



Roles & Responsibilities Policy

Outcome statement

The board of trustees of Korakonui School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked.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

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 & Management

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

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>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 Korakonui School the board is mindful of the following excerpts from the Education Act 1989:



Education Act 1989

Schedule 6 : Boards of Trustees, Part 2

Powers and functions of boards:

Functions of board

4. Board is governing body of school

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 76, the school's principal is the board's chief executive in relation to the school's control and management.

5. Board's objectives in governing school

- (1) A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

Part 7:

Control and management of State schools:

Curriculum and performance

s61. School charter

- (1) Every board must, for each school it administers, prepare and maintain a school charter..

Power and functions of principals

s76. 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.

s66 Delegations

- (1) The governing board of a 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).



Part 2 Governance Policy

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

1. Board Roles and Responsibilities Policy

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

Representation
Leadership
Accountability
Employer Role

Expectations and limitations:

The board	The Standards
<p>1. Sets the strategic direction and long-term plans and monitors the board's progress against them</p>	<p>1.1 The board leads the annual charter/strategic plan review process</p> <p>1.2 The board sets/reviews the strategic aims by December of each year</p> <p>1.3 The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education (MoE) by 1 March each year</p> <p>1.4 Regular board meetings include a report on progress towards achieving strategic aims</p> <p>1.5 The charter/strategic plan is the basis for all board decision making</p>



<p>2. Monitors and evaluates student progress and achievement</p>	<p>2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports</p> <p>2.2 Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success</p> <p>2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities</p>
<p>3. Protects the special character of the school (Special character schools)</p>	<p>3.1 Special character is obviously considered in all board decisions</p> <p>3.2 Special character report is included at every board meeting as part of the principal's report</p>
<p>4. Appoints, assesses the performance of and supports the principal</p>	<p>4.1 Principal's performance management system in place and implemented</p>
<p>5. Approves the budget and monitors financial management of the school</p>	<p>5.1 Budget approved by the first meeting each year</p> <p>5.2 Satisfactory performance of school against budget</p>
<p>6. Effectively manages risk</p>	<p>6.1 The board has an effective governance model in place</p> <p>6.2 The board remains briefed on internal/external risk environments and takes action where necessary</p> <p>6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary</p> <p>6.4 The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action</p>



<p>7. Ensures compliance with legal requirements</p>	<p>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</p> <p>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</p> <p>7.3 Accurate minutes of all board meetings, approved by board and signed by chair</p> <p>7.4 Individual staff/student matters are always discussed in public excluded session</p> <p>7.5 Board meetings have a quorum</p>
<p>8. Ensures trustees attend board meetings and take an active role</p>	<p>8.1 Board meetings are effectively run</p> <p>8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them</p> <p>8.3 Attendance at 80% of meetings (min.)</p> <p>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)</p>
<p>9. Approves major policies and programme initiatives</p>	<p>9.1 Approve programme initiatives as per policies</p> <p>9.2 The board monitors implementation of programme initiatives</p>



<p>10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage</p>	<p>10.1 The Treaty of Waitangi is obviously considered in board decisions 10.2 The board, principal and staff are culturally responsive and inclusive</p>
<p>11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer</p>	<p>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</p>
<p>12. Deals with disputes and conflicts referred to the board as per the school’s concerns and complaints procedures</p>	<p>12.1 Successful resolution of any disputes and conflicts referred</p>
<p>13. Represents the school in a positive, professional manner</p>	<p>13.1 Code of behaviour adhered to</p>
<p>14. Oversees, conserves and enhances the resource base</p>	<p>14.1 Property/resources meet the needs of the student achievement aims</p>
<p>15. Effectively hands over governance to new board/trustees at election time</p>	<p>15.1 New trustees provided with governance manual and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per Schedule 6(17) of the Education Act 15.3 Board and trustees participate in appropriate professional development</p>

Review schedule: Triennially

Reviewed: April 2018

Next Review: April 2021