



Documentation and Self Review

National Administration Guideline 2

Rolleston College Governance Policy

School Boards of trustees are expected to provide culturally responsive strategic leadership and direction to schools. The Board are accountable for the performance of their schools, and the key focus of their role is the improvement of learner progress and achievement. Rolleston College's Governance Policy and Manual formalises these roles and responsibilities of the Board, its trustees and sub committees.

Governance Policy

With a key focus on the on going improvement of learner progress and achievement within an inclusive education environment. Rolleston College Board of Trustees is committed to

1. Establishing the strategic direction and goals of Rolleston College.

The Board will oversee the development of Rolleston College's long term plans and monitor progress against these plans. Subject to any enactment, the general law of New Zealand, and the College's Charter, the College's Board has complete discretion to control the management of the College as it thinks fit. ([NZ Education Act 1989, Section 72](#))

2. The Board will develop and maintain a strong and effective governance framework that incorporates legislative requirements and good practice.

The Rolleston College Governance and Policy Framework will endeavour to comply with all administrative requirements for secondary schools as set out in the Education Act 1989, the Ministry of Education's [National Education Guidelines](#) and other relevant legislation.

3. As its primary focus, the Board will ensure ongoing monitoring and improvement of learner progress. ([Reporting Framework](#))

4. Appointing, supporting, assessing the performance of it Principal.

- a. The relationship between a Principal and the Board of Trustees is one of trust and support.
- b. The Board and principal form the leadership, with the roles of each documented and understood.
- c. The principal reports to the Board as a whole.
- d. Underpinning this all Board policies are at a governance level and outline clear delegations to the principal.

5. The Board delegates all authority and accountability for the day to day operations of the College to the Principal. The principal is responsible for the day-to-day management of Rolleston College and ensures that the Boards policies are implemented and management procedures followed.

6. Both the Board and the Principal shall ensure that all activities, practices and decisions, are ethical, lawful and prudent. That they are are in keeping with the value as expressed in the College's Charter and commonly held professional ethic.

7. Fiscally responsible for the school, the Board will approve and monitor the financial management of the College.

8. Effective Risk Management. Risk management maximises the ability to deliver on school objectives, promotes sound decision making, works to safeguard child, learner and employee wellbeing and contributes to meeting community and government expectations for accountable and responsible use of public resources. This can include but not exclusive to
 - occupational health and safety risk management for staff and learners
 - emergency management planning and incident reporting
 - financial management planning including school council financial audits
 - the School Accountability and Improvement Framework
 - the Department's Fraud Control Framework and school council governance processes
 - the Education Outdoors planning process
 - reputation management.
9. Deals with disputes and conflicts referred to the Board as per the College's [Complaints and Concerns Procedures](#)
10. Ensures trustees attend Board meetings and take an active role. The Board aims to proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of a day to day running of the College,
11. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
12. Approves and monitors human resource policy and procedures which ensures effective practice and contribute to its responsibilities as a good employer. The Board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend or dismiss staff.
13. Represents the College in a positive, professional manner.

Policy Development

School policies and procedures are the governing documents that ensure the smooth and effective running of a school. This principles in this policy sets out how the Board is to develop and review its policies to ensure strategic goals set in the school charter are achieved and to govern the school.

1. The Board will develop, adopt and regularly review policies as per the annual plan.
2. The Senior Leadership Team will develop, adopt and regularly review operational procedures and guidelines.
3. An up-to-date and complete Manual of all policies and all operational procedures and guidelines shall be maintained in the school office for ready reference on request by trustees, senior managers, staff, learners and parents. Each Board policy once ratified, is to be made available to the school community on the school's website.

4. The Board shall set the topics on which it requires policies and operational procedures and guidelines by resolving to add to, delete or modify topics.
5. The Principal shall report to the Board on any significant new or revised operational procedures and guidelines and may recommend adding to, deleting or changing topics.
6. A Policy Sub Committee is established as a sub-committee of the Board. It is to comprise at least two trustees and be convened by a trustee. A Senior Manager is also to be co-opted as a member of the Sub Committee.

The Policy Sub Committee's role is to:

- i. draft new policies as required by the Board; and
- ii. regularly review existing policies and recommend any necessary changes.
- iii. arrange for any necessary consultation of staff, learners and the parents and caregivers of learners on proposed new or revised policies.
- iv. recommend to the Board draft policies for ratification.

The Sub Committee will usually develop and review policy through the following steps:

- i. members will meet to agree wording of a new or revised draft policy; and
 - ii. members will consider who among the school staff, learners and wider community should be consulted on a draft policy and arrange for their comments and suggestions to be provided to the Sub Committee.
 - iii. members will consider any suggestions for amendment before agreeing a final draft for recommendation to the Board.
 - iv. where the Sub Committee cannot agree on wording, the draft policy and wording options will be referred to the Board.
7. Board policies are to be concisely written in plain words.
 8. All policy is to be developed and applied consistently with legislative requirements and the Board's obligations under the Treaty of Waitangi.
 9. Each policy is to be reviewed at least every three years, when required or as otherwise stated.

Change Management Policy

Schools and other Educational Establishments are continuously required to review the way in which they provide education and services. This policy sets out the principles for managing organisational change that affects groups of employees or where the Board may be required to manage educational change.

This policy affirms the Boards ongoing commitment to partnership, a partnership between the teaching staff, the senior management team and Board of Rolleston College to ensure that major educational change in our school is designed to improve educational outcomes for targeted groups of learners and is effective, coherent and manageable. The Board will

1. provide guidelines for managing major educational change.

2. ensure that any such changes are well thought through, coherent, resourced and likely to be effective.
3. ensure that any educational changes have priority status and are consistent with the School Charter including Strategic Plan goals and objectives.

Principal Appraisal

While governance and management must share the same vision and expectations, they have different roles and responsibilities. As the Chief Executive of Rolleston College, the Principal is crucial in leading and managing the day to day operations of the college. Given the importance of the role the Board is committed to managing a regular appraisal and performance review process.

The Principal's appraisal will align to school objectives and outcomes, will clarify job related expectations, provide an avenue for feedback about performance, identify development needs, and provide opportunities to realise them. The appraisal shall be an open, honest and constructive experience that is carried out in clear consultation with the Principal.

In support of this the...

1. The Board Chairperson is responsible for the implementation of the appraisal and appoints an outside consultant to undertake the appraisal.
2. The Principal will be appraised on an annual basis.
3. The appraisal will be based on the Principal's Job Description, the Professional Standards for Principals and an annual Performance Agreement.
4. The employer shall prepare an annual performance agreement with each principal that details:
 - a. the objectives of the principal's position including the relevant professional standards for that year; and
 - b. the process and criteria by which the principal's performance is to be assessed for that year.

Note: the professional standards applying in this agreement may only be varied during the term of this agreement according to the process

5. Set out in the Terms of Settlement.
6. The Performance Agreement will be collaboratively set by the Principal, Board and Consultant.
7. The Performance Agreement will be developed collaboratively by the Principal, Board and Consultant. It will identify one or more development objectives, and identify assistance or support to achieve those objectives.
8. The Principal should have an opportunity to discuss the expectations and objectives with their appraiser.
9. The outside Consultant/Board Chair to report to the Board on the outcome of the appraisal following

consultation with the Principal.

10. Any issues relating to the process or the report will be taken 'in committee' and treated as confidential to the Board (including any consultants) unless the Board and Principal agree to the release of some of the detail.

Effective Boards make sure that the principal–Board relationship is based on trust and respect, and recognise that the common goal is to get the best possible outcomes for learners. Honest and open dialogue and a policy of no surprises from either side are part of an effective working relationship.

Sub Committee Policy

The Education Act 1989, section 66 gives the Board the authority to delegate any of its powers to a special committee, except to borrow money. Any committees set up by the Board are there to assist the Board carry out its responsibilities and due process (e.g., staff appointments, finance, property, disciplinary).

Ultimately, the Board is collectively responsible for any decisions, so the Board is committed to ensuring any Board Sub 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. However 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 Boards Discipline Committee, Committees must act through the Board and therefore can only recommend courses of action to the Board and have no authority to act without the delegated authority of the Board.
6. Assist the Board chiefly by preparing policy alternatives and implications for Board deliberation. Board committees are not to be created by the Board to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about its purpose, committee members and delegated authority.
8. Sub Committee Terms of Reference need to be initially ratified by the Board and signed by members of the sub committee. It is important that a sub committee
 - a. preserve the Board functioning as a whole when other methods have been deemed inadequate.
 - b. is not duplicating Board work or that the Board is delegating too much work to committees. As other trustees will have less knowledge and understanding of particular issues, while still being accountable for the outcomes.

- c. Is able to use the collective wisdom of the whole Board is used whenever possible.
 - d. Understands and agrees to the terms of reference and delegations
9. A Sub-Committee List will be created to allow the Board to quickly track date of minuted delegation, Committee Personnel, Term of Delegation and a summary of Terms of Reference will be developed and managed to ensure we honor the terms above.

Board Approval

1. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
2. As part of its approval the Board requires the Principal to circulate this policy to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff.
3. The School policy manual shall also be made available to learners and parents at their request.
4. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Approved on behalf of, and with the authority of Rolleston College Board of Trustees

[Jackie Freeman](#)

(Board Chair / Trustee)

Date Signed

[June 2017](#)

(Day / Month / Year)

Reviewed Triennially
Next Review Date set at

[June 2020](#)

(Day / Month / Year)