:

Finance

- i. Approval of all operating, capital and property maintenance budgets and amendments to these budgets.
- ii. Commitment of operating expenditure outside of budget
- iii. Commitment of capital expenditure greater than \$5,000 or outside of budget.
- iv. Approval of the payment of any invoice (or series of invoices to a single supplier) greater than \$5,000 or any expenditure outside of budget where prior Board approval has not been obtained. This applies to both operating and capital expenditure.
- v. The disposal of assets with a cost price in excess of \$2,000.
- vi. Transfers of money between any Karori Normal School bank and savings/term deposit accounts for a period longer than 12 months.

Human Resources

- vii. The appointment of any principal, deputy principal or assistant principal including any person acting in these positions for periods of more than ten (10) consecutive working days.
- viii. The approval of any permanent staffing positions and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education salary grants
- ix. Leave on full-pay granted to staff to attend training sessions or courses outside the school for a period greater than four (4) consecutive working days.
- x. The termination of employment, or any revision of the terms and conditions of employment initiated by the School (for example a reduction in hours), for any employee.
- xi. The approval of staff leave (paid, non-paid or special) for periods longer than ten (10) consecutive working days.
- xii. The approval of the principal's leave for any period.

Legal & Communications

- xiii. Signing applications for special grants or property agreements with the Ministry of Education
- xiv. Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament.
- xv. Responses to the Secretary of Education or any other permanent head of a government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson.
- xvi. Responses to requests made under the Official Information Act
- xvii. Interviews with the media and the distribution of media releases on any matter which involves the school except on matters of curriculum where the principal, in consultation with the BOT Chairman, may make comment.
- xviii. The initiation of any legal actions and any communications in relation to these actions.

- xix. Signature of any formal or legal agreement which is in the name of Karori Normal School.

Note: These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.

Key terms

Budget: An annual exercise to estimate the income and expenditure of the school for the following year.

Commitment approval: The point at which the School has entered into an agreement (written or verbal) with a supplier to purchase goods or services, commonly known as an order. Money is not typically not transferred at this stage. Any requests for deposit are subject to the delegations for payment approval.

Payment approval: The point at which the School is due to pay an invoice from a supplier for goods and services provided.

2. Board Delegations to the Principal

The Board delegates to the Principal the responsibilities listed below:

Curriculum, Communications & Other

- i. The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents
- ii. The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment contracts
- iii. Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities

Finance

- iv. Commitment of operating expenditure up to Board approved budgets.
- v. Commitment of capital expenditure within Board approved budgets and up to \$5,000
- vi. Approval of payments for operating and capital expenditure up to \$5,000 providing this is within Board approved budgets and commitments.
- vii. The disposal of fixed assets with a cost price of \$2,000 or less.
- viii. Transfers of money between any Karori Normal School bank and savings/term deposit accounts for periods less than 12 months, providing this will not constrain working capital

Human Resources

- ix. The appointment of basic scale teachers, management roles, relieving, casual or fixed term staff provided such appointment is within the budget allocation for this particular person.

- x. Delegation in writing to budget holders, senior staff and financial officer of responsibility according to the constraints below.
- xi. Approval of leave applications for periods of ten (10) or less consecutive working days for any staff member (excluding the principal).

Note: These responsibilities complement those responsibilities and achievements specified in the Principal's annual performance agreement with the Board.

3. Principal's Delegations to Specified Positions

With the Board's written approval, the Principal may delegate to:

- a. specified staff positions (as agreed by board resolution) the approval of any commitment or payment of goods and services provided that such an order:

- xxv. Does not exceed the Board's delegations to the Principal
- xxvi. Is within the Board approved budget
- xxvii. is not for a fixed asset
- xxviii. is for a specified period of time
- xxix. Does not violate the principles of separation of duties.

- b. In addition, the Principal may further delegate to the financial officer:

- i. Transfers of money between any Karori Normal School bank and savings/term deposit accounts for periods less than 12 months, providing this will not constrain working capital

4. In the Event of Absence

During any absence of the Principal from the school for more than five (5) consecutive working days these delegations shall be exercised by the Acting Principal with the separate and prior approval of the Board Chairperson. In such an absence the Acting Principal shall sign a copy of this Schedule.

Memorandum of Understanding between the Board of Trustees and the Principal

I have read and understood the Schedule of Delegations. I accept responsibility for the proper execution of the delegations assigned to me as Principal and I will exercise these in terms of the requirements set out in the Board's Policy and Schedule of Delegations. I understand that failure to comply with the terms of this delegation may result in it being withdrawn.

SIGNED by: _____
Principal

Full name: _____

Dated: _____

SIGNED by: _____
Board of Trustees Chairperson

Full name: _____

Dated: _____

Memorandum of Understanding between the Board of Trustees and the Acting Principal

I have read and understood the Schedule of Delegations. I accept responsibility for the proper execution of the delegations assigned to me as Acting Principal and I will exercise these in terms of the requirements set out in the Board's Policy and Schedule of Delegations. I understand that failure to comply with the terms of this delegation may result in it being withdrawn.

Period of delegation: Start date _____

End date _____

SIGNED by: _____

Acting Principal

Full name: _____

Dated: _____

SIGNED by: _____

Board of Trustees Chairperson

Full name: _____

Dated: _____

Principal's Delegations to Specified Positions (including all budget holders)

Memorandum of Delegation from the Principal to a Specified Position

With the Board's delegation to me as Principal and with the Board's approval for me to delegate to a specified staff position I delegate to the position of (name of position) the following responsibilities:

3. Approval of any orders for goods and services up to the value of \$5000 and provided such an order will not exceed the Board approved budget allocation for (name of budget item or sub-budget item)
4. [List here any other responsibility within the Principal's delegation.]

Period of delegation: Start date _____
End date _____

These delegations are to be exercised in terms of the Board's Financial and Delegations Policies and associated Schedule of Delegations.

SIGNED by: _____
Principal

Full name: _____

Dated: _____

Acceptance of Delegated Responsibilities

I accept responsibility for the proper execution of the delegations assigned to me as (name of position) and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

SIGNED by: _____

Full name: _____

Position: _____

Dated: _____

Note: Two identical copies of this memorandum should be signed with one copy retained on the School's Delegations File and the second copy kept by the delegate.

Principal's Delegations to the Financial Officer

With the Board's delegation to me as Principal and with the Board's approval for me to delegate to a specified staff position I delegate to the position of Financial Officer the following responsibilities:

3. ordering and disposal of fixed assets approved by the board
4. the transfer of money between any Board cheque and term deposit account for periods less than 12 months.

SIGNED by: _____

Principal

Full name: _____

Position: _____

Dated: _____

Acceptance of Delegated Responsibilities

I accept responsibility for the proper execution of the delegations assigned to me as Karori Normal School Financial Officer and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the Principal.

SIGNED by: _____

Full name: _____

Financial Officer

Dated:

Note: Two identical copies of this memorandum should be signed with one copy retained on the School's Delegations File and the second copy kept by the delegate.

To be reviewed May 18

17. SENSITIVE EXPENDITURE

a. Introduction

1. The board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
2. The board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
3. The board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.
4. Particular reference should also be made to the board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
5. The board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the principal (as the chief executive and the board's most senior employee).

b. Principles

6. The board requires the principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:
 - I. Does the expenditure benefit student outcomes?
 - II. Does the expenditure represent the best value for money?
 - III. Is it in the budget?
 - IV. Could the board justify this expenditure to a taxpayer, parent or other interested party?
 - V. How would the public react if this expenditure was reported by the media?
 - VI. Would there be perceived to be any personal gain from this expenditure?
 - VII. Does this expenditure occur frequently?
7. Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (e.g. Charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

c. Accounting for expenditure

8. All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the board.

To be reviewed May 18

18. SCHEDULE OF RESPONSIBILITIES / SEGREGATION OF DUTIES FRAMEWORK

The list below shows financial tasks alongside the person responsible for carrying out each task. This Schedule is supplementary to the School's Schedule of Delegations, and when carrying out these tasks Trustees, staff, contractors and volunteers must not exceed the authority delegated to them via their Memorandum of Delegation.

Banking and Cash Handling

What	Who
Opening mail and receipting the cash and cheques received	
Receipting of all student cash received	
Verification of canteen daily takings with till tapes	
Preparation of banking	
Signature of bank deposit	
Deposit of banking	
Reconciliation of daily receipts with banking	
Periodic bank reconciliation	
Certification of bank reconciliation	
Custody of cash and cheques	

Petty Cash

What	Who
Authorising reimbursement of petty cash claims/vouchers	
Reconciling petty cash balance	
Signing petty cash top-up cheque	

Purchases and Payments

What	Who
Raising purchase orders – paper, phone or internet	
Verifying receipt of goods or services	
Approval of invoices for payment	
Signing cheques/approving bank payment	

Investments

What	Who
Transfer to and from general, at-call and term deposit accounts	
Reconciliation of transfers	

Accounting System

What	Who
Accounting systems daily back-up	
Weekly off-site back-up storage	
Monthly history file back-up	
Annual archive back up safe deposit	

Payroll

What	Who
Check of fortnightly SUE report	
Reconciliation with bank debit with errors followed up	
Verification of SUE reconciliation report and bank debit	
Attendance fee voucher certification	
Staff expense claim – voucher approval	

Income

What	Who
Preparation of receivables invoices	
Certification of invoices	
Reconciliation of receivables ledger	
Verification of reconciliations	
Debt write-off approvals	

Fixed Assets

What	Who
Fixed asset purchase approval	
Fixed asset purchase order approval	
Fixed asset delivery acceptance check	
Fixed asset invoice certification	
Fixed asset voucher certification	
Fixed asset register update	

Reviewed February 2018

19. THEFT & FRAUD PREVENTION

a. Introduction

1. The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

2. The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

b. General

3. As preventative measures against theft and fraud the Board requires the Principal to ensure that:

a. The School's physical resources are kept secure and accounted for.

b. The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by Chartered Accountants Australia and New Zealand.

c. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.

d. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.

4. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:

a. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.

b. So far as it is possible and within 24 hours:

i Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.

ii Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.

- iii Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
- iv Inform the Board Chairperson of the information received and consult with them as appropriate.
- c. On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
- d. The Principal shall then carry out the following procedures:
 - i Investigate the matter further;
 - ii If a prima facie case is thought to exist to continue with their investigation;
 - iii Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - iv Lay a complaint with the New Zealand Police;
 - v If necessary, commission an independent expert investigation;
 - vi In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - vii Seek legal advice; or
 - viii Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
- e. Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- f. If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - i Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - ii Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - iv Advise the person in writing of the processes to be involved from this point on.
- 5. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the

Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

6. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

7. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

c. Allegations Concerning the Principal or a Trustee

8. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.

9. Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

Reviewed February 2018

20. TRAVEL

a. Introduction

1. The Board agrees that it has a responsibility to ensure that travel expenditure incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
2. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

b. Principles

4. The Board agrees to ensure that:
 - the travel expenditure is on the Board's business, and the School obtains an acceptable benefit from the travel when considered against the cost;
 - expenses are reimbursed on an actual and reasonable basis; and
 - staff that are required to travel on business do not suffer any negative financial effect.

c. Process for Making Travel Arrangements

5. Under no circumstances may any staff member approve their own travel.
6. All booking for international and domestic travel is to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.
7. Travel bookings are not to be made using manual cheques or credit cards.

Travel within New Zealand

8. The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal(s) and the Board should authorise any travel by the Principal).
9. All domestic air travel is to be economy class.

International Travel

10. Prior to international travel being undertaken, the traveller must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
11. All international travel should be authorised by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the Board which will arise from the trip and an estimate of the costs of the trip. The Board will approve the travel in writing.
12. At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.
13. Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
14. Business class travel may be approved, where the Board considers appropriate, for travel more than 10 continuous hours in duration.
15. If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

Accommodation

16. Staff should opt for good but not superior accommodation, for example Qualmark 2 star accommodation and must be prepared to justify exceptions to this rule to the Board.
17. Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift. (Refer to Gift Policy)

Vehicles

18. When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.
19. Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the Inland Revenue Department.
20. If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement as part of an expense claim.

Reimbursement of Expenses

21. The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as “the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge”.
22. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur

personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.

23. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges which are to be paid separately by the travelling staff member.

24. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.

25. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the School.

26. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

Discretionary Travel Benefits

27. Travel benefits, including airpoints and loyalty scheme rewards/points (Flybuys, etc), accrued from official travel are only to be used for subsequent travel on behalf of the School. They should not be redeemed for personal use.

28. Staff must travel by the most direct route unless scheduling dictates otherwise.

29. The School will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the School did in no way incur additional expenditure.

Reviewed February 2018

21. ASSET MANAGEMENT POLICY

a. Introduction

36. The Board accepts that it has a responsibility to protect the assets of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.

37. In the formulation and approval of this Policy the Board has had due regard to the accepted standards of sound asset management and applied these to the School. The Board wishes to record that it sought the advice of a chartered accountant and consulted with the School's auditor in their role as agent of the Controller and Auditor General before approving this Policy.

38. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.

39. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

b. Acquisition of Assets

40. The Board agrees to review the asset management plan annually and agree a budget for annual asset acquisitions. The decision to purchase fixed assets must be made by the Board and be supported by a budget.

41. The principal shall have delegated authority to purchase assets within the annual asset acquisition budget, following good procurement processes, provided that the value of any individual asset is no more than \$10,000.

42. The decision to purchase any asset with a cost of over \$10,000 must be made by the Board, not the principal alone.

43. The Board shall consider the most cost-efficient acquisition method for each new asset acquisition decision i.e. whether to buy or lease, and whether to acquire by operating or finance lease.

44. The Boards shall follow good procurement processes for the acquisition of assets over \$10,000. This may include placing a notice on the Government Electronic Tendering System (GETS) for acquiring assets with a combined value over \$100,000; obtaining several quotes to compare value for money; and managing any potential conflicts of interest appropriately.

c. Information Technology Assets

45. All information technology assets, such as computers and laptops and associated software, must be compatible with the standard operating platform used within the school.

46. The Board aims to provide and maintain a suite of IT assets that provides the best possible learning tools for students, within budget constraints, including a replacement programme that matches the expected useful life of each asset.

d. Expected Useful Lives

47. The Board agrees on the expected useful lives of the following types of assets:

Buildings – School	18-40 years
Building improvements – Crown	10–20 years
Furniture	10–15 years
Information and communication technology	5 years
Playground	5-15 years
Motor vehicles	5 years
Leased assets	Lease term*
Library and textbooks	8 years

*The shorter of the period the School is expected to benefit from the use of the asset (according to guidance above based on asset type) or the term of the lease.

e. Maintenance of Assets

48. The principal shall have delegated authority to maintain the school’s assets in good working order, within the approved budget.

f. Asset Records

49. All assets with a cost of \$1,000 or more shall be recorded in the fixed asset register.

50. Assets that cost less than \$1,000 shall be recorded in a register of valuable assets.

51. A review of assets against the fixed asset and valuable asset registers shall be undertaken at least once a year.

g. Disposal of Assets

52. The principal shall have delegated authority to dispose of any asset that has reached the end of its useful life (as recorded in the fixed asset or valuable asset registers), provided the estimated market value and net book value of the asset are less than \$2,000 and the original cost of that asset was less than \$10,000. The principal shall report to the board about reasons for disposal, disposal process and any net disposal proceeds.

53. The Board shall approve the disposal of any asset that had an original cost of over \$10,000, including the reasons for disposal, disposal process and use of any disposal proceeds.

Added February 2018

Review date three yearly

22. PROPERTY AND GROUNDS POLICY (NAG 4)

Purpose

The purpose of this policy is to:

- uphold the Board's responsibility to ensure that school buildings and facilities provide a safe, healthy learning environment
- ensure that the school manages its responsibilities to maintain buildings, grounds and furniture.

The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal (as the chief executive and the Board's most senior employee).

1. General principles

1.1 The Board of Trustees will:

- develop long term property plans to ensure a good learning environment and which address issues of health and safety, hygiene, and maintenance
- allocate funds in a way that gives effect to the priorities stated in the Property Plans
- meet the relevant legislative requirements for the management and maintenance of property
- Identify, report, and rectifying any safety issues associated with the buildings and grounds

1.2 The Principal will:

- establish systems and procedures to maintain property, grounds and furniture
- manage property matters in accordance with the Employment Act (1992), Building Act (2004), Health and Safety at Work Act 2015, Standards NZ's NZ Playground Safety Standards, Integrated Electricity Regulations 1997/2004, Resource Management Act 1991, Fire Service Act 1975 and the Fire Safety and Evacuation of Buildings Regulations 2006
- ensure that the interests of the school are foremost in the management and use of property, buildings and facilities
- consider benefits to the community in the management and use of property, buildings and facilities

1.3 Property maintenance procedures and procurement of property management services must be in line with best practice and minimise the Board's risk at all times. All processes and procedures stated in the Ministry of Education website should be followed. Any deviation from this should be noted and approved by the Board

1.4 School employees are expected to meet any obligations in relation to the grounds, property and buildings, which are identified within their various job descriptions or performance agreements

2. Property Planning

2.1 The Board will engage the services of property manager identified from the Ministry of Education's preferred supplier panel to develop the 10 Year Property Plan and keep it updated

2.2 The School will develop an annual maintenance plan

2.3 The property plans, including future works, maintenance and replacement for the next year are to be kept updated and ratified by the Board annually. The plans will be reviewed in a timely manner each year to allow appropriate adjustments in the following year's budget

3. Expenditure

3.1 Under normal circumstances staff involved in property matters do not need to consult the Board before purchasing products or services necessary for maintenance matters providing expenditure is within approved delegations

3.2 The Board must be consulted on all property developments and on maintenance matters where costs may be too high for the maintenance budget, or where it is likely the matter could be addressed through alternative means (such Ministry funding)

4. Building warrant of fitness (BWOFF) requirements

4.1 The School will maintain a current BWOFF for all of its buildings.

5. Advertising and political billboards on school sites

5.1 Any proposal for commercial or political advertising on the school site is to be approved by the Board. The Board will act responsibly when considering proposals ensuring that:

- any agreement is in accordance with local bylaws
- advertising is appropriate to the function of the school

- the Board is not liable for any damage to billboards
- the Board will not be put at risk of legal action.

5.2 The Board will retain the right to remove the advertisement/billboard at its discretion.

6. Electrical equipment – testing requirements

6.1 The Board will ensure that electrical equipment is installed, maintained and used safely.

7. Health and Safety Matters

7.1 The Board will develop an evacuation procedure

7.2 Fireworks, firework displays and the use of pyrotechnics (fireworks and explosives) are not permitted on the school site.

7.3 Safety checks must be carried out regularly including:

- twice yearly checks of all hazards – identified safety hazards should be reported to the Board.
- fortnightly systematic inspection of the school playground equipment.
- a daily morning inspection of the grounds to be completed

8. Use of school grounds and facilities

8.1 The Board is not responsible for the supervision of people who come onto the school grounds without its express consent outside of school hours.

8.2 The Board allows public to use school grounds for casual activities outside of school hours.

8.3 The use of school grounds or facilities for activities like regular sports training or community events must receive prior approval by the Board and be managed through a Third Party Occupancy agreement.

8.4 A fee may be charged to groups wishing to use the school's grounds or facilities for regular sports training or community events. Such a fee will take into consideration the contribution to wear and tear on school facilities, ongoing maintenance and eventual replacement.

The Karori Junior Netball Club (KJNC) has a unique relationship with the school and will not be charged a fee for use of the school grounds or facilities for their practices or games. (cf KNS Board of Trustees' minute, Thursday 5 June 2008)

9. School security

9.1 The Board will manage risks to property, both after school and during periods when the school is closed by having good security systems and mitigating potential risks.

Review schedule: Triennially

For Review November 2017

23. HEALTH AND SAFETY POLICY (NAG 5)

Health and Safety Policy (NZSTA Exemplar)

The board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. The board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures. This policy should be read in conjunction with the Health and Safety at Work Act 2015 (taken from MoE exemplar).

The board will, as far as is reasonably practicable; comply with the provisions of legislation dealing with health and safety in the workplace, by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- ensure there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures, and comply with the Sale and Supply of Alcohol Act 2012 (<http://www.legislation.govt.nz/act/public/2012/0120/latest/DLM3339333.html>)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents
- having a commitment to a culture of continuous improvement

The principal, as Officer has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure that the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke free environment
- ensure a Safety Action Plan (SAP) is in place and carried out

- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every two years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
 - cooperate with school health and safety procedures
 - comply with the health and safety legislation, duties of workers
 - ensure their own safety at work
 - promote and contribute to a safety conscious culture at the school.
- The principal will ensure that the following documented procedures are in place:
 - Cybersafety
 - Behaviour Management including prevention of bullying
 - Emergency Management
 - Education Outside the Classroom (EOTC)
 - Children with Allergies
 - First Aid and Medical room
 - Communicable Diseases
 - Handling of Blood
 - Playground Duty
 - Road Patrol
 - Absence Notification
 - Harassment
 - Reporting Abuse – Child Protection
 - Workplace Bullying
 - Visitors to the School (including contractors)

Review schedule: Triennially

Reviewed by Staff Health and Safety Committee March 2017

24. HEALTH AND SAFETY PROCEDURE: RISK MANAGEMENT

Procedure

This procedure should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities, and the Karori Normal School Health and Safety Policy.

Purpose

Risk management is the cornerstone of the Health and Safety at Work Act 2015. It allows the board to perform its primary duty of care, as far as reasonably practicable, to its workers and others. The purpose of this procedure is to explain how we manage risks effectively in the school environment and work carried out by the school.

Scope

This procedure applies to and is to be followed by all of our workers and others in the workplace. This includes all members of the school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

The board will consult, cooperate and coordinate with other duty holders on matters when there are overlapping health and safety duties. For that reason, this procedure can also be applied where an adequate risk procedure does not exist in other workplaces.

The board will keep a risk register and record information from the risk management process. For each identified hazard, the following information will be recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

How do we manage health and safety risks effectively?

Health and safety is everyone's responsibility and together we will keep our workplace safe and secure. To do this, we will manage health and safety risks effectively. The four steps below describe how we do this.

1. identifying hazards: finding out what situations and things could cause death, injury or illness
2. assessing risks: understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening
3. controlling risks: implementing the most effective control measures that are reasonably practicable in the circumstances
4. reviewing control measures: ensuring control measures are working as planned

Roles and Responsibilities

Everyone has a part to play in managing risk effectively.

Officers (Senior Leadership Team (SLT))

- ensure workers and others know about health and safety risk processes and procedures
- ensure that workers receive the right health and safety risk training and are aware of the risks on induction into the work area
- hold and maintain the risk register for the work group
- inform 'others in the workplace' of any known risks and controls in place
- assess risks that are reported to you
- consult with workers on the most effective controls to manage the risks
- regularly review and monitor risks and the controls that are in place

Workers – (employees, temporary workers, contractors, volunteers)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- report any risks to their a member of the SLT, including those that have already been eliminated

- seek support from a member of the school's health and safety committee on health and safety risk matters if required
- comply with this policy and procedures in the workplace
- comply with any reasonable instruction in relation to risks given by the board or the PCBU they are visiting
- inform others of known risks
- may cease or refuse to carry out work if they believe the work would expose them to a serious risk

Health and Safety Committee

- facilitates co-operation between the board of trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers health and safety at work
- assists in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- makes recommendations to the board of trustees about work health and safety.

Others – (visitors, students, parents etc)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- comply with any reasonable instruction given by the board in relation to risks

Review

This procedure shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed _____ Dated ____/____/____

Signed _____ Dated ____/____/____

Glossary

Hazard	A situation or thing that has the potential to cause death, injury or illness to a person.
Duty Holder	A duty holder is a person who has a duty under the HSWA
Officer	A person who holds a very senior leadership position and has the ability to significantly influence the management of a PCBU
PCBU	Person conducting a business or undertaking. The PCBU is usually a legal or corporate entity. In a school setting this is the Board of Trustees.
Risk	The likelihood certain consequences (death, injury or illness) might occur when a person is exposed to a hazard.
Worker .	An individual who carries out work in any capacity for a PCBU. Such as employees, contractors, subcontractors, volunteer workers, people on work experience and trainees
Health & Safety Representative (HSR)	<p>HSRs are workers who are elected to represent a defined workgroup. A workgroup is a defined group of workers who are represented by one or more health and safety representatives. The workgroup may be defined by physical location, a business group or a group of workers who have common risks.</p> <p>HSRs can:</p> <ul style="list-style-type: none"> • Represent workers on health and safety matters. • Investigate complaints from workers about health and safety issues. • Monitor health and safety measures taken by the PCBU • Provide feedback to the PCBU about health and safety compliance. • Issue provisional improvement notices and direct work group members to cease unsafe work if appropriate. <p>A worker can request the board hold an election for HSRs.</p>

Review schedule: Two yearly

First adopted: October 2017.

25. HEALTH AND SAFETY PROCEDURE: WORKER ENGAGEMENT AND PARTICIPATION

Procedure

This procedure should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities, and the Karori Normal School Health and Safety Policy.

Purpose

- The purpose of this policy is to further support and improve health and safety in the workplace. It promotes engagement between the board, officers and workers. The policy provides all workers with a reasonable opportunity to be actively involved in the ongoing management of health and safety.
- This policy includes the roles undertaken by health and safety committees and elected health and safety representatives.

PCBU

- As part of the boards commitment to promote and maintain a safe and healthy working environment, the board acknowledges that health and safety induction will be included for all workers.
- A meeting will be held annually for all staff to ensure all staff are familiar with the school's health and safety induction booklet.

Duties

- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the school's leadership

Health and Safety Representatives (HSRs)

A worker can request that the board hold an election for HSRs. If HSRs are elected then they are entitled to training.

Training for health and safety committee members and workers

Training for health and safety committee members and workers will be based on need and will reflect their function and powers.

“Health and safety Training needs to ensure that workers are provided with at least the following health and safety information:

Managing emergencies.

Managing hazards

Worker/PCBU health and safety responsibilities

Injuries/incidents investigation and reporting responsibilities

Identifying and recording hazards

How to use equipment safely.” (Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers - page 76)

Committees

An effective way to work on health and safety matters is through a health and safety committee. Holding an election for a health and safety committee is not a requirement under HSWA. However, a school may choose to do so. HSRs are automatically members of the committee. The board and workers agree on the membership of the health and safety committee. HSRs have an automatic right to sit on the committee.

Objectives

- encourage co-operation and collaboration in meeting the board’s health and safety objectives
- ensure there is a consistent, co-ordinated approach to health and safety on-site

- look for initiatives to ensure health and safety continuously evolves and improves the health, safety and wellbeing of workers
- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the school's leadership
- wherever possible and practical health and safety committees should represent all workers, including team leaders and school management, working at the site.

Officers

Duties

- i. Under this procedure officers should:
 - actively promote positive health and safety and adhere to their responsibilities
 - provide all workers with the opportunity to participate in health and safety
 - promote and encourage discussion on the election processes
 - where a HSR is elected - liaise with elected HSR
 - provide support and ensure the HSR has the resources, time and information to undertake the role
 - allow for the representative to attend approved training
 - where appropriate, act on recommendations made by the HSR
 - where a recommendation is not adopted, discuss with the HSR and confirm in writing the reason/s for the decision
 - where there is neither a HSR nor a committee, the manager will discuss with workers how their best interests in health and safety will be met.
- ii. It is recognised that Officers have the right to make health and safety decisions after consulting and considering any recommendations made by the school's health and safety committee, and that they are accountable for all health and safety decisions made within their respective locations:

Where there is more than one Officer responsible for workers in the workplace, the Officers will work cooperatively with each other and the HSRs in order to identify and resolve the issues.

Making this procedure work

Issue resolution

- i. Any matter that concerns a worker about their health and safety should be raised with that worker's school leader.
- ii. If the school leader cannot resolve the matter to the worker's satisfaction, the health and safety committee will be approached if they are not already involved.
- iii. The school leader, the health and safety committee and the worker will work together to get a satisfactory resolution.
- iv. If a satisfactory resolution cannot be reached with the school leader, the health and safety committee, the worker, HSR, or worker representative may look to the options below to resolve the issue.
- v. Operational matters, including workload or work process, should be raised with the relevant manager as appropriate.
- vi. Building facilities matters should be raised with the principal in the first instance.
- vii. Policy concerns should be raised with the board.
- viii. School leaders involved should make every effort to find satisfactory and timely resolutions.

Right to refuse unsafe work

The board recognises a worker may cease or refuse to carry out work, if the worker believes carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health and safety arising from an immediate or imminent exposure to a hazard.

In this event the following steps will be taken:

- i. The worker will advise their relevant member of school leadership immediately.
- ii. The worker and school leader will attempt to resolve the matter as soon as practicable.
- iii. If the matter is not resolved the worker may continue to refuse to carry out the work, if the worker believes on reasonable grounds that carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health or safety arising from an immediate or imminent exposure to a hazard.
- iv. If the matter cannot be resolved, WorkSafe NZ will be contacted.

- v. The worker will perform any other work the employer reasonably requests within the scope of their employment agreement.

Review

This procedure shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed: _____ Date _____

Signed: _____ Date _____

Glossary

Hazard	A situation or thing that has the potential to cause death, injury or illness to a person.
Officer	A person who holds a very senior leadership position and has the ability to significantly influence the management of a PCBU
PCBU	Person conducting a business or undertaking. The PCBU is usually a legal or corporate entity. In a school setting this is the Board of Trustees
Risk	The likelihood certain consequences (death, injury or illness) might occur when a person is exposed to a hazard.
Worker	An individual who carries out work in any capacity for a PCBU. Such as employees, contractors, subcontractors, volunteer workers, people on work experience and trainees.
Health & Safety Representative (HSR)	<p>HSRs are workers who are elected to represent a defined workgroup. A workgroup is a defined group of workers who are represented by one or more health and safety representatives. The workgroup may be defined by physical location, a business group or a group of workers who have common risks.</p> <p>HSRs can:</p>

	<ul style="list-style-type: none">• Represent workers on health and safety matters.• Investigate complaints from workers about health and safety issues.• Monitor health and safety measures taken by the PCBU• Provide feedback to the PCBU about health and safety compliance.• Issue provisional improvement notices and direct work group members to cease unsafe work if appropriate. <p>A worker can request the board hold an election for HSRs.</p>
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Review schedule: Two yearly

First adopted: October 2017.

26. HEALTH AND SAFETY PROCEDURE: HEALTH AND WELLBEING PROCEDURE

Procedure

This procedure should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities, and the Karori Normal School Health and Safety Policy.

Purpose

- The purpose of this procedure is to further support and improve health and safety in the workplace. It promotes health and well-being programmes for staff and others at the school. “Health at work is not just about people being physically well. Research confirms that physical, social and psychological wellbeing are closely interlinked, and that sickness absence is often a symptom of work stress and low engagement. If workers are physically and emotionally healthy, they are more likely to contribute fully at work and in the wider community.” (MoE Health and Safety at Work Act 2015 – Health and Wellbeing Programmes).
- This procedure outlines the board’s commitment to the health and wellbeing of the staff at KNS.

Health and Wellbeing Promotion

The board is committed to the health and wellbeing of its staff and provides the following to promote ongoing staff health and wellbeing:

- Access to three fully funded advice and counselling sessions through EAP Services. This is an anonymous service and the number of sessions can be increased at the discretion of the principal or board chairperson.
- Free annual influenza vaccinations for all staff.
- The promotion of a culture in which staff feel able to discuss their workload with those in leadership roles.
- Access to mentoring and support both formal and informal for all staff especially those new to teaching or KNS.
- Encouragement for staff to stay home when they are sick.

- Regular reminders regarding the need to report hazards to a member of the school's staff health and safety committee.
- Openness to staff requests for leave as per the school's staff leave policy.

Day to Day Procedures

As part of the boards commitment to promote and maintain a safe and healthy working environment, the principal will ensure that the school has day to day procedures which cover the following:

- Emergency procedures for fire and earthquake and that these are practiced regularly and understood by staff, students and visitors to the school.
- Lockdown procedures which are understood by staff.
- Behaviour management procedures which include procedures to prevent bullying and responsibilities of staff when dealing with bullying. These procedures are based on the school's values.
- Ongoing staff first aid training and the provision of medical room facilities and staffing which is appropriate to meet the needs of the school.
- Allergies, including the provision of allergy management plans developed in conjunction with the parents/caregivers of those children who are identified by parents/caregivers as having severe allergic reactions.
- The identification and reporting of communicable diseases and follow-up communication with the school community in line with advice from Regional Public Health.
- Sun-safe promotion including the compulsory wearing of hats in Terms 1 and 4.
- Traffic safety in the area close to the school, including regular communication to the school community highlighting areas of concern, the provision of road patrols on Donald St and encouragement and support of the Kiss and Drop on Donald St.

Review

This procedure shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed: _____ Date _____

Signed: _____ Date _____

References:

- MoE Health and Safety at Work Act 2015 - Information for the education sector August 2016– Health and Wellbeing Programmes Health and Safety at Work Act 2015 – Health and Wellbeing Programmes

Review schedule: Two yearly

First adopted: October 2017.

27. LEGAL RESPONSIBILITIES POLICY

The School endeavors to comply with all legislative and regulatory obligations, including those specified in Ministry of Education circulars and the Education Gazette.

The Board delegates to the Principal responsibility for:

- Identifying all legal obligations that apply to the School and monitoring for changes to obligations
- Establishing procedures to comply and monitor compliance with legal obligations
- Reporting on any breaches of legislation to the Board, and with Board approval to any regulatory body.

Review schedule: Triennially

Reviewed: April 2019 Minute 6.vii

28. INTERNATIONAL STUDENT FEES POLICY (NAG 4)

The Board of Trustees has agreed to observe and be bound by the Code of Practice for the Pastoral Care of International Students (2016) published by the Ministry of Education. International Student Fees are to be handled in a way that is consistent with normal accounting practice.

Review schedule: Triennially

Reviewed: April 2019 Minute 4.a.iii