

Have you?

1. Have you a clear, documented definition of governance for your board?
Governance Definition
2. Have you a board's roles and responsibilities policy?
Board Roles and Responsibilities Policy
3. Have you a code of conduct for your board?
Code of Conduct Policy
4. Have you an up to date charter including your updated strategic plan?
School Charter including Strategic Plan
5. Have you an up to date set of board policies that reflect your governance framework?
Policy Framework
6. Have you a trustee folder with all relevant information including policies?
Trustee Folder/Governance Folder
7. Have you a review programme covering all areas of board operations?
3 year review programme
8. Have you identified the variety of relevant skills experience and behaviour required of trustees on you board?
List of relevant skills, experience and behaviour required
9. Have you an effective induction plan?
Board Induction Plan
Trusteeship Booklet
Working in Partnership – Information for New Trustees

School Letter Template

Dear **Name**

Congratulations on being successfully voted on to the **School Name** Board of Trustees.

As of, 10th June 2016, you will take office as a school trustee for a term of three years.

Your trustee governance folder is now available to be picked up from the School office. Please ensure you pick up your folder prior to the pre-meeting induction as the folder has relevant information pertaining to your role on the board. If you have not yet met the Principal I suggest you make a time to introduce yourself. Your trustee governance folder will have the following information:

- Charter – including strategic and annual plan
- Policies
- The current budget
- The last ERO report
- The last annual report
- Triennial review programme
- Annual agenda
- Minutes of previous meetings
- Trustee register
- Staff organisation chart

The pre-induction meeting for new board members will be on **day, date month** 2016 at **time** pm. This induction will take approximately two hours. The trustee governance folder will be the resource used for the induction, so please bring this with you. Induction will include:

- A tour of the school by the Principal
- Code of conduct – trustee to sign and agree to work within the code of conduct
- Board chair role
- The charter and its importance
- Inform trustees of any opportunities and risks facing the board
- Professional development available through New Zealand School's Trustees Association ("NZSTA")
- An overview of the first board meeting – election of board chair, delegations etc.

If you cannot attend the induction, please advise me at your earliest convenience.

The next board meeting is scheduled for **day, date month** 2016 at **time** pm. .

Contact details as follows:

Name

Board Chair

Phone: **number**

Email: **email**

Name

Principal

Phone: **number**

Email: **email**

Once again, congratulations and I look forward to seeing you all at the pre-induction meeting on **day, date month** 2016 at **time** pm.

Kind regards

Name

Board Chair

Board Induction Policy

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

1. New trustees will receive a welcome letter on their joining the board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction
 - The date of the next board meeting
 - Chair and principal contact details
2. New trustees will be issued with a governance manual containing copies of the 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.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

▪ **Did you feel welcomed onto the board?**

Very welcome

Welcome

Not very welcome

Comment:

▪ **Did you receive all necessary information in a timely manner?**

Very timely

Timely

Not very timely

Comment:

▪ **Did you find the induction with principal and board chair to be effective?**

Very effective

Effective

Not very effective

Comment:

Please comment on how we could improve this induction process:

Board Induction Plan

Step/Activity	Led by:
<p>Ensure letter of congratulations has been sent with invitation to a pre-induction meeting. Letter should include:</p> <ul style="list-style-type: none"> • Congratulations • Where and when they can pick up their trustee governance folder • Date of the induction • An outline of what will be covered in the pre-induction meeting • The date of the next board meeting • Chair and principal contact details 	Outgoing Chair
<p>Have trustee folders ready for distribution to trustees. Information that should be in the folders:</p> <ul style="list-style-type: none"> • Charter – including strategic and annual plan • Policies • The current budget • The last ERO report • The last annual report • Triennial review programme • Annual Agenda • Minutes (From last 3-6 month's meetings) • Trustee Register • Staff Organisation Chart 	Secretary
<p>Hold a pre-meeting induction. Use the trustee folder as the resource for this. Induction will allow trustees to get to know each other and skill/experience each bring to the board.</p> <p>Induction should include:</p> <ul style="list-style-type: none"> • A tour of the school by the Principal – could explain briefly future property development approved by the MoE (5YA/10YPP) • Code of conduct – trustees to sign and agree to work within the code of conduct • Trustees understand the requirements of the board chair role before electing a new chair • Trustees understand the charter and its importance • Trustees are up to date with opportunities and risks facing the board • Professional development available from NZSTA • Give trustees an overview of first board meeting – election of board chair, delegations etc. 	Outgoing Chair
<p>Encourage board members to attend external new trustee training</p> <p>First NAW will be 'Governance Essentials'</p>	Chair
First Board Meeting	Chair
After three months on the board, review the effectiveness of the induction process with new members.	Chair

Introduction

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

Refer to the *New Zealand Curriculum*, the *New Zealand Disability Strategy*, and the *United Nations Convention on the Rights of Disabled People*.

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

Governance and Management

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

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>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 xxxxx School 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 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).

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

Part 2

Governance Policy

tion 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 by xxxxx 1.3 The board approves the annual plan and 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

The board	The Standards
	15.3 Board and trustees participate in appropriate professional development

Review schedule: Triennially

Year: 20xx Review	Area for Review	Board Meeting Dates							
		20 Feb	19 March	21 May	18 June	20 August	17 Sept	18 Nov	17 Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE						Review of strategic plan Approve review plan 201x	Analysis of Variance Annual plan draft
	Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3		
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	Approved	Monitor	Monitor	Mid year review	Monitor		201x draft	
	Six Dimensions		1			2			3
Emergent Review	New gov. initiatives								
	New local initiatives								
Board process Requirements		Appoint chair	Accounts to Auditor	Annual Report approved and sent to MoE	Nat. Stds. Parent reporting Roll return 1 July		Health Curriculum Consultation	Succession planning	Nat. Stds. Parent reporting

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:

Review schedule: Triennially

Board Induction Policy

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2. 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.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

▪ **Did you feel welcomed onto the board?**

Very welcome

Welcome

Not very welcome

Comment:

▪ **Did you receive all necessary information in a timely manner?**

Very timely

Timely

Not very timely

Comment:

▪ **Did you find the induction with principal and board chair to be effective?**

Very effective

Effective

Not very effective

Comment:

Please comment on how we could improve this induction process:

Chair's Role Description Policy

The chair of xxxxx school 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 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

** Legislative Requirement*

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

Triennial Review Programme/Board Annual Work Plan

Year: 20xx Review	Area for Review	Board Meeting Dates							
		Feb	March	May	June	August	Sept	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE						Review of strategic plan Approve review plan 201x	Analysis of Variance Annual plan draft
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	HR	Performance Agreement 1 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	Approved	Monitor	Monitor	Mid year review	Monitor		201x draft	
	Six Dimensions		1			2			3
Emergent Review	New gov. initiatives								
	New local initiatives								
Board process Requirements		Appoint chair	Accounts to Auditor	Annual Report approved and sent to MoE	Nat. Stds. Parent reporting Roll return 1 July		Health Curriculum Consultation	Succession planning	Nat. Stds. Parent reporting

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

Approved Number of Elected Parent Representatives = xx

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

Name	Phone/email	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Mary Smith		CH	EL	13/4/14		Election 2016

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, principal

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

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