

Governance Policy

What guides us:

Living Te Tiriti o Waitangi
Ensuring ākonga are at the centre of everything we do
Delivering high-quality, future-focused teaching and learning

Responsibilities of the Board of Trustees

Date of approval	: 23/10/2024
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Next review date (3 year cycle)	: 2027
Owner	: Chair of the Board
Who are these procedures for	: Board of Trustees

Scope and Purpose

1. This policy outlines the responsibilities of the Board of Trustees (the Board) as strategic governors of Te Aho o Te Kura Pounamu (Te Kura). All board members agree to uphold and adhere to this policy upon their acceptance to serve as a member of the Board. The Board is focused on governance that fosters and supports the ongoing improvement of ākonga progress and achievement, ensures that the school is a safe and inclusive place for all ākonga and kaimahi, and gives effect to Te Tiriti o Waitangi.
2. The Board is a body corporate¹ whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked.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 Chief Executive to implement.

Accountabilities and Responsibilities

3. Accountability rests with the whole board, with no individual board member or committee having decision-making authority unless it has been delegated and documented. All sub-delegations are approved by the Board, as are revocations.

Te Tiriti o Waitangi

4. Te Kura is a major education provider, and both our leadership and organisational approach is focused on living Te Tiriti o Waitangi. This policy aligns with [Te Tiriti o Waitangi Policy](#) which recognises and upholds the obligations and commitments of Te Tiriti o Waitangi. The Board of Trustees, as governors of Te Kura, are pivotal to ensuring the delivery of and commitment to Te Tiriti o Waitangi in partnership with iwi, whānau and other Māori stakeholders. Detailed expectations and actions are outlined below under “4.Ensures the school gives effect to Te Tiriti o Waitangi”.

Cultural Inclusivity

5. Cultural safety and responsiveness are paramount to Te Kura for kaimahi, ākonga and whānau. The Board of Trustees will ensure that cultural safety and inclusivity are supported in their role as governors at the strategic level.

¹ [Education and Training Act 2020 section 124\(1\)](#)

Definitions

Term	Definition
Culture	Culture includes, but is not limited to, age or generation, gender, sexual orientation, occupation and socio-economic status, cultural and epistemological frame of reference, ethnic origin, or migrant experience, religious or spiritual belief, and disability.
Cultural safety and responsiveness	Effective delivery as applied to a person, family, or group from another culture, and as determined by that person, family, or group. The role delivering the service will understand and recognise the cultural origins, assumptions, and limitations of certain forms of delivery within some cultural contexts. They will also have undertaken a process of reflection on their own cultural identity and will recognise the impact that their personal culture has on delivery.

Expectations and limitations

Board actions		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 strategic plan review process
	1.2	The board sets/reviews the strategic aims through the annual planning process and the strategic plan revision process.
	1.3	The board approves the annual planning and targets and ensures the appropriate documentation is submitted to the Ministry of Education by the required deadline each year.
	1.4	Regular board meetings include a report on progress towards achieving strategic aims.
	1.5	The strategic plan is the basis for all board decision making.
2. Monitors and evaluates student progress and achievement, including students with differing needs.	2.1	The board approves an annual review schedule covering curriculum and ākonga progress and achievement reports.
	2.2	Reports are received at each regular board meeting from the Chief Executive on progress against the annual plan, highlighting risk/success.
	2.3	Information reported to the board is thoughtfully discussed, critiqued and challenged.
	2.4	Outcomes and progress indicators in the annual plan documents are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Ensures that the school is a safe place for all students and staff.	3.1	All reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination.
	3.2	Students' rights under the Education & Training Act 2020 , the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured.
	3.3	Health and Safety is appropriately reported on and complied with as per relevant legislation.
4. Ensures the school gives effect to Te Tiriti o Waitangi	4.1	Plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te Ao Māori.
	4.2	All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori.
	4.3	Māori students achieve equitable outcomes.
5. Protects the special character of Te Kura (State integrated schools/special character schools).	5.1	Special character /different character / principle of Te Aho Matua and any special characteristics is obviously considered in all board decisions.
	5.2	Special character / different character / principles of Te Aho Matua and any special characteristics report is included at every board

		meeting as part of the CE report.
6. Appoints, assesses the performance of and supports the Chief Executive.	6.1	Chief Executive performance management system and process is in place and implemented.
7. Approves the budget and monitors financial management of the school.	7.1	Budget is approved by the first meeting each year.
	7.2	Satisfactory performance of financial management against budget is in evidence.
8. Effectively manages risk.	8.1	The board has an effective governance model in place.
	8.2	The board remains briefed on internal/external risk environments and takes action where necessary.
	8.3	The board identifies trouble spots in statements of audit and takes action if necessary.
	8.4	The board ensures the CE reports on all potential and real risks when appropriate and takes appropriate action.
9. Ensures compliance with legal requirements.	9.1	New members read and understand the governance framework including policies, the strategic plan, board induction pack including the Code of Conduct, and requirements and expectations of board members.
	9.2	Conflicts of Interest are managed in line with the Conflict of Interest Governance Policy in addition to the following: All Board members disclose conflicts of interest to the Board Chair and are excluded from decisions in line with those disclosures. The register of conflicts of interest is maintained and included in Board papers.
	9.3	New and continuing members are kept aware of any changes in legal and reporting requirements for the school.
	9.4	The board seeks appropriate advice when necessary.
	9.5	Accurate minutes of all board meetings are approved by the board and signed by the presiding member.
	9.6	Individual kaimahi/ākonga matters are always discussed in public-excluded session.
	9.7	Board meetings have a quorum.
	9.8	The board is the legal copyright holder of Te Kura created copyright works and is supported in monitoring copyright infringement.
10. Ensures board members attend board meetings and take an active role.	10.1	Board meetings are effectively run.
	10.2	Members attend board meetings having read board papers and reports and are ready to discuss them.
	10.3	Attendance at 80% of meetings (minimum).
	10.4	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education & Training Act 2020, schedule 23, clause 12 (1) (c)).
11. Approves major policies and programme initiatives.	11.1	The board approves programme initiatives as per policies.
	11.2	The board monitors implementation of programme initiatives.
12. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	12.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).
	12.2	The board ensures there are personnel policies in place, and they are adhered to.
	12.3	The board ensures there is ongoing monitoring and review of all personnel policies.

	12.4	The board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme).
13. Deals with disputes and conflicts referred to the board as per the appropriate process.	13.1	Successful resolution of any disputes and conflicts referred is achieved.
	13.2	Concerns and complaints are managed per the relevant ngā hātepe kaimahi (procedures).
	13.3	Protected disclosures are made and resolved as per the Protected Disclosures Hātepe Kaimahi.
14. Represents the school in a positive, professional manner.	14.1	Code of conduct for State School Board Members is adhered to.
	14.2	Complies with Te Kura ngā hātepe kaimahi (procedures) regarding gifts, external requests for information, reimbursement, travel and purchase cards. All approvals made by the Board Chair, in adherence with appropriate budget constraints and expectations.
15. Oversees, conserves and enhances the resource base.	15.1	Property/resources meet the needs of the school's aims.
16. Effectively hands over governance to new board members at election time.	16.1	New board members are provided with induction and a copy of the board's governance manual.
	16.2	New board members are fully briefed and able to govern following attendance at an orientation programme.
	16.3	Appropriate delegations are in place as per the Education (School Boards) Regulations 2020, regulation 8.
	16.4	Board and board members participate in appropriate ongoing professional development.

Monitoring

6. Expectations for monitoring are to align with what is outlined above. The Chief Executive and Senior Leadership Team will provide reports to the Board as required.

Procedures/Supporting documentation

- a. [Code of Conduct for State School Board Members \(education.govt.nz\)](#)
- b. [Financial and HR Delegations Governance Policy](#)
- c. [Protected Disclosures Hātepe Kaimahi](#)
- d. [Gifts Given and Received Hātepe Kaimahi](#)
- e. Koha Given and Received Hātepe Kaimahi
- f. [Travel Hātepe Kaimahi](#)
- g. External Requests for Information Hātepe Kaimahi
- h. Expenses, Allowances and Reimbursement Hātepe Kaimahi
- i. [Purchase Card \(P-Card\) Hātepe Kaimahi](#)
- j. Intellectual Property, Copyright and Other Related Rights Hātepe Kaimahi

Legislative compliance

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| k. Copyright Act 1994 | q. Public Service Act 2020 |
| l. Education and Training Act 2020 | r. Privacy Act 2020 |
| m. Education (School Boards) Regulations 2020 | s. Trade Marks Act 2002 |
| n. Human Rights Act 1993 | 1. Health and Safety at Work Act 2015 |
| o. New Zealand Bill of Rights Act 1990 | Notice of Issue of the Code of Conduct for State School Board Members 2023 |
| p. Employment Relations Act 2000 | |

Approved by Nicola Ngarewa, Chairperson, Te Kura Board of Trustees

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Code of Conduct for State School Board Members

Issued by the Minister of Education under section 166 of the Education and Training Act 2020 to apply to members of State school boards.

Individual boards of schools/kura can decide to expand the minimum standards in this code to protect the special character/ different character/ principles of Te Aho Matua and any special characteristics of the school or its community.

Acting to achieve our objectives

The purpose of all school boards is to govern the school. As board members, we share the common objectives, as outlined in section 127 of the Education and Training Act 2020, including ensuring the school gives effect to Te Tiriti o Waitangi. These objectives are not achieved alone, but in partnership with parents/caregivers, whānau, iwi, hapū, communities, and students/ākonga.

We act and behave in a manner that demonstrates and promotes these common objectives.

<p>1. I act with integrity</p>	<p>I act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.</p>
<p>2. I am culturally responsive and fair</p>	<p>I do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours, particular individuals, groups, identities or interests.</p>
<p>3. I actively promote a safe school environment</p>	<p>I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up.</p>
<p>4. I am respectful of my fellow board members and act consistently with the designated or special character of my school</p>	<p>I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree. If I am a board member of a designated character school or state-integrated school I act consistently with the school's character. I act consistently with Te Aho Matua where the school is a Kura Kaupapa Māori Te Aho Matua.</p>
<p>5. I respect the process of collective decision-making</p>	<p>I recognise that only a member authorised by the board to do so may speak on behalf of the board. I do not act independently of the board's decisions.</p>
<p>6. I treat school staff, students and members of the school community with respect</p>	<p>I treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect.</p>

<p>7. I take responsibility for ongoing development in my role</p>	<p>I make myself available to undertake appropriate professional development, including a focus on Te Tiriti o Waitangi and good governance.</p>
<p>8. I engage with our community in sensitive and appropriate ways</p>	<p>I work with my fellow board members to authentically engage with all people in our school community, including whānau, local Māori communities, iwi and hapū, fairly, impartially, promptly, and sensitively to help inform the decisions we make.</p>
<p>9. I speak up for all students</p>	<p>I put students' wellbeing, progress and achievement first and foremost, unaffected by my personal beliefs or interests.</p>
<p>10. I come prepared</p>	<p>I come to board meetings prepared to fully participate in decision-making.</p>
<p>11. I use my position responsibly</p>	<p>I maintain confidentiality when I receive non-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or community's interests.</p>
<p>12. I do not seek gifts or favours</p>	<p>I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.</p>
<p>13. I am politically impartial in my role as a board member</p>	<p>I do not endorse or campaign for a political party or candidate in my capacity as a school board member.</p>
<p>14. I meet statutory and administrative requirements</p>	<p>I act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and where required.</p>
<p>15. I identify and manage conflicts of interest</p>	<p>I identify, disclose, manage and regularly review all interests. I become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school, and all statutory requirements.</p>