



Ko te Amorangi ki mua

Te Aute College

2018

The following documentation outlines the Te Aute College Board of Trustees' Governance Framework and is aligned with the College's Charter values



Ko te hāpai ō ki muri

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Introduction

The board of trustees of Te Aute College is focused on the ongoing improvement of student progress and achievement within an environment that provides for the special character of Te Aute College.

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

Governance and Management

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

Model of Governance

Policy Governance: - The Te Aute College Board of Trustees governs through policies that establish organisational aims ('ends'), governance approaches or processes, management limitations and that define the board / principal relationship. The principal has broad freedom to determine the 'means' that will be implemented to achieve organisational aims. The principal reports to the full board. The board may use committees to assist it in specific aspects of its work.

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

In developing the above definitions for Te Aute College the board is mindful of the following excerpts from the Education Act 1989:

- **Education Act 1989, (Section 75, 72, 76, 65 and 66)**

The Education Act 1989 was revised on 13th June 2013 to better reflect the board's primary focus of student achievement. The legal and prime responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Functions and powers of boards

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) 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.72 Bylaws

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

s.76 Principals

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

s.65 Staff

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

s66 Delegations

- (1) The governing board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - (a) A trustee or trustees:
 - (b) The principal or any other employee or employees, or office holder or holders, of the board:
 - (c) A committee consisting of at least 2 persons, at least 1 of whom is a trustee:
 - (d) Any other person or persons approved by the board's responsible Minister:
 - (e) Any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

In order to carry out effective governance of the school the board has developed the following policy framework:

Section One - The Charter



Te Kawenata-ā-Kura Te Mahere Rautaki me te Mahere-ā-Tau Te Kāreti o Te Aute 2017 - 2020

Te Whakamanatanga tā te Tumuaki: Shane Hiha
Te Whakamanatanga tā te Poari: Dr James Graham - Chair
Te rā tuku ki te Tāhuhu o te Mātauranga: March 31 st 2018

Te Kāreti o Te Aute 2017 - 20

Te Wāhanga Whakataki - Ngā Takune-ā-Rautaki

Te Tauākī Whakatakanga	<p>Kia mataara, e tū i runga i te whakapono, whakatangata, kia kaha, kia meatia ā koutou mea katoa i runga i te aroha.</p> <p>1 Koriniti 16:13:14</p>
Te Tirohanga	<p>Ka tū kaha ā Te Aute hei tauira pai kia whakaterea ngā wero o tea o hurihuri nei. Ko tēnei wāhi me te kāinga i kōwhiringia e te Atua me Ngāi Te Whatuiāpiti ki te whakatū he kāinga auahatanga, he kura-ā-marae hoki i whakatūngia kia tukuna atu tēnei mea te mātauranga Māori; he wāhi tapu anō i tākohangia ki te Atua.</p> <p>Kia whakaputaina anōtia te Kāreti o Te Aute ki te whakangungu i ngā tama tāne e tū kaha ai i runga i te manawanui, te hinengaro, te tinana me te wairua. Mā rātau anō e tū ai hai tauira pai o tēnei mea te Karaitianatanga e tākoha nei ki te ao Māori, ki Aotearoa me te kokiri whakamua o te tangata me ngā whānau.</p>
Ngā Uara	<p>Tika – Ka kauanuanu mātau ki te whānau whānui o Te Aute i ā mātau mahi, kupu me ō mātau whakaaro.</p> <p>Pono – Mā te mahi, ka puta mai te mana-ā-kī.</p> <p>Aroha – Ka penapena ai i a mātau anō, ko ētahi atu, tō tātau nei kura me te taiao.</p>
Ngā Mātāpono	<p>Mātauranga – Te Angitū Mātauranga</p> <p>Wairuatanga – Ko ngā Uara Māori me ngā Uara Karaitiana.</p> <p>Māoritanga – Te Reo me ōna tikanga Māori</p> <p>Whanaungatanga – Te Tūhonohono ki te ao hurihuri me te ao kohatu</p>
Ngā Rahinga Māori me ngā tikanga-ā-iwi	<p>He Māori te nuinga. Ko te reo me ōna tikanga Māori me ngā toi Māori ngā tino kaupapa e rangitāmiro ai i te rahi me te nui o te Kāreti o Te Aute</p>
Te Autetanga / Te Mana-ā-Reo	<p>He Kura Mihingare Māori mō ngā tama tāne: - Ko tēnei mea te Te Autetanga he kaupapa motuhake i whakamanangia e te Hāhi Mihinare me te Māoritanga, tae ana ki te mana whenua arā, ko Ngāi Te Whatuiāpiti; e kōkiri nei i te ako me te tuku mātauranga i Te Aute. Ka whakatinanangia tēnei i te whakapapa o Te Aute me te waitohu e tū motuhake ana me te mea nei kāore he kura i tua atu i a Te Aute i Aotearoa. Ka whakamanangia te Te Autetanga e te Tāhuhu o te Mātauranga me te ture e kiia nei ko te “Private Schools Conditional Integration Act 1975”.</p>

Ko te Raraunga Paerewa, Te Horopaki Kāreti rānei	
Te Ako ā ngā Ākonga	I whakaritea te kaupapa ako e kīia nei ko “Tōku Moemoea” i te tau 2013. Ko te mea nui o tēnei kaupapa ako, e noho hāngai pū ai a “Tōku Moemoea” ki ngā whāinga me ngā āhua o tēnā ākonga, o tēnā ākonga. Ka akotahi ngā ākonga i ngā tuakana me ngā pakeke, ā, ka hanga rātau ki ō rātau ake puna mātauranga, mōhiotanga me ngā pukenga kai tētahi pito o te marautanga i kaingākaungia e ngā ākonga kia whāia tētahi rapuara e rātau. He mahere ako tā tēnā ākonga, tā tēnā ākonga, e whakaatūria mai i ōna ake aronga me ngā rapuara.
Te Whakahaeretanga me te Hangatanga o te Kāreti	E toru Ngā Whānau Ako kai te taha ako i Te Aute, ā, tokotoru hoki ngā kaiako kai tēnā Whānau Ako, kai tēnā Whānau Ako. Nā Ngā Whānau Ako e toru te rangatiratanga me te mana motuhake. Ka ako ngā taina (o te Kāreti) i ngā akoranga i Te Reo Māori, Te Ingarihi, Pāngarau me te Pūtaiao kai ō rātau ake taumata, ā, ka ako hoki ngā ākonga hai takitahi i roto i Ngā Whānau Ako ki te whai i ō rātau ake whāinga ako.
Te Arotake o te Kawenata me te Uiuinga	Ka arotakengia te Kawenata nei e te Poari me ngā kaiako o Te Aute ia tau, ia tau.

Te Wāhanga Rautaki			
Ngā Whāinga Rautaki		Ko Ngā Tino Rautaki kia Eke Panuku, Eke Tangaroa 2015 - 2018	Ngā Uara
1	Te Iho o te Paetae-a-ākonga , arā, ko <i>Te manu kai mātauranga</i>	<ul style="list-style-type: none"> • Te mahere kohikohi raraunga • Ngā mahere tā tēnā ākonga, tā tēnā ākonga • Ngā whāinga whakatara 	<ul style="list-style-type: none"> • Mātauranga • Wairuatanga • Māoritanga • Whanaungatanga
2	Ko Ngā Kaimahi Pai Rawa Atu, arā, ko te <i>He toka tū moana</i>	<ul style="list-style-type: none"> • Te arohaehaetanga whakapūioio • Te whakawhanaketanga mātanga i whaiwhaingia • Ngā mahi whaiwhaingia 	<ul style="list-style-type: none"> • Mātauranga • Wairuatanga • Māoritanga • Whanaungatanga
3	He Taiao Papai, arā, e kiiā nei te kōrero, <i>Ka ora kāinga rua</i>	<ul style="list-style-type: none"> • Ngā wāhi ako i āta manaakingia • Ngā rauemi haratau • Whanaungatanga 	<ul style="list-style-type: none"> • Tika • Aroha • Whanaungatanga
4	Ko Ngā Hononga Pai Rawa Atu, arā, ko te <i>Whanaungatanga</i>	<ul style="list-style-type: none"> • Ko ngā mātāpono whakatika • Ngā uara Māori me ngā uara Mihingare • Te whakawhanaungatanga i ētahi atu kura, rōpū hoki 	<ul style="list-style-type: none"> • Tika • Pono • Aroha • Wairuatanga • Māoritanga • Whanaungatanga

Te Mahere Whakawhanaketanga Kura ā-tau – HAI WHAKAKAPINGA

Te Whāinga Rautaki	Te Tihi	Te Pūrongo Paku
<i>Te manu kai mātauranga</i>	Pānui - taina Pāngarau - taina Ko Te Rapuara	Ka whakamahia ngā tukunga iho E-asTTle hei ārahi i te ako i te Ingarihi me te pāngarau. Ka arotakengia ngā tukunga iho o ngā tauhouna me ngā raraunga o ngā tama putaina hei ārahi i ngā rautaki mō 2018
<i>He toka tū moana</i>	Ka tautokona ngā kaiako kia eke panuku, eke tangaroa	Ka whakangungua ngā kaiako e te hōtaka whakawhanaketanga mātauranga me te pūnaha arohaehae <ul style="list-style-type: none"> - Kia Eke Panuku - Ko rātau e whai i te ara tumuaki - Ko te Hui Whakatika Ka whāia ngā tino kaiako e te Poari hei orange mō ngā ākonga
<i>Ka ora kāinga rua</i>	Kua whakaritea katoangia tētahi mahere-ā-whare ā-rawa hoki	Te Hōtaka mō te orange o ngā whare me ngā rawa o te Kāreti <ul style="list-style-type: none"> - He kaiwhakahaere mō ngā whare o te Kāreti - 5YPP - 10YPP - He mahere hei whakarauora i ngā rawa
<i>Whanaungatanga</i>	Ka whai i te Kāreti i ngā tikanga o te Hui whakatika	Ka whakahaerengia ngā wānanga Hui Whakatika i ngā kaiako katoa Ka whakatauiria i ngā Hui Whakatika mai e te katoa o ngā kaimahi Ka arotake i ngā pūnaha kia taea e ēnei te hāpai i te āhua whakaora

Te Mahere Whakawhanake - Wāhi: Ako			
Ngā Whāinga Rautaki: Te manu kai mātauranga			
Te Whāinga-ā-tau: Kia whakapiki ake i te paetae Ingarihi mō ngā taina		Te Tihi-ā-tau: Hei te mutunga o te tau, ka piki ake i ngā hua toharite E-asTTle mō ngā ākonga o te tau tekau mai i te pae E-asTTle e toru (arā, mai i te 3p ki te 4p)	
Ngā Raraunga Paerewa: Ia Hui-Tanguru, i kohia ngā raraunga-ā-pānui E-asTTle mō ngā ākonga o te tau tekau. Ka mahia te kaute toharite me tana taumata hei raraunga paerewa.			
Ngā Tino Rautaki Whakawhanaketanga: He aha te ia o tēnei mea te ako? Ka aha mātau? Āhea? Mā wai tēnei mea te ako e whakatutuki?			
Āhea?	He aha? (ngā tauira) Āta whakaarongia ngā whāinga me te whakawhiti kōrero; te āta whakaputu rauemi; te whakawhanaketanga mātanga i whaiwhaingia; ko ngā hātepe ka tiningia kia kōkiri whakamua; ko ngā ritenga aro matawai	Ko wai?	Ko Ngā Tohu Kōkiri Whakamua Ka tirongia te aha e mātau?
Hui-Tanguru	Ka whakamātautau ngā tama e te whakamātautau-ā-pānui E-asTTle	Whaea Wiki	Te raraunga e wātea ana kia whakatewhatewhangia
E moroki ana	Ka arohaehaengia te raraunga, ngā mahi ako me ērā atu o ngā mahi kia tautohungia te ara tika kia whāia e ngā ākonga kia whakakīkīngia ngā āputa Ka whāia ngā tino hōtaka mō ia ākonga e te kaiako, e ai ki ā rātau ake wawata ako Ka whakapakaringia te Ingarihi kei te katoa o ngā wāhi ako	Te katoa o ngā kaiako	Ngā mahere tā tēnā ākonga, tā tēnā ākonga Ko ngā whakaaturanga Ko ngā hui-ā-ākonga e noho hāngai ai ki ngā whāinga paetae o te Marautanga o Aotearoa
Whiringa-ā-nuku	Ka whakamātautau ngā tama e te whakamātautau-ā-pānui E-asTTle	Whaea Wiki	Kai te wātea te raraunga kia whakatewhatewhangia
Aroturuki: Ka pēhea nā te oranga me te aroturuki i ngā tukunga iho ā ngā ākonga ia wāhanga o te tau? Kei hea ngā āputa? Mēnā kāore i te pai i te mahi, ka pēhea nā te ara tika kia kōkiringia?			
Ngā Rauemi: Ko te pūtea noa i whakaritea mō te marautanga			

Te Mahere Whakawhanake - Wāhi: Ako			
Ngā Whāinga Rautaki: Te manu kai mātauranga			
Te Whāinga-ā-tau: Kia whakapiki ake i te paetae pāngarau mō ngā taina		Te Tihi-ā-tau: Hei te mutunga o te tau, ka piki ake i ngā hua toharite E-asTTle mō ngā ākonga o te tau tekau mai i te pae E-asTTle e toru (arā, mai i te 3p ki te 4p)	
Ngā Raraunga Paerewa: Ia Hui-Tanguru, i kohia ngā raraunga-ā-pāngarau E-asTTle mō ngā ākonga o te tau tekau. Ka mahia te kaute toharite me tana taumata hei raraunga paerewa.			
Ngā Tino Rautaki Whakawhanaketanga: He aha te ia o tēnei mea te ako? Ka aha mātau? Āhea? Mā wai tēnei mea te ako e whakatutuki?			
Āhea?	He aha? (ngā ākonga) Āta whakaarongia i ngā whāinga me te whakawhiti kōrero; te āta whakaputu rauemi; te whakawhanaketanga mātanga i whaiwhaingia; ko ngā hātepe ka tiningia kia kōkiri whakamua; ko ngā ritenga aro matawai	Ko wai?	Ko Ngā Tohu Kōkiri Whakamua Ka tirongia te aha e mātau?
Hui Tanguru	Ka whakamātautau ngā tama e te whakamātautau-ā-pāngarau E-asTTle.	Whaea Wiki	Te raraunga e wātea ana kia whakatewhatewhangia
E moroki ana	Ka arohaehaengia te raraunga, ngā mahi ako me ērā atu o ngā mahi ki te tautohungia te ara tika kia whāia e ngā ākonga kia whakakīkīngia ngā āputa Ka whāia ngā tino hōtaka mō ia ākonga e te kaiako, e ai ki a rātau ake wawata ako Ka whakapakaringia te pāngarau kei te katoa o ngā wāhi ako	Te katoa o ngā kaiako	Ngā mahere tā tēnā ākonga, tā tēnā ākonga Ko ngā whakaaturanga Ko ngā hui-ā-ākonga e noho hāngai ai ki ngā whāinga paetae o te Marautanga o Aotearoa
Whiringa-ā-nuku	Ka whakamātautau ngā tama e te whakamātautau-ā-pāngarau E-asTTle.	Whaea Wiki	Kai te wātea te raraunga kia whakatewhatewhangia
Aroturuki: Ka pēhea nā te oranga me te aroturuki i ngā tukunga iho ā ngā ākonga ia wāhanga o te tau? Kai hea ngā āputa? Mēnā kāore i te pai i te mahi, ka pēhea nā te ara tika kia kōkiringia?			
Ngā Rauemi: Ko te pūtea noa i whakaritea mō te marautanga			

Te Mahere Whakawhanake - Wāhi: Ako					
Ngā Whāinga Rautaki: Te manu kai mātauranga					
Te Whāinga-ā-tau: Ka whakatutukingia ngā ākonga i ngā pukenga e whai panga ki ngā rapuara i manakongia e rātau			Te Tihi-ā-tau: Ka ekengia te 20% o ngā ākonga o te tau tuatoru NCEA ki te taumata me tana tohu mō te pai, te tino pai ranei		
Ngā Raraunga Paerewa :	2017 raraunga (ā-whakaurunga)	TAC NCEA (pahure)	Tohu Pai	Tohu Tino Pai	Te Uru-ā-Whare Wānanga
	Taumata 1	88%	36.4%	4.5%	
	Taumata 2	100%	9.1%	9.1%	
	Taumata 3	100%	0%	0%	33%
Ngā Tino Rautaki Whakawhanaketanga: He aha te ia o tēnei mea te ako? Ka aha mātau? Āhea? Mā wai tēnei mea te ako e whakatutuki?					
Āhea?	He aha? (ngā ākonga) Āta whakaarongia i ngā whāinga me te whakawhiti kōrero; te āta whakaputu rauemi; te whakawhanaketanga mātanga i whaiwhaingia; ko ngā hātepe ka tiningia kia kōkiri whakamua; ko ngā ritenga aro matawai		Ko wai?	Ko Ngā Tohu Kōkiri Whakamua Ka tirongia te aha e mātau?	
Hui Tanguru	Te arohaehae i te raraunga NCEA o te tauhounga Ka whiriwhiria ngā rapuara tā tēnā ākonga, tā tēnā ākonga Ka whakaritea ngā mahere ako i ngā ākonga mō rātau anō, ā, ka whakatutukingia o rātau ake wawata		Whaea Wiki, ngā kaiako	Te raraunga e wātea ana kia whakatewhatewhangia	
E moroki ana	Ka ū ngā kaiako ki te hōtaka whakawhanaketanga mātanga Ka tūāpa i te ako Mā te arohaehae, ka ū ki te whakawhanaketanga mātanga Ka arotake i te mahere i a marama		Whaea Wiki, ngā kaiako	<ul style="list-style-type: none">- Te āta whakatewhatewhatangia- Te ako tahatini- Te ako tūāpā- Ko ngā tino hononga ako	
Hui Tanguru	Te arotake i ngā tukunga iho o te tauhounga		Ngā kaiako	Kua whakaritea ngā tihi mō te tau	
Aroturuki: Ka pēhea nā te oranga – me aroturuki i ngā tukunga iho a ngā ākonga ia wāhanga o te tau? Kai hea ngā āputa? Mēnā kāore i te pai te mahi, ka pēhea nā te ara tika kia kōkiringia?					
Ngā Rauemi: Ko te pūtea noa i whakaritea mō te marautanga					

Te Mahere Whakawhanake - Wāhi: Tō tātau nei Te Autetanga			
Ngā Whāinga Rautaki: Te manu kai mātauranga			
Te Whāinga-ā-tau: Ka riro i ngā ākonga o Te Aute i te tohu mātauranga i kaingākaungia e rātau kia whaia te rapuara tika i manakongia anōtia e rātau		Te Tihi-ā-tau: Ko te whakaiti i ngā āputa i waenganui i te rōra-ā-ākonga me te whakaurunga-a-ākonga kei ia taumata NCEA, e iti iho ki te 10%	
Ngā Raraunga Paerewa: I te tau 2017, ko ngā āputa i waenganui i te rōra-ā-ākonga me te whakaurunga-a-ākonga, ko: Te Taumata 1 = 12.1% Te Taumata 2 = 31.2% Te Taumata 3 = 40%			
Ngā Tino Rautaki Whakawhanaketanga: He aha te ia o tēnei mea te ako? Ka aha mātau? Āhea? Mā wai tēnei mea te ako e whakatutuki?			
Āhea?	He aha? (ngā ākonga) Āta whakaarongia i ngā whāinga me te whakawhiti kōrero; te āta whakaputu rauemi; te whakawhanaketanga mātanga i whaiwhaingia; ko ngā hātepe ka tiningia kia kōkiri whakamua; ko ngā ritenga aro matawai	Ko wai?	Ko Ngā Tohu Kōkiri Whakamua Ka tirongia te aha e mātau?
Hui Tanguru	Te arohaehae i te raraunga NCEA o te tauhounga (2017)	Matua Shane, ngā kaiako	
E moroki ana	Ka whakapakari i ngā hononga ako i ngā ākonag katoa: <ul style="list-style-type: none">- Ko ngā hui takitahi- Ko ngā whakahoki/ whakamua kōrero- Ko ngā tino kawatau- Ko te whanungatanga o Te Aute	Ngā kaiako	Ko ngā ākonga e kaingāukaungia ana ki te ako Ko ngā ākonga e ekengia ana ki te toi huarewa
Kohitātea 2019	Ka whakatewhatewhangia te raraunga NCEA 2018	Matua Shane, ngā kaiako	E kore he āputa kei waenganui i te rōra-ā-ākonga me te whakaurunga-a-ākonga
Aroturuki: Ka pēhea nā te oranga – me aroturuki i ngā tukunga iho a ngā ākonga ia wāhanga o te tau? Kai hea ngā āputa? Mēnā kāore i te pai te mahi, ka pēhea nā te ara tika kia kōkiringia?			
Ngā Rauemi: Ko te pūtea noa i whakaritea mō te marautanga			

Ko Ngā Rautaki Whakawhanaketanga kia eke ki te taumata o te Tirohanga Rautaki			
Ngā Rawa (mai i te mahere mō ngā whare)	Te Pūrongo Paku	Te Pūtea	Te Pūrongo Paku
Ka whakapai i te āhua o te Kāreti; te papakāinga me ōna piringa	Ka whāia ngā mahere 5YPP me te 10YPP. Ka timata i te mahi whakarauora i ngā whare akoranga. Ka āta tirongia ki ngā rawa, ā, ka whakaritea te mahere hokona rawa	Ka whakaritea tonungia te haratau pūtea kei te katoa o ngā wāhi e pā ana ki te Kāreti	Ka whakamanangia ngā tino pūnaha pūtea me te haratau. Ka tautohu i ngā ara kimi pūtea mai i ngā hau e whā, i tua atu i te karāti nui mai i Te Tāhuhu o te Mātauranga
Ngā Kaimahi	Te Pūrongo Paku	Te Hononga Hapori	Te Pūrongo Paku
Te Whakawhanaketanga Mātanga	Ka tautokongia te kaupapa whakawhanaketanga mātanga e kiia nei 'Kia Eke Panuku' kia puāwai i ngā kaiako i roto i te horopaki ahurea me te horopaki ako. Ka whakamahia ngā hui-ā-kaiako hei tautoko i ngā angitū ako	Ka whakanuia te whanaungatanga i waenganui i te Kāreti me te whānau. Ka whakawhānau te Kāreti i ngā hapū me ngā iwi; i ngā kura o te takiwā nei; i ngā pakihi o te takiwā nei	Ia rua wiki ka whakapā atu Ngā Whānau Ako ki ngā whānau. Ka whakanuia te hononga tata i Te Aho a Māui me Taratahi. Ka kimingia ngā hononga hou i ngā pakihi o Tamatea me Heretaunga ki te tautoko i ngā rapuara ā ngā ākongā
Te Autetanga - Tikanga Māori	Te Pūrongo Paku	Te Autetanga - Mihinare	Te Pūrongo Paku
Ko te whakakaha i "Ngā Poutama"	"... he kāinga auahatanga, he kura-ā-marae hoki i whakatūngia kia tukuna atu tēnei mea te mātauranga Māori ... e whakaponu atu ai ki tō tātau nei Māoritanga ..."	Ka whakatōngia te Pou Mihinare ki ngā horopaki katoa o Te Aute	"... o tētahi wāhi tapu i tākohangia ki te Atua, hei whakamōhiotanga ki te Karaitianatanga ... me te tauira o te taro o te pai e manaaki ana i ngā tangata ia rā ahakoa ko wai, nō hea ..."



School Charter

Strategic and Annual Plan for

Te Aute College 2017 -2020

Principals' endorsement: Shane Hiha
Board of Trustees' endorsement: Dr James Graham - Chair
Submission Date to Ministry of Education: March 2018

Te Aute College 2017 - 2020

Introductory Section - Strategic Intentions

Vision	<p>Te Aute College exemplifies a school designed to meet the challenges of a changing world. It marks the chosen site of a creative village, an experimental marae community college in Māori education, of a sacred place given to God.</p> <p>Te Aute College, an educational institution from which will be sent our young men, academically qualified, strong in knowledge and practice of Māoritanga, with an insight into the Christian conception of being an influence for good among their fellows during their lifetime...</p>
Motto	<p>Kia mataara, e tū i runga i te whakapono, <u>whakatangata kia kaha</u>. Kia meatia ā koutou mea katoa i runga i te aroha. “Watch ye, stand fast in the faith, quit ye like men be strong. Let all that you do be done in love.” 1 Corinthians 16:13:14</p>
Values	<p>Tika – We respect everyone in our school community in our actions, words and thoughts</p> <p>Pono – Show integrity in our actions, words and thoughts</p> <p>Aroha – Caring for ourselves, others, the school and our environment</p>
Principles	<p>Mātauranga – Education success</p> <p>Wairuatanga – Christian & Māori values</p> <p>Māoritanga – Te reo me ngā tikanga Māori</p> <p>Whanaungatanga – Connected to our world and recognising our past connection</p>
Māori dimensions and Cultural Diversity	<p>Majority Māori roll</p> <p>Te reo me ngā tikanga Māori is an integral part of Te Aute College life as is Māori Performing Arts</p>
Special Character / Māori Medium status	<p>Māori Anglican Boarding school for young men. The special character of Te Aute College is built around the Anglican Church and a Māori worldview, inclusive of Ngāi Te Whatuiāpiti, which underpins the provision of education at Te Aute College. This ethos embodies the whakapapa of Te Aute College and gives it its special character, a character and brand that is unique and that sets Te Aute College apart from other educational institutions in Aotearoa New Zealand. The special character of Te Aute College is recognised by the Ministry of Education and is done so through its integration into the State education system by the Private Schools Conditional Integration Act 1975.</p>

Baseline Data or School Context	
Students' Learning	<p>"The Big Picture" or Authentic Learning approach was introduced school wide in 2013. It focuses on students' own interests and goals for life. Students study with adults and build their knowledge, understanding and skills in a specific area and work towards relevant qualifications for a specific career. Each student develops an, Individual Learning Plan (ILP) based on his own interests and career aspirations.</p>
School Organisation and Structures	<p>Te Aute is divided into three Advisories with three teachers in each. Each advisory is autonomous. Junior students attend set classes in Te Reo, English, Mathematics and Science at their academic level as well as having Student Directed Learning (SDL) time in their Advisories to pursue their learning goals.</p>
Review of Charter and Consultation	<p>This document is reviewed by the Board of Trustees and staff annually</p>

Strategic Section			
Strategic Goals		Core Strategies for Achieving Goals 2015 - 2018	Value
1	Quality Student Achievement <i>Te manu kai mātauranga</i>	<ul style="list-style-type: none"> • Data collection plan • Individual Learning Plans • Challenging goals 	<ul style="list-style-type: none"> • Mātauranga • Wairuatanga • Māoritanga • Whanaungatanga
2	Quality Staff <i>He toka tū moana</i>	<ul style="list-style-type: none"> • Robust appraisal • Targeted professional development to develop “best practice” • Targeted employment 	<ul style="list-style-type: none"> • Mātauranga • Wairuatanga • Māoritanga • Whanaungatanga
3	Quality Environment <i>Ka ora kāinga rua</i>	<ul style="list-style-type: none"> • Well maintained learning spaces • Relevant resources • Connectedness 	<ul style="list-style-type: none"> • Tika • Aroha • Whanaungatanga
4	Quality Relationships <i>Whanaungatanga</i>	<ul style="list-style-type: none"> • Restorative principles • Māori and Anglican values • Network with outside entities 	<ul style="list-style-type: none"> • Tika • Aroha • Pono • Wairuatanga • Māoritanga • Whanaungatanga

Annual School Improvement Plan – SUMMARY

Strategic Goal	Target	Short Report
Quality Student Achievement	Junior Reading Junior Mathematics Career Pathways	Use Easttle results to guide targeted learning in literacy and numeracy Review previous years NCEA and school leaver information to guide strategies for present year
Quality Staff	Move all staff forward on the continuum towards “best teaching practice	Upskill staff through PD and Appraisal system <ul style="list-style-type: none"> - Kia Eke Panuku - Aspiring Principals - Restorative Practice Actively employ new staff best for the job
Quality Environment	Have a comprehensive property plan	Property Maintenance Programme <ul style="list-style-type: none"> - Property Manager - 5YPP - 10YPP - Asset Replacement Plan
Quality Relationships	Embed Restorative Practice	Continue Restorative Practice workshops with all staff Model Restorative Practices from the top Regularly review systems to ensure they support a restorative environment

Improvement Plan - Domain: Learning			
Strategic Goals: Quality Student Outcomes			
Annual Goal: Raise achievement in Junior Literacy		Annual Target: By the end of the year the average Easttle results for Year 10 (e.g. From 3p to 4p)	
Baseline data: In February of each year Easttle Reading data is collected for all Year 10 students. The average raw score and level will be used as baseline data.			
Key Improvement Strategies: <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
When:	What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Feb	Boys sit Easttle reading test	Whaea Wiki	Data available for analysis
Ongoing	Analyse Easttle data, class work and other appropriate test information to identify what students can do and what their gaps are Targeted “Direct Acts of Teaching” for individual students based on their learning needs Develop literacy through all learning areas	All teachers	Student’s ILP’s Exhibitions Student conferences using NZC AO’s
Oct	Boys sit Easttle reading test	Whaea Wiki	Data available for analysis
Monitoring: How are we going – check student outcomes every term? Where are the gaps? What needs to change if this is not working?			
Resourcing: Normal curriculum budget applies			

Improvement Plan - Domain: Learning			
Strategic Goals: Quality Student Outcomes			
Annual Goal: Raise achievement in Junior Mathematics		Annual Target: By the end of the year the average Easttle results for Year 10 three Easttle steps (eg. From 3p to 4p)	
Baseline data: In February of each year Easttle Mathematics data is collected for all Year 10 students. The average raw score and level will be used as baseline data.			
Key Improvement Strategies:			
<i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
When:	What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Feb	Boys sit Easttle Mathematics test	Whaea Wiki	Data available for analysis
Ongoing	Analyse Easttle data, class work and other appropriate test information to identify what students can do and what their gaps are Targeted “Direct Acts of Teaching” for individual students based on their learning needs Develop numeracy through all learning areas	All teachers	Student’s ILP’s Exhibitions Student conferences using NZC AO’s
Oct	Boys sit Easttle Mathematics test	Whaea Wiki	Data available for analysis
Monitoring: How are we going – check student outcomes every term? Where are the gaps? What needs to change if this is not working?			
Resourcing: Normal Curriculum budget applies			

Improvement Plan - Domain: Learning					
Strategic Goals: Quality Student Outcomes					
Annual Goal: All students achieve required skills relevant to their chosen vocational pathway			Annual Target: 20% of Level 3 NCEA students will receive Merit or Excellence endorsement.		
Baseline data:	2017 Data (Participation Based)	TAC NCEA Pass	Merit Endorsement	Excellence Endorsement	University Entrance
	Level 1	88%	36.4%	4.5%	
	Level 2	100%	9.1%	9.1%	
	Level 3	100%	0%	0%	33.3%
Key Improvement Strategies: <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>					
When:	What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>		Who	Indicators of Progress <i>What will we see?</i>	
Feb	Analyse previous years NCEA data. Discuss individual student career pathways. Develop an individual plan with each student that meets their learning requirements and vocational pathway		Whaea Wiki, All teachers	Data available for analysis	
Ongoing	Participate in PD programme Facilitate learning Monitor progress Review plan regularly		Whaea Wiki, All teachers	<ul style="list-style-type: none">- In depth data analysis- Differentiated teaching- Facilitated learning- High quality learning interactions	
Feb	Review previous year’s results		All teachers	Targets set for the year	
Monitoring: How are we going – check student outcomes every term? Where are the gaps? What needs to change if this is not working?					
Resourcing: Normal Curriculum budget					

Improvement Plan - Domain: Special Character			
Strategic Goals: Quality Student Outcomes			
Annual Goal: Students at Te Aute will gain the qualification they require to follow their vocational pathway		Annual Target: To reduce the gap between roll based and participation based date at each NCEA Level to less than 10%	
Baseline data: In 2017 the gaps between roll and participation based results were; Level 1 = 12.1% Level 2 = 31.2% Level 3 = 40%			
Key Improvement Strategies:			
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?			
When:	What: (examples) Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices	Who	Indicators of Progress What will we see?
Feb	Analyse NCEA data from 2017	Matua Shane and teachers	
Ongoing	Develop strong learning relationships with all students; - Individual conferencing - Feedback/ feed forward - High expectations - Caring relationships	All teachers	Students eager to be in class Students experiencing success
Jan 2019	Analyse NCEA data from 2018	Matua Shane and teachers	Gap between roll and participation based data closed
Monitoring: How are we going – check students/ teacher relationships each term. Where are the gaps? What needs to change if this is not working?			
Resourcing: Normal Curriculum budget applies			

Other Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
Improve physical environment	Follow the 5YPP and 10YPP - commence upgrade of classroom décor - continue asset replacement plan	Continue to follow sound financial practices	Continue using strong financial systems Identify opportunities to gain financial support from avenues other than bulk grant
Personnel	Short Report	Community engagement	Short Report
Professional Development	Kia Eke Panuku engaged to support staff development in “Culturally Responsive Pedagogy of Relations” Utilise staff meetings for cooperative learning opportunities	Maintain regular contact with whānau Network with hapū and iwi Network with local education providers Network with local businesses	Fortnightly Advisory contact with each whānau Continue close relationship with EIT and Taratahi Forge new partnerships with CHB and HB businesses to support students’ pathway choices
Special Character – Tikanga Māori	Short Report	Special Character - Mihinare	Short Report
Strengthen “Ngā Poutama”	“...a creative village; of an experimental marae community college in Māori education... strong in knowledge and practice of Māoritanga...”	Ensure the Mihinare is seen and felt within the school	“...of a sacred place given to God an insight into the Christian conception...and being an influence for good among their fellows during their lifetime...”

Section Two - Governance Policies and Procedures

Part One - 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.

1. Board Roles and Responsibilities Policy

The board of trustees' key areas of contribution are focused on four outcome areas:

- **Representation**
- **Leadership**
- **Accountability**
- **Employer Role**

The Board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the annual charter review process 1.2 The board sets/reviews the strategic aims annually 1.3 The board approves the annual plan, targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular board meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all board decision making
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Protects the special character of the school (Special character schools)	3.1 Special character is obviously considered in all board decisions 3.2 Special character report is included at every board meeting as part of the principal's report
4. Appoints, assesses the performance of and supports the principal	4.1 Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the school	5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of school against budget
6. Effectively manages risk	6.1 The board has an effective governance model in place 6.2 The board remains briefed on internal/external risk environments and takes action where necessary 6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary 6.3 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action

The Board	The Standards
7. Ensures compliance with legal requirements	7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members 7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 7.3 Accurate minutes of all board meetings, approved by board and signed by chair 7.4 Individual staff/student matters are always discussed in public excluded session 7.5 Board meetings have a quorum
8. Ensures trustees attend board meetings and take an active role	8.1 Board meetings are effectively run 8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 8.3 Attendance at 80% of meetings (min.) 8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
9. Approves major policies and programme initiatives	9.1 Approve programme initiatives as per policies 9.2 The board monitors implementation of programme initiatives
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	10.1 The Treaty of Waitangi is obviously considered in board decisions 10.2 The board, principal and staff are culturally responsive and inclusive
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the school in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new board/trustees at election time	15.1 New trustees provided with governance manual and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per s66 Education Act 15.3 Board and trustees participate in appropriate professional development

2. Trustees' Code of Behaviour Policy

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

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

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

Signature:

Date:

3. Conflict of Interest Policy

The standard of behaviour expected at Te Aute College 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 interest, 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 ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

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

4. Chairperson's Role Policy

The chair of the Te Aute College Board of Trustees safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion

can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

The Chair:

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures the work of the board is completed
6. Ensures they act within board policy and delegations at all times and do not act independently of the board
7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies*
10. Ensures interactive participation by all board members
11. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts*
12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
13. Establishes and maintains a productive working relationship with the principal
14. Ensures the principal's performance agreement (appraisal) and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
16. Ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint

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

Signature:

Date:

5. Staff / Student Trustee Role Description Policy

The staff / student trustee fulfils legislative requirements relating to board composition. The role of the staff/student trustee is to bring a staff/student perspective to board decision making and discussion. As a trustee the staff/student trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

Staff / Student Trustee accountability measure	Standard
1. To work within the board's Charter	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 / student trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff / student trustee is first and foremost a trustee and must act in the best	3.1 The staff / student trustee is not a staff/student advocate

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

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 board's agreed Code of Behaviour should be read alongside this policy.

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

7. The Relationship between the Chairperson and the Principal Policy

The chair is the leader of the board and works on behalf of the board on a day to day basis with the principal. The relationship principles are to be read in line with the following:

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

Relationship principles:

1. A positive, productive working relationship between the principal and the chair is both central and vital to the 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 the other on performance concerns.
6. The chair supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the chair has no authority except that granted by the board.

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

8. Board Communication Policy

Our values of Tika, Aroha, Pono, Mātauranga, Wairuatanga, Māoritanga and Whanaungatanga underpin any communication between board members where board members will:

- Communicate clearly, concisely and accurately and communication will not be left open to interpretation;
- Acknowledge and learn from others' thoughts and opinions and understand and appreciate others' point(s) of view;
- Communicate in a timely manner when required for board meetings or for others to carry out their role;
- Be considerate in the wording and nature of our communication with other trustees;
- 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 will be frequent hui between the chairperson and the principal.

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

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 post, delivery, or electronic communication. Resolutions passed in this way must be unanimous.

Telephone / Kanohi ki te Kanohi Communication

For messages 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 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.

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:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. Sufficient copies of the agenda of the open (public) session will be posted on the board of trustees' notice board and available at the meeting place for the public.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
 - Make the reasons for excluding the public clear
 - Reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:

- All trustees who wish to participate in the meeting have access to the technology needed to participate, and
- A quorum of members can simultaneously communicate with each other throughout the meeting.

10. Meeting Procedures Policy

(an * denotes legislative requirement)

General:

- Meetings are held as per the triennial review schedule with dates confirmed at the beginning of each year.
- Board minutes will be taken by a non-trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.*
- The chair shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*
- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
- The amount the chair and other board members are paid for attendance at board meetings is set by the board. Currently the chair receives \$75 per board meeting and board members receive \$50 per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.

Time of meetings:

- Regular meetings commence at a time agreed upon by the whole board and have a 2 hour duration.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

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

Exclusion of the public:

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

Public participation:

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

Motions/amendments:

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

Tabling documents:

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

Correspondence:

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

Termination of debate:

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

Lying on the table:

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Points of order:

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

Suspension of meeting procedures:

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

Agenda:

- Agenda items are to be notified to the chair / board secretary 5 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 agendaed as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agendaed 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 5 working days before the meeting

Minutes:

- The principal is to ensure that secretarial services are provided to the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the chair for approval within 15 working days of the board meeting before being distributed to trustees within 5 working days of the meeting.

10.1 Public Attending Board Meetings Procedure

The board of trustees welcomes public presence (members of the public include staff, students and parents of the school who are not trustees on the board) at board meetings and hopes that members of the public enjoy their time observing board meetings. In order that members of the public understand the rules that apply to then attending board meetings these procedures will be provided and followed unless otherwise authorised by the board:

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

10.2 Meeting Agenda

A typical agenda will be as follows:

TE AUTE COLLEGE BOARD OF TRUSTEES AGENDA 2pm - 4pm: Boardroom	
ITEM No:	TIME
1 Mihi 2 Karakia 3 Apologies	5 min
4 Effective Governance 4.1 Policy Framework 4.2 Annual Work Plan 5 Strategic Aims	40 min
5 Reports 5.1 Principal's Report (including Finance Report) 5.2 Chairperson's Update 5.3 Staff Report 5.4 Student Report 5.5 Parent/Whānau matters 5.6 Proprietor's Board Report.	45 min
6 Administration 6.1 Inwards/outwards correspondence 6.2 Minutes of previous meeting 6.3 Matters arising 6.4 Attendance Register / Travel Reimbursement	10 min
7 General Business 6.1 General Business 6.2 Confirm date for next board meeting	15 min
8 Karakia	3.55pm - 5min

11. Board Review of Governance Policy

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore:

1. New trustees will receive a welcome letter on their joining the board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction
 - The date of the next board meeting
 - Chair and principal contact details
2. New trustees will be issued with a governance manual containing copies of the 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 chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The principal and chair or delegate, will brief all new members on the organisational structure of the 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 NZSTA and other relevant providers.

Chairperson Review

The board chairperson's position will be reviewed annually in June. 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 Education Review Office (ERO) report
- any other means deemed appropriate by the board

Part Two - Governance Procedures

1. Committee Principles

The board may set up committees to assist the board carry out its responsibilities and due process (e.g. staff appointments, finance, property and disciplinary). **Education Act 1989, section 66** - Section 66 gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Section 66 for further information.

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; and,
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 chair.
4. Help the board (not the staff) do its work.
5. Other than the board behavioural management 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.
 - Are to have terms of reference drawn up as required. It is suggested that these contain information about the following: - Purpose, Committee members and Delegated authority.

The following committees are currently established by the Te Aute College Board of Trustees:

- Scholarships;
- Finance;
- Behavioural Management.;

2. Terms of Reference for the Scholarships Committee

Purpose:

To provide advice on matters relating to scholarship funding for students at Te Aute College and to ensure that all scholarship funding operations meet specifications laid down in the Board's Financial Policy and that all dealings and reporting is in line with Board regulation.

Committee Members:

Two Board members, one Proprietors' member, Principal (ex-officio), Board Chairperson or Principal's representative.

Delegated Authority:

- The Scholarship Sub Committee is a functioning arm of the full Board, it will, in the first instance, report to the full Board on its actions, deliberations and functions.
- The Scholarship Sub Committee convenor, will liaise as appropriate with the trustees on issues relating to the granting of scholarships.

- The Scholarship Sub-Committee will meet when required at times as it deems appropriate; meetings are to be held at a convenient time prior to full Board meetings.
- Scholarship Sub Committee Reports and Minutes are to be included in full Board reports distributed prior to the Board's monthly meeting to allow for consideration prior to that meeting.
- Full, accurate Minutes are to be kept of Scholarship Sub Committee meetings and made available to the Board.
- Issues of possible contention, or on which there was disagreement within the Scholarship Sub Committee are to be highlighted in the Scholarship Sub Committee's report.
- The resolutions or recommendations of the Scholarship Sub Committee cannot take effect until approved by the Board unless the Board has given prior power to the Principal to act in any specific regard.
- The Scholarship Sub Committee meetings will follow normal meeting procedures in accordance with the relevant legislation (Public Meetings Act).
- The Scholarship Sub Committee will, in all regards, follow any set protocols for Board activities.
- The Scholarship Sub Committee will, in consultation with the Principal, prepare for Board consideration and approval, the scholarship allocation report.
- The Scholarship Sub Committee will report on any apparent irregularities in the allocation of scholarship funds.
- The Scholarship Sub Committee will provide any reports on student achievements to the Board as required or requested, including effect on their account.
- Appropriate liaison will be maintained with the Principal and parents concerned with the Scholarship undertakings.
- The Scholarship Sub Committee will assist with compiling and submitting scholarship accounts for audit.
- It will ensure that an accurate scholarship register is maintained containing all scholarship funding received by the College, and the allocation of funds to students.
- The School Principal and Board Chair are ex-officio members of the Scholarship Sub Committee.
- The Scholarship Sub Committee will be responsible for oversight of the self-review of scholarship funding allocation practices and effectiveness.
- As per the BOT 'Conflict of Interest protocol', members of the sub-committee will need to declare their interests if they have sons applying or receiving scholarships awarded by the College or by the Board of Proprietors.

Approved: _____ Board Chairperson

_____ Principal

Date: _____

3. Terms of Reference for the Finance Committee

Responsibility of the Board

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the principal. The finance committee as a committee of the board is responsible for providing guidance to the principal on financial matters.

Purpose of the Finance Committee

The finance committee is formed to provide guidance to the Principal in the financial management of the school.

Delegated Authority

The finance committee is responsible to the board for:

1. Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
2. Determining the level of budgetary discretion available to the principal.
3. Monitoring and reporting on the annual budget via the principal.

4. Reviewing on behalf of the board accounts passed for payment by the school and advising on additional funding sources.
5. Assisting the principal to prepare a financial results report, where appropriate, which is to be provided to the board by the principal at every board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Assisting the principal in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Compliance Reporting

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

Finance Committee Annual Calendar

Date	Action Required
28 February	Finance committee self-review and plan for the year
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the board
30 November	Revised annual budget (if required) submitted to the board for approval

4. Terms of Reference for the Behavioural Management 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 Members:

All members of the board excluding the principal. The chair of the committee is the board chair or in the chair's absence will be determined by the committee. The quorum for the committee shall be two trustees.

Delegated Authority:

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline committee of the board of trustees. The committee will:

- Act in fairness, without bias or prejudice and with confidentiality;
- Act within legislation and the Ministry of Education guidelines;
- Act only on written and agreed information, not verbal hearsay;
- Use processes of natural justice in discipline hearing procedures; and,
- Make recommendations on discipline matters to the board as necessary.

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

The Behavioural Management Committee will only be called upon once a restorative practice process has been exhausted, which is the first option used and practiced at Te Aute College in issues of a Behavioural Management nature.

Restorative Practice

Restorative Practice develops relationships that are modelled on respectful talk, where everyone works together and we look for opportunities to interact face-to-face so that we build our emotional and social capacity. When relationships break down we do our very best to make it right by reflecting on what happened, repairing the harm and reconnecting so that effective relationships can be restored.

Principles:

- Involve those responsible for and those affected by the behaviour in solving the problem.
- Provide high levels of support for all parties, whether perpetrators or those affected.
- Address the needs of all those involved in harmful incidents.
- Provide strong messages and reminders about what behaviours are acceptable and unacceptable.

Restorative practice revolves around an incident not a student:

- Recognises that harm has been done and needs fixing.
- Holds the perpetrator(s) accountable.
- Empowers the victim by giving him / her a voice.
- Exemplifies the value you place on healthy relationships between the key parties.

Outcomes v Strategies:

Identify the outcomes we are hoping for before deciding on what strategy we will use. These questions will guide us:

- Who are the people you need to consider (any or all of: victims, wrongdoers, bystanders, teachers, parents and organisation)?
- What do you want for each of them (that they are reassured, feel safe, have materials replaced, meet obligations, take responsibility, learn from the experience)?
- What do they need from you (clarity about boundaries and limits, explanation of decisions, support to be on hand, space to be heard and an invitation to help solve the problem)?

In Practice:

Restorative Practice involves:

- Mini-chat: - used for the majority of behaviour issues where a staff member; finds out what happened, explores how those involved were affected, develops a sense of what needs to be done to make things right so all parties can move on.
- Restorative hui: - used when the mini-chat is unable to resolve an issue. The hui is facilitated by a staff member and involves a process similar to the mini-chat. The nature of the incident will usually determine who needs to be at the hui. It may be just the staff member and students, sometimes whānau and sometimes representatives of outside agencies such as CYFs, Police and Ministry of Education will also attend.

NB: - If restorative practice does not achieve the desired outcomes, then the Behavioural Management pathway under the Education Act is available and will be pursued.

5. Principal's Performance Appraisal Procedure

It is the policy of the Te Aute College Board of Trustees to establish a performance agreement with the principal each year* and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement. The following procedures outline the policy.

1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The principal's performance appraisal will be formally reviewed on an annual basis by duly delegated member(s) of the boards and optionally, at the board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the appraisal process shall have written formalised instructions specifying the responsibilities of the role.

4. There will be four interim reviews, one per each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.
5. The principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report, in accordance with the principal's views, or let the report stand, with the principal's comments attached.
9. The chair/delegate(s)/consultant will present the final report/summary back to the board the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit and further discussion may continue among the board.
10. The principal will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

I, Shane Hiha, have been informed of the performance appraisal policy and procedures of the Te Aute College Board of Trustees.

Signature _____ Date _____

7. 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 procedure forms a systematic process by which concerns and complaints about Te Aute College (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 Te Aute College;
4. To focus concerns and complaints on issues, and not personalities; and,
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. Te Aute College (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:

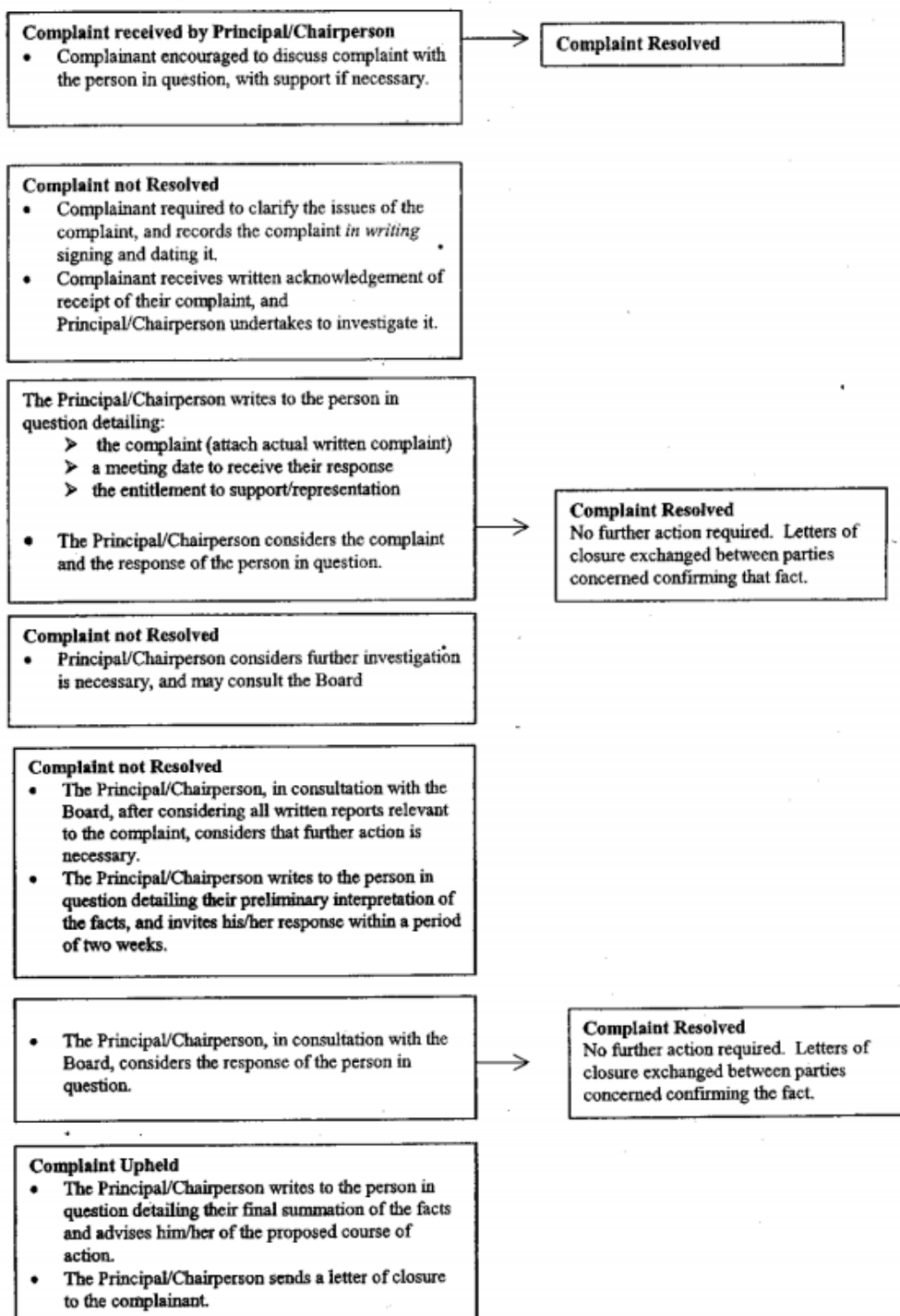
1. Concerns and complaints about a staff member, a student, or school operations should be directed to the Principal. Concerns and complaints about the Principal or a Board member should be directed to the Board Chairperson.
2. Wherever appropriate, the complainant should first be encouraged, with support 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

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.

COMPLAINTS PROCEDURES



8. Trustee Register

- This register will be updated when any trustee joins or leaves the board or the board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives = Five Whānau Representatives

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

Name	Phone/email	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
James Graham	027 3250586	Chair	Proprietors' Rep	Jun 2016		Election 2019
Roy Hoerara		Deputy Chair	Whānau Rep	Jun 2016		
Kerri Nuku			Whānau Rep	Jun 2016		
Maxine Graham			Whānau Rep	Jun 2016		
Damien Peeti			Whānau Rep	Jun 2016		
Waka Wilkie			Whānau Rep	Jun 2016		
Maui Tangohau			Proprietors' Rep	Jun 2016		
Stephen Jacobi			Proprietors' Rep	Jun 2016		
Huia Beattie			Proprietors' Rep	Jun 2016		
Shane Hiha			Principal	Jun 2016		
Julia Coddington			Staff Rep	Mar 2017		
Mana Hokianga			Student Rep	Dec 2017		

Note 1: Elected (Whānau), selected, co-opted, staff trustee, student trustee, proprietors' appointee, principal

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

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

9. Triennial Review Programme / Board Annual Work Plan

Year: 2016 Review	Area for Review	Board Meeting Dates							
		June	July	August	September	October	November	December	January 2017
Strategic Review	Charter	Charter approved and sent to MoE (March 2016)			Governance Framework	2017 Strategic Plan - Review / Development	Analysis of Variance / Annual Plan Draft	Review Charter	Draft Charter
	Strategic Aims				Develop Board Strategic Aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1
Regular Review	Policy				Governance	Operational	Intellectual Property	Child Protection	Health and Safety
	Learner Progress and Achievement				National Standards	Māori / Pasifika focus	Gifted and talented	Special Education Needs	NCEA Results
	HR / Personnel				Informal Review	Informal Review	HR Tool Checklist	Formal Review Report	Performance Agreement Approval
	Curriculum				Big Picture Update	Literacy	Numeracy	Health & Physical Education	Big Picture
	Finances / Budget	Ensure any issues raised by the auditor have been addressed	Monitor	Annual review of risk management needs and insurances	Annual plan available as an input document for preparation of the budget	Initial annual budget recommendations submitted to the board	Revised annual budget (if required) submitted to the board for approval	2017 Draft	Ready for Approval
Emergent Review	New govt initiatives								
	New local initiatives								
Board process Requirements		Appoint Chair/ Deputy Chair	Accounts to Auditor		Develop Annual Work Plan	Annual Work Plan Draft Principal Appraisal	Annual Work Plan Approved	Succession Planning	Accounts Preparation

Year: 2017 Review	Area for Review	Board Meeting Dates							
		Feb	March	April	May	June	July	August	September
Strategic Review	Charter	Confirm and approve Charter / Strategic Plan	Send Charter / Strategic Plan to MoE	Governance Framework	Governance Framework	Governance Framework	Governance Framework	Review of Strategic Plan for 2018	Governance Framework
	Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2
Regular Review	Policy		Governance Policies 1-5		Curriculum		Personnel		Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs	NCEA confirmed results	National Stds.	Maori/Pasifika focus	Gifted and talented		National Stds.
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool Checklist 2		Formal review report
	Curriculum	Key Competencies		English		The Arts		Health & Physical Education	
	Budget	Finance committee self-review and plan for the year	Annual accounts prepared and forwarded to the auditors	Annual review of 10-year property plan completed by the property manager and available as an input document for budgeting purposes	Community reporting on financial performance	Ensure any issues raised by the auditor have been addressed	Monitor	Annual review of risk management needs and insurances	Annual plan available as an input document for preparation of the budget
Emergent Review	New gov. initiatives								
	New local initiatives								
Board process Requirements			Accounts to Auditor	Annual Report approved and sent to MoE	Nat. Stds. Parent reporting.		Health Curriculum Consultation. Roll return 1 July	Succession planning	Nat. Stds. Parent reporting

Year: 2017 - 2018 Review	Area for Review	Board Meeting Dates							
		October	November	December	January	February	March	April	May
Strategic Review	Charter	Strategic Plan - Review / Develop	Analysis of Variance / Annual Plan Draft	Review Charter	Draft Charter	Confirm and approve Charter / Strategic Plan	Send Charter / Strategic Plan to MoE	Governance Framework	Governance Framework
	Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2
Regular Review	Policy		Governance Policies 1-5		Curriculum		Personnel		Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs	NCEA confirmed results	National Stds.	Maori/Pasifika focus	Gifted and talented		National Stds.
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool Checklist 2		Formal review report
	Curriculum	Key Competencies		Te Reo Māori		The Arts		Health & Physical Education	
	Budget	Initial annual budget recommendations submitted to the board	Revised annual budget (if required) submitted to the board for approval	2017 Draft	Ready for Approval	Finance committee self-review and plan for the year	Annual accounts prepared and forwarded to the auditors	Annual review of 10-year property plan completed by the property manager and available as an input document for budgeting purposes	Community reporting on financial performance
Emergent Review	New gov. initiatives								
	New local initiatives								
Board process Requirements		Annual Work Plan Draft	Annual Work Plan Approved	Succession Planning	Accounts Preparation	Nat. Stds. Parent reporting	Accounts to Auditor	Succession planning	Nat. Stds. Parent reporting

Year: 2018 - 2019 Review	Area for Review	Board Meeting Dates							
		June	July	August	September	October	November	December	January
Strategic Review	Charter	Governance Framework	Governance Framework	Review of Strategic Plan for 2019	Governance Framework	2017 Strategic Plan - Review / Development	Analysis of Variance / Annual Plan Draft	Review Charter	Draft Charter
	Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2
Regular Review	Policy		Governance Policies 1-5		Curriculum		Personnel		Role of the Chair
	Learner progress and achievement	Year 9 & 10 Lit & Num	Special Education Needs	NCEA confirmed results	National Stds.	Maori/Pasifika focus	Gifted and talented		National Stds.
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review	HR Tool Checklist 2		Formal review report
	Curriculum	Key Competencies		English		The Arts		Health & Physical Education	
	Budget	Ensure any issues raised by the auditor have been addressed	Monitor	Annual review of risk management needs and insurances	Annual plan available as an input document for preparation of the budget	Initial annual budget recommendations submitted to the board	Revised annual budget (if required) submitted to the board for approval	2017 Draft	Ready for Approval
Emergent Review	New gov. initiatives								
	New local initiatives								
Board process Requirements			July 1 st roll return	Annual Report approved and sent to MoE	Nat. Stds. Parent reporting		Health Curriculum Consultation	Succession planning	Nat. Stds. Parent reporting

Year: 2019 Review	Area for Review	Board Meeting Dates							
		February	March	April	May				
Strategic Review	Charter	Confirm and approve Charter / Strategic Plan	Send Charter / Strategic Plan to MoE	Governance Framework	Governance Framework				
	Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1				
Regular Review	Policy		Personnel		Role of the Chair				
	Learner progress and achievement	Maori/Pasifika focus	Gifted and talented		National Stds.				
	HR	Informal review	HR Tool Checklist 2		Formal review report				
	Curriculum	The Arts		Health & Physical Education					
	Budget	Finance committee self-review and plan for the year	Annual accounts prepared and forwarded to the auditors	Annual review of 10-year property plan completed by the property manager and available as an input document for budgeting purposes	Community reporting on financial performance				
Emergent Review	New gov. initiatives								
	New local initiatives								
Board process Requirements		Nat. Stds. Parent reporting	Accounts to Auditor	Succession planning	Nat. Stds. Parent reporting				

Part Three - Operational Policies

1. Te Aute College Delegations Policy

DELEGATION OF AUTHORITY

Date Implemented: _____ Next Review Date: _____

The following sets out the various delegations currently made to the principal / CEO by the Board of Trustees. These delegations need to be aligned to board policies. Where there is doubt the principal / CEO is expected to consult with the Board or its delegated portfolio-holder or sub-committee upon such matters. The Board can alter or revoke delegations by resolution.

Governance

1. Delegation of the Principal's Authority

In the absence of the Principal from the school, all the powers vested in the Principal are delegated to the Deputy Principal and in the absence from the school of both the Principal and the Deputy Principal, all the Principal's powers are delegated to an Assistant Principal as specified by the Principal (*this delegation has a time limit of two weeks unless otherwise specified by the Board*).

2. Delegation of the Board Chairperson's Authority and Spokesperson for Board

The Chairperson authority is delegated to the Deputy Chairperson if the Chairperson is unavailable. When the Chairperson will be unavailable for more than one month, the delegation shall be confirmed by a Board of Trustees resolution. The Chairperson (or Deputy-Chairperson) is delegated as the Board's spokesperson.

NAG 3 – Personnel Management

1. Principal's Appraisal

The Board Chair is delegated the responsibility for undertaking the Principal's annual appraisal. The Board Chairperson may employ an external consultant and may include a second Board member.

2. Staff Appraisal

The Principal is delegated the responsibility for undertaking the annual staff appraisals. In turn the Principal may delegate parts of this task to senior members of staff and/or external consultants.

3. Staff Appointments

The principal is delegated full Board authority to appoint staff within the limitations detailed in the Board's policy for staff appointments.

Position:

Principal

Senior Management

Positions of less than 3 MUs and

Basic Scale Teachers

Administration & Support staff

Responsible:

Full Board of Trustees

Principal and Board Appointments sub-committee

Principal

Principal and if applicable Executive Officer

4. Discretionary Leave

The Principal is delegated full Board authority to grant discretionary leave up to a maximum of five days for teaching staff and full authority to grant leave for support staff. The Principal may delegate this task to the Deputy Principal.

5. Attestation of Teacher Performance for Salary Increment

The Board delegates to the Principal the task of the attestation of teacher performance. In turn the Principal may delegate this task to senior members of staff.

6. Staff Disciplinary Issues

Support Staff:

The Principal is delegated full Board authority for all employment issues including disciplinary action up to and including dismissal, except in relation to the Administration Manager where the teaching staff processes and delegations apply.

Teaching Staff:

The Principal is delegated authority to investigate complaints and to issue verbal and written warnings as appropriate in accordance with employment law and the relevant Collective Agreement. Any such warnings must be reported to the Board of Trustees at their next meeting. The Principal may suspend any employee during an inquiry or following receipt of a complaint if satisfied that the welfare and or interests of any student attending the school or of any employee at the school so requires. Where the initial investigation indicates that there is a serious case to answer, and that it could result in dismissal, the Principal will refer the matter to the Board of Trustees. The Board of Trustees will delegate authority to a Board sub-committee to instigate a formal investigation and decide upon the outcome. The Principal is delegated authority to instigate competency procedures in relation to teaching staff in accordance with the Secondary Teachers' Collective Employment Agreement (STCEA). Any such procedures must be reported to the Board of Trustees at their next meeting.

NAG 4 – Finance

1. The Board of Trustees Sub-committee

The Board of Trustees delegates to the Chairperson of the Finance sub-committee, Board of Trustees Chairperson and the Principal the authority to make decisions as an executive group on matters of finance only when urgency is required and the full Board of Trustees meetings are more than four weeks apart.

2. Principal's Authority

The Principal has authority to spend up to the limits of the approved annual budget within respective categories.

3. Principal's Right to Delegate

The Principal has authority within the limits imposed by item 2 above to delegate spending limits to identified staff.

4. Principal's Right to Replace Capital Items

The Principal has authority to replace capital items not approved in the budgeting process on an 'urgent' basis. Power exercised under this authority will be reported to the next meeting of the Board.

5. Signing Authority

All bank accounts and authorities may be signed on behalf of the Board by any two of the following:

- Principal.
- Executive Officer.
- Board of Trustees Chairperson.
- Deputy Principal.
- Assistant Principal.
- School accountant.

6. Investments

Delegation to invest Board funds is granted to the Principal and the Executive Officer in compliance with the Education Act. Funds may not be invested outside the school's bank unless the Board so authorises.

7. Payroll

The Principal has authority to administer the payroll (with exception of the Principal's salary). Appointments and resignations will be reported to the next meeting of the Board. Increments will be in accordance with Collective Agreements.

NAG 4 – Property

1. Administration

The day to day administration of property is the responsibility of the Principal. In turn the Principal may delegate this task to the Executive Officer.

2. Property Management

The Principal is delegated the responsibility to manage individually approved projects. In turn the Principal may delegate this task to the Executive Officer or School Property Manager. Larger projects may involve an external Property Management Consultant being appointed.

3. Property Management – Limitations

The Principal has authority to spend up to the limits of the approved budget. External Property Management Consultants will have contractual spending limits within the approved budget for the specific projects.

NAG 5 – Safe Environment

1. Emergency Plan Co-ordination

The Principal is delegated responsibility for Emergency Plan Co-ordination; the Principal may delegate this task to a senior member of staff.

NAG 5 – Pupil Stand-downs, Suspensions Exclusions & Expulsions

1. Behavioural Management Committee Powers

The Board of Trustees delegates to a minimum of any two or more full Board of Trustees members the authority to carry out the role of the discipline committee of the Board of Trustees and make a final decision.

2. Deputy Principal's Power to Act for the Principal

The Deputy Principal has full authority to act for the Principal in the absence of the Principal for all matters of student discipline.

NAG 6 – Administration & Legislative Compliance

1. Privacy Officer

The Principal is delegated full Board authority to act as the Board's Privacy Officer. The Privacy Officer will implement and/or follow the specific criteria as outlined in the Terms of Reference for this position. The Principal may delegate this task to a senior member of staff.

2. Overnight Trips

The Board Chairperson in consultation with the Principal is delegated authority to approve overnight trips that have not been through the usual board procedure. All approvals must be reported to the full board at the next meeting.

3. School Closure

The Principal has authority to close the school if necessary due to exceptional circumstances, e.g. on advice of the Ministry of Health around pandemic issues, emergency weather conditions etc.

4. Signing Declarations

The Principal can sign declarations on behalf of the Board in relation to information required by the Ministry of Education.

5. Mandatory Reporting

The Principal is delegated to complete mandatory reports to the Education Council.

Note: These delegations now approved replace all previous delegations either assumed or granted.

These delegations will be reviewed *annually or at any other time otherwise that the Board deems necessary.*

Signed: _____ Date: _____

Board of Trustees Chairperson

2. Responsibilities of the Principal Policy

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

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

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation. The responsibilities of the principal are to:

1. Meet the requirements of the current job description

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

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it. The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure "no-surprises". The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

3. Disciplinary Process in Relation to the Principal Policy

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

4. Principal Professional Expenses Policy

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

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

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 by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. Submit written reports covering the following management areas for each board meeting:

➤ Principal's management report including:

- Strategic Aim Report
- Personnel Report
- Finance Report
- Variance Report
- Key Performance Indicators

And:

➤ The coordination and approval of the following reports:

- Student Progress and Achievement Report
- Curriculum Report

3. Inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration.
4. Submit any monitoring data required in a timely, accurate and understandable fashion.
5. Report and explain financial variance against budget in line with the board's expectations.
6. Report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.
7. Report and explain roll variance against year levels and reasons on a per meeting basis.
8. Present information in a suitable form – not too complex or lengthy.
9. Inform the board when, for any reason, there is non-compliance of a board policy.
10. Recommend changes in board policies when the need for them becomes known.
11. Highlight areas of possible bad publicity or community dis-satisfaction.
12. Coordinate management/staff reports to the board and present to the board under the principal's authority.
13. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets.
14. Report on any matter requested by the board and within the specified timeframe.

6. 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:

Policy Statement

1. Te Aute College will develop and maintain comprehensive communication and engagement processes with its students, staff, 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 and whānau well informed of school events and education matters;
 - Ensure that communications and engagement with staff, learners, parents and whānau and the community are carried out in a warm and professional manner, reflective of the desired school culture; and,
 - Communicate and engage with staff, students, parents, whānau and community in ways that acknowledge that Aotearoa New Zealand is a bicultural nation.

7. Curriculum Delivery Policy

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

1. achievement of the Charter aims and targets
2. compliance with the National Administration Guidelines
3. there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

8. Personnel Policy

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. Therefore, the principal must ensure:

1. that all employment related legislative requirements are applied
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements
5. that employee leave is effectively managed and reported so
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
 - b. board approval is sought for any requests for discretionary staff leave with pay
 - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
 - d. board approval is sought for any requests for staff travelling overseas on school business
 - e. the board is advised of any staff absences longer than xxxx school days
6. that performance agreements are established for all staff and that reviews are undertaken annually
7. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
8. the requirements of the Health and Safety in Employment Act 1992 are met
9. Advice is sought as necessary from NZSTA advisers where employment issues arise

9. Appointments Policy

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Te Aute College procedures on safety checking, police vetting and screening. Therefore, the principal must ensure that they:

1. Determine the composition of the various appointment committees according to the schedule outlined below:
 - a. Appointment of the deputy-principal, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chair and a further trustee (should the board feel the need to include one).
 - b. Unless determined otherwise by the board, appointment of all other teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary.
2. Have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff.

Appointment of the principal is the responsibility of the board which will determine the process.

10. Staff Leave Policy

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

- Are fair to everyone;
- Ensure that the school remains adequately and appropriately staffed throughout the year; and,
- Enable the school to meet its Charter obligations and National Administration Guidelines.

Type of leave	Administered by
Leave, with or without pay, for ten 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, leave for periods of one year or more will only be considered for teachers who have taught for at least three years at the school.
- 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.

11. Financial Planning Policy

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance's and budget to the principal. The principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the budget should:

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply where the board's requirement is for a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates

12. Financial Management Policy

National Administration Guideline 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- i. Allocate funds to reflect the School's priorities as stated in the charter;
- ii. Monitor and control School expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- iii. Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the School's buildings and facilities provide a safe, healthy learning environment for students.

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 Delegations Policy and the associated Schedule of Delegations.

Purpose

The purpose of this policy is to:

1. Outline the principles which will guide the management of the School's financial resources
2. Ensure that the School's financial resources are prudently managed to achieve the goals set within the charter and strategic plan
3. Maintain accountability for and control of the School's financial resources
4. Protect the assets of the School
5. Ensure that the Board can fulfil its responsibilities for the financial management of the School in terms of the Education Act 1989, the Public Finance Act 1989, Crown Entities Act 2004; and the Financial Reporting Act 1993.

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).

General Principles

- The Board of Trustees will:
 - Monitor Te Aute College's documented financial management procedures for compliance;
 - Allocate funds in a way that gives effect to the priorities stated in the Te Aute College Charter and Strategic Plan;
 - Ensure that the School's annual operating objectives and budget reflect the Board's priorities and obligations; and,
 - Meet the relevant legislative requirements for the preparation, audit and reporting of annual accounts.
- No person may authorise their own expenditure.

- All sign off or approval of expenditure and reimbursements will be on a 'one-up' basis ie by someone with a higher level of authority. For example the Principal should authorise any expenditure or travel by the Deputy Principal and the Board should authorise any expenditure or travel by the Principal.
- The purpose for all purchases must be transparent and clearly linked to the business of the School, and the amount expended able to be demonstrated as reasonable and appropriate
- Pay advances to staff are not permitted without approval from the board Chairperson.
- The Principal will establish systems and procedures to guard against the actions of theft and fraud.
- Financial management procedures (including credit card and cash management) must be in line with best practice and minimise the Board's risk at all times.
- Conflicts of interest in relation to financial management will be avoided.
- No person shall, on behalf of the School, authorise expenditure, or approve payment for goods or services received unless that person has a current financial delegation.
- No expenditure that exceeds allocated budget limits shall be incurred without the prior formal approval of the Board.
- Any expenditure over \$5,000 should be explicitly pre-authorised by the Board suitably in advance of any commitment being made by the School. This guideline should apply even if the specified financial delegation to the principal is in excess of this amount.

Sensitive Expenditure

- 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, students or parents).
- The Principal will report to the Board in a timely manner, on all potential income and expenditure associated with sensitive activities in order to seek approval.

Right to "Off Set"

- All recording of income and expenditure will conform to the required accounting standards.
- Only reimbursements for staff professional development can be set off against expenditure.

Prevention of Theft and Fraud

- The Board requires the Principal to establish systems and procedures to guard against the actions of theft and fraud.
- The Principal is to report immediate to the Board Chairperson on any accusation or suspicion of theft or fraud.

Credit Card

- Credit cards can be issued to staff or Board members, only after being authorised by the Board. 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.
- The credit card can only be used for:
 - Payment of actual and reasonable travel, accommodation and meal expenses;
 - Incurred on school business; or,
 - Purchase of school goods (prior authorisation from the Board Chairperson for purchases of \$750 or more per transaction should be obtained).
- The School credit card is not to be used for any personal expenditure.
- Cash advances are not permitted except in an emergency. Where cash advances are taken, the cardholder must provide full reconciliation, with receipts, of how the cash was used. Any unspent monies must be returned to the School.
- 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.
- 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.
- Any non-compliance with this policy may result in the credit card holder losing access to the School credit card.

Travel

Unless otherwise defined, 'travel' means 'travel and accommodation' and includes all forms of private or public travel and accommodation, and meals expenses incurred in association with travel at Te Aute College.

- All travel expenditure incurred by the School must clearly be linked to the business of the School;
- Travel within New Zealand is to be authorised on a one-up basis;
- All international travel must be authorised by the Board before it is commenced; and,
- All air travel is to be economy class.

Asset Management

- 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.
- 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.
- The principal shall have delegated authority to purchase fixed assets less than \$2000 and implement a sound procurement procedure for purchasing fixed assets >\$2,000.
- The Board shall follow good procurement principles and processes as outlined in Ministry of Education guidelines and as required for the expenditure of public monies, for all acquisition of assets.
- All information technology assets, such as computers and laptops and associated software, must be compatible with the standard operating platform used within the School.
- The Board agrees on the expected useful lives of the following types of assets:
 - Computers: 3 years.
 - Buildings: School 18 - 40 years.
 - Building improvements: 10 - 20 years.
 - Playground: 5 - 15 years.
 - Furniture: 10 - 15 years.
 - Information and communication technology: 4 years.
 - Motor vehicles: 5 years.
 - Library and Textbooks: 5 - 8 years.
 - Leased assets: 4 years.
- Asset registers will be kept to record all School capital assets. The asset registers will be reviewed at least once a year.
- 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 value of the asset is 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.
- 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.

Cash Management

- The School will operate a petty cash system for small (under NZ\$100.00) cash purchases.
- One cheque account shall be operated for Board general receipts and payments. The only other cheque account permitted shall be for the School's trust funds account. The signatories to this cheque account shall be as follows:
 - The Board Chairperson;
 - The Finance Committee Chairperson (or in the event that there is no Finance Committee, one other parent-elected trustee);
 - The Principal;
 - The Deputy Principals; and,
 - The Finance Administrator.
- At no time shall a School cheque account be operated in overdraft without permission from the bank and the Ministry if the overdraft exceeds the borrowing limits.
- All cheques for operating expenses over the value of \$500 shall be approved by at least one Board member and the Principal or Deputy Principal.
- All cheques for fixed assets and long-term investments are to be approved by the Board Chairperson and the Principal.
- Under no circumstances is a cheque signatory to sign a blank cheque.
- All cheques must be marked Account Payee Only.

Borrowing and Investing Funds

- The Board may from time to time agree to borrow funds. Should the Board agree to borrow funds, any borrowing must be in accordance with the terms of s67 Education Act 1989 and Regulation 12 Crown Entities (Financial Powers) Regulations 2005 or s67 Education Act 1989.

- No more than 40% of the school's total investable funds should be invested for longer than 6 months. Investment of School funds may only be made in accordance with the terms of s73 Education Act 1989 and appropriate provisions of the Crown Entities Act 2004 relating to investments. Investments can only be made in transactional accounts, savings / call accounts and term deposits with New Zealand registered banks.

Donations and Fundraising

- 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.
- The Board acknowledges that under s73 Education Act 1989 some professional fundraising contracts constitute an illegal fundraising contract. No such fundraising contract will be entered into by the School.
- 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.

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).
- 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.

Entertainment

- Entertainment expenditure in general may 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; and,
 - Internal social functions.
- The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate.
- Where alcohol is provided at an event, prior approval of the Principal is required and the Board Chairperson must be advised in advance ensuring alcohol needs to be demonstrably reasonable and appropriate for the event and should be sufficient for low consumption only.

13. Financial Condition Policy

The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud cannot be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event. Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the principal must ensure that:

1. Unauthorised debt or liability is not incurred.
2. Generally accepted accounting practices or principles are not violated.
3. Tagged/committed funds are not used for purposes other than those approved.
4. More funds than have been allocated in the fiscal year are not spent without prior board approval.
5. All money owed to the school is collected in a timely manner.
6. Timely payment to staff and other creditors is made.
7. Unauthorised property is not sold or purchased.
8. All relevant government returns are completed on time.
9. No one person has complete authority over the school's financial transactions.
10. When making any purchase:
 - Of over \$xxxx, comparative prices are sought.
 - Of over \$xxxx an adequate review on ongoing costs, value and reliability is undertaken.
 - Of over \$xxxx on a single item board approval is first sought.
11. Effective systems are in place to meet the requirements of the payroll system.

14. Property and Grounds Policy

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).

General Principles

The Board of Trustees along with its contracted Property Manager will:

- Develop long term property plans to ensure a good learning environment and which address issues of 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.

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), Ministry of Education's Health and Safety Code of Practice, 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.

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.

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.

Property Planning

- 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.
- The School will develop an annual maintenance plan.
- 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.

Expenditure

- 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.
- 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 as Ministry funding).

Building warrant of fitness (BWOFF) requirements

- The School will maintain a current BWOFF for all of its buildings.
- The Board will utilise the services of an approved independent qualified person (IQP) as specified in the School Building Systems and Features Manual (SBS&F Manual) to inspect all and maintain some of the specified systems in schools that have compliance schedules. The School may not engage other companies offering alternative maintenance contracts for specified systems.
- The Board will ensure that work identified in a Work Requirement Notice is attended to as quickly as possible.

- The Board may delegate regular inspections of school systems to a staff member/s whose name/s are recorded in the School Staff Inspection Register at the front of the SBS&F Manual. Staff inspections must be kept for at least two years to provide the evidence required for the BWO.
- The Board will ensure that there is sufficient fresh water for drinking, washing and all other school purposes.

Advertising and political billboards on school sites

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.

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

Electrical equipment – testing requirements

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

Safety Matters

The Board will develop an evacuation scheme covering:

- The designated places of safety in an evacuation.
- How people will be alerted to an emergency.
- Training programmes to inform people what to do in an emergency.
- Signs with information on how to raise an alarm in the event of a fire, what to do if an alarm is raised, how to use emergency equipment and how to help those who are impaired by age or disability.
- Trial evacuations.

Fireworks, firework displays and the use of pyrotechnics (fireworks and explosives) are not permitted on the school site without permission of the Principal and the Board Chairperson.

Safety checks must be carried out regularly including:

- Twice yearly checks of all hazards – identified safety hazards should be reported to the Board.
- A daily morning inspection of the grounds to be completed.

Use of school grounds and facilities

- The Board is not responsible for the supervision of people who come onto the school grounds without its express consent outside of school hours.
- The Board allows public to use school grounds for casual activities outside of school hours.
- 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.
- 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.

School Security

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.

15. Health and Safety Policy

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 workplace¹. 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

¹ See Appendix One for the full Te Aute College Health and Safety Policy Framework.

with the board's health and safety policy and school procedures. The board will, as far as is reasonably practicable² 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;
- 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; and,
- 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 obligations³;
- 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 risk analysis management system (RAMS) 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; and,
- 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.

16. Legal Responsibilities Policy

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

17. Asset Protection Policy

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal must:

1. all board assets are insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations

² Reasonably practicable means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

³ Know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

7. receive board approval for maintenance contracts over \$5000 for any one contract
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

18. Protection and Sharing of Intellectual Property (creative commons) Policy

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Te Aute College therefore:

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to:
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
 - d. Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved then the documentation should be presented to the chairman of the board of trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

(1 & 2 above should be replaced with the school's dispute resolution process, where appropriate.)

Definitions

- **Creative Commons:** An international non-profit that provides free open licences that copyright holders can use to share their work.
- **Teaching Materials:** Copyright works produced by employees of the school for the purposes of teaching.

19. Managing Challenging Behaviour and Physical Restraint Policy

Outcome Statement

To minimise the effect of challenging behaviour the board of trustees shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.

Scoping

This policy applies throughout the school. All staff are required to familiarize themselves with Ministry guidelines for registered schools in New Zealand on the use of physical restraint, and to undertake appropriate professional development. The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education. The board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan. Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

Delegations

The board delegates to the principal:

- Responsibility for ensuring that adequate staff training and support is in place
- The reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education.
- Notification to parents and caregivers if an element of physical restraint is in a student's individual behaviour plan.

Limitations and Expectations

Physical restraint is defined as using force to prevent, restrict or subdue the movement of a student's body or part of the student's body and is a serious intervention. Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student. Use of physical restraint is limited to teachers or authorised staff members and only where:

- There are reasonable grounds to believe that there is a serious and imminent risk to the safety of a student or of any other person, and
- The restraint use is reasonable and proportionate in the circumstances.

Authorised staff are employees authorized by their employer (the board of trustees) to use physical restraint. Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support. Seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

Associated Legislation

Education Act 1989

Education (Physical Restraint Rules) Rules 2017

National Administration Guidelines (NAG 5)

Health & Safety at Work Act 2015

Associated Procedures

Reporting to the board shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified.

OR: Instances, matters or risks in relation to this policy.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken a governance level to support reducing such incidents.

Reviewed:

Next Review:

20. Child Protection Policy

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us. All school and hostel staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The Board has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. The Board are committed to the prevention of child abuse and neglect and to the protection of all children and the safety and wellbeing of the child is a top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our at Te Aute College, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police. Although ultimate accountability sits with the Board, the Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the Principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
2. Comply with relevant legislative requirements and responsibilities.
3. Make this policy available on the school's website and available on request.
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required.
5. Ensure the interests and protection of the child are paramount in all circumstances.
6. Recognise the rights of whānau to participate in the decision-making about their children.
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures (confidential or otherwise) by children and allegations against staff members and are able to take appropriate action in response.
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

Appendix One