



PIGEON MOUNTAIN PRIMARY SCHOOL

Board Governance and Operational Manual

MOTTO/WHAKATAUKI

Education with a heart - Maturanga o te ngakau

OUR VISION

Living and Learning with Purpose and Passion

OUR LEARNER PROFILE

Collaborative, Connected, Innovative, Problem Solver

CARE VALUES

Respect, Responsibility, Resilience, Achievement

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Version Control

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Defined Terms:

5YA	5 Year property Agreement
10YP	10 Year Property Plan
BoT	Board of Trustees
PMPS	Pigeon Mountain Primary School
NEGS	National Education Guidelines
NAGS	National Administration Guidelines
PTA	Parent Teacher Association
MOE	Ministry Of Education
ERO	Education Review Office
PEP	Pasifika Education Plan
SCTA	Secondary Teachers Collective Agreement
NZSTA	New Zealand School Trustees Association
NZEI	New Zealand Educational Institute
Education Act 1989	
Meetings Act 1987	
Public Finance Act 1989	
State Sector Act 1988	
IEP	Individual Education Plan/ Programme
NS	National Standards
OTJ	Overall Teacher Judgement
PAT	Progress and Achievement Tests
NumPA	Numeracy Project Assessment
Gloss	Global Strategy Stage
JAM	Junior Assessment of Mathematics
IKAN	Individual Knowledge Assessment of Number
E asTTle	Assessment Tools for Teaching and Learning
TA's	Teacher Assessment's
Spring Quick 60 Lexia	} Numeracy/ literacy intervention programs

Part 1: Key Documents and Legislation

1.a. Introduction

1.a.1 Governance

The Board is entrusted to work on behalf of the stakeholders of the school – staff, students, families and the community. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

1.a.2 Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.

1.a.3 Education Act 1989, Section 75 and 76, and Section 65

The legal responsibility of Boards of Trustees is determined by Section 75 of the Education Act 1989:

- s.75 Boards to control management of schools – 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.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) of this subsection, has complete discretion to manage as the (c) Principal thinks fit the school’s day to day administration.
- s.65 A Board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

1.a.4 National Education Priorities (NEGS)

Pigeon Mountain Primary School recognises the Government’s National Education Priorities:

- Success for all
- A safe learning environment
- Improving literacy and numeracy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Maori student outcomes
- Reporting

1.a.5 The National Administration Guidelines (NAGS)

See Appendix 1

The National Administration Guidelines are statements of desirable administrative conduct for schools. The Pigeon Mountain Board of Trustees is committed to fulfilling the NAGs

- NAG 1
- NAG 2
- NAG 2A
- NAG 3
- NAG 4
- NAG 5
- NAG 6
- NAG 7
- NAG 8

1.a.6 **Key Documents**

There are a number of key documents used by the Board to discharge its obligations to the Ministry of Education. Each document has a critical role to play in the governance of the school and the education of the children. Trustees need to be familiar with these documents.

- School Charter
- Strategic Plan
- Annual Plans including Student Achievement Targets
- Annual Budget
- Annual Report
- Self Review documentation
- The School Policy Handbook
- This Governance Manual

1.b. **School Charter**

See Appendix 2

1.b.1 Each school is required to have a Charter. Each year by March 1, the Charter, including the annual student achievement targets, must be submitted to the Ministry of Education by the school.

1.b.2 **Sections**

The Charter comprises three sections;

- (i) The Vision and Values
- (ii) The Strategic Plan
- (iii) The Annual Plan including student achievement targets.

1.b.3 **(i) The Vision and Values**

This is a statement about the school's vision and what it values. It sets out what is unique and special about the school.

1.b.4 **(ii) The Strategic Plan**

The Strategic Plan outlines the school's priorities and goals for the next three years and reflects the school's vision and values.

1.b.5 The consultation process will include:

- Board commitment to a consultation process
- Identifying a special committee to co-ordinate consultation
- Consultation with:
 - Staff
 - Students
 - Parents
 - Maori Whanau
 - Other ethnic groups represented in our community; Pasifika, Chinese
 - *(Contributing Early Childhood Centres)*
 - *(Bucklands Beach Intermediate)*

1.b.6 It is expected that the strategic review, consultation and development process will take at least three months. The consultation process takes place every 3 years.

1.b.7 **(iii) The Annual Plan**

The Annual Plan 'operationalizes' the Strategic Plan. It sets out specific goals and actions for the year. It

includes the student achievement targets. We must set at least one target every year. The development and implementation of the annual plan and the student achievement targets is led by and is the responsibility of the Senior Leadership Team.

1.b.8 The planning cycle for the PMPS is January to December.

1.b.9 The annual plan is supported by the following documentation:

- The PMPS Curriculum Implementation Folder
- Professional Development Programme
- Performance Management Programme (including Principal and Staff Appraisal processes)
- Annual budget
- 10 Year Property Plan
- 5 Year Agreement (Property)
- PMPS Procedure Handbook that includes all the school's operating procedures (Linked to the school's policies)

1.c. Annual Budget

1.c.1 The Government, through the Ministry of Education provides operational funding for the education of the PMPS students; additional funds are obtained by the Board through Foreign Fee Paying students, and from donations from parents, the PTA, and other charitable institutions.

1.c.2 The annual budget provides a detailed plan on when and upon what, the schools aggregated funding is used for. The budget is largely developed by the Senior Leadership Team under the direction of the Principal. The budget is approved by the Board at its December meeting.

1.d. Annual Report

1.d.1 The annual report, including the finance report for the year, must be lodged with the Ministry by 31 May.

1.d.2 Additionally, a copy of the annual report is required by the Ministry's external auditors by 31 March.

1.e. School Self Review

See Appendix 3 for the model.

See Appendix 4 for the schedule.

1.e.1 There is a school self review model and schedule in place. The areas for review are determined by the Senior Leadership Team in conjunction with the Board. There will be a strategic element to the choice and scheduling of the reviews.

1.f. Board Policies

See Appendix 5 for the PMPS Board of Trustees Policy Handbook

1.f.1 The Board's governance policies provide a framework within which the Board and the school must operate.

1.f.2 The Board must review the school's policies and its own operation in accordance with the self review schedule.

1.f.3 NB: The policies are the basis for the school's operational procedures.

Part 2: Roles and responsibilities

2.a Board Roles and Responsibilities

2.a.1 The Board is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. It keeps student progress and achievement as its focus.

The board of trustees' key areas of contribution are:

- Representation
- Leadership
- Accountability
- Employer Role

2.a.2 The following table outlines the Board's key roles and responsibilities. It provides indicators against which the Board can measure its effectiveness. It also compares its responsibilities against those of the Principal in the same key area.

2.a.3 Table 1: Indicators for Board and Principal's Roles and Responsibilities

BOT Roles and Responsibilities The board	Indicators for the Board Standard	Indicators for the Principal
1. Sets strategic direction and long-term plans; monitors the school's progress against the goals (Leadership)	1.1 The Board sets strategic goals and approves the annual plan and targets in line with MoE expectations 1.2 Leads the Charter Reviews process 1.3 Regular board meetings include a report on progress towards achieving strategic aims 1.4 The Charter is the basis for all board decision making	1.1 Plays a lead role in the development of the Strategic Plan; 1.2 develops the Annual Plan and student achievement targets based on the Strategic Plan and meets both legislative requirements and any MoE expectations 1.3 Seek approval from the board each year for the annual plan so that MoE expected dates can be met
2. Monitors and evaluates student achievement (Accountability)	2.1 Progress Reports against the Annual Plan are received from the Principal; (variances are highlighted) at each regular board meeting 2.2 Annual Plan student achievement targets are met;(variances are highlighted) 2.3 Ensures the Curriculum Policy of the School is implemented and satisfactory performance of curriculum education priorities 2.4 Board review schedule covering	2.1 Implements the school's curriculum policy/ annual plan and give priority to schools annual targets 2.2; reports on student achievement to the Board; reports will include next steps and/or recommendations

BOT Roles and Responsibilities The board	Indicators for the Board Standard	Indicators for the Principal
	curriculum and student progress and achievement reports are followed.	
3. Monitors the financial management of the school; approves the budget (Accountability)	3.1 The budget is approved by first meeting each year 3.2 satisfactory performance of school against the budget is achieved	3.1 Sets and manages the budget 3.2 Approve staff attestation for salary increments 3.3 Allocate pay units for management positions
4. Approves policies and major programme initiatives (Accountability)	4.1 Policies are approved,minuted and reviewed against a schedule 4.2 The Board is made aware of major programme initiatives	4.1 Act as day to day manager of the school within the law and in line with board policies 4.2 Organise operations within the boundaries of prudence and ethics established in board policies on operations and the Charter 4.3 Report to the board on the compliance or lack of with their policies
5. Acts as a good employer; sets and monitors personnel policy and ensures procedures are implemented (Employer)	5.1 The Board becomes and remains familiar/aware of employment conditions of the organisation i.e. staff contract and award arrangements	5.1 Implements the Board's personnel policy through the development and implementation of personnel procedures/ Put good employer policies into effect and ensure that there are effective procedures/ guidelines in place. 5.2 Hire, deploy and terminate relieving and auxiliary staff positions. 5.3 Hire teaching staff as per appointments policy 5.4 The principal reports to the Board on staff appraisal and professional learning and development processes
6. Appoints and appraises the performance of and supports the Principal; (Employer)	6.1 the Principal's Performance Management process is in place and implemented <i>See also the Relationship between the Board and the Principal Policy</i>	6.1 Meet the requirements of the current job description 6.2 Meet the requirements of the Principal's Professional Standards 6.3 Acts as the educational leader and day to day manager of the

BOT Roles and Responsibilities The board	Indicators for the Board Standard	Indicators for the Principal
		school within the law and in line with board policies
7. Ensures the Board complies with legal requirements (Accountability)	7.1 New members attend Board training and have read and understood: board induction pack and requirements of Board members 7.2 The Board is kept aware of any changes in legal and reporting requirements for the school. 7.3 The Board seeks legal advice when necessary 7.4 Accurate minutes are kept of all Board meetings, are approved by the Board and signed by the Chair 7.5 Individual staff/student matters are always discussed in public excluded committee	7.1 Act as day to day manager of the school within the law and in line with board policies
8. Oversees, conserves and enhances the property and resource base of the school (Accountability)	8.1 Property / resources meet the needs of the student achievement aim	8.1 Manages the school's property and resources 8.2 Use resources efficiently and effectively 8.3 Preserve assets (financial and property)
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting NZ's dual cultural heritage (Accountability)	9.1 The Treaty of Waitangi is clearly/obviously considered in Board decisions 9.2 The board is culturally responsive and inclusive	9.1 Implements the school's policies that relate to fulfilling the intent of the Treaty of Waitangi
10. Deals with disputes and conflicts referred to the Board (Representation)	10.1 Disputes and conflicts referred to the Board are successfully resolved	10.1 Deals with disputes and conflicts referred to the school and reports to the Board as appropriate
11. Adheres to the Code of Conduct / Represents the school in a positive, professional manner (Representation)	11.1 The Board Code of Conduct is ratified at least after every election 11.2 The Code of Conduct is adhered to by every Trustee	11.1 Adheres to the Code of Conduct

BOT Roles and Responsibilities The board	Indicators for the Board Standard	Indicators for the Principal
12. Attend Board meetings and take an active role as a trustee; (Accountability) (Representation)	12.1 Members attend at least (80%) unless special leave is sought 12.2 There are no unexplained absences at Board meetings 12.3 More than 3 consecutive absences results in immediate step down unless special leave is sought (refer Education Act 1989 s104 (1) (c)). 12.4 Members read all board papers prior to attending meetings and actively contribute to the functioning of the Board	12.1 Acts as the educational leader of the school 12.2 Keep board informed of information important to its role
13. Manages risks effectively (Accountability)	13.1 Trustees attend Board meetings having read Board papers and reports and come ready to discuss them 13.2 Board meetings have a quorum of at least half the trustee members. 13.3 The Board remain briefed on internal/ external risk environments and take action where necessary. 13.4 The Board addresses concerns in statements of audit (e.g. ERO, Roll/Financial Audits)/ Identify 'trouble spots' in statements of audit and take action if necessary. 13.5 Ensure the principal reports on all potential and real risks when appropriate and take appropriate action.	13.1 Manages risks effectively; informs the Board of potential risks.
14. Effectively Hands over governance to the new Board of Trustees at election time (Leadership)	14.1 New Trustees are provided with a Governance Manual 14.2 New Trustees are fully briefed and able to participate following attendance at an orientation programme	14.1 The Principal supports the Board to plan for a smooth transition from one Board to the next.
15. Communicates and consults with the community (extra)	15.1 Regularly updates the community about governance initiatives/activities 15.2 Involves the community in setting the strategic direction of the school	15.1 Communicates with the community on operational matters where appropriate 15.2 Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has

BOT Roles and Responsibilities The board	Indicators for the Board Standard	Indicators for the Principal
		<p>formally adopted as positions of record</p> <p>15.3 Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000 (see STA Link 2001/01)</p>

Review triennially

2.b Trustee Code of Conduct Policy

2.b.1 The Board of Trustees is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall/ agrees to adhere to the following Code of Conduct:

1. Ensure that the needs of all students and their learning/ achievement guide every decision
2. Protect the special character of the school
3. Ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence
4. Support and promote the school Charter/ Maintain and understand the values and goals of the school
5. Serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities
6. Protect the integrity of the Board by acting with discretion and in a manner which will not bring disrepute to the school name, Board or adversely affect the education of the children/ Publicly represent the school in a positive manner
7. Be loyal to the school and the Senior Leadership Team and its mission.
8. Respect the integrity of the staff, and the Principal, as the professional leader of the school
9. Act as a good employer
10. 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
11. Ensure that individual trustees do Not act independently of the Board's decisions
12. Declare any potential conflicts of interests to the Board of Trustees and ensure that these are noted in the minutes and avoid any conflicts of interest with respect to their fiduciary responsibility
13. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are to be resolved within the board meeting
14. Ensure the Board acts within the law at all times
15. Be diligent and attend board meetings prepared for full and appropriate participation in decision making. in Board discussions, be prepared to share ideas and work positively as a member of the team
16. Keep informed on all matters related to Board business, including the reading of all documentation
17. Recognise the lack of authority in any individual trustee or subgroup of the Board in any interaction with the Principal or staff
18. Recognise that only the Chairperson(working within the board's agreed chairperson role description or delegation and the Principal/of a delegate working under written delegation, can speak publicly on behalf of the Board
19. Continually self-monitor their individual performances as trustees against policies and any other current board evaluation tools
20. Be available to undertake appropriate professional development

I, xxxxxxxxxxxxxxxx, have read and understood this Code of Conduct Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

The Relationship between the Board and the Principal Policy

The performance of the school depends significantly on the effectiveness of their relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and Responsibilities of the Board policies along with the board's Code of Conduct should be read alongside this policy.

1. This relationship is based on mutual respect, support, trust, integrity and ability
2. The relationship must be professional.
3. The principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the principal are delegated to the chair
5. All reports presented to the board by the staff arrive there with the principal's approval and the principal is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. Only decisions made by the board acting as a board are binding on the principal. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specially authorised it.
8. The two must work as a team and there should be no surprises.
9. Neither party will deliberately hold back important information
10. Neither party will knowingly misinform the other
11. The board must maintain a healthy independence from the principal in order to fulfil its role
12. The principal should be able to share their biggest concerns with the board.
13. The principal is not restricted from using the expert knowledge of individual board members acting as volunteers.

Review schedule: Triennially

2.c. Board Chair

2.c.1 The Board Chair is a key and pivotal role within the Board. The Chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board.

2.c.2 Competencies and Expectations for a Board Chair

- Leadership and involvement in the school community.
- Respected by board members, the Principal and key stakeholders.
- Ability to effectively lead the board in dealing with difficult issues.
- Willing and able to commit time to leadership of the organization.
- Ability to communicate, listen and seek others' input

2.c.3 Role description and duties

The following is the role description and duties of the Board Chair, these are in addition to a Trustee's responsibilities;

1. Leadership: Guides and directs the governance process, focussing the work of the Board on the school's charter.
2. Agendas: Establishes agendas for Board meetings in collaboration with the Principal.
3. Meeting Management: Presides over Board meetings in a manner that encourages participation and information sharing while moving the board toward timely closure and prudent decision-making.
4. Committee Direction: Facilitates the appointment of committee chairs and members with the board. Works with committee chairpersons to align the work of committees with the schools vision and goals.
5. Committee Attendance: Serves as an ex-officio member of all committees
6. Personnel Committee: Chairs the Personnel Committee
7. Principal Relationship: Develops a positive and collaborative relationship with the Principal. Regularly meets and communicates with the Principal, operating on the basis of 'no surprises'.
8. Principal Performance Appraisal: Is responsible for ensuring the Principal is appraised annually.
9. Board Conduct: Sets a high standard for board conduct by modelling, articulating and upholding the Code of Conduct. When necessary, intervenes if the Code of Conduct is not adhered to by one or more Trustees.
10. Communication: Communicates Board activities to the parent community no less than one per term. Is the public spokesperson of the Board, along with the Principal.

2.d. Committees Roles and Responsibilities

- 2.d.1 The Board has the authority to delegate any of its powers to a committee of Trustees/committee appointees, except the power to borrow money.
- 2.d.2 The Board will approve the terms of reference and powers of the committee in the delegation schedule at the first meeting of each year.
- 2.d.3 Unless otherwise indicated, committees make recommendations to the Board which then makes the final decision.
- 2.d.4 The Board has a number of committees to assist with the work load between meetings. The Board has identified the following committees and their Terms of Reference follow:
 - i. Finance
 - ii. Property
 - iii. Policy, Planning and Review
 - iv. Health & Safety
 - v. Personnel
 - vi. Special Projects

2.d.i **Finance Committee**

2.d.i.1 **Role**

The Finance committee is responsible for the overview of the finance management of the school.

2.d.i.2 **Responsibilities**

1. Develop the budget in accordance with the strategic and annual plans.
2. Review the financial performance against budget on a monthly basis.
3. Ensure the timely preparation of monthly and annual financial statements.
4. Make recommendations to the Board on budgeted income and expenditure.
5. Work in partnership with the Senior Leadership Team to set the annual budget
6. Ensure appropriate asset management procedures to maintain and protect the resources of the school.
7. Review the finance policy and internal procedures on an annual basis.
8. Ensure annual accounts are prepared for audit in accordance with MOE requirements.
9. Take responsibility for overseeing the school's insurance policies.
10. Make recommendations on investment policies.

2.d.i.3 **Minimum Membership**

Principal, the Board Chair, the Committee Chair & the Executive Officer

2.d.i.4 **Frequency of Meetings**

As required to function effectively

2.d.ii **Property Committee**

2.d.ii.1 **Role**

The Property Committee is responsible for the management and development of special projects related to grounds, buildings, property services and capital assets.

2.d.ii.2 **Responsibilities**

1. Review the 5 YA and 10 YP property plans for the school ensuring that new facilities are maintained and developed in a coordinated manner to create the best possible learning and teaching environment.
2. Work with the Senior Leadership Team, The Ministry of Education and outside agencies/organisations to access the funding necessary to achieve property objectives.
3. Ensure that a schedule and budget for major maintenance replacement and capital replacement which reflects school priorities and needs for the following year is completed for consideration and approval by the Board at the end of each year.
4. Ensure that school property is properly maintained and that routine maintenance requirements, Building Warrant of Fitness Inspections are addressed and managed effectively with appropriate budget provision.
5. Review the Board's property policies.

2.d.ii.3 **Minimum Membership**

Principal, the Committee Chair(s), (+/- one parent trustee to ensure two parent trustees total),

2.d.ii.4 **Frequency of Meetings**

As required to function effectively

2.d.iii. **Planning and Review Committee**

2.d.iii.1 **Role**

The Planning Committee ensures the Board meets its responsibilities for strategic review and planning.

2.d.iii.2 **Responsibilities**

1. Coordinates the BOT's self review programme.
2. Ensures the Board Governance and Operational Manual (this document) is up to date
3. Takes responsibility for the induction for new trustees.
4. Coordinate the Board's input in to the development and review of the Charter every four years and during the annual review and goal setting process.
5. Takes responsibility for the Board's input into the school's strategic review process.
6. Oversees the organisation of the Board elections.
7. Oversee Board training and ensure a smooth transition from one Board to the next.
8. Review and create any policies not assigned to any other Committee.

2.d.iii.3 **Minimum Membership**

Committee chair reporting to full Board of Trustees

2.d.iii.4 **Frequency of Meetings**

(obsolete)

2.d.iii. **Health & Safety Committee**

2.d.iii.1 **Role**

The H & S Committee ensures the Board meets its responsibilities with regard to Health & Safety.

2.d.iii.2 **Responsibilities**

1. Assist in framing H & S Policy for the school.
2. Ensure that said policy is compliant, simple, achievable & sustainable.
3. Provide the school with any resources that may be required to achieve the health & safety goals which may be set.
4. Define what minimum reporting data is required to be available to the Board.
5. Define key performance indicators to show progress .
6. Identify any specific areas of concern & work with the Senior Management Team to resolve in a timely manner .

2.d.iii.3 **Minimum Membership**

Committee Chair, Staff Trustee & one other Parent Trustee

2.d.iii.4 **Frequency of Meetings**

As required to function effectively

2.d.iv. **Personnel Committee**

2.d.iv.1 **Role**

The Personnel Committee ensures the Board of Trustees is acting as a good employer.

2.d.iv.2 **Responsibilities**

1. Fulfil their responsibilities to related employment issues as required.
2. Participate in the appointment of staff in accordance with the Board's policy on recruitment
3. Ensure the process for the appraisal of the Principal follows the Board's policy.
4. Ensure that staff performance appraisals are being conducted in accordance with legislation.
5. Manage any disputes with employees referred to the Board by the Principal and in line with the Schools complaints policy.
6. Review policies related to Personnel.

2.d.iv.3 **Minimum Membership**

Principal, Board Chair,

2.d.iv.4 **Frequency of Meetings**

As required

2.d.v. **Special Projects Committees**

2.d.v.1 From time to time the Board may need to establish a committee to address a particular issue, development or special event. Typically they would operate for a limited and specific period of time and would operate within specific terms of reference.

2.d.v.2 For example:

- School Web Site
- Customer Service
- Jubilee
- ICT Projects

2.e Staff Trustee

2.e.1 Role

The Staff Trustee is first and foremost a trustee, making decisions on behalf of all stakeholders at PMPS, using all the information available.

2.e.2 The Staff Trustee should report the views of the staff on issues under discussion but ultimately must vote as a trustee. The staff trustee is bound by rules and principles as all the other trustees.

2.e.3 Responsibilities

1. Is full member of the Board of Trustees.
2. Abides by the Board of Trustees' Code of Conduct.
3. As a full member of the Board is involved in all Board decision making except where his or her terms and conditions of employment are being discussed.
4. Supports Board decisions.
5. Is clear about their role as a Board member.
6. Positively promotes the school in the eyes of the community.
7. Ensures that staff understand the role and responsibilities of the Staff Trustee on the Board.
8. Keeps all staff well informed about Board of Trustees activities and decisions or make this information readily available.
9. Keeps the Board of Trustees informed about staff activities and viewpoints through the Principal.
10. Reports the views of the staff on issues under discussion as well as canvasses staff opinion on critical issues.
11. Keeps the Board informed of current union issues.

2.f Board Secretary

See Appendix 6 for the Board Secretary Job Description

2.f.1 Role

Provide administrative assistance to the Board. The Board Secretary is not an elected or co-opted member and has no speaking or voting rights.

2.f.2 Responsibilities

1. Takes overall responsibility for the recording of full and accurate minutes of the Board meeting, including in-committee minutes
2. Maintains a complete file of Agendas, Minutes and Reports.
3. Notifies parents/caregivers of all meetings and have readily available copies of agendas, minutes and reports for the school community.
4. Coordinates the annual BOT Chair election (by secret ballot if required)

Part 3: Processes

3.a Composition and Payment of the Board

- 3.a.1 The current composition of the PMPS Board of Trustees requires 6 elected parent/community trustees. The Principal and an elected Staff Trustee brings the number of Board members to 8.
- 3.a.2 Each trustee is elected for a period of 3 years.
- 3.a.3 With 6 elected trustees the PMPS Board may co-opt up to 5 additional Trustees. Trustees may be co-opted to ensure gender and ethnic representation, for required skills and knowledge or for continuity.
- 3.a.4 Co-opted members have the same rights & responsibilities as elected members.
- 3.a.5 The Board follows the Ministry of Education's recommended payment to trustees. The Trustees will be paid for every main Board meeting attended with payment being made at the end of each year.

3.b Meeting Process and Procedures

- 3.b.1 The Board is committed to effective and efficient meetings.
- 3.b.2 Meetings:
 - Are based on a prepared annual agenda (*see Appendix 7*).
 - The meeting agenda preparation is the responsibility of the Chairperson and the Principal
 - The minutes are made available to the public at the School Office and on the school's website.
 - The Board has the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. Decisions by the Board are fully recorded but remain confidential. The Board must:
 - Make the reasons for excluding the public clear.
 - Reserve the right to include any non-Board member it chooses for specific reasons.
 - Keep confidential minutes secure.

Meeting Procedures

- 3.b.3 **General:**
 - i. Boards are required by law to have a meeting no less frequently than every 90 days. The PMPS Board has decided to meet monthly between January and December, usually on the third Thursday of the month.
 - ii. The meeting schedule is agreed annually.
 - iii. The meetings start at 7.00p.m. and are scheduled to conclude at 9.30 but may continue beyond this time with the agreement of the Board
 - iv. The meeting schedule is posted on the school's web site, at the school office and included on every month's meeting minutes.
 - v. The quorum shall be more than half the members of the Board currently holding office.
 - vi. The Chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board.
 - vii. The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
 - viii. Any Trustee must declare any potential conflict of interest and shall not take part in any debate on such issues. If the interest is declared to be a conflict the trustee will be required to leave the meeting for the duration of the debate or any subsequent deliberation. The declaration will be recorded in the minutes and the conflicts of interests register.
 - ix. Only Trustees have automatic speaking rights.

- x. Meeting materials are provided in electronic or paper form at least three days prior to the monthly board meeting. Trustees must have read these and arrive at the meeting ready to discuss.

3.b.4 **Special Meetings:**

The Board Chair has the authority to call a special meeting as may be deemed appropriate. A minimum of 50% of the Board must agree to a Special Meeting being called.

3.b.5 **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.

3.b.5.i When making a motion to exclude the public the following wording must be used:

Moved: That the public is excluded. This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987, Section 6 or Section 7, or the Official Information Act 1982 section 6 or section 7 or section 9 of as the case may require, which would be prejudiced by the holding of the whole or the relevant part of the proceeding of the meeting in the public are as follows;

The matter is of a <state the nature of the discussion eg Personnel> nature

3.b.6 **Public Participation:**

- i. Public speaking rights are at the discretion of the Chairperson. Visitors to the meeting must be invited to speak by the Meeting Chair.
- ii. Public attending the meeting are advised of their rights to speak at the meeting.

3.b.7 **Motions / Amendments:**

The Board records its decision by Resolving a Motion.

- i. All motions and amendments must be seconded, unless moved by the Board Chair
- ii. Motions, or amendments to motions once accepted, may not be withdrawn without consent of the meeting
- iii. Only one motion can be discussed at once
- iv. Amendments to motions may be proposed but no amendments may be accepted until the first one is disposed of.
- v. The Chair carries a casting vote, in addition to their own vote as a trustee, which may be passed where motions have an equal vote
- vi. Board members can abstain from voting but once the vote has been concluded cannot re-instantiate the vote without the agreement of the Board.
- vii. Motions may be passed by e-mail. While e-mail is a highly effective means of distributing information it is not particularly effective for complex discussions therefore, e-mail motions should be reserved for simple motions that do not require in-depth discussion.
- viii. E-mail motions must be unanimous to take effect and must be ratified at the next board meeting.

3.b.8 **Termination of Debate:**

All decisions are to be taken by open voting by all Trustees present.

3.b.9 **Minutes**

- i. The minutes will be distributed in a timely manner.
- ii. The decisions reached at each meeting should be documented by the Board Secretary (or delegate, in their absence). Before Minutes are distributed, they will be proofed by the Board Chair and the Principal. If a Trustees wishes to make an amendment to the minutes at the next meeting, they should advise the Chair prior to the meeting. The minutes should be sent out to

the Board for review / comment before issue. This is in order to ensure that what was actually agreed was correctly recorded.

- iii. Board minutes are ratified at the next meeting.

3.b.10 **Meeting Agenda**

The meeting agenda will be as per template (*see Appendix 8*) but can be modified to accommodate important items. Any modifications must be made in advance of the meeting agenda being published.

3.c Delegations

3.c.1 Delegations are a tool to ensure that the school operates effectively on a day-to-day basis. Delegations are at the discretion of the Board and can be modified or removed at any time with justification or explanation.

3.c.2 Allocated delegations cannot be passed on to someone else without the prior approval of the Board.

3.c.3 The delegation schedule will be approved by the Board at the first meeting of each year.

3.c.4 Delegated authority for the Principal

- i. The PMPS Board delegates to the Principal
- ii. All authority and accountability for the day to day operational organisation of the school, including delegation of up to \$5,000 per transaction discretionary spending which may be required by the school.
- iii. To act as the employer in all day to day matters relating to the staff of the school
- iv. To sign-off the payroll
 - a. To be a “responsible officer” in relation to the schools payroll system
 - b. Whilst acknowledging that delegations cannot be on-delegated, the Principal is specifically authorised to determine which staff receive sign-on to the payroll system and their level of access within the payroll system.
- v. Pursuant to clause 3.4.1 of the STCA or any other employment agreement/s to;
 - a. Determine whether competency or disciplinary processes should be initiated; and
 - b. Make initial inquiries to establish whether disciplinary processes should be initiated.
 - c. That the Board Chairperson is notified of any initiation of competency or disciplinary process.
- vi. Communication with the Media as and when required.
- vii. The Board approves the appointment of the Principal, as the Privacy Officer.

3.c.5 Delegated Authority for the Acting Principal

The Board directs that, except where the Board, as its discretion otherwise determines, the Deputy Principal, and, in the absence of the Deputy Principal, the Associate Principal; and in the absence of all three of the above, a designated Team Leader, shall, in the absence of the Principal from duty and for the full periods of such absence, perform all the duties and powers of the Principal. Any further delegation will be approved by the Board of Trustees

3.c.6 Delegated Authority for Finance:

The PMPS Board requires two signatures for the authorisation of all payments e.g. the signing of cheques, cash payments or electronic transfers.

The signatories will be; the Principal and one of either the Deputy Principal or Associate Principal. In the absence of the Principal the Deputy Principal or the Associate Principal have authorisation of all payments. If either or both the Deputy Principal and Associate Principal are absent the Board Chair may authorise payments

3.c.8 Delegated Authority for Property Committee:

3.c.8.i The Property Committee is responsible to report to the Board of Trustees for maintaining the school in a good state, as per the 10 year Property Maintenance Plan and the MoE property handbook. Specifically, the Property Committee is authorised to expend the maintenance budget as approved by the board in the annual budget and as approved by the Ministry in the 10 year property plan.

3.c.9 Creditors Authorisation

- 3.c.9.i The SMT exercise authority as approved in the Schedule of Delegations to approve the monthly creditors batch for payment. The creditors batch detail should be provided to Finance Committee Chair to review before the BOT meeting, who can raise any questions at the meeting for discussion.
- 3.c.9.ii Any payments above \$5,000 (except for salaries/wages and IRD payments) should be listed in the financial report. At the meeting they should be approved by the Board and recorded in the Board minutes.
- 3.c.9.iii Any payments above \$5,000 relating to property plant and equipment should involve dialogue between the SMT and the Property Committee Chair.
- 3.c.9.iv The Board may authorise payments over \$5,000 between meetings by way of email via the Principal to the Board Chair. Board Chair will circulate to the wider board if deemed necessary. The Board will ratify the payments in the next Board meeting and record in the Board minutes.

3.d Communication:

- 3.d.1 The Board will respond to letters in a timely manner in order to maintain the reputation of the School and Board.
- 3.d.2 Letters to the Board from parents are considered particularly important and a letter confirming receipt should be sent, as soon as is practical, notifying the parent that the matter raised will be placed on the agenda of the next scheduled Board meeting.
- 3.d.3 The Board agrees to communicate Board news items as appropriate.

3.e Principal's Appraisal

- 3.e.1 The Principal will have a Performance Review on an annual basis to ensure accountability for effective leadership and management, the delivery of quality teaching and learning in the school and ongoing personal and professional growth and development.
 - i. It is the responsibility of the Chairperson.
 - ii. Must be done annually.
 - iii. The appraisal may be conducted by an external appraiser as is mutually acceptable to the Board Chair and Principal
 - iv. Must be based on the Principal Professional Standards, the Job Description and Annual Performance Agreement.
 - v. The Board must receive a written report on the findings of the appraisal the appraisal & will be conducted in Committee without the Principal's attendance
 - vi. In the case of any dispute an independent mediator will be engaged

3.f Board of Trustees' Leadership Award

- 3.f.1 One of the key outcomes from the School's Charter is the development of leadership. As the Board is in a leadership role, it has decided to establish an annual award to students who show leadership.
- 3.f.2 A leadership certificate is to be awarded to one student from each year, with one person from within the six being awarded a leadership trophy.
- 3.f.3 The certificates and trophy are for demonstrating leadership throughout the year. Clearly the Board is not in a position to identify leadership behaviour and as such, the Senior Leadership Team, in conjunction with each year leader, will review the nominations over the course the year and select the students to be awarded the leadership certificates and trophy.

3.g Resources and References

- 3.g.1 The PMPS Board annually subscribes to the New Zealand School Trustees Association (NZSTA). This gives the Board access to a NZSTA Helpline in Wellington (0800 782 435), a regular newsletter and Auckland-based industrial advice and guidance.
- 3.g.2 Useful websites:
- www.minedu.govt.nz - Look under Board section for a variety of useful information, statistics and guides.
- www.NZSTA.org.nz

Appendix 1 – The National Administration Guidelines

The National Administration Guides (NAG's) are the government's primary tool for managing the direction and outcomes from Boards in the education of children. It is compulsory for all Boards to implement the NAG's.

NAG 1

Each board of trustees 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 achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, 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 a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, 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* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not 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 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.

NAG 2

Each board of trustees, 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, National Standards, 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 information on student achievement; and

(c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

NAG 2A

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

(a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

(b) report school-level data on National Standards in the board's annual report under three headings:

- i. school strengths and identified areas for improvement
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.

In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy); and
- ii. how students are progressing against National Standards as well as how they are achieving.

In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

NAG 3

According to the legislation on employment and personnel matters, each board of trustees 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 of trustees 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 of trustees 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 of trustees 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 of trustees 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 of trustees 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 NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

Appendix 2 – The Charter

- Vision & Values
- Strategic Plan –current
- previous year Targets (ANOVA)
- previous year Achievement Data
- current year Targets
- Approaches to Learning
- Annual Plan

Appendix 3 – Self Review Model

<i>Pigeon Mt BOT Self-Review Model¹</i>

What are we currently doing?

- What do we currently do?
- What are we *meant* to be doing?
- What does the policy, procedures, Charter say?
- Do we have any data/information about our performance in this area?
- Do we need to gather any more data?

What is current best practice?

- What do the MOE and STA say?
- What are other schools doing?
- Is there anywhere else we should be going for more information?

Thinking about this information:

- What should we keep doing?
- What should we stop doing?
- What should we start doing?
- What needs to be changed?

Where to next?

- What are our options for change/development?
- What are the priorities?
- What are our goals - to ensure success for the school and our students?
- What are the barriers/risks? How will these be managed/overcome?
- Do we need to get others 'on board'? If so, how?
- Write the action plan/policy/procedures

¹ **Based on a model provided by The Education Group**
Version 13.1 – Apr 2016

Appendix 4 – Self Review Schedule

School Procedure Reviews

		Term 1	Term 2	Term 3	Term 4
2016	W1		D1.9 Internet/BYOD	D4.1/4.2/4.3 EOTC	B2.5/2.6 End of Yr/Term Tasks
	W2	A1.1 Drugs/Medicine	A2.1/2.2 Enrolment/Off Roll NEW EoY Awards Criteria	A9.1 Attendance/Truancy	A1.10 Sickness/Injury
	W3	B1.8 School Donation B3.3 Student Hardship Fund	B2.16 Telephones	D1.1/1.2 Animal Welf/Assemblies	B2.14 School Alarms
	W4	A1.4/1.5 Emergency Procedures	E1.11 Newsletters	D1.3/1.4 Classroom Env/Routines	C5.1 Staff Discipline
	W5	A13.1 ELLs	A1.2 After School Care	D1.5/1.6 Culture/Curric Teams	C6.2 Teacher Expect'ns
	W6	C7.3 PD Staff Scholarship (New)	A3.1/3.2 Uniform/Jewellery	B1.2 Collection of Monies	A1.11 Visitors to School
	W7	A1.6 OSH C6.1 Appraisal	A1.3/1.7 Bikes/Road Safety	E1.8 Hrs of Wk 1.9 Meetings	D1.8/1.11 Homewk/Marking
	W8	C3.1 Leave	B1.1/1.3 Classrm Exp/ Budgets	E1.7 Duty Roster	B1.4/1.5 Money/Reimbursements
	W9	A1.9 Abuse	E1.1/1.2 Assoc Tchrs/ Bell Times	C8.1 CRT	
	W10	C10.1 PTA	D1.10 Library	B3.1/3.2 Sponsor/PTA Applicn	
		Key	Under In-school Review	Review Complete	Board Approved
2017	W1				
	W2				
	W3				
	W4				
	W5				
	W6				
	W7				
	W8				
	W9				
	W10				

Appendix 6 – Board Secretary Job Description

PIGEON MOUNTAIN PRIMARY SCHOOL

WELLS ROAD . BUCKLANDS BEACH

Phone (09) 534 9765 Facsimile (09) 534 9760

Email: boardchair@pigeon-mountain.school.nz

Job Description – Board Secretary

Children are the heart of the matter at Pigeon Mountain School. We are ambitious for our children and our expectations are high. We value good ethics and hard work. Not surprisingly, we have had many successes. The children achieve in their learning, they are proud of their sporting record and enjoy the performing arts and cultural activities. They learn ‘to be the best they can be’ and we celebrate their achievements and successes.

Pigeon Mountain Primary School was opened in 1979 to provide for the educational needs of the 5-11 year age group. Our mission for Pigeon Mountain School is to provide ‘education with a heart’. This means we will provide quality education within a caring environment.

Our vision is for our students to be “confident lifelong learners and caring citizens.”

The board of trustees works on behalf of both the local community and the Ministry of Education and in conjunction with school executive and staff in delivering the educational program to the students. The board secretary has a key role in supporting the board in its endeavours and is responsible for organising board related activities.

Background

The School Board is responsible for the overall running of the school, whilst the majority of this is delegated to the schools management team, primarily the Principal, the board remains accountable and is informed of school activities monthly at the full board meeting. Additional committee meetings occur throughout the month with their minutes forming part of the full board meeting.

The board secretary’s primary role is to organise and attend the full board meetings and record the decisions and actions discussed. Additionally the board secretary ensures the agenda's and minutes are done for the committee meetings by the sub committee's chair.

Confidentiality

The majority of the boards meetings and correspond are public documents, on occasion however, the Board will meet “in-committee” this is generally to discuss confidential items such as salary reviews.

The Board Secretary is required to maintain confidentiality on all matters discussed at “in-committee” meetings unless legal compelled to discuss them.

Key Activities of the Board Secretary

Meeting Agendas

Agenda's are a critical aspect of all Board meetings, one of the key activities of the Board Secretary is to ensure that the Chair for each Board meeting publishes an agenda as per the Boards Governance Manual.

It is the Board Secretaries responsibility is to ensure that each meeting chair creates the Agenda within the required time frames and forwards it to the Board Secretary for distribution.

Meeting Agenda's are sent to all Board members three working days prior to the meeting with a copy made available to the school office staff at least three working days prior to the meeting.

Full Board Meeting Minutes

The Board Secretary attends the main Board meetings, recording and preparing the meeting minutes as per the agreed format.

The meeting minutes are due for review by the Board Chair within three working days of the meeting, and distributed to the full board and school office within seven days.

Correspondence

The Board receives and sends various correspondences throughout the year. In conjunction with the school office and the Board Chair the Board Secretary records the inward and outward correspondence, a summary of which is included in the Board Pack. The school office will advise the Board Secretary of any correspondence received by the school.

Meeting Minute Books

It is a legal requirement that all meeting minutes are held, the board has created a number of meeting minute books. The Board Secretary is responsible for maintaining and keeping the meeting minute books. The minute books will be held in the school office.

Board Pack

Three working days prior the full board meeting the school office creates and distributes the board pack. This pack contains the agenda for the full board meeting, the minutes of the previous full board meeting together with a number of reports and minutes from the various committee meetings.

The board secretary is responsible for ensuring that the Board Chair and Principal have completed the agenda, that the minutes from the full board meeting and the various committee meetings have been included in the board pack.

Board Calendar

The Board have a number of activities that are required to happen within specific months and or dates.

The Board Secretary is responsible for maintaining the Board Calendar and ensuring that items from the calendar are on the appropriate board meeting's agenda.

Web Site

The school web site is a key resource for parents and the community in general, the Board has a section of the web site which is used to advertise the upcoming meeting dates for the various board meetings and contains copies of board policies, meeting minutes and other communiqué. The Board Secretary is responsible for ensuring that the Board's part of the web site is kept up to date by the school staff.

Contact list

In conjunction with the Principal, maintain an up to date contact list of Board members including email addresses, postal addresses and contact numbers.

The board secretary distributes updated copies of the contact list upon change or request and ensures that the schools bot@pigeon-mountain.school.nz email address is correct. The contact list will be held in the school office.

Attendance Register

The school board of trustees are paid to attend the full board meeting, to ensure that the appropriate attendance fees are paid the board Secretary maintains an attendance registers. This attendance register is forwarded to the school office on a monthly basis.

Appendix 8 – Meeting Agenda



Pigeon Mountain Primary School Board of Trustees

Meeting to be held on xxxx at xx pm in the Admin Board Meeting Room

Education with a Heart - Improving student achievement outcomes

1. **ADMINISTRATION**
 - Present
 - Apologies
 - Declarations of interest
 - Confirmation of minutes
2. **DECISIONS**
3. **MONITORING & REPORTS**
 - Curriculum reporting
 - Annual Plan progress
 - Property report
 - Finance
 - H & S
 - Policy and Procedure Review
 - Personnel
 - Under action items
4. **STRATEGIC DISCUSSIONS**
5. **AGENDA ITEMS NEXT MEETING**
6. **ADMINISTRATION**
 - Correspondence
7. **GENERAL BUSINESS**