



School

Dunedin Rudolf Steiner

Learning with head, heart and hands

Board Manual

For the period: 2019-2022

“The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue of each one is living.” Rudolf Steiner

Mahia ngā mahi o ngā tamariki

Hei āpōpō ka tū

Hei rangatira

Fulfil the needs of our children and tomorrow they stand strong

Kui Pani Waru, no Ngati Porou

May 2019

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GLOSSARY

DRSS	Dunedin Rudolf Steiner School
BoT	Board
NZSTA	New Zealand School Trustees Association
Federation	Steiner Education Aotearoa New Zealand
AIS	Association of Integrated Schools

1. Governance Policy

The Board is legally responsible for the school. Our role is to watch the far horizon, to support its direction as a Steiner school, and to ensure it arrives safely within the law. The Board provides guidelines within which the staff manage the school.

The Board key areas of contribution are:

Representation
Leadership
Accountability

2. Roles & Responsibilities of Board Members

Board members will be assigned particular portfolios on the Board – as per the attached portfolio documents.

Board member roles	Measurable Outcomes
1. Set strategic directions and long-term plans and monitor the board's progress against them	1.1 Board meets strategic priorities of annual plan
2. Protect the special character of the school	2.1 Special character is clearly considered in all board decisions
3. Monitor financial management of the school and approve the budget	3.1 School spending is within budget
4. Monitor and evaluate student holistic development and achievement	4.1 Reports from Principal on progress against the Annual Plan identifies risks/successes 4.2 Meet targets in Annual Plan
5. Ensure the board is compliant with its legal requirements	5.1 New members have read and understood: Board Induction Pack and Board Manual 5.2 New and continuing members have noted any changes in legal and reporting requirements for the organisation. Board has sought appropriate advice when necessary (NZSTA, AIS, Federation, legal)

Board member roles	Measurable Outcomes
	<p>5.3 Accurate minutes of all board meetings, approved by board and signed by Chair</p> <p>5.4 Individual staff/student matters are always discussed in Public excluded session</p>
<p>6. Attend board meetings and take an active role as a trustee</p>	<p>6.1 Attendance at 80% meetings (min.)</p> <p>6.2 No unexplained absences at board meetings (More than 3 such absences result in immediate step down) Refer Education Act 1989</p> <p>6.3 Attend board meetings having read board papers and reports and ready to discuss them</p> <p>6.4 Participate in annual review of Board performance</p> <p>6.5 Be available to undertake appropriate training (e.g. NZSTA, Steiner)</p>
<p>7. Review major policies and programme initiatives</p>	<p>7.1 Review of policies are scheduled in BoT meeting throughout the year, they are approved and minuted.</p>
<p>8. Fulfil the intent of te Tiriti o Waitangi by valuing and reflecting New Zealand's dual cultural heritage</p>	<p>8.1 Endeavour to reflect te Tiriti o Waitangi in all board decisions</p>
<p>9. Review and monitor Personnel policy and procedure. Act as good employers</p>	<p>9.1 Ensure personnel policies and procedures are reviewed and followed</p>
<p>10. Appoint, and assess the performance of the Principal</p>	<p>10.1 Annual Principal Performance Management System in place</p>
<p>11. Nurture the Principal and other staff</p>	<p>11.1 Principal and other staff are considered in Board decisions and are treated fairly and with respect.</p>

Board member roles	Measurable Outcomes
12. Deal with disputes and conflicts referred to the board	12.1 All disputes and conflicts are addressed, that are referred to the Board
13. Represent the school in a positive, appropriate manner	13.1 Board Code of Behaviour adhered to by all Trustees
14. Oversee, conserve and enhance the property resource base	14.1 Endeavour to ensure that the property /resources meet the needs of the student holistic development and achievement goals
15. Hand over governance to new board/trustees at election time	15.1 New trustees provided with Board induction pack 15.2 New trustees meet with Board Chair to answer any questions arising from the Board induction pack

3. Board' Code of Behaviour

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

- Maintain and understand the values, goals and special character of the School
- Ensure the needs of all students and their holistic development and achievement is paramount.
- Be loyal to the School and its mission
- Publicly represent the School in a positive manner
- Respect the integrity of the Principal and staff
- Observe the confidentiality of non-public information acquired in their roles as trustees
- Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
- Ensure that individual trustees do not act independently of the Board's decisions
- Recognise that only the Chairperson can speak for the board
- Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board
- Unless otherwise delegated by the Board, recognise that an individual on the Board or a subgroup of the Board carries no authority in their interactions with the Principal or staff
- Be available to undertake appropriate training
- Avoid any conflicts of interest with respect to their fiduciary* responsibility

* "A fiduciary is an individual or organization legally responsible for holding or investing assets on behalf of someone else, usually called the beneficiary. The assets must be managed in the best interests of the beneficiary and never for personal gain to the fiduciary" (from www.equanto.com/glossary/f.html cited 11 May 2005).

4. Meeting Procedures (* indicates a legislative requirement)

General:

- Meetings are held monthly except in months with a school holiday (i.e. 8 meetings per year)
- The quorum shall be more than half the members of the board currently holding office.* (i.e., more than half of the 5 parent reps, 1 staff rep, 1 Principal, 1 Proprietors rep)
- The Chairperson shall be elected at the first meeting in the year except in the general election year where it will be at the first meeting of newly elected Board.*
- Elected, co-opted or appointees who are absent from 3 consecutive meetings without prior approval by a board resolution automatically lose their position on the Board.*
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any trustees with 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.*
- Only trustees have automatic speaking rights.
- Decisions can sometimes be made by the Board by email, if all board members are included and are in agreement.

Time of Meetings:

- Regular meetings commence at 6.30pm and conclude by 8.30pm.
- A resolution for an extension of time not exceeding half an hour may be moved.
- 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 Chairperson signed by at least one third of trustees currently holding office.

Exclusion of the Public:

- The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act.*

Public Participation:

- Public participation is at the discretion of the Chairperson.
- Public attending the meeting are given a notice about their rights to participation.

Motions/Amendments:

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson.*
- 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.*

Agenda:

- The order of the Agenda may be varied by resolution at the meeting.

Minutes

- The minutes are distributed one week before the next meeting.

Reports

- Reports should be distributed one week prior to the meeting

Attendance

Elected, appointed or co-opted Board members lose their place on the Board if they are absent from 3 consecutive meetings without prior leave. Prior leave must be obtained and minuted by the Board before the period of absence.

5. Meeting Agenda

A typical agenda will be as follows.

Board Meeting Agenda – date	
<u>1 Administration Matters</u>	15 mins
1.1 Present	
1.2 Apologies	
1.3 Confirmation of minutes and matters arising	
1.5 Declaration of interests	
<u>2 Principal's report</u>	30- 45 mins
Including report on progress against annual plan, strategic planning, hazard register, any specific curriculum review area	
<u>3 Finance and Audit</u>	
2.1 Finance report	5-10 mins
<u>4. Health and Safety – as per time table</u>	10-15 mins
<u>5. Other specific matters as per timetable</u>	10-15 mins
<u>6 Policy review Report</u>	5-10 mins
<u>7 Proprietors Report</u>	5-10 mins
<u>8 Meeting Closure</u>	5-15 mins
What is to be reported to the community Comments on meeting procedures and outcomes Preparation for next meeting	

The Six Exercises linked to Meetings

During the meetings it may be useful for Board members to consider the following six exercises linked to meetings

1. Control of Thought

- Follow with particular attention and focus the thoughts of others – as much in isolated thoughts as in the whole discussion
- Be mindful of expressing your own thoughts intelligibly
- You talk for other people not for yourself!

2. Initiative in Action

- Seize the correct moment to speak – without acting on impulse or cutting someone off
- If you notice you are speaking too much (it is important to notice it), leave space for others to talk

3. Being neutral

- Control your emotions when you speak – don't react – be master of your feelings
- If you do not feel any emotions, look for them, participate with your soul.

4. Being Positive

- Find the positive in every contribution to the discussion
- If you sometimes look for the negative, do it in order to emphasize the positive

5. Absence of Prejudice

- Find what is new in each contribution
- Avoid the thought “I already know that” - be open to that which is new
- Notice that each prejudice closes you to new experiences

6. Balance

- Learn to use each exercise as and when needed

6. Trustee Register

Approved Number of Elected Parent Representatives= 5

Name	Phone/email	Position on Board	Type of Member	Current Term expires
Danny Fridberg	Dfridberg1@gmail.com 0204 0326 954		Parent rep	Sept 2022
Zahra Muhammed	Zahramhd@gmail.com 021 0865 5013		Parent rep	Sept 2022
Stefan Roesch	stefan.roesch@gmx.com 022 186 7551		Parent rep	Sept 2022
Helen Thomlinson	helenmelan@yahoo.com 022 048 0367		Parent rep	Sept 2022
Chris Bay	basehq@gmail.com 021 139 0769		Parent rep	Sept 2022
Pene Johnstone	principal@dunedinsteiner.nz	Principal	Principal	
Cassino Doyle	Cassino287@gmail.com	Proprietors Rep	Proprietors Rep	
Emily Czibere	Emily.Czibere@dunedinsteiner.nz	Staff Rep	Staff Rep	Sept 2022

The Proprietors Trust can have up to 4 members on the Board. The role of the Proprietors Trust is to safeguard the special character within the school, and it also owns the land and buildings of the school.

7. Annual Agenda

Board Timetable - 2019

BoT date	Strategic goals	Policy Self Review	Curriculum	Other Review Items
Term 1				
Feb	Annual Plan			<i>Annual report on 2018</i> Recap Governance Manual
March	Aim 2 – Growth, viability			Health and Safety update Finance –draft report for auditor
Term 2				
May	Aim 2 – Growth, viability	Curriculum		Finance Report Well being survey
June	Aim 4 – Clarity in governance and Management			Induction of New Trustees Update BoT Manual Auditors Management Letter
Term 3				
July	Aim 4 – Clarity in governance and Management		Literacy & Numeracy (1-7)	
Aug	Aim 4 – Clarity in governance and Management			• Provisional Registration (if relevant) Health and Safety update
Sept	Strategic plan			Finance Report Health and Safety update
Term 4				
Nov	Aim 1 – To deliver Steiner Education	Health and Safety		Principal Performance Appraisal and agreement Budget next year and Finance Report
Dec	Aim 1 – To deliver Steiner Education		Literacy and Numeracy	• Staff appraisal report Annual report Health and Safety update

PJ = Pene Johnstone

GS= Gabriela Stuedemann (Proprietors Rep)

HT – Helen Thomlinson

MT = Management Team

SR – Stefan Roesch

CR = Clare Ridout

ZM = Zahra Muhammed

* Special character topics specified = Visual Arts, Form Drawing, Painting, Handwork, Music

DF = Danny Fridberg

SB = Steve Broni

Board Timetable - 2020

BoT date	Review items from annual plan	Policy Self Review	Curriculum	Other Review Items
Term 1				
Feb	Annual Plan			• Recap Governance Manual
March	1.1. To enhance special character delivery 4.1 New template for Principal's report	Legislation and enrolment	Social Science	Finance – 2019 draft report Health and safety – report from tour Plan for BoT self review
Term 2				
May	Aim 2 - application to increase the school's roll cap, enrolment scheme, marketing plan 3.1 – Bicultural practice, curriculum 3.2 Staff well-being		Music	Finance Report Health and Safety update from tour Review Staff well being survey questions
June	1.1. To enhance special character delivery			Induction of New Trustees Update BoT Manual Auditors Management Letter Midway report on annual plan
Term 3				
Aug	1.2. To develop the roles of the Maths and Literacy Community of Learning (COL) teachers		Literacy Numeracy	• Provisional Registration (if relevant)
Sept	1.1. To enhance special character delivery Aim 2 - application to increase the school's roll cap, enrolment scheme, marketing plan	Curriculum		Finance report – including draft budget 2021 Health and Safety update from tour Strategic plan Outcome of staff well- being survey
Term 4				
Nov	3.1 – Bicultural practice, curriculum 3.2 Staff well-being		The Arts	Principal Performance: Appraisal (incl annual checklist) and agreement Budget 2021 and Finance Report
Dec	1.1. To enhance special character delivery 1.2. To develop the roles of the Maths and Literacy Community of Learning teachers 4.1 New template for Principal's report		Literacy Numeracy	Staff appraisal report Annual report Health and Safety update from tour Final newsletter report on school's performance Compliance with personnel policy on being a good employer, following Equal Opportunities requirements Principal Appraisal – goals for next year, delegation of appraisal

Board Timetable - 2021

BoT date	Strategic goals	Policy Self Review	Curriculum	Other Review Items
Term 1				
Feb	Annual Plan Aim 1 – To enhance the Expression of special character			<i>Joint meeting</i> • Recap Governance Manual Feedback on Principal Appraisal meeting
March	Aim 1 – To enhance the Expression of special character			Finance – 2020 draft report Approval of Principal appraisal process
Term 2				
May	Aim 3 – Grow the School	Personnel	Science	Finance Report Health and Safety update
June	Aim 1 – To enhance the Expression of special character		Physical Education	Induction of New Trustees Update BoT Manual Auditors Management Letter
Term 3				
Aug	Aim 2 – Nurturing the Mana of Te Tiriti	Finance	Literacy Numeracy	Provisional Registration (if relevant) Feedback on Principal appraisal process
Sept	Strategic plan			Budget 2022 and Finance Report Health and Safety update
Term 4				
Nov	Aim 4 – Fostering a Healthy Community		Handwork	Principal Performance: Appraisal (incl annual checklist) and agreement
Dec	Aim 1 – To enhance the Expression of special character		Literacy and Numeracy	Finance report Staff appraisal report Health and Safety update

Board Timetable - 2022

Board date	Review items from annual plan	Policy Self Review	Curriculum	Other Review Items
Term 1				
Feb	Annual Plan	Board		• Annual report / analysis of variance 2021
March	Special character delivery		Social Science	Finance – 2021 draft report Health and safety – report from tour Plan for BoT self review Confirm staff survey (to send out start T2)
Term 2				
May		Health and Safety	Music	Succession planning Finance Report Cyclical Maintenance review
June	Nurture the mana of te Tiriti			Auditors Management Letter Midway report on annual plan
Term 3				
Aug			Literacy Numeracy	• Provisional Registration (if relevant) Special Character attestation
Sept	Grow the School	Curriculum		Finance report – including draft budget for next year Health and Safety update from tour Strategic plan Outcome of staff well- being survey
Term 4				
Nov	Foster a healthy community		The Arts	Induction of New Board members Principal Performance: Appraisal (incl annual checklist) and agreement Budget for next year and Finance Report
Dec	Special character delivery		Literacy Numeracy	Staff appraisal report Annual report Health and Safety update from tour Final newsletter report on school's performance Compliance with personnel policy on being a good employer, following Equal Opportunities requirements Principal Appraisal – goals for next year, delegation of appraisal

8. Information and Resources

- Useful web sites
 - www.dunedinsteiner.nz
 - www.nzsta.org.nz
 - www.education.govt.nz
 - www.ero.govt.nz
- Useful publications and books
 - Steiner – The Art of Administration
 - NZSTA (eg Trustee Handbook, Trusteeship, STANews, Administrative Advice)
 - ERO (eg Education Evaluation Reports)
 - MoE (eg Education Gazette, SmartCharter)
 - BoardworksInternational (eg Good Governance newsletter)
 - John Carver: Boards that make a Difference; Re-inventing Your Board
 - Richard Chait: Improving Your Board's Performance
 - Bob Garrett: The Fish Rots from the Head
 - Hilmer: Strictly Boardroom

Board of Trustees Induction Pack includes:

- Board of Trustees Manual (this document)
- Induction procedures
- Copies of
 - Last 6 month Board Minutes
 - Current Budget
 - Strategic Plan
 - Annual Report
 - ERO Report for School and Kindergarten

Chairperson

Relevant policies, procedures and other documents:

- Principal Annual Performance Agreement and Review Policy and Procedures
- Roles and responsibilities of the Principal
- Privacy policy
- Performance appraisal procedure
- Protected disclosures procedure
- Strategic Plan
- Annual Plan
- Annual Budget
- Standing Orders and Local Government Official Information and Meetings Act 1987

Role:

The chairperson is the leader of the board and carries overall responsibility for the integrity of the board's processes.

The role involves the following responsibilities: ensuring information flows to the board, attending and chairing board meetings, establishing and maintaining an ongoing working relationship with the Principal, dealing with disputes and conflicts referred to the Chair, acting as a Protected Disclosure Officer, ensuring the Principal's Performance Agreement and Appraisal are completed on an annual basis, ensuring Annual Report reaches Ministry on time, ensuring Strategic Plan and Charter are reviewed by December each year.

Responsibilities:

1. Ensure information flows to the board
2. Circulate information to Board before meeting so Board has time to comment and have input
3. Give all Board members adequate opportunities to contribute to decisions
4. Ensure accurate minutes are kept, approved by Board and signed by Chair
5. Attend and chair board meetings
6. Observe meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 except where the board has suspended them
7. Ensure that Board meetings have a quorum
8. Establish and maintain an ongoing working relationship with the Principal
9. Hold regular meetings with the Principal

10. Review the Board correspondence each week
11. Deal with disputes and conflicts referred to the Chair
12. Act as Protected Disclosure Officer
13. Ensure the Principal's Performance Management System is completed on an annual basis
14. Ensure that Annual Report reaches Ministry of Education by 31st May each year
15. Ensure that Strategic Plan and Charter are reviewed by December each year and that the annual plan and report are submitted to the Ministry by 1st March
16. Be familiar with the relevant policies and procedures (see above)
17. Keep up-to-date with own professional development around financial law
18. Assist the Policy Group in carrying out the annual Board of Trustees and Legislation Self-Reviews

Treasurer Portfolio

Relevant policies, procedures and documents:

- Financial Condition Policy
- Financial Planning Policy
- Asset Protection Policy
- Policy on Donations from Parents (NB: this is a Proprietors policy)
- Donations Procedure
- Strategic Plan
- Annual Plan
- Annual Budget
- Travel costs and expenditure by staff – procedure
- Credit card use procedure
- Theft and Fraud Prevention policy
- Schedule of Delegations
- Fundraising Policy and procedure - draft

Role:

The Treasurer carries overall responsibility for financial monitoring. Their role include: reporting to the Board on financial condition, financial planning in line with annual and strategic plans, contributing to development of annual budget.

The Board of Trustees retains overall responsibility for ensuring that financial issues are addressed appropriately.

Responsibilities:

1. Oversee financial planning and monitor financial state to ensure that the Board of Trustee's fiscal responsibilities are fulfilled
2. Be familiar with the relevant policies and procedures (see above)
3. Provide a financial report to the Board of Trustees at each meeting
4. Carry out routine checks on financial controls in the school as outlined in the Financial Condition Policy
5. Assist the Policy Group in carrying out a three yearly Financial Self-Review
6. Keep up-to-date with own professional development around financial law

Health and Safety Portfolio

Relevant policies, procedures and documents

- Health and Safety policy
- Alcohol and drug free institution
- Behaviour management policy
- Child protection policy

See below for a full list of procedures

Role:

The member of the Board of Trustees who holds the Health and Safety Portfolio is responsible for overseeing Health and Safety issues including: ensuring systems are in place to minimise health and safety risks at the school for children and staff and liaising with the Health and Safety Officer.

They are responsible for ensuring that health and safety related processes are carried out when necessary, and are carried out appropriately.

They are not responsible for carrying out the tasks themselves.

The Board of Trustees retains overall responsibility for ensuring that health and safety issues are addressed appropriately.

Responsibilities:

1. Oversee health and safety matters to ensure that the Board' responsibilities are fulfilled
2. Be familiar with the relevant policies and procedures (see above)
3. Provide a health and safety report to the Board each term
 - a. The report should provide assurance that all health and safety checks have been made and documented
 - b. The report may also make recommendations for improvements
4. Ensure that when issues are discussed that may have health and safety implications that these implications are brought to the attention of the board
5. Assist the Policy Group in carrying out the annual Health and Safety Self-Review
6. Ensure there is a Health and Safety Officer appointed. Meet with them each month to check if there are any health and safety concerns.
7. Keep up-to-date with own professional development around health and safety issues

Health and Safety Procedures

1. Health and Safety Policy
2. Administering medicine procedure
3. Alcohol, smoking, vaping and drug free institution
4. Animal Welfare
5. Behaviour management policy
6. Behaviour Management procedure
7. Building Warrant of Fitness
8. Changes to working spaces
9. Child protection policy
10. Child protection procedure
11. Cleaning procedure
12. Covid-19 level 2 procedures
13. Crisis management
14. Earthquake and Tsunami evacuation
15. Emergency Evacuation Plan
16. Emergency Provisions
17. First Aid and Accident procedure
18. Food preparation and consumption procedures
19. Harassment Procedure
20. Hazardous Substances
21. Hazard Management Procedure
22. Health (Immunisations) Procedure
23. Health – Student and Staff procedure
24. Health Programme – sex education
25. Illness procedures
26. Internet access and cyber safety
27. Lockdown Procedure
28. Non custodial and custodial parent procedure
29. Pandemic Planning
30. Plant Machinery and safety

31. Playground supervision procedures
32. Road safety procedure for school excursions
33. Sun Safety procedures
34. Supervision of Children
35. Surrender and retention of property and searches
36. Use of Physical Restraint Procedure
37. Visitors to the school

Personnel Portfolio

Relevant policies, procedures and other documents:

- Personnel policy
- Principal Annual Performance Agreement and Review Policy and Procedures
- Roles and responsibilities of the Principal
- Privacy policy
- Appointment policy
- Performance appraisal procedure
- Professional development procedure
- Concerns and complaints procedure
- Protected disclosures procedure
- Police vetting procedure
- Induction procedure
- Staff exit procedure
- School reliever's procedure
- Job description for all staff
- Advice and guidance for provisionally registered teachers
- Staff handbook
- School relievers pack
- Strategic plan

Role:

The member of the Board who holds the Personnel Portfolio is responsible for overseeing personnel issues including: appointment, professional development, provisional registration, grievances.

They are responsible for ensuring that all relevant school policies are adhered to, that personnel related processes are carried out when necessary, and that they are carried out appropriately.

The Board retains overall responsibility for ensuring that personnel issues are addressed appropriately.

Responsibilities:

1. Oversee personnel matters to ensure that the Board acts as a responsible employer
2. Be familiar with the relevant school policies and procedures (see above)
3. Provide agenda items for Board meetings to ensure personnel issues are addressed
4. Prepare quarterly up-dates for the Board on progress of provisionally registered staff
5. Ensure that when employment matters are discussed “good employer” responsibilities are upheld, and the Board goes into committee.
6. Assist the Policy Group in carrying out the Personnel Self-Review
7. Keep Board Chairperson informed of personnel issues not to be discussed with the full board, other staff or the general community
8. Ensure the Principal’s Performance Management System is carried out annually
9. Ensure all other School staff are appraised annually
10. Ensure that the annual budget includes staff professional development
11. Act as a point of contact for the Complaints Liaison Officer for matters relevant to personnel
12. Ensure that a staffing group is convened according to the complaints procedure and appointment policy
13. Oversee the activities of any staffing that is convened for the Primary School to ensure policies and procedures are applied appropriately
14. Keep up-to-date with own professional development around employment law

Policy Portfolio

Relevant policies, procedures and other documents:

- Review timetable
- List of policies and procedures
- Personnel self-review checklist
- Health and Safety self-review checklist
- Finance self-review checklist
- Curriculum self-review checklist
- Board self-review checklist
- Legislation self-review checklist
- Strategic Plan and Charter
- Annual Plan

Role:

The Policy portfolio holder carries overall responsibility for ensuring the Board has current and appropriate policies and that these are implemented through procedures. Their role include: reporting to the Board on policy matters, liaising with staff in the creation of new policies and procedures, convening policy meetings review policies.

Responsibilities:

1. Timetable for policy self-reviews
2. Coordinate and contribute to policy self-reviews
3. Facilitate progress of the self-review checklist completion
4. Ensure that reports on outcomes of self-reviews are made to the Board in a timely fashion
5. Monitor progress on outstanding matters arising during self-reviews
6. Be familiar with the relevant policies and procedures (see above)

Curriculum Portfolio

Relevant policies, procedures and other documents:

- The School curriculum
- Assessment, evaluation and planning policy
- School curriculum delivery policy
- Expectations of student achievement
- Reporting of Maori Students Achievement
- Reporting to parents
- Children with special needs
- Children with Special gifts
- School enrolment procedures
- School enrolment scheme

Role:

The Curriculum Portfolio holder works with the College of Teachers to ensure that the work at the school fulfils the objectives in the Curriculum Policy.

The role involves the following responsibilities: visiting the school on a termly basis to see how the curriculum plan is being implemented. Reviewing curriculum related policies and procedures with the College of Teachers to ensure they are relevant and appropriate

Responsibilities:

1. Be familiar with the relevant policies and procedures (see above)
2. Meet with the College of teachers on a termly basis to discuss progress on curriculum matters
3. Visit the school on a termly basis to see how the curriculum plan is being implemented
4. Review assessment and reporting to ensure that it meets the standards set out in the Annual Plan

10. The National Administration Guidelines (NAGs)

The revised National Administration Guidelines (NAGs) were updated on 14 December 2017. The NAGs are due to be repealed on commencement of the new strategic planning and reporting framework, that is, 1 January 2020.

NAG 1

Each Board is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and

- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 2

Each Board, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- c. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 3

According to the legislation on employment and personnel matters, each Board is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which

promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

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

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. 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; and
- c. 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.

NAG 5

Each Board is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each Board is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7

Each Board is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each Board is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions,

priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.

11. The National Education Guidelines (NEGs)

The National Education Goals (NEGs) were amended in December 2004 to include the reference to physical activity in clause 5. The National Administration Guidelines (NAGs) were also amended. The NEGs are due to be repealed on commencement of the new strategic planning and reporting framework, that is, 1 January 2020.

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government has set the National Education Goals (NEGs) for the education system of New Zealand.

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

12. Board Induction Procedure

This outlines the process for the formal induction of new members of the Primary School Board. The objective of the formal induction programme is to provide an introduction to the school and kindergarten, outline the roles of the Primary School Board and provide relevant information to enable new trustees to fulfil their responsibilities and make strategic decisions as an effective board.

The induction will cover the following:-

1. A background on the special character of the school based on the principles of Steiner education
2. Governance and Management structure: Proprietors Trust, School Board, Management Team, College of Teachers.
3. Roles of the board: Representation, Leadership and Accountability
4. Overview of board member portfolios and associated responsibilities
5. Overview of policies, procedures, and meeting agenda

It is the responsibility of the Chair of the Board to ensure that such a formal induction takes place for each new member of the board. Following the regular election of the school board and the new members' vote of the Chair, it is the responsibility of the Chair to ensure that the procedures described in this document are adhered to. During the first or second board meeting following an election, the Principal will provide a brief overview on Steiner education and the school's special character, and an overview of the school's management structure.

Each new trustee will complete the attached induction checklist and initial each section after it has been completed. The Chair will sign the checklist once it is complete. The completed checklist will be kept with the Board file in the school office.

INDUCTION CHECKLIST

Name of Trustee: _____

Date of Election: ____/____/____ Portfolio: _____

Relevant skills or experience: _____

	Yes/No/ N/A	Trustee initials	Date
Steiner Education			
Introduced by the principal in a talk or a personal meeting to highlight special character of the school.			
Overall structure of the whole school – incorporating Playgroup, Kindergarten and Primary School. Introduced by the Board Chair, with a copy of the Roles and Responsibilities booklet.			
Management structure Introduced by the Principal.			
Roles of the Board Explained by the Chair in consultation with the Board Manual. Explained by the Chair in consultation with the Board Manual.			
Board member portfolios Outlined by the chair and responsibilities described in consultation of the BoT portfolio description sheets			
Succession of key portfolio holders Meeting with previous board of trustee member to discuss important aspects and ongoing issues of a specific portfolio – arranged by Chair where appropriate.			
Policies and Procedures Content and purpose outlined by Chair or board member that holds policy portfolio. Access given to all school policies and procedures.			
Received a list of training opportunities for new and returning board members prepared by the Board Chair.			
Received Board Manual			
Received – School Structure booklet			

Name of Chair: _____ Signed _____

Signature of new trustee: _____

This manual is based in part on “Governance Manual: Part 2: The Governance Policies” produced by Lesley Moffat and Elaine Hines (NZSTA), 2004(?)