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| Board Governance Manual 2016 |
| MISSION STATEMENT  “Rolleston Christian School assists families in the education of their children by providing a quality Christian environment in which the Biblical truths of Jesus Christ are taught and lived, developing each child’s character and God-given gifts and abilities to their full potential.” |

Rolleston Christian School Board Governance Manual 2016

Rolleston Christian School

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Part One   
Introduction

# 1. Governance

The Board is accountable for the operation of the school and its performance. In operating the school, the Board is obliged to take into account the interests of all stakeholders (eg. those of the parent body, pupils, Board of Proprietors and Minister of Education). Its role includes strategic leadership and vision setting (in partnership with the Proprietor), and ensuring that the school is effective and meets all legislative and regulatory responsibilities defined in relevant Education Acts, the Charter, National Education Guidelines and other legislation.

The Board meets these obligations by setting policies and other guidelines covering all obligations (National Administrative Guidelines), delegating responsibility for implementation to the Principal through their job description, and then monitoring the effectiveness of policy implementation through a system of accountability reporting.

The Board and Principal form the leadership team with the role of each documented with clear reference to the interface both parties have with the Board of Proprietors. The Principal reports to the Board as a whole. The Board has limited time and is proactive through the audit process model for assurance purposes; otherwise its meetings primarily focus on strategic planning, Special Character and school development in close liaison with the Proprietors. The Board makes a clear distinction between governance and management. In a large school, it does not involve itself at all in the administrative details of the day-to-day running of the school. In a small school, involvement in day-to-day management is at the invitation of the Principal. The Principal is employed as the CEO and the Board expect him/her to function accordingly, provide relevant assurance information and alert the Board to risk and variance (to meet statutory obligations or as requested by the Board). If a Board member is doing something in the school for which there is a staff member employed in that role, then they shouldn’t be doing it unless invited to assist by the Principal.

The Board’s primary foci are:

1. Implementation of Special Character as required by the Proprietor
2. Enhancing pupil achievement through strategic planning and school development

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# 2. Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with both the Board’s policy framework (including Special Character features, Charter and any other delegations from the Board) and the law of New Zealand. (For detail see School Operational Policies, see the Appendix II.)

# 3. Relevant Legislation

In developing the above definitions, the Board was mindful of the following excerpts from the Education Act 1989 and Private Schools Conditional Integration Act 1975.

## 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 –

Shall comply with the Board’s general policy directions; and

Subject to paragraph (a) of this subsection, has complete discretion to manage as the 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.

## Private Schools’ Conditional Integration Act1975

Section 2:

*Education with a Special Character* means education within the framework of a particular or general religious or philosophical belief, and associated with observances or traditions appropriate to that belief.

Integrated school means a private school originally established to provide education with a Special Character that, in accordance with the provisions of this Act, has, by the free choice of the Proprietor of the school, been established as an integrated school, and has thereby become part of the State system of education in New Zealand;

*Integration* means the conditions and procedures on and by which a private school may become established as part of the State system of education and remain part of that system on a basis whereby the education with a Special Character which it provides is preserved and safeguarded; and *integrated* has a corresponding meaning.

*Proprietor*, in relation to a private school or an integrated school, means that corporation, body of trustees, or other person or body of persons, which or who have the primary responsibility for determining the Special Character of the school and for supervising the maintenance of that Special Character, and who own, hold upon trust, or lease the land and buildings that constitute the school premises

Section 3:

*Preservation of Special Character of an integrated school*

1. An integrated school shall on integration continue to have the right to reflect through its teaching and conduct the education with a Special Character provided by it.
2. Integration shall not jeopardise the Special Character of an integrated school.
3. The PROPRIETOR of an integrated school shall, subject to the provisions of the integration agreement:
4. Continue to have the responsibility *to supervise the maintenance*and preservation of the education with a Special Character provided by the school.
5. Continue to have *the right to determine* from time to time what is necessary to preserve and *safeguard the Special Character*of the education provided by the school and described in the integration agreement.
6. If in the opinion of a PROPRIETOR the Special Character of the school as defined and described in the integration agreement has been or is likely to be jeopardised, or the education with a Special Character provided by the school as defined and described in the integration agreement is no longer preserved and safeguarded, he may invoke the powers conferred upon him by this Act.
7. The legal framework for a Board of Trustees State Integrated School is in the Appendices

Part Two   
Governance Practices

# 1. Board Roles and Responsibilities

The Board of Trustees’ key areas of contribution are:

* representation
* leadership
* accountability
* employer role
* Special Character

| BOARD MEMBER ACCOUNTABILITY MEASURE | STANDARD |
| --- | --- |
| 1. Set strategic directions and long-term plans and monitor the Board’s progress against them. | 1.1 Board meets strategic goals. |
| 2. Implement and monitor the Special Character of the school. | 2.1 Special Character vision and guidelines of Board of Proprietor is captured accordingly in all aspects of Board and school operations.  2.2 Special Character is monitored in unison with Board of Proprietors. |
| 3. To be accountable to Board of Proprietors for Special Character and Property. | 3.1 Implement Board of Proprietor requirements regarding Special Character and Property.  3.2 Provide information to Board of Proprietor as required. |
| 4. Monitor financial management of the school and approve the budget. | 4.1 Satisfactory performance of school against budget. |
| 5. Monitor and evaluate pupil achievement. | 5.1 Reports from Principal on progress against Annual Plan highlight risk/success.  5.2 Meet targets in Annual Plan, implement Curriculum Policy and satisfactory performance of Curriculum Education Priorities. |
| 6. Effective risk management. | 6.1 Attend Board meetings having read Board papers and reports and ready to discuss them.  6.2 Board meetings have a quorum.  6.3 Remain briefed on internal/external risk environments and take action where necessary.  6.4 Identify 'trouble spots' in statements of audit and take action if necessary. |
| 7. Ensure the Board is compliant with its legal requirements. | 7.1 New and continuing members are kept aware of any changes in legal and reporting requirements for the organisation. Board has sought legal advice when necessary.  7.2 Accurate minutes of all Board meetings, approved by Board and signed by chair.  7.3 Individual staff/pupil matters are always discussed in Public Excluded Session. |
| 8. Attend Board meetings and take an active role as a trustee. | 8.1 Attendance at 80% meetings (minimum).  8.2 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down). Refer Education Act 1989  8.3 Board papers read prior to attending Board meetings.  8.4 Participate in Board induction. |
| 9. Approve major policies and programme initiatives. | 9.1 Approved and minuted. |
| 10. Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage. | 10.1 The Treaty of Waitangi is obviously considered in Board decisions. |
| 11. Approve and monitor Personnel policy and procedure. Act as good employers. | 11.1 Become and remain familiar with employment conditions of organisation, staff contract and Award arrangements. |
| 12. Appoint, assess the performance of and nurture the Principal. | 12.1 Principal’s Performance Management System in place and implemented. |
| 13. Deal with disputes and conflicts referred to the Board. | 13.1 Successful resolution of disputes and conflicts referred. |
| 14. Represent the school in a positive, appropriate manner. | 14.1 Code of Behaviour adhered to. |
| 15. Oversee, conserve and enhance the resource base. | 15.1 Property/resources meet the needs of the pupil achievement goals. |
| 16. Hand over governance to new Board/trustees at election time. | 16.1 New trustees provided with governance manual.  16.2 New trustees fully briefed and able to participate following attendance at an orientation programme. |

# 2. Trustee’s Code of Behaviour

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

* Function in ways that are consistent with the school’s Special Character.
* Support the implementation of the Board of Proprietor’s vision for Special Character.
* Maintain and understand the values and goals of the school.
* Ensure the needs of all pupils, their achievement is paramount.
* Be loyal to the organisation and its mission.
* Publicly represent the school and both its Boards 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 and not disclose to any other persons such information that might be harmful to the school.
* Be diligent and attend Board meetings prepared for full and appropriate participation in decision making.
* Not act independently of the Board’s decisions.
* Speak with one voice through its adopted policies and ensure that any disagreements with the Board’s stance are resolved within the Board.
* Avoid any conflicts of interest with respect to their fiduciary (relating to the relationship between the trustee and the school) responsibility.
* Recognise the lack of authority in any individual trustee or subgroup of the Board in any interaction with the Principal or staff.
* Recognise that only the Chairperson can speak for the Board.
* Continually self-monitor their individual performance as trustees against policies and against any other current Board evaluation tools.
* Be available to undertake appropriate professional development.
* Act and contribute in the best interests of all stakeholders.
* Accept responsibility for a portfolio/committee and fulfil Board expectations, with the exception of the staff-elected representative.
* Take personal responsibility to keep up-to-date with of governance responsibilities.

# 3. Chairperson’s 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.

| CHAIR ACCOUNTABILITY MEASURE | STANDARD |
| --- | --- |
| 1. Oversee and foster the vision of the school. | 1.1 Special Character vision of Proprietor is reflected and communicated in all aspects of governance and management. |
| 2. Build quality relationships with key stakeholders (Principal, Proprietor Chair). | 2.1 Regular meetings are held in addition to on-going liaison.  2.2 Clearly understands the role of each stakeholder and functions accordingly. |
| 3. Oversee general performance of the Board. | 3.1 Board performs against its forms of accountability and strategic goals. |
| 4. Ensure information about the financial performance of the organisation flows to the Board. | 4.1 Board remains well-informed about financial performance of organisation. |
| 5. Establish and maintain systems for information to flow to the Board. | 5.1 Board receives information on time and has time to comment and have input.  5.2 Board has adequate opportunities to have input and make decisions.  5.3 Chair ensures accurate minutes are kept, approved by Board and signed by Chair. |
| 6. Attend and chair Board meetings. | 6.1 Attendance at all meetings (unless chairing responsibility delegated).  6.2 Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the Board has suspended them. Information on meeting procedures is found in the section on meetings. |
| 7. Make recommendations to Board about prudent management of Board matters. | 7.1 Recommendations made as necessary. |
| 8. Establish and maintain an ongoing working relationship with the Principal. | 8.1 Establishes regular meetings with Principal.  8.2 Clear and effective communication with Principal is established. |
| 9. Deal with disputes and conflicts referred to the Chair. | 9.1 As required by the Board's Policy and Procedures. |
| 10. Act as Protected Disclosure Officer [see STA Link 2001/01] if required. | 10.1 Requirement met. |
| 11. Ensure the Principal’s Performance Agreement and Appraisal are completed on an annual basis | 11.1 Report of Principal’s Performance Appraisal tabled at the Board according to appraisal process |
| 12. Is the Board’s spokesperson. |  |
| 13. Signatory for formal\legal documentation. |  |

# 4. Staff and Proprietor Trustee Role Description

### a) Staff Trustee

The staff trustee fulfils legislative requirements, relating to Board composition. The role of the staff trustee is to bring a staff perspective to Board decision making.

The trustee has an obligation to serve the broader interests of the school and its pupils and has equal voice, vote, standing and accountabilities as all other trustees – refer to Board Roles and Responsibilities in previous section. The staff trustee is elected by the staff.

| STAFF TRUSTEE ACCOUNTABILITY MEASURE | STANDARD |
| --- | --- |
| 1. To work within the Board’s Charter. | 1.1 The Charter is obviously considered in Board decisions. |
| 2. To abide by the Board’s governance and operational policies. | 2.1 The staff/pupil trustee has a copy of the governance manual and is familiar with all Board policies. |
| 3. The staff trustee is first and foremost a trustee and must act in the best interests of all stakeholders. | 3.1 The staff trustee is not a staff advocate.  3.2 Staff trustee participates in the best interests of all stakeholders. |
| 4. The staff trustee is bound by the Trustee Code of Behaviour. | 4.1 The staff trustee acts within the code of behaviour. |
| 5. It is not expected that the staff trustee act as a union delegate. | 5.1 The staff trustee does not bring staff issues to the Board. (This is the role of the Principal only.) |
| 6. It is not necessary for the staff trustee to prepare a verbal or written report for the Board unless specifically requested to from the Board. | 6.1 No regular reports received unless a request has been made by the Board on a specific topic. |

### b) Proprietor Trustee

The number of proprietor trustees fulfils legislative requirements and, relating to Board composition, must be one less than parent-elected members.

This trustee has an obligation to serve the broader interests of the school and its pupils and has equal voice, vote, standing and accountabilities as all other trustees – refer to Board Roles and Responsibilities in previous section.

However, as an appointee of the Proprietor, it is expected the trustee will bring a proprietor perspective to Board decision making with reference to all matters related to Special Character and property. Term of appointment is determined by the Proprietor and is normally reviewed during Board election season.

| PROPRIETOR TRUSTEE ACCOUNTABILITY MEASURE | STANDARD |
| --- | --- |
| 1. To work within the Board’s Charter. | 1.1 The Charter is obviously considered in Board decisions. |
| 2. To abide by the Board’s governance and operational policies. | 2.1 The trustee has a copy of the governance manual and is familiar with all Board policies. |
| 3. The trustee is first and foremost a trustee and must act in the best interests of the school. | 3.1 Ensures all aspects of Special Character are reflected in Board decisions consistent with Proprietor expectations.  3.2 Participates in the best interests of the all stakeholders. |
| 4. The trustee is bound by the Trustee Code of Behaviour. | 4.1 Acts within the Code of Behaviour. |
| 5. Keeps the Proprietor informed of relevant matters. | 5.1 Proprietor is well informed about relevant matters. An annual report is prepared for the Proprietor. |
| 6. To draw Board attention to Special Character agreement with the Crown and Special Character Implementation practices. | 6.1 Board clearly knows what the Proprietor expectations are with regard to policy and school operation.  6.2 Represents and protects the Proprietor interests in good faith.  6.3 Consults with Proprietor Board when necessary regarding decisions the Board wishes to make for which the representative is unsure, or as requested by the Board.  6.4 Monitors the curriculum against Special Character outcomes to ensure the school maintains its Special Character.  6.5 Ensures all appointments meet Proprietor expectations with regard to Special Character. |
| 7. Proprietor’s property is managed and maintained in the best interests of the proprietor and the educational vision for the school. | 7.1 Clearly understands Proprietor responsibilities with regard to property and communicates accordingly  7.2 Monitors all compliance matters related to property and monies allocated and spent. |
| 8. Participates in Board committees (or portfolio responsibilities) as deemed advantageous by the Board. | 8.1 Active participant on Board committees or as a portfolio holder. |

# 5. The Relationship between the Board and the Principal

The performance of the school depends significantly on the effectiveness of this 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 agreed Code of Behaviour should be read alongside this policy.

* This relationship is based on Christian character qualities, such as mutual respect based on trust, integrity and ability.
* The relationship must be professional.
* The Principal reports to the Board as a whole rather than to individual trustees.
* Day to day relationships between the Board and the Principal are delegated to the Chair.
* All reports presented to the Board by the staff arrive there with the Principal’s approval and the Principal is accountable for the contents.
* There are clear delegations and accountabilities by the Board to the Principal through policy.
* The two must work as a team and there should be no surprises.
* Neither party will deliberately hold back important information.
* Neither party will knowingly misinform the other.
* The Board must maintain a healthy independence from the Principal in order to fulfil their role.
* The Principal should be able to share their biggest concerns with the Board.

# 6. The Relationship between the Chairperson and the Principal

The Chairperson is the leader of the Board and works on behalf of the Board on a day to day basis with the Principal.

The relationship principles are to be read in line with the following:

* The Board’s agreed governance and management definitions
* The Board’s Roles and Responsibilities policy
* The Responsibilities of the Principal policy
* The Chairperson’s Role policy
* The Trustee’s Code of Behaviour policy

Relationship principles:

* A positive, productive working relationship between the Principal and the Chair is both central and vital to the school.
* This relationship is based on mutual trust and respect.
* The two must work as a team and there should be no surprises.
* The relationship must be professional.
* Each must be able to counsel each other on performance concerns.
* The Chair supports the Principal and vice versa when required and appropriate.
* There is understanding/acceptance of each other’s strengths and weaknesses.
* Each agree not to undermine each other’s authority.
* There is agreement to not break confidences when assurances have been given.
* There is agreement to be honest with each other.
* Each agree and accept the need to follow policy and procedures.
* Agree not to hold back relevant information.
* Agree and understand that the Chair has no authority except that granted by the Board.
* Understand that the Chair should act as a sounding board for the Principal both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.
* Establish and commit to regular meeting times.

# 7. The Relationship between the Board, Principal, and Proprietor

The performance of the school depends significantly on the effectiveness of this three-way partnership, and as such a positive, productive working relationship is essential. The Board (through its Chair), Proprietor and the Principal form a strategic leadership team.

It is agreed that:

* This relationship is based on mutual trust and respect.
* All members of this strategic leadership team must work as a team and there should be no surprises.
* The relationship must be professional.
* All chairs must be able to counsel each other on performance concerns.
* There is understanding/acceptance of each other’s strengths and weaknesses.
* Each agree not to undermine each other’s authority.
* There is agreement to not break confidences when assurances have been given.
* There is agreement to be honest with each other.
* Each agree and accept the need to follow policy and procedures.
* There is agreement not to hold back relevant information.
* All agree and understand that the Chairpersons have no authority except that granted by their Boards/Trusts.
* All understand that the chairs should act as a sounding Board for the Principal with regard to the implementation of the vision and strategic plan for the school.
* Access of the Proprietor to the school is always through the Principal with the blessing of the Board Chair.
* The parties agree the level of visibility of the Proprietor in the life of the school.

# 8. Meeting Processes

The Board is committed to effective and efficient meetings:

1. Based on a prepared annual agenda. The agenda preparation is the responsibility of the Chairperson.
2. Dates, times and places are communicated to all stake holders through publication in the school newsletter/website.
3. Held with the expectation that trustees have prepared for them and will participate.
4. Discussions at all times are within the principles of acceptable behaviour reflecting Special Character values.
5. Only duly passed resolutions are recorded in minutes and these become the official voice of the Board.
6. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987.
7. Decisions by the Board in committee are fully recorded but remain confidential. The Board needs to:

* Make the reasons for excluding the public clear
* Reserve the right to include any non-Board member it chooses

h) Trustee – Trustee Concerns. A Trustee who has a concern regarding another Trustee or group of Trustees and considers it inappropriate to bring that concern up in a full Board meeting, should contact the Chair for advice. In general the Matthew 18 principle should apply. If the concern relates to the Chair, then the Trustee should contact the Proprietor for advice. (The New Zealand School Trustees’ Association is also a useful resource in these situations)

# 9. Meeting Procedures

*[\* denotes legislative requirement]*

1. **General**
2. Meetings are held as per the agenda.
3. The quorum shall be more than half the members of the Board currently holding office.\*
4. 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.\*
5. The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
6. Any trustees with a conflict or 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.\*
7. Only trustees have automatic speaking rights.
8. The Board delegates [and minutes] powers under Sections 16 & 17 of Education Act to the Disciplinary Committee.
9. The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.
10. **Time of Meetings**

Regular meetings commence with prayer and devotions, and will normally take two to three hours.

A resolution for an extension of time may be moved.

Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

The Board will normally meet 8 times per year.

1. **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.

1. **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 excluded minutes will be made appropriately to meet local body best practice.

1. **Public Participation**
2. Public participation is at the discretion of the Chairperson.
3. Public attending the meeting are given a notice about their rights to participation in the meeting.
4. **Motions/Amendments**
5. All motions and amendments moved in debate must be seconded unless moved by the Chairperson.\*
6. Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.\*
7. No further amendments may be accepted until the first one is disposed of.\*
8. The mover of a motion has right of reply.\*
9. A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.\*
10. Decisions made by email between meetings will be ratified at the next meeting.
11. **Termination of Debate**

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

1. **Suspension of Meeting Procedures**

Standing Orders may be suspended by resolution of the meeting.

1. **Agenda**
2. Agenda items are to be notified to the Chair 5 days prior to the meeting.
3. Late items will only be accepted with the approval of the Board.
4. The order of the Agenda may be varied by resolution at the meeting.
5. All matters requiring a decision of the Board are to be appended as separate meeting items.
6. All items in the agenda are to carry a recommended course of action and where appropriate supplemented by supporting material in the agenda documentation.
7. The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
8. Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
9. Papers and reports are to be sent to the Board the weekend before the meeting.
10. **Minutes**
11. The Board ensures it has appropriate secretarial services.
12. The minutes are to clearly show resolutions and action points and who is to complete the action.
13. A draft set of minutes is to be completed and sent to the Chair for approval within 4 working days of the Board meeting before being distributed to trustees within 7 working days of the meeting.
14. Minutes are signed by the Board Chair or delegate following adoption.
15. **Meeting Reports**
16. All reports are primarily through the Principal unless specifically stated elsewhere
17. Principal’s Report: reflects the Special Character of the school, is based on the NAGs and has a format negotiated by the Principal with the Board.

# 10. Meeting Agenda

A typical agenda will be as follows:

Rolleston Christian School

MEETING OF THE ESTABLISHMENT BOARD OF TRUSTEES – AGENDA

Day [date] commences at [time]

1. Devotion – Prayer

2. Principal’s Report

2.1 Strategic Objectives

2.2 Operational Reports

2.2.1 Curriculum

2.2.2 Documentation and Self Review

2.2.3 Personnel

2.2.4 Finance and Property

2.2.5 Health and Safety

2.2.6 Legal Compliance

2.3 Environmental Intelligence

2.4 Significant Events/Success

3. Special Guest

4. Administration

* Apologies
* Minutes
* Matters arising
* Declaration of Interest

5. Correspondence

6. Governance

7. General

8. In Committee

9 Meeting closure

9.1 Preparation for next meeting (see Board Annual Agenda Calendar)

# 11. Board Review of its Effectiveness

## Board Orientation

The Board is committed to ensuring continuity of business and a smooth transition when Board personnel change. Therefore:

1. New trustees will be issued with a governance manual based on the CST template.
2. Proprietor appointees on the Board will be provided with an induction pack.
3. The Chairperson, and a delegate of the Proprietor, will meet with new members to provide face-to-face induction.
4. The Principal will conduct a site visit of the school as required.
5. New Board members are to be advised of the professional development that is available through Ministry of Education and NZSTA webinars as well as other relevant providers. Trustees are strongly encouraged to participate in this and other similar training.

## Governance Review

### Trustee Review

At the end of each year, trustees may be asked to evaluate their own contribution to the Board and their individual effectiveness in discussion with the chairperson. The basis of such a review shall be these Governance Practices (Part 3), in particular the Roles & Responsibilities standards and the Code of Behaviour.

### Chairperson Review

The Board chair will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal (in particular the Role of the Chair standards).

### Board Review

Annually, the chairperson will co-ordinate a review of the effectiveness of the Board of Trustees, either orally or by means of a survey. The review will be based on the Strategic Plan and Policy Framework.

### ERO Review

The school is reviewed regularly by the statutory body charged with quality assurance of schools on behalf of the Crown.

### Special Character Review

The Proprietor commissions three yearly reviews.

Part Three   
Governance Processes and Procedures

The Board has established the following governance model based on its primary focus being pupil achievement and strategic leadership. It is the Principal’s responsibility to lead the day-to-day operations of the school and to provide assurance and variance reports for the Board to consider at each meeting, coupled with decision recommendations for the Board to consider.

# 1. Committee Principles

The Board may set up committees to help carry out its responsibilities and due process (eg. staff appointments, internal audit, discipline).

*Education Act 1989, section 66* - gives the Board the authority to delegate any of its powers to a special committee except the power to borrow money.

The Board must spell out in the Board minutes and in a letter to each committee member the precise powers that are delegated to a committee. In addition the same delegation motion must name the members or how the committee will be constituted. For example, the committee can:

a) Investigate and report their findings to the Board.

b) Investigate and make any recommendations based on those findings to the Board.

c) Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions, then report to the Board what they did.

Board committees:

a) Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.

b) Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.

c) May not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Principal.

d) Help the Board (not the administration) do its work.

e) [Other than the Board Discipline Committee] must act through the Board and therefore can only recommend courses of action to the Board and have no authority to act without the delegated authority of the Board

f) Assist the Board chiefly by preparing policy alternatives and implications for Board deliberation. Board committees are not to be created by the Board to advise staff.

g) All have the Chair and Principal as ex-officio members with the exception of an audit committee.

h) Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:

* purpose
* committee members
* duties and responsibilities
* delegated authority

# 2. Board Committees

## Finance Committee

[Standing]

### Responsibility of the Board

The Board of Trustees has overall responsibility for the financial management of the school. The day-to-day management of the school’s finance and budget rests with the Principal.

The Finance Committee as a committee of the Board is responsible for providing guidance to the Principal for financial matters.

### Purpose of the Finance Committee

The Finance Committee was formed to provide guidance to the Principal in the financial management of the school.

### Terms of Reference

The Finance Committee is responsible to the board for:

a) In association with the Principal, recommending an annual operating and capital budget, including professional development budget allocation for the Principal and the staff.

b) Determining the level of budgetary discretion available to the Principal. (see delegated authorities)

c) Monitoring and reporting on the annual budget via the Principal.

d) Review on behalf of the board accounts passed for payment by the school. Advising on additional funding sources (spot audits 2 times a year).

e) Where appropriate, assisting the Principal to prepare a financial results report, which is to be provided to the Board by the Principal as part of every Principal’s report.

f) Recommending changes to financial policy.

g) Overseeing the preparation of the annual accounts for Board approval.

h) Assisting the Principal in reporting financial performance to parents and the community as appropriate.

i) Providing input into the school’s Strategic Plan.

j) Preparing special reports for consideration by the Board.

k) Annually reviewing the school’s risk management needs and insurance cover.

l) Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.

### Compliance Reporting

The Principal is responsible for financial reporting and demonstrating budget compliance. Where there is noncompliance, variances are to be reported to the Board, with recommendations on the actions required to meet compliance.

FINANCE COMMITTEE ANNUAL CALENDAR

| DATE | ACTION REQUIRED |
| --- | --- |
| February | Finance Committee self-review. |
| by 31 March | Annual Accounts prepared and forwarded to the Auditors. |
| April | Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works. |
| May | Community reporting on financial performance. |
| June | Ensure any issues raised by the auditor have been addressed. |
| September | Annual Plan available as an input document for preparation of the budget. |
| November | Annual review of risk management needs and Insurances (including liability).  Initial annual budget recommendations submitted to the Board. |
| January | Revised annual budget submitted to the board for approval. |

## Principal Appraisal Committee

[Standing]

### Responsibility of the Board for Principal Appraisal

It is the responsibility of Rolleston Christian School Board of Trustees to appraise the Principal’s performance on an annual basis with the objective of ensuring high quality education opportunities for the pupils of the school and that the Principal meets the Teacher’s Council criteria for attestation.

The Principal’s performance will be formally appraised by the Board Chairperson or delegate(s) and, at the Board’s choice, an independent consultant who specializes in education and is able to review the effectiveness of the education provided.

The Principal Appraisal Committee are the trustees delegated to carry out the responsibility of the Appraisal process, reporting back to the whole Board.

### The Purpose of the Appraisal Committee

The Principal Appraisal Committee as a committee of the Board is responsible for drafting the Principal’s Performance Agreement in consultation with the Principal, presenting it to the Board for approval, implementing the appraisal process and reporting to the Board at the completion of the appraisal.

### Terms of Reference

The Principal Appraisal Committee is responsible to the Board for:

a) Ensuring the appraisal process will result in a written assessment of the Principal’s performance on an annual basis, identifying any training/professional development needs for the Principal to undertake.

b) Ensuring the review is carried out according to the Board’s agreed procedure.

c) Ensuring that the criteria for appraisal will be the objectives set in the Performance Agreement, the objectives being drawn from the school’s strategic and annual operating plans, the Principal’s job description, and professional standards.

d) Ensuring that if there is any disagreement between the Principal and the committee as to the objectives, the committee, after considering the Principal’s input, will amend the objectives or confirm the unchanged objectives and bring their recommendations to the whole Board. The Board’s decision will be final.

e) When appropriate, sensitively seeking feedback on the Principal’s performance from staff, parents, or any other person/s that are in the position of providing feedback on how the Principal has performed.

f) Reporting back to the Board at the completion of the appraisal. Any discussion will be held ‘in committee’ (ie. non-Board members will be excluded).

g) Ensuring that the Performance Agreement and results of the appraisal are confidential to the Principal, the Board and their agents unless both parties agree to wider distribution.

In the event of a dispute relating to the appraisal results, the Board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the Board will have responsibility of any final decision.

## Property Committee

[Standing]

### Responsibility of the Board

The property from which the school operates is owned by the Christian Schools’ Trust (CST). The Board is responsible for maintaining the land, buildings and other facilities on the school site in a state of good order and repair. The Christian Schools’ Trust assumes all responsibility for major cyclical maintenance and property development.

The day-to-day management of the school’s maintenance rests with the Principal.

### Purpose of the Property Committee

The Property Committee as a committee of the Board is responsible for:

a) Making recommendations and reporting back to the Board on all property matters

b) Providing guidance to the Principal for day-to-day property matters.

### Terms of Reference

The Property Committee is responsible to the Board for:

a) Receiving guidelines and direction from the Board for property development.

b) In association with the CST, drawing up a 10 Year Property Plan (10YPP) for maintenance and development.

c) Bringing the 10YPP back to the Board for the Board’s approval or for further recommendation.

d) Ensuring the tasks assumed from the 10YPP clearly define the areas of responsibility.

e) Estimating the cost for maintenance and development plans.

f) Ensuring maintenance and property development is undertaken in accordance with the 10YPP.

g) Ensuring no school funds are used for capital development on the property.

i) Addressing Health and Safety issues related to maintenance on the school property.

j) Reporting to the Board on the results of Property Committee meetings and any response from the Proprietor.

### Compliance Reporting

The Principal is responsible for property reporting and auditing the safety of the buildings. Issues are to be reported to the board, with recommendations on the actions required.

## Disciplinary Committee

[Ad Hoc]

### Purpose

To ensure that all processes relating to the suspensions of pupils adhere to the requirements of Education Act 1989, and its amendments, Education Rules 1999 and Ministry of Education Guidelines.

### Committee Members

The chairperson and two or more members of the Board, excluding the Principal (who attends the meeting but is not involved in decision making). The chair of the committee is the Board chairperson or in the chairperson’s absence will be determined by the committee. The quorum for the committee shall be two trustees.

### Duties and Responsibilities

The committee will:

* Act in fairness, without bias or prejudice and with confidentiality in keeping with the school’s Special Character.
* Act within legislation and the MOE guidelines.
* Act only on written and agreed information, not verbal hearsay.
* Use processes of natural justice in discipline hearing procedures.
* Make recommendations on discipline matters to the Board as necessary.
* Employ restorative practice where applicable.

The Board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.

# 3. Reporting and Audit Plan

## Three-Year Board Reporting and Audit Plan

ANNUAL BOARD WORK PLAN

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 1 2016 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Charter |  | Charter to MOE by end of Feb. |  |  |  |  | Draft Charter 2017 |  |
| Other Legal Requirements |  | Election of Officers  March Roll Return | BoT Triennial Elections |  | July Roll Return |  |  | Compliance Checklist |
| Governance  Policy |  | Board Roles and Responsibilities | Trustee’s Code of Behaviour and Chairperson Role |  | The Relationship between the Board, Principal, and Proprietor |  | Meeting Processes | Board Self Review |
| Operational  Policy |  |  | NAG 5 | Teacher Registration  Staff PD Plan |  | NAG 4 |  | NAG 6 |
| Curriculum  Reports |  |  | Numeracy Report |  | Writing Report |  | Rich Learning Area report |  |
| Pupil Achievement |  | Priority Student Update |  | National Standards Progress Report |  | Priority Student Update |  | National Standards schievement Report |
| Priority  Groups |  |  |  |  |  |  | ESOL Report  Gifted and Talented Learning Support Report |  |
| Special  Topics | ERO  10YPP |  |  | Staff Appraisal |  |  |  |  |
| Principal Appraisal |  | Approve 2016 Process |  |  |  |  |  |  |
| Budget | Budget 2016 |  |  |  |  |  | Budget 2017 |  |
| Trustee Development | Updated Handbook 2016 | NZSTA Training |  | NZSTA Conference |  | NZSTA Training |  | NZSTA Training |

## Three-Year Board Reporting and Audit Plan

ANNUAL BOARD WORK PLAN

| Year 2 2017 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Charter | Confirm Draft  Charter 2017 |  |  |  |  |  | Charter 2018 |  |
| Other Legal Requirements | Election of Officers | March Roll Return |  |  | July Roll Return |  |  | Compliance Checklist |
| Governance  Policy |  | Board Roles and Responsibilities | Trustee’s Code of Behaviour and Chairperson Role |  | The Relationship between the Board, Principal, and Proprietor |  | Meeting Processes | Board Self Review |
| Operational  Policy-Audits |  |  | NAG 1 | Staff Appraisal  Staff PD Plan |  | NAG 2 |  | NAG 6 |
| Curriculum  Reports |  |  | Year 7 and 8 Specific Report |  | Reading Report |  | Rich Learning Areas Report |  |
| Pupil Achievement |  | Priority Student Update |  | National Standards Progress Report |  | Priority Student Update |  | National Standards schievement Report |
| Priority  Groups |  |  | Gifted and Talented Learning Support Report |  |  |  | ESOL Report |  |
| Special  Topics | ERO | Staff Appraisal  Staff PD Plan | Annual report and audited accounts 2015 submitted end of May |  |  |  |  |  |
| Principal Appraisal | Sign off 2016 Appraisal Approve 2017 Process |  |  |  |  |  |  |  |
| Budget | Budget 2017 | Audited Accounts 2016 |  |  |  |  | Budget 2018 |  |
| Trustee Development | Updated Handbook 2017 | NZSTA Training |  | NZSTA Conference |  | NZSTA Training |  | NZSTA Training |

## Three-Year Board Reporting and Audit Plan

ANNUAL BOARD WORK PLAN

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 3 2018 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Charter | Confirm Draft Annual Rpt 2018  Draft Charter **2017** |  |  |  |  |  | Charter 2019 |  |
| Other Legal Requirements |  | March Roll Return |  |  | July Roll Return |  |  | Compliance Checklist |
| Governance  Policy | Election of Officers |  |  |  |  |  |  | Board Self Review |
| Operational  Policy |  | NAG 4 |  |  |  | NAG 5 |  | NAG 6 |
| Curriculum  Reports |  |  | Health & PE  Report |  | Reading Report |  | Rich Learning Area Report |  |
| Pupil Achievement |  | Priority Student Update |  | National Standards Progress Report |  | Priority Student Update |  | National Standards schievement Report |
| Priority  Groups |  |  | Gifted and Talented Learning Support Report |  |  |  | ESOL Report |  |
| Special  Topics | SC Review by CST |  | Audited Accounts |  |  |  |  |  |
| Principal Appraisal |  | Sign off 2016 Appraisal Approve 2017 Process |  |  |  |  |  |  |
| Budget | Budget 2018 | Audited Accounts 2017 |  |  |  |  | Budget 2019 |  |
| Trustee Development | Updated Handbook 2018 | NZSTA Training |  | NZSTA Conference |  | NZSTA Training |  | NZSTA Training |

## Audit Committee: Terms of Reference

### Purpose

To monitor, on the Board’s behalf, compliance with Board policies and external legislation. This includes:

* Supporting the Board to review the effectiveness of the Board’s governance processes.
* Overseeing the Principal’s appraisal process.
* Reviewing the effectiveness of systems for the assessment and management of material areas of risk.
* Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
* Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the Board.
* Reviewing adherence to management policies and directives.
* Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers bring to the attention of the Board.
* Ensuring implementation of the Triennial Review Programme.

### Members

At least two Trustees; excludes the Board Chair and excludes the Principal.

### Meets

As required. The minutes of the Audit Committee meetings should be formally recorded and submitted to the Board at its next meeting. The Chair will report to the Board as appropriate on the areas covered by the Terms of Reference and the Triennial Review Programme.

### Authority

The Audit Committee is formally constituted as a committee of the Board with approved Terms of Reference.

The Committee shall be appointed by the Board. The Board may co-opt additional trustees to the committee as and when required.

Members of the management team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The committee is authorised by the Board to investigate any activity within its Terms of Reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are directed to cooperate with any request made by the committee. The Principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the Board. (Note: NZSTA provides HelpDesk and industrial advice free to trustees and Boards.)

No individual member of the Audit Committee can act without the directive of the committee as a whole.

|  |
| --- |
| Ensure the Audit Committee and their reports do not go off on tangents! |

Part Four   
General Board Operations and Board Policies

# 1. Audits

The Board must have ways of knowing that its delegations to the Principal are being implemented. Primarily the board receives information through Principal reports. In order to independently verify the veracity of these the Board will from time to time undertake audits which will be programmed into its annual calendar and over a specified period sample all important aspects in the life of the school.

# 2. Charter

Each school has a charter. The charter consists of a context statement, the school’s foundational documents, other statements that the school may wish to make about its commitment to meeting the needs of the local community, the strategic three-year plan and the annual plan. Each charter is to be approved by the Board and sent to the Ministry of Education annually.

# 3. Elections

Elections for the staff and parent representatives on the Board are held every three years. The election process is described in full in Section 101 of the 1989 Education Act and in the Returning Officers handbook.

# 4. Job Description - Principal

The Principal’s job description details all of the responsibilities of the Board of Trustees which have been delegated to the Principal. The Board monitors the extent to which the Principal carries out these responsibilities through periodic reports to the Board and the annual performance appraisal.

# 5. Policies

The Board uses policies to provide direction to the school. It is the Board’s role to ensure that policies and the associated procedures are developed and implemented. These policies are reviewed annually, in accordance with the Board’s annual Calendar.

# 6. Strategic Planning

The Board delegates to the Principal the responsibility to co-ordinate the development of strategic and annual development plans for Board and Proprietor consideration and approval. Both of these plans are reviewed each year and presented to the Board and Proprietor (Property and Special Character) for discussion and approval. (See Principal’s Job Description for further details).

# 7. Principal Professional Expenses

A budget for professional expenses and for professional development will be established annually based on outcomes of the appraisal process. Spending within budget occurs at the discretion of the Principal except in the case of overseas professional development. All overseas trips for professional development must be approved first by the Board of Trustees.

Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

8. Reporting to the Board

The Board governs effectively by establishing the direction and guiding policies for the school, delegating responsibility for taking the school in that direction and the implementation of the policies to the Principal and staff, and then receiving timely information from the staff, through the Principal, about the extent to which the Board intentions have been met. Most of the information the Board receives, is by way of reports on aspects of the school. The most important of these reports are about the extent to which curriculum implementation has met Board expectations.

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of programmes and services, financial position and all matters having real or potential legal considerations for our school. Thus the Board is supported in its strategic decision-making and risk management. Therefore, the Principal may not fail to:

a) Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board’s strategic goals are based.

b) Submit written reports covering the NAGs at each Board meeting.

c) Report regularly about progress in relation to the Strategic and Annual Plans.

9. Legal Responsibilities

a) The Principal reports to each Board meeting on matters of legal compliance.

b) The Board audits a sample of legal compliance matters annually based on the Education Review Office checklist.

c) Education Review Office checks legal compliance during its periodic reviews.

Appendix I   
Charter

Special Character

The Special Character of Rolleston Christian School is:

* Non-denominational in character.
* Established by the Proprietor (Christian Schools’ Trust) to serve the families and wider Christian community of Rolleston.
* Described as follows: (in the Integration Agreement)

“The school is a Christian school in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scripture and in the practices, worship and doctrine of the wider evangelical Protestant church as determined from time to time by the Proprietor.”

## Safeguarding the Special Character

1. The Christian Schools’ Trust, the Board of Trustees and all staff endeavour to work out the principles and objectives above in the practices of the school.
2. The Christian Schools’ Trust reserves the right to determine from time to time what is necessary to preserve and safeguard the Special Character of the school.

# Statement of Belief and Educational Practice

1. We confess belief in the doctrines of the Christian faith as expressed in this Statement of Faith.
   1. We believe there is one God, eternally existent in three persons – Father, Son and Holy Spirit.
   2. We believe the Bible to be the inspired and only infallible authoritative inerrant Word of God.
   3. We believe in the deity of Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death, His resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.
   4. We believe in the necessity of regeneration by the Holy Spirit for salvation because of the sinfulness of human nature and that we are justified only by God’s grace and through faith in the work of Christ on the cross.
   5. We believe in the spiritual unity of believers in our Lord Jesus Christ.
   6. We believe in the ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a righteous life.
   7. We believe in the resurrection of the saved to life and the lost to damnation.
2. We affirm the sovereignty of God and the lordship of Jesus Christ over all the universe. We recognise Him as the creator and sustainer of all things and that all things exist for His glory. God alone gives meaning to everything. Knowing God is foundational to life and education, and His glory is the chief aim. In the whole of our lives we either serve God or a substitute of our own imagination. Therefore, education is never neutral, but unfolds in obedience or disobedience to the Lord.

It is our desire that all Christians involved in education be increasingly diligent in distinguishing that which is based on Christ from that which is derived from human presuppositions.

1. We affirm the sufficiency of Scripture. It is authoritative in all matters and its principles are applicable to all issues. We believe there is no matter or issue which is merely ‘secular’. Rolleston Christian School curriculum will be Christ-centred rather than man- or creation-centred, the foundations of all curriculum should be principles of the Word of God. Rolleston Christian School teachers will seek insight from Scripture as a foundation to all that is taught.

Rolleston Christian School teachers will commit time to review all their teaching practice in the light of Biblical principles. Christian schools need to renew their commitment to pursue an increasingly Biblical Christian approach to all of their curriculum in the content and delivery of instruction, the structure of classes, administrative structures and policies and their relationship to the community they serve.

1. We affirm that mankind was created by God, uniquely in His image, and is given dominion over earth to populate and manage it, as responsible stewards under God. The fulfilment of this task requires us to teach the many ways each part of creation serves Him, discern the way we must personally serve Him, and develop the skills needed to fulfil this calling. This process we have come to associate with the concept of education. Rolleston Christian School will train pupils to work from the basis of Biblical truth and thus be leaders in research and technology which advances the wise management of the planet.
2. In our fallen state, marred by sin, we need to be regenerated by the Holy Spirit to become children of God and mature in our new relationship with God. This includes the renewing of our minds. Thus Rolleston Christian School believes the purpose of the education it provides is to lead children of God and to equip them for serving God in His kingdom both in this age and for eternity.

Rolleston Christian School teachers will align their practice to this goal of assisting students to be strong in spirit and in Godly character.

1. We believe that the education of children is essentially a parental right and responsibility. We do not believe that parents should necessarily be the sole agents of education but that parents should be actively involved in choosing what their children should learn, and where, when and by whom they are instructed. Active administration of the education of their children should be an integral part of the parents’ way of life.

Rolleston Christian School desires that Christian parents in Rolleston take up their responsibility to ensure their children are educated Biblically, by personal instruction and should they choose, by delegation to others who will teach them Biblically.

1. We believe Rolleston Christian School is accountable to God to work in the service of parents assisting them to fulfil their responsibility to educate their children, rather than be an instrument which absolves parents of their educational responsibility.

Rolleston Christian School will devise strategies which recognise and give place to the family as the basic social structure in which a child lives and receives nurture and admonition.

1. Rolleston Christian School believes the church has a pivotal role in education. As a covenant community to which families belong the church encourages and assists families to fulfil their responsibility to educate their children in the knowledge of the Lord. The churches leadership can research and teach Biblical principles underpinning the issues addressed in both general and vocational education.

The church can impart to unbelievers and their families some understanding of Biblical principles and can foster the launching of new Christian educational endeavours.

The desire of Rolleston Christian School is to see all churches actively supporting the cause of Christian education.

# Aims and Objectives of the School

Rolleston Christian School will graduate pupils that reflect our values startement “Through our faith we HELP (Hope, Excellence, Love and Peace) bring light to the world.”

Graduates will:

**Demonstrate Hope**

* Seek the big picture.
* Trust in God and His word.
* Think critically about solutions.
* Approach things with a positve, curious attitude.
* Proactively seek solutions.
* Strategically implement solutions.
* Identify problems.

**Demonstrate Excellence (an on-going personal growth)**

* Set personal and learning goals.
* Seek feedback then reflect and act upon this.
* Reflect and make improvements.
* Persevere through tasks.
* Have patience with self and others on the journey towards excellence.
* Indentify and use the most appropriate learning strategies.
* Celebrate improvement and success of themselves and others.
* Act with humility.
* Make every effort in all we do.

**Demonstrate Love**

* Act with kindness.
* Put others before ourselves.
* Have patience with self and others.
* Accept God’s love for them.
* Be secure in who they are.
* Inclusive and empathtic towards others.
* Accept others’ love for them.
* Be community minded.

**Demonstrate Peace**

* Seek God.
* Pro-actively seek peace.
* Apply wisdom to situations.
* Work collaboratively.
* Be forgiving.
* Be active listeners.
* Have emotional management skills and strategies.
* Discuss ideas and views positively.
* Ser, implement and keep personal boundaries.
* Look after their physical well-being.

# The New Zealand Curriculum and Rolleston Christian School

1. The Rolleston Christian School curriculum will deliver the New Zealand curriculum.
2. The Rolleston Christian School curriculum will be based upon the Biblical truths and principles related to our four key values; Hope, Excellence, Love and Peace.
3. The Biblical truths related to our four key values will be integrated throughout all aspects of the curriculum.
4. The Key Competencies will be modelled and taught from a Biblical perspective and linked to our four key values.

# Maori Dimensions and Cultural Diversity

How will the school reflect New Zealand’s Cultural Diversity?

* By ensuring that all cultures are respected and maintained by all who attend and are linked to this school
* By acknowledging that the values and customary rights of the significant groups in New Zealand society (Pakeha and Maori) are mutually respected and given impetus at school
* By having programmed activities and cultural events which reflect the cultural identities of students, staff and the community
* By liaising with leaders in the community to support and advise the school on cultural matters

How will the school reflect the unique position of the Maori Culture?

* By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Maori
* By consulting Maori advisors to assist in the development of Maori incentives and programmes
* By encouraging students to attend Maori cultural activities that are promoted through the school
* By dedicating curriculum time to the development of a full school Kapa Haka

What reasonable steps will the school take to incorporate tikanga Maori into the school’s curriculum?

* By integrating Tikanga Maori into the school’s curriculum framework

What steps will be taken to discover the views and concerns of the school’s Maori community?

* By consulting with the Maori community annually

# School Context (including Baseline Data)

Rolleston is a rapidly growing township located in the Selwyn District of Canterbury. It is located beside State Highway 1, 22km southwest of Christchurch.

Selwyn District is the fastest growing region by population in New Zealand. The 2013 census showed a population count in Rolleston of 9,555 an increase of 92.7% since the 2006 census. Medium Base population projections based on the 2006 census (not yet available based on 2013 census) show the total population of Rolleston is expected to reach 13,580 by 2031. These projections do not take into account the westward drift of population as a result of the Christchurch earthquakes of 2010 and 2011. Age Group data is not yet available from the 2013 census, but schools in Rolleston have experienced rapidly growing rolls, including Clearview School newly established in 2010 and the Ministry of Education is actively looking to expand capacity in the township.

During 2013 the Ministry of Education consulted with the community on future provision of State education in the township.

The Christian Schools’ Trust, the Proprietor of Aidanfield Christian School, Middleton Grange School and Ashburton Christian School identified an opportunity to assist the Ministry of Education in providing capacity and serving the families of Rolleston by providing an option for education with a Special Character. The CST undertook a consultation programme during October 2013 which established considerable interest in a non-denominational Christian state-integrated Year 1-6 Primary School under the proprietorship of the CST.

The CST has resource consent for the establishment of such a school with the Selwyn District Council and approval from the Minister of Education to establish a school with approximately 100 pupils in 2015 and plans to grow to 300 2015-2025.

The CST has signalled its intention to investigate a change of class to include Years7, 8, 9 and 10 in the school.

The CST has acquired 2 hectares of land in Rolleston/Springston Road well suited to the establishment of the school and sited strategically in respect of the growth of Rolleston. The site allows for growth and is accessible to all families in Rolleston.

The CST has worked with the Establishment Board of Trustees and the Principal to establish the key features of the school in consultation with school families during the second half of 2014. An elected Board was formed following elections in May.

The school opened on 4 February 2015 with 6 staff and approximately 40 pupils. In 2016 Years 7 and 8 were added and the school expects to open with approximately 70 pupils.

# Strategic Goals 2016-2018

VISION

“Christ-like, creative, critical thinkers enjoying academic success and developing their personal gifts to bring hope and joy to the world.”

STRATEGIC AIM 2

[NAG1-8]

Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning

STRATEGIC AIM 4

[NAG1]

To foster achievement of Maori and Pasifika pupils

MISSION

Rolleston Christian School assists families in the education of their children by providing a quality Christian environment in which the Biblical truths of Jesus Christ are taught and lived, developing each child’s character and God-given gifts and abilities.

ANNUAL PLANS 2016

ANNUAL REPORT 2016

BOARD OF TRUSTEES

SCHOOL LEADERSHIP

STRATEGIC AIM 1

[NAG 2-8}

To establish school systems and culture appropriate to the Special Character and to support effective teaching and learning

STRATEGIC AIM 3

[NAG1]

85% pupils achieving at or above National Standards in Numeracy and Literacy

STRATEGIC AIM 5

Growth and change of class

# Annual Plan 2016

## Strategic Goal One

|  |  |  |
| --- | --- | --- |
| To establish school systems and culture appropriate to the Special Character and to support effective teaching and learning. | | |
| ANNUAL GOAL 1.1  Develop an effective and coherent approach to the development and management of positive student behaviour, both social and learning.  Baseline  In the foundational year RCS has had a high number of students with particular and challenging social behaviours. A lack of positive learning behaviours has also led to lower than expected achievement levels. Staff come from a variety of backgrounds and lack cohesiveness and collective understanding about the best ways to teach and manage student behaviour.  Success Indicators   * Clear documentation allows all staff to abide by the principles and guidelines for behaviour development and management. * Staff feel empowered to teach and manage positive student behaviour, both social and learning. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Assign a leadership team member to be responsible for this area. | End 2015 |  |
| Work with Greg and Richard from *Restorative Schools* to create a Professional Development Plan over the course of the year. | Throughout 2016 – all staff to take part. Dennis and Liz to co-ordinate | Money for PD |
| Junior Hub staff to participate in the Incredible Years Teaching course run through the local RTLB cluster. | Throughout 2016 – Junior Hub staff to take part | Staffing allowance for release time |
| All staff to identify a target group of between 3-5 children that demonstrate behaviour that is not conducive to quality learning and relationships. | Beginning of the year initially, or as students improve or new students are identified with behaviour problems. | Meeting time allowed for |
| Inquiry meetings twice a term for teachers to collaboratively look at the effectiveness of what they are doing - analysing the shifts in behaviour of individual target students. | Once per term – Dennis to lead | Meeting time allowed for |
| Greg and Richard, in conjunction with school leadership, to run a parent information evening to explain approaches. | Term 2? 3? – Dennis to co-ordinate | Money for working with contractors |
| Develop the current behaviour management documentation and practices to include clear principles and guidelines for all staff, including relievers, to understand and follow, and for parents to understand and support. | By end of Term 3 – Dennis | Leadership release time |
| Develop circle-time practices in the school related to the school values. |  |  |
| ANNUAL GOAL 1.2  Develop an effective induction process for new families and ongoing induction for existing families.  Baseline  As a brand-new school RCS has a number of new families joining constantly. As a new school RCS doesn’t have a core group of families that have been involved in the school for a long time that understand and can promote ways of doing things. As a school we believe that effective partnerships are extremely important, but want to set up effective systems that mean we can sustain quality partnerships as our numbers grow.  Success Indicators   * Effective systems are developed to connect with new families and give a strong message about school philosophy and processes. * Systems reflect the needs and suggestions of school families. * Families have a thorough and growing understanding of school philosophy and processes. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Run an information evening in Week 3 of Term 1 for all families. Get RSVPs from people that they will come. Call all parents who have not RSVP’d. Trial format. Seek feedback from parents about the style of delivery and relevance of what they heard. Use paper copy at meeting. | Term 1 – Liz to lead, all staff to attend | Hospitality money |
| Seek feedback at the end of the term from all parents as to how useful they found the meeting as time went on through the term. | End of Term 1 – Liz to organise, leadership team to analyse | Google Forms |
| Run an information evening in Week 8 of Term 1, 2 and 3 for families starting in the following term. Get RSVPs from people that they will come. Call all parents who have not RSVP’d. Trial format. Seek feedback from parents about the style of delivery and relevance of what they heard. Use paper copy at the meeting. | Each term – Liz and Lynda to run | Time given for leadership |
| Seek feedback at the end of the term from all parents as to how useful they found the meeting as time went on through the term. | End of each term – Liz to organise |  |
| Use the newsletter, learning conferences, learning diaries, assemblies and school-wide home learning celebrations as avenues for sharing important messages for parents. | Ongoing – all staff |  |
| Keep a note of the number of parents that are not aware of what is going on in the school, or do not seem to understand school philosophies. Speak specifically to these parents and look at ways they can have a better understanding. | Ongoing – all staff.  Liz to speak to specific parents |  |
| As a leadership team analyse the level of understanding and partnership over the year. | Leadership team – end of the year |  |
| At the end of the year send a survey out to seek feedback on what we have done well and not done well to ensure a strong partnership with them as parents. Analyse data, feedback to parents, make changes for the following year. | End of the year – Liz to organise, leadership team to analyse |  |
| ANNUAL GOAL 1.3  Enhance the collaborative practices used in the school.  Baseline  RCS is a purpose built, collaborative, flexible learning space. In 2015 all staff have had development in Strengths-finder. Collaborative practices have begun, but need to be enhanced to ensure maximum benefit for students and teacher development.  SuccessIndicators   * Collaboration having a positive impact on student achievement. * Collaboration having a positive impact on teacher development. * Open, vulnerable and trusting culture developing – led by the leadership team. * Spirals of Inquiry operating to build on systems and practices. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Assign a leadership team member to be responsible for this area. | End of 2015 |  |
| Leadership team to explore vulnerability based leadership, culture development and spirals of inquiry throughout the year. | Ongoing – Liz to lead, leadership team to take part | Money for books and professional development |
| Lead teacher and Principal to explore different forms of collaboration in different schools. | Ongoing – Liz and Lynda | Leadership time |
| Lead teacher to work with Literacy and Numeracy leaders to look at collaborative practices for the documentation of each of these areas | Term 1 and 2 |  |
| Lead teacher to work with Rich Learning Areas leader to look at how collaborative practices can be used each term as the Rich Learning programme is explored. | Term 3 and 4 | Meeting times allowed for |
| One PD session per term around different forms of collaboration – implement each new form over the term. | One session each term - Lynda to lead or organise PD | Time given in meetings |
| Leadership team to do inquiry session once per term to look at the impact of collaboration on student progress and teacher development. | One session each term - Lynda to lead discussion | Time given in meetings |

## Strategic Goal Two

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| Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning. | | |
| ANNUAL GOAL 2.1  Develop the Living Christianly programme documentation and implementation.  Baseline  Initial documentation was developed in 2014.  In 2015 the teaching staff worked collaboratively to choose four key values that would be the basis of our school and therefore the basis of our Living Christianly programme.  SuccessIndicators   * Documentation and therefore programme reflects the aspirations of local stakeholders. * Clear documentation developed that outlines the teaching and learning programme in the school over a two yearly cycle. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Consult with local pastors about the ‘Big Ideas’ for Christianity. | End of Term 1 – Liz | Time |
| Staff to work collaboratively to develop the ‘Big Ideas’ to reflect 4 levels of progression of depth throughout the 8 years students will be at RCS. | End of the year – Liz to lead, all staff to participate |  |
| Staff to work collaboratively to look at how the main components of Christianity and the Bible can be taught through the Big Ideas. | End of the year – Liz to lead, all staff to participate |  |
| ANNUAL GOAL 2.2  Develop a comprehensive literacy and numeracy document that outlines the teaching and learning approaches expected at RCS.  Baseline  Initial documentation was set up before the school opened in February 2015. This documentation was minimalistic. In order to develop a greater level of cohesiveness in the curriculum taught throughout the school the documentation needs to be further developed to set high expectations at all levels of the school, through both approaches to teaching and learning and the content taught and learnt.  SuccessIndicators   * Documentation completed to a high standard, reflecting best pedagogical practices and the expectations of the NZC. * Staff aware of documentation. * Evidence of the implementation of documentation is seen in classrooms. * Review cycle set up for Numeracy and Literacy. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Lead teacher for each area to create documentation for expected best practice at RCS. | End of Term 2 – Liz and Lynda | Time |
| Lead teachers to seek feedback from firstly the leadership team, then other staff about content and implementation aspects. | End of Term 2 – Liz and Lynda |  |
| Lead teachers to refine documentation according to feedback given. | End of Term 3 – Liz and Lynda |  |
| Lead teachers to support teachers with implementation. | Ongoing – Liz and Lynda |  |
| Leadership team to look at appropriate review schedules. | End of Term 4 – Liz to lead, all leadership members participate |  |
| ANNUAL GOAL 2.3  Explore the options for the development of a school-wide coherent theme-based learning model.  Baseline  As a brand-new school we have no identifiable learning model.  We have used a range of action-based approaches in 2016, but have not intentionally inquired into the success of each of these.  SuccessIndicators   * A list of objectives for the Rich Learning Areas will be developed. * A range of different action-based approaches will be trialled. * All approaches will be reviewed and refined throughout the year. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Assign a leadership team member to be responsible for this area. | End 2015 |  |
| SCIL professional development – all staff to attend. Lead teacher and Principal to have looked at professional development portal beforehand in order to assist with the development of the programme. | Beginning 2016 – Amos and Liz to do pre-day work | Money for catering |
| Staff to develop a list of Rich Learning Programme objectives and how these link with the graduate attributes that will be the foundation for Rich Learning Areas. | End of Term 1 – Amos to lead | Time given in meetings |
| Leaders in this area to explore different programmes/learning theories in relation to rich learning areas. Leaders to provide or organise professional development for teachers to be able to implement the follow term’s approach. | Ongoing – meet in Week 6 of each term to discuss in preparation for Week 8 planning meeting – Amos, Liz and Mandy | Time given in meetings  Leadership time given |
| Lead teacher to lead planning meetings for the following term’s work. | Week 8 of each term – Amos to lead | Time given in meetings |
| Implement a slightly different approach each term and reflect on the success of the approach in relation to our list of criteria for what is important for our graduates to leave with in relation to the Rich Learning Programme, keep record of the aspects we like, the aspects we didn’t like, and the aspects we felt had potential but we could do better if we did again etc. | Ongoing – all staff, Liz and Amos to support and challenge  Reflection end of each term – Amos to lead | Action-based project budget allowed each term |
| At the end of the year consult with the RCS community about learning theories/models that we look to implement in 2017. | End of Term 4 – Amos and Liz to lead | Time and Google Forms |
| Develop a deep and effective working understanding in teachers of Project Based Learning and Action Learning Approaches, and how multiple levels in the curriculum can be taught through the same project. | Ongoing |  |
| ANNUAL GOAL 2.4  Create an RCS e-learning vision, philosophy and three-year strategic plan.  Baseline  As a newly established school we do not have a specific e-learning vision or strategy.  SuccessIndicators   * Vision and philosophy collaboratively developed and documentation clear. * Growing confidence in integrating digital technologies. * Three-year strategic plan developed. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Draft e-learning vision statement to be co-constructed by the leadership team. | End of Term 1 – leadership team, led by Dennis | Time |
| Draft e-learning vision statement discussed with full staff and modifications made accordingly. | End of Term 1 – led by Dennis |  |
| Consult with families, parents and children, on the  e-learning vision. | Term 2 – led by Dennis |  |
| Ongoing exploration and application of how  e-learning fits into the curriculum by including in full staff planning sessions at the end of each term. “Where does technology fit in this term’s learning?” | Ongoing – full staff | Time, online resources budget, project-based learning budget |
| Ongoing coaching of staff to ensure that staff are able to effectively implement the agreed tools as part of the planned curriculum delivery as per above. | Dennis to co-ordinate – may mean other staff can help in areas they have skills | Time |
| Leadership inquiry towards the end of Term 3 as to the effectiveness of implementation. From this and the inquiry into the e-portfolios a three-year strategic plan will be developed for moving the school from where we currently are to where we would like to be, according to our vision, and how we will maintain ‘current’ best practice in relation to technology developments. | Leadership team – Dennis to lead | Time |
| Work with Rolleston College and Middleton to understand the technology skills that students will need in order to succeed in their environments. | Dennis | Time |
| ANNUAL GOAL 2.5  Explore and make decisions around the options for effective pedagogical practices and implementation of school wide  E-portfolios in 2017.  Baseline  School currently has no portfolio/e-portfolio system.  Students are becoming familiar with using Google Apps for Education.  Teachers are becoming familiar with using Hapara.  SuccessIndicators   * E-portfolio philosophy created and aligned to school vision and values. * Pilot programme established, reviewed and refined. * E-portfolio philosophy and approach ready for wider school approach at beginning of 2017. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Explore successful models being used by other schools through research and visits.  Leadership team to select a model for use at RCS.  Strategy Plan and Policy to be developed for implementation of a pilot of e-portfolio use.  Lead Teacher to design/develop an e-portfolio template.  Review e-portfolio design with representative student group.  Review e-portfolio design with representative parent group.  Trial with selected student group from Senior Hub.  Leadership team to monitor e-portfolios and provide feedback.  Review e-portfolio use with representative student group.  Review e-portfolio use with representative parent group.  Refine e-portfolio model and introduce to wider school student body for use across the Senior and Middle Hub  Trial use of e-portfolio with representative student group in Junior Hub.  Leadership team to monitor e-portfolios and provide feedback.  Review e-portfolio use with SH and MH representative student group.  Review e-portfolio use with representative parent group.  Refine e-portfolio model and introduce to remaining school student body for use across the Junior Hub.  Review use and management of e-portfolios annually. | Ongoing – Dennis  By mid-Term 1 – Dennis to lead  Draft to be developed by end of Term 1 (Dennis), ongoing review throughout the year  By mid-Term 1 – Dennis  End of Term 1 – Dennis  End of Term 1 – Dennis to lead  Trial to be instigated in Term 1 with Senior Hub – Dennis  Ongoing  End of Term 2 – Dennis  End of Term 2 – Dennis to lead  Mid Term 3 – Dennis to lead, Amos to introduce to MH  Term 1 2017  End of Term 2 2017  Mid Term 4 – Dennis to lead  Mid Term 4 – Dennis to lead  Mid Term 3 2017 – Dennis and JH team  Ongoing – Leadership Team | Leadership release time for visits to schools  Online resources budget |

## Strategic Goal Three

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| 85% of pupils achieving at or above the National Standards in Numeracy and Literacy. | | |
| ANNUAL GOAL 3.1  All Level 1 writers achieving below the National Standard will make more than one year’s progress.  Baseline  2 students are working below the standard at the end of 40 weeks.  1 student is working below the standard at the end of 40 weeks.  3 students are at the end of 60 weeks of schooling and have not progressed passed the 40 week standard.  1 student is working below the standard at 80 weeks.  4 students that at the end of 120 weeks are still working in the early stages of level 1iii.  4 students at the end of Year 4 are still working at level 1iii.  All the above students are working in Level 1 of the curriculum.  9 of the students are boys.  6 of the students are girls.  2 of the children identify as Maori.  1 of the students is from a non-English speaking background.  SuccessIndicators  All students will make more than one year’s progress. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Teachers to work with the Jill Eggleton programme and resources. | Beginning of the year set up – then ongoing, Junior and Middle teachers | Jill Eggleton writing box (have already) |
| Learning behaviours explored and inquiry into the effect this has on student achievement. | See 1.1 | PD see 1.1 |
| Teachers to go to PD with Jill Eggleton. | Ask scholastics | Money for PD |
| Students monitor own improvement with the writing progressions. | Part of 2.2 – Liz |  |
| Further develop the Level 2 writing progressions. | Ongoing review and development |  |
| Regular inquiry by teachers into the progress made.  Work with the parents to upskill them in ways they can help at home. | Ongoing review and development  All Staff |  |
| ANNUAL GOAL 3.2  All boys achieving below the National Standard in maths will make more than one year’s progress.  Baseline  6 boys are achieving below the standard in maths.  1 boy has just passed 100 weeks at school.  2 boys have just reached the End of Year 4.  1 boy has just reached the End of Year 5.  2 boys have just reached the End of Year 6.  SuccessIndicators  The boys will all make more than one year’s progress. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| ALIM trained teacher and classroom teacher work collaboratively to work with late stage 4 and stage 5 children. | Amos and Lynda | Teacher expertise |
| Learning Behaviour work and inquiry across the school. | See 1.1 |  |
| Teacher aide upskilled to assist with maths learning. |  | PD money |
| Regular inquiry by teachers into the progress made. |  |  |
| Students self-monitoring their progress against maths profile sheets.  Work with the parents to upskill them in ways they can help at home. | Ongoing review and development  Lynda | Maths profile sheets |
| ANNUAL GOAL 3.3  All Year 2 students that are achieving below the standard will make more than one year’s progress.  Baseline  4 students are below and 1 student is well below at their 40-week anniversary.  2 of the above students are boys and 3 are girls.  2 of the students identify as Maori.  1 of the students is from a non-English speaking background.  All the students have supportive families, though some have limited knowledge about ways to help with their child’s reading.  SuccessIndicators   * Students will have moved from below to at by the end of Year 2, or for the 1 student – from well-below to below. * Parents will be working with their children at home to support their learning. * Classroom programmes will be meeting the individual needs of the children. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Junior teachers to take part in the SHARP reading programme. | Staff training – Term 1, follow up throughout the year, junior teachers | Aps, welcome packs for families/resources that families can use at home |
| Literacy booster groups/individual literacy work. | Throughout the year – Isabelle | Staffing allowance |
| Work with the parents to upskill them in ways they can help at home. | Lynda and Liz – part of 1.2 | Packs for helping your children at home with specific needs –help from parent community |
| Explore e-learning tools that can help with reading. | Dennis and Lynda – end Term 2 | Budget for on-line resources |
| Look at induction processes and 6 year net processes. | Lynda and Liz – part of 1.2 |  |
| Regular inquiry by teachers into the progress made. | Ongoing review and development |  |

## Strategic Goal Four

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| To foster achievement of Māori and Pasifika pupils. | | |
| ANNUAL GOAL 4.1  Complete a thorough consultation with Maori whanau and local runanga about aspirations of our students as Christian Maori.  Baseline  In the foundation year RCS has only 4 students that identify as Maori or Pasifika. We have a Kapa Haka programme that runs for 1 hour per week, involving the entire school. The Christian Character of the school is the primary point of difference, and sets the culture for the school. In our foundation year we have not made a specific effort to consult with families or enhance our practices to ensure that our Maori and Pasifika students not only succeed as Maori but as Maori Christians.  SuccessIndicators   * Consultation process completed. * Strong relationships developed with our Maori and Pasifika families, and the local runanga. * Priorities developed for future school development in relation to Maori and Pasifika. | | |
| Actions | Timeframe and Personnel | Resources Needed |
| Work with Māori and Pasifika families to create a shared understanding of the important values that need to be included in the school. | End of Term 1 – leadership team |  |
| Develop vision with families about what they would like to see in the school programmes. | End of Term 1 – leadership team |  |
| Begin to develop a Te Reo programme in classes. | Ongoing expectation of teaching staff in 2016 | Ka Hikitia, Local Runanga |
| Staff to develop practices and learning programmes that will enhance the culture of the school for Māori and Pasifika students. | Link with the inquiry into learning behaviours and action-based learning projects |  |
| Look into specialist help required. | Leadership Team to make decision for 2017 |  |

## Strategic Goal 5

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| *History/Baseline* |
| Rolleston Christian School will be a ‘green fields’ full primary school and is expected to open with 100 pupils. Target growth per year is 25 pupils while maintaining minimal attrition rates. Providing education with a Special Character in Rolleston to Year 10 is a medium term goal. |

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| STRATEGIC GOAL 5 |
| Growth and change of class. |
| KEY INDICATORS |
| * Grow roll to 100 by 2016 * Grow roll to 300 by 2022 * Apply for Change of Class to Year 9/10 (CST) * Develop a positive reputation in the local community as a school of choice |

Establishment Board of Trustees Declaration

The Rolleston Christian School Establishment Board of Trustees in accordance with the Education Act 1989 and amendments has prepared the Rolleston Christian School Charter 2016 to establish the mission, aims, objectives, directions and targets of the Establishment Board that will give effect to the Government’s National Education Guidelines and the Board’s priorities.

The Charter is a reference for all Board activity.

In the preparation of this Charter the following have been consulted:

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| --- | --- | --- |
| Parents of pupils | Y |  |
| Board | Y |  |
| Staff | Y |  |
| Proprietors | Y |  |
| Maori communities | Maori families at RCS |  |
| Pupils | Y |  |
| Other (specific) | 🞎 |  |
|  |  |  |
|  |  |  |

The Rolleston Christian School Establishment Board of Trustees hereby approves the Rolleston Christian School Charter for 2016.

*Board of Trustees Chairperson*

*Date*

Appendix II   
Operational Policies

# NAG 1: Curriculum and Pupil Achievement Policy

## Policy Statement

With all things being subject to the Special Character of the School, the Board delegates responsibility to the Principal to ensure the curriculum at Rolleston Christian School reflects the School's Vision and Mission Statements, the Foundational Principles for Curricula (FPC) and meets the requirements of the New Zealand Curriculum (NZC), relevant legislation and government priorities.

## Curriculum Delivery

* Interpret and implement the NZC from a Christian worldview.
* Acknowledge in all aspects of the Curriculum the centrality of the Godhead and God's creative, redemptive and sustaining hand. Provide opportunities and support for pupils to put what they learn into action.
* Foster pupil achievement and progress, identify barriers to learning for pupils and implement strategies to address them.
* Provide the necessary teacher professional learning and development for the delivery of a successful Christ-centred curriculum.

## Treaty of Waitangi

Consistent with the Integration Agreement and the School's Special Character Statement, the unique place of Maori is acknowledged within our common humanity as peoples created in the image and likeness of God, co-existing in a nation established by God for His purposes.

Te Reo (language) Maori and Maori tikanga (culture) are important in the Rolleston Christian School community. As language is the vehicle used by cultures to transmit their values and belief systems, pupils should be given the opportunity to participate in learning opportunities that assist their understanding of Taha Maori. The Treaty of Waitangi as reflected in Ministry documentation and Education legislation, secures certain identifiable rights and obligations for Maori in our school.

Therefore, the Principal must ensure:

* achievement of the Charter aims and targets
* compliance with the National Administration Guidelines
* there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
* that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

## Management Procedures

* 1. Learning Support
     1. ESOL
     2. Gifted and Talented pupils
     3. Learning Support
     4. Pupils at Risk
  2. Evaluation and Assessment
  3. Homework
  4. Curriculum Planning and Delivery
  5. Maori Pupil Achievement
  6. Maori Community Consultation
  7. Pasifika Pupil Achievement
  8. Pasifika Community Consultation
  9. Regular Quality Physical Activity
  10. Staff Responsibilities
  11. Career Guidance

NAG 1: Curriculum

Each Board of Trustees is required to foster pupil achievement by providing teaching and learning programmes which incorporate The National Curriculum (essential learning area, essential skills and attitudes and values) as expressed in The New Zealand Curriculum 2007.

1. The Board of Trustees, through the Principal and staff, is required to:

a) Develop and implement teaching and learning programmes:

i. Provide all pupils in Years 1-10 with opportunities to achieve for success in all areas of the National Curriculum.

ii. Give priority to pupil achievement in literacy and numeracy, especially in   
Years 1-8.

iii. Give priority to regular quality physical activity that develops movement skills for all pupils 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 pupils to be evaluated; giving priority first to:

i. Pupil 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 pupils, the nature of the school’s curriculum, and the scope of The National Curriculum (as expressed in The New Zealand Curriculum).

c) On the basis of good quality assessment information, identify pupils and groups of pupils:

i. Who are not achieving.

ii. Who are at risk of not achieving.

iii. Who have special needs[[1]](#footnote-1).

iv. Aspects of the curriculum which require particular attention.

d) Develop and implement teaching and learning strategies to address the needs of pupils and aspects of the curriculum identified in c) above.

e) In consultation with the School’s Maori community, develop and make known to the school’s community policies, plans and targets for improving the achievement of Maori pupils.

f) Provide appropriate career education and guidance for all pupils in Year 7 and above, with particular emphasis on specific career guidance for those pupils 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: Board Governance and Self-Review Policy

## Policy Statement

With all things being subject to the Special Character of the school, the Board will, in partnership with parents and other stakeholders, develop a strategic plan to address the learning needs of its pupils, the priorities of the government. High quality communication and a culture of continuous improvement will characterise Rolleston Christian School.

## Board Procedures-Trustee Handbook

1.1 Self-Review

1.2 Reporting to Parents

1.3 National Standards

## Management Procedures

2.1 Communication with Parents

2.2 Community Consultation

2.3 National Standards

2.4 Parental Involvement

2.5 Reporting to the Board (including Maori and Pasifika Achievement)

2.6 Strategic Planning

2.7 School Review

NAG2: Documentation and Self Review

The Board of Trustees, with the Principal and 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 pupil achievement.

c) Report to pupils and their parents on the achievement of individual pupils, and to the school’s community on the achievement of pupils as a whole and of groups (identified through NAG1c above) including the achievement of Maori pupils against the plans and targets referred to in 1e above.

**NAG 2a** Where a school has pupils 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 pupils and their parents on the pupil’s progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year.

b) Report school-level data in the Board’s Annual Report on National Standards under three headings:

i. School strengths and identified areas for improvement.

ii. The basis for identifying areas for improvement.

iii. Planned actions for lifting achievements.

c) Report in the Board’s Annual Report on:

i. The numbers and proportions of pupils at, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach an individual’s privacy).

ii. How pupils are progressing against the standards as well as how they are achieving.

**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 NAG7.

# NAG 3: Employer Responsibilities Policy

## Policy Statement

With all things being *subject to the Special Character of the School*, the Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents. Therefore, the Principal shall:

* Ensure that all staff are treated in a way that mirrors Biblical principles of employer-employee relationships.
* Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications.
* Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
* Ensure that all required staff are registered or have a current Limited Authority to Teach.
* Provide for all staff a contract, either individual or collective.
* Carry out annual performance appraisal.
* Meet current employment legislation.
* Take reasonable steps to protect staff from unsafe or unhealthy working conditions.
* Provide Protective Disclosure protection.
* Ensure that all employment related legislative requirements are applied.
* Ensure all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner.
* Ensure a smoke free environment is provided.
* Ensure that employment records are maintained and that all employees have written employment agreements.
* Ensure that performance agreements are established for all staff and that reviews are undertaken annually.
* Ensure a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee’s performance agreement.
* Ensure Board approval is sought for any requests for discretionary staff leave with pay.
* Ensure Board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days.
* Ensure Board approval is sought for any requests for staff travelling overseas on school business.
* Ensure the Board is advised of any staff absences longer than 5 school days.
* Ensure the requirements of the Health and Safety in Employment Act 1992 are met.
* Ensure advice is sought as necessary from NZSTA advisors where employment issues arise.
* Provide a formal induction process regarding all facets of the Special Character of the school.

## Board Procedures

### Principal Appraisal

It is the policy of the Board of Trustees to establish a performance agreement with the Principal each year\* and review the Principal’s performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

* The review process will occur annually, providing a written record of how the Principal has performed as per the terms of the performance agreement and identifying professional development needs.
* The Principal’s performance will be formally reviewed on an annual basis by duly delegated member(s) of the boards and optionally, at the board’s choice, an independent consultant who specialises in education and the Special Character Dimensions of the school
* Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
* There will be three interim reviews, one per each term preceding the annual formal review, between the Principal and Chair or delegate(s) to discuss progress.
* The Principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
* If the Principal and the Board disagree on the performance objectives, the Board, after considering the Principal’s input, will amend the disputed objectives or confirm the unchanged objectives. The board’s decision will be final.
* The board chair, delegate(s) and consultant will gather feedback from the board and proprietor and may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the Principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
* The Principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the Principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the Principal. The Principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the Principal’s views before deciding to either amend the report, in accordance with the Principal’s views, or let the report stand, with the Principal’s comments attached.
* The chair/delegate(s)/consultant will present the final report/summary back to the board the result of the review. The Principal may/may not be present at the presentation and/but will have the opportunity to address the board. The Principal will then exit and further discussion may continue among the board.
* The Principal will be informed personally and in writing of the final outcome following the report discussion.
* The performance agreement and results of the review are confidential to the Principal, the board and their agents unless both parties agree to wider distribution.

## Appointment of Staff (see also Management Procedures)

### Principal Appointment

This is a high stakes decision which occurs infrequently. A Principal vacancy will trigger consultation by the Board with the Proprietor to design an appropriate process which reflects best practice guidelines provided by the Ministry of Education, the Association of Proprietors’ of Integrated Schools and the New Zealand School Trustees Association.

### Teacher Appointments

* The Principal shall conduct a staffing needs analysis and report this to the Board.
* An application pack is developed by the Principal to include school information, job description, tenure, application forms and any other information on the terms and conditions of employment as appropriate.
* All vacancies are advertised nationally (excluding casual vacancies).
* All positions are tagged and should be advertised accordingly.
* An Appointments Committee is provided the appropriate delegation by the Board. They shall normally comprise the Principal, a Board Proprietor representative, one other Board member and representation from the staff as appropriate.
* The Appointments Committee shall agree on the following:
  + Reference checking process
  + Short-listing process
  + Ensuring confidentiality
  + Interview structure and questions
  + Information provided to interviewees
  + Complaints process
  + Police vetting
  + Evidence of Teacher Registration
  + Any other legal compliance checks
  + Disposal of application materials
  + Interview expenses
  + Decision making process
* Following interviews the Principal will make an offer of employment to include:
  + Letter of Appointment
  + Employment Contract
  + Tenure
  + Job Description
* The Board will ratify the appointment as soon as possible. There will be no right of appeal from a decision to appoint staff in terms of outcome. Unsuccessful applicants may appeal on the basis of process.
* A personnel file for the new employee will be established
* Pay roll is advised
* An induction programme is put in place (including PRT programme for Beginning Teachers)
* All terms and conditions of the Primary Teachers’ Collective Agreement are met.

**Note:** Best practice guidance from NZSTA and NZEI will be followed

* Support Staff
* In broad terms the same process as for teaching staff is followed.
* Positions cannot be tagged however applicants must be able to sign and confirm their support of the Special Character of the School.
* All terms and conditions of the Support Staff in Schools’ Collective Agreement are met.

## Equal Opportunities

1. The school will implement an annual EEO programme in consultation with Board employees.

2. The Board of Trustees and Principal will be responsible for ensuring that their EEO principles are followed in personnel policies and practices.

3. All personnel policies and practices will be developed and reviewed to ensure they adhere to EEO principles. Areas to be considered are:

* recruitment and selection
* promotion and career development
* conditions of service
* staff professional development
* sexual harassment

4. The Rolleston Christian School Integration agreement states that all teaching positions are "tagged positions". (See Private Schools’ Conditional Integration Act 1975)

5. Within the setting of the School's Special Character and the Proprietor's responsibilities under the Integration Act, the Rolleston Christian School Board supports the development and implementation of an equal employment opportunities programme.

## Management Procedures

1. Performance Management
   1. Job Descriptions and Professional Standards\Application Packs
   2. Appointments
      1. Staffing Needs Analysis
      2. Committee delegation
      3. Application Packs\Advertising
      4. Shortlisting
      5. Police vetting
      6. Referee Checking
      7. Interviews
      8. Confidentiality
      9. Offer of employment – tenure, terms and conditions, contract, letter
      10. Ratification
      11. Complaint
      12. Induction
      13. Personnel File
      14. Support Staff
      15. Volunteers
   3. Provisionally Registered Teachers
   4. Appraisal Processes
   5. Professional Development Plans and Organisation
   6. Teacher Registration
   7. Staff Discipline and Competency
   8. Disputes Procedures
   9. Attestation
2. Appointment of Staff
   1. Teaching Staff
   2. Support Staff
   3. Volunteers
   4. Police Vetting
   5. Complaints
3. Leave
   1. Collective Agreement Provisions
   2. Discretionary Criteria
4. Harassment
   1. Harassment
5. Miscellaneous
   1. Staff Handbook
   2. Staff Devotions, Meetings
   3. Support Staff
   4. Classroom Release Time
   5. Allocation of Units
   6. Protected Disclosures
   7. Personnel Files
   8. Staff Reimbursement
   9. Associate Teachers

NAG 3: Employer Responsibilities

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 pupils.

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: Finance and Property Policy

## Policy Statement

The Board of Trustees will ensure sound stewardship of financial resources to serve the vision of Rolleston Christian School, as defined in the School Charter.

Budgeting shall reflect the Board’s Strategic Plan, manage risk, and shall show a generally acceptable level of foresight. Thus the budget should:

1. Honour God in all it sets out to achieve.
2. Reflect the results sought by the board.
3. Reflect the priorities as established by the Board through its Strategic Plan
4. Ensure adequate working capital.
5. Demonstrate an appropriate degree of conservatism in all estimates.

The financial viability of the school must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the Principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Therefore, the Principal shall:

1. Not incur unauthorised debt.
2. Follow generally accepted accounting practices or principles.
3. Use tagged funds for approved purposes.
4. Spend only those funds that have been allocated in the fiscal year.
5. Ensure all money owed to the school is collected in a timely manner.
6. Make timely payment to staff and other creditors.
7. Not sell or purchase unauthorised property.
8. Not spend on a single item beyond a board-established limit.
9. Ensure that all relevant government returns are completed on time.
10. Ensure that no one person has complete authority over the school’s financial transactions.
11. With respect to any purchases:
    * Where appropriate obtain comparative prices.
    * Ensure an adequate review of ongoing costs, value and reliability.
12. Ensure effective systems are in place to meet the requirements of the payroll system
13. Ensure all board assets are insured
14. Not allow unauthorised personnel or groups to handle funds or school property
15. Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
16. Maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than $500.00
17. Ensure the implementation of the 10 Year Property Maintenance Plan
18. Engage sufficient property maintenance staff for the school within budget limitations
19. Receive Board approval for maintenance contracts over $5000 for any one contract
20. Conduct competitive tenders for all contracting
21. Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
22. Not receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor’s standards
23. Not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

## Management Procedures

* 1. Activity Fees
  2. Budgeting, including Budget Holders’ Guidelines
  3. Donations
  4. Fixed Asset Register
  5. Fundraising
  6. Hireage of School Facilities
  7. Insurance
  8. Ordering of Goods and Services
  9. Photocopying
  10. Playground Equipment
  11. Purchasing Procedures
  12. Reporting Damage
  13. Sponsorship
  14. Staff Reimbursement
  15. Use of TFEA\SEG Grants
  16. Use of credit cards
  17. Sensitive Expenditure
  18. Prevention of theft and fraud
  19. Parent community group
  20. Staff travel
  21. Cash handling

NAG 4: Financial and Property Management

According to the legislation on financial and property matters, each Board of Trustees is 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.

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 pupils.

# NAG 5: Health and Safety Policy

## Policy Statement

The Board of Trustees expects that all pupils, staff and visitors to the school will be kept physically, mentally, emotionally and spiritually safe and that the environment will be protected and kept safe. Therefore, *with all being subject to the Special Character of the School*, the Principal will not fail to:

* Take all reasonable steps to protect pupils, staff and visitors from unsafe or unhealthy conditions.
* Comply with the provisions of the Health and Safety Act 1992.
* Ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
* Consult with the community regarding the health programme being delivered to pupils.

## Management Procedures

1. Pupil Management
   1. Discipline Systems
   2. School Rules and Code of Conduct
   3. Bus Safety
   4. Suspected Child Abuse
   5. Procedures to Deal with Suspected Abuse of Pupils (Sexual, Physical, Verbal)
2. Emergency Management
   1. Evacuation Plan
   2. Fire Drills
   3. Earthquake Drills
   4. Crisis/Trauma Management
   5. Disaster Recovery Plan
   6. Civil Defence Guidelines
   7. Lockdown
3. First Aid
   1. Handling of Blood/HIV
   2. Accident and Incident Register
   3. Administering Medication to Pupils
   4. First Aid Certificates
4. Education Outside the Classroom (EOTC)
   1. Risk Analysis Management Systems (RAMs)
   2. Trip Planning Checklists
   3. Permission/Medical Forms
5. Other Procedures
   1. Playground Supervision (Duty Rosters, etc.)
   2. Community Consultation Regarding Health Programme
   3. Non-custodial Access
   4. Pastoral Care of Pupils
   5. Alcohol and Drugs
   6. Health and Safety Management Committee
   7. Internet Safety
   8. Visitors to School
   9. Search and Seizure
6. Staff Welfare
7. School Community Concerns

NAG 5: Health & Safety

Each Board of Trustees is also required to:

a) Provide a safe physical and emotional environment for pupils.

b) Promote healthy food and nutrition for all pupils.

d) Comply in full with any legislation currently in force or that may be developed to ensure the safety of pupils and employees.

# NAG 6: Legislation Policy

## Policy Statement

The Board of Trustees is 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.

## Board Procedures

*Privacy*

The Board of Trustees is required to comply with the Privacy Act 1993 in all aspects for employees. The purpose of this policy is to promote individual privacy with respect to (a) the collection, use and disclosure of information relating to individuals and (b) access to information held by the school.

## Management Procedures

6.1 Privacy Policy

6.2 Attendance Registers and ENROL Requirements

6.3 Copyright Procedures and Licenses Displayed

6.4 Emergency Closure

6.5 Enrolment Scheme. Enrolment and Withdrawal Procedures

6.6 Length of School Day

6.7 Out of Hours Use of School Grounds/Property

6.8 Private Tuition During School Hours

6.9 Stand downs, Suspensions and Exclusions

**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.

Appendix III   
Principal’s Job Description

|  |  |
| --- | --- |
| Job Title/Description | Teaching Principal |
| Responsible to | Board of Trustees |
| Working Relationships | Classroom teachers, parents, caregivers and outside providers CST, CSN |

## Overall Expectation

To fulfil the requirements outlined in this job description in a way that satisfies the expectations of the Special Character and Professional Standards for Principals and those

## General

The Principal is responsible for the day-to-day management of Rolleston Christian School, providing professional leadership consistent with the Special Character Charter, National Education Goals, National Administration Guidelines and to meet statutory requirements.

Professional leadership includes curriculum and teaching, discipline, formation of staff and students, the cultural and co-curricular life of the School. This leadership extends to the wider school community, parents, families, former pupils. It includes maintaining and fostering ongoing relationships with the wider community and all cultures represented in the School.

The Principal is responsible for overseeing the implementation of Board policy. Reference in documentation to the school, management and staff is to be read as “Principal” for responsibility for implementation.

Only decisions made by the Board acting as a Board are binding on the Principal. Decisions or instructions of individual Board members, committee chairs, portfolio holders or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it.

The relationship is one of trust and support. Both parties work to ensure ‘no-surprises”.

The Principal may, in the exercising of their duties, use the expert knowledge of individual Board members acting as volunteers.

## Principal Responsibilities – Key Tasks

1. To provide professional and instructional leadership.
2. To implement the Charter National Education Goals and the National Administration Guidelines in accordance with the school’s principles of Christian Education.
3. To act as chief advisor to the Board of Trustees in the development of policy and to interpret and implement those policies.
4. To administer and manage the school and its resources.
5. To maintain and monitor instruction, assessment and reporting.
6. To staff the school to ensure delivery of a Biblical worldview curriculum.
7. To comply with relevant statues and regulations and ensure liaison with relevant agencies.
8. To promote the school.
9. To maintain and develop personal professional skills.
10. To maintain and develop the Special Character of the school.
11. To maintain effective and appropriate relationships both within the school and with its community.

## Performance Indicators for Principal Responsibilities

### TASK 1 - To provide professional and instructional leadership

* 1. There is regular, frequent formal and informal dialogue with Senior Managers and all staff members have the opportunity to initiate, be consulted about, and respond to, proposals on professional matters through staff meetings, department meetings and staff development programmes
  2. Staff, students and parents have ready access to the Principal
  3. The Principal leads the staff in developing and implementing instructional programmes that reflect charter objectives and school policies
  4. The Principal provides guidance on instructional, professional, career development and education issues
  5. Staff development programmes are designed to meet the professional needs of the staff.
  6. The Principal reports frequently to the staff and students
  7. The Principal provides a professional example to staff in relation to general deportment, dress and attitudes to work, students, parents and Boards

### TASK 2 - To implement the charter, national education goals and the national administration guidelines in accordance with the school’s principles of Christian education

* 1. An Annual Plan (that includes Special Character) will be developed in line with the Board’s Strategic Plan and approval sought from the Board each year
  2. To have a robust and well co-ordinated Special Character programme that reflects the proprietor’s vision and expected outcomes
  3. The Principal reports to the Board on the implementation of school policies according to the intention of the Charter, the National Education Goals and the National Administration Guideline
  4. The curriculum conforms to the Curriculum Framework and Qualifications Framework
  5. The curriculum caters for student needs with reference to both conventional and non-conventional units of learning
  6. The curriculum is appropriate to student aptitudes and is planned and delivered to a standard that meets school policy requirements
  7. The Principal deals with gender and cultural issues in a balanced, sensitive fashion and this is reflected in the school climate
  8. School policies and rules are designed to promote good order in the school

### TASK 3 - To act as chief advisor to the board of trustees in the development of policy and to interpret and implement those policies:

* 1. The Principal provides the Board with advice on the development of policy, and on preparation for principal management
  2. The Principal reports to the Board on the implementation of policy
  3. There is regular communication with parents through newsletters and meetings as appropriate
  4. School policies and programmes are available to parents

### TASK 4 - To administer and manage the school and its resources

* 1. Assets (financial and property) are preserved
  2. Documents are published and regularly amended which outline the important aspects of the school for parents and staff. For example the *Prospectus*, *Staff Manual* and *Health and Safety Manual*
  3. The Principal’s administrative leadership enables the school to operate according to charter goals
  4. Teaching resources meet staff and student needs and the demands of the curriculum
  5. Resource management policies are developed and monitored, including school budgets
  6. The school is attractive and welcoming and satisfactorily maintained
  7. Ancillary staff work to specified standards

### TASK 5 - To maintain and monitor instruction, assessment and reporting

* 1. Teaching standards are regularly reviewed and are consistent across the curriculum
  2. Teaching schemes are up to date and available to staff
  3. Departmental programmes are suitable for the needs of the students
  4. Teachers have the opportunity for observation of, and comment on, their teaching practice consistent with the appraisal policy and process
  5. Teachers have the opportunity and encouragement to improve their performance
  6. A school assessment policy is developed to meet the learning needs of the students
  7. Parents receive regular reports on the progress of the students

### TASK 6 - To staff the school to ensure delivery of a biblical worldview curriculum

* 1. Classes are allocated annually to utilise the teaching strengths of the staff
  2. Staff formation needs are met through a planned staff development programme
  3. Teachers are provided with suitable working conditions
  4. Teachers are involved in the development of school policy and committed to charter goals, the National Education Goals and the National Administration Guidelines
  5. Designated staff have responsibility for the pastoral care of students
  6. The Principal is responsible for the staffing of the school as per Board Policy and the allocation of duties
  7. The Principal is responsible to approve staff attestation for salary increments.
  8. Any pay units for management positions are appropriately allocated
  9. Teacher appraisals and staff professional development is complete according to school procedure and in line with the Board’s Annual Plan

### TASK 7 - To comply with relevant statutes and regulations and ensure liaison with relevant agencies

* 1. Relevant statutes and regulations are complied with
  2. Staff are delegated to liaise with relevant agencies

### TASK 8 - To promote the school

* 1. Academic, sporting, cultural and leadership growth is fostered, together with sound basic values, that enable a good tone to be promoted
  2. Feedback from the public is generally positive and supportive
  3. Community use of facilities is encouraged where appropriate
  4. The Principal acts as the School spokesperson and assists the board in liaising with the news media as appropriate
  5. The community is kept informed about the school
  6. The Principal fosters liaison with community leaders
  7. The Principal fosters a relationship with Principals of local primary, intermediate and secondary schools

### TASK 9 - To maintain and develop personal professional skills

* 1. The Principal attends the New Zealand Association of Christian Schools conference
  2. The Principal attends local and regional Principals’ meetings
  3. Training needs are identified, and met through professional development programmes and activities
  4. The Principal has access to relevant training programmes

### TASK 10 - To maintain and develop the Special Character of the school

* 1. The Principal promotes the principles of Christian education based on the Word of God
  2. The Principal promotes staff development related to the Special Character
  3. The Principal encourages outreach to families, students and the wider community
  4. The Principal maintains a personal spiritual journey that is in line with the Special Character of the school and the tenets of faith of the school
  5. The Principal meets the proprietor’s expectations as outlined in both the Deed of Integration and Charter

### TASK 11 - To maintain effective and appropriate relationships both within the school and with its community

* 1. The Principal has a good level of communication skills
  2. The Principal develops appropriate relationships with students, staff and parents
  3. The Principal provides a positive role model in the school and the community

## Professional Standards for Principals

| AREAS OF PRACTICE | PROFESSIONAL STANDARDS |
| --- | --- |
| CULTURE  Provide professional leadership that focuses the school culture on enhancing learning and teaching. | * In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. * Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. * Model respect for others in interactions with adults and students * Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. * Maintain a safe, learning-focused environment. * Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. * Manage conflict and other challenging situations effectively and actively work to achieve solutions. * Demonstrate leadership through participating in professional learning. |
| PEDAGOGY  Create a learning environment in which there is an expectation that all students will experience success in learning. | * Promote, participate in and support ongoing professional learning linked to student progress. * Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. * Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students. * Ensure that the review and design of school programmes is informed by school-based and other evidence. * Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. * Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students. |
| SYSTEMS  Develop and use management systems to support and enhance student learning. | * Exhibit leadership that results in the effective day-to-day operation of the school. * Operate within board policy and in accordance with legislative requirements. * Provide the Board with timely and accurate information and advice on student learning and school operation. * Effectively manage and administer finance, property and health and safety systems. * Effectively manage personnel with a focus on maximising the effectiveness of all staff members. * Use school/external evidence to inform planning for future action, monitor progress and manage change. * Prioritise resource allocation on the basis of the school’s annual and strategic objectives. |
| PARTNERSHIPS and NETWORKS  Strengthen communication and relationships to enhance student learning. | * Work with the Board to facilitate strategic decision making. * Actively foster relationships with the school’s community and local iwi. * Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. * Interact regularly with parents and the school community on student progress and other school-related matters. * Actively foster relationships with other schools and participate in appropriate school networks. |

Note: Principals with teaching responsibilities will also need to meet the requirements of current (of the time) standards and/or criteria for teachers.

Appendix IV   
Principal and Board Roles

### Principal

* Educational leadership
* Management (operating within school policy)
* Governance (working with the Board)

### Board

Governance role has three functions:

* Legal authority
* Corporate body
* Policy development, monitoring and review (establishing direction and providing operational guidelines)

|  |  |
| --- | --- |
| MANAGEMENT | GOVERNANCE |
| Focus on the past and the present | Focuses on the present and the future |
| Provides management | Provides leadership |
| Task and detail oriented | Vision oriented |
| Seeks to establish and carry out policy | Seeks to establish and monitor policy |
| Reactive | Proactive |
| Administrators | Initiators |

|  | BOARD OF TRUSTEES | PRINCIPAL |
| --- | --- | --- |
| Planning | The Board and the Principal agree the aims, values, ethos and priorities of the school. These will be identified in the School Strategic Development Plan. | |
| Curriculum | Determine curricular policy in consultation with the Principal.  Encourage Board members to take an interest in specific curriculum, areas.  Ensure the delivery of the curriculum. | Draw up the school curriculum plan including any legal requirement.  Ensure detailed implementation of curriculum. |
| Staffing | Determine staffing complement.  Determine procedures for appointing staff and participate accordingly.  Adjudicate on personnel issues referred to it. | Draw up staffing plan.  Select staff within the limits of delegation agreed by the Board.  Manage staff and handle personnel issues. |
| Public Profile of School | Approve ‘promotion’ plan. | Devise ‘promotion’ approach that does not denigrate other schools. |
| Buildings and Grounds | Receive regular reports.  Determine use of premises (after the end of the normal school day) and hiring. | Ensure regular reports.  Implement Board’s policy for use of premises. |
| Charging | Determine the policy for charging for school activities. | Implement policy for charging. |
| Finance | Approve budget.  Agree limits of delegation. | Draw up budget to reflect Board priorities.  Incur expenditure within the limits. |

## Working Together

## Building the Partnership

Real partnerships come from working together as a team. Each member of the team brings different skills and experience. An effective team knows what these are and uses them to the full.

Every school needs a clear set of aims and values agreed by the Board of Trustees and the school staff.

As part of the planning process, the Board must set aside time each year to discuss the strengths and weaknesses of the school, the progress being made towards its aims and values, and whether any changes need to be made.

The Board and Principal must consult with the staff, parents and pupils to draw up a code of good behaviour covering all those involved with the school.

Like all partnerships, that between the Board and the Principal needs to be worked at continually and occasionally reviewed together, with mutual trust.

## How Board Members Can Help

The powers of the Board members, determined by law, will be ineffective unless respect is earned. This comes from demonstrating a commitment to the school, knowing the concerns and caring about the pupils, staff and parents.

Board members must not take management decisions which are to do with the day to day running of the school. This is the responsibility of the Principal.

Board members must always find something good to say about the school and speak positively about it in the community. They must be cautious about voicing criticism until they know the school well.

Board members must value the staff – who are the school’s main resource – and remember to praise them when appropriate.

Board members must remember they have the power to act as individuals but only through the Board. The must accept public responsibility for decisions taken by the full Board and recognise their accountability to the annual meeting of parents. Once elected, Board members cannot have a public opinion on a matter that differs from the official stance taken by the Board as this creates division and confusion.

## How Principals Can Help

Principals must aim to develop a positive working relationship with the governing body. The quality of this relationship can determine whether Board members or the Principal are a help or a hindrance to the school.

Principals must look for the strengths in Board members not the weaknesses. Board members can bring a different perspective to a Principal’s view of the school.

Principals must try to develop a good rapport with the Chairperson. This allows concerns to be shared on a confidential basis.

Principals must have the confidence to be open and frank with the Board. Sharing bad news as well as good can strengthen the partnership.

Principals must involve the Board members in the life of the school. There are times when Principals need the support of the Board members and this will rest on the confidence built up over time.

Principals must remember they are employees of the Board and that it is the Board who has ultimate responsibility for the oversight of the school. Where Boards fail to ‘step up’ to their responsibility it is important that the Principal works with the Board to ensure they accept that responsibility rather than the Principal taking on that burden.

## Working as a Team

A Board and the Principal must agree the general framework of responsibilities. The Board must be a policy making and monitoring body. For each decision taken, people must be clear on what has been agreed, who will carry it out, by when, and how results will be reported.

Decisions need to be based on sound information. They are usually better after consultation and discussion. People must not act within other people’s areas of responsibility simply because they think it is quicker and saves trouble.

Where Chairpersons have to take urgent action without prior agreement of the Board, they must take the first opportunity to explain events to their colleagues.

Evaluation is about seeing how things can be improved in the future and not who is to be blamed for events in the past. The main yardstick for present achievements must be comparison with the school’s previous performance not solely performance of other schools.

Appendix V   
List of Delegated Authorities

| ROLE/PERSONNEL | DELEGATED AUTHORITY |
| --- | --- |
| Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee. | See individual Committee Terms of Reference in the board’s Governance Manual. |
| Day-to-Day Management | The Board delegates to the Principal (and to the Deputy Principal when the Principal is absent) the day-to-day management of the school, in accordance with the relevant Policies and Procedures. |
| Principal Appraisal Committee | That the Appraisal Committee members aforementioned are delegated authority to implement the Board’s Appraisal Committee Terms of Reference, as outlined in the Board’s Governance Manual. |
| Property Committee  *(**committee members)* | That the Property Committee members aforementioned are delegated authority to implement the Board’s Property Committee Terms of Reference, as outlined in the Board’s Governance Manual. |
| Finance Committee  *(Keith Spragg, Liz Horn,Fiona Guervin )* | That the Finance Committee members aforementioned are delegated authority to implement the Board’s Finance Committee Terms of Reference, as outlined in the Board’s Governance Manual. The Committee has authority to make decisions as an Executive group on matters of finance only when urgency is required.  The Principal has authority to spend up to the limits of the approved annual budget within respective spending categories.  The Principal has authority within the limits imposed above, to delegate spending limits to identified staff.  The Principal has authority to replace capital items not approved in the budgeting process on an ‘urgent’ basis. Power exercised under this authority will be reported to the next meeting of the Board and is limited to $1,000. Any item in excess of $1,000 requires the approval of the Finance Subcommittee.  All Bank accounts and authorities may be signed on behalf of the Board by any two of the following:   * The Principal * BoT Member or Treasurer * Office Manager   Delegation to invest Board funds is granted to the Principal in compliance with the Education Act. Funds may not be invested outside the school’s bank unless the Board so authorises.  The Principal has authority to administer the payroll (with exception of the Principal’s salary). Appointments and resignations will be reported to the next meeting of the Board. Increments will be in accordance with Collective Agreements. |
| Authority in the school when the Principal is absent | That the Board directs that, except where the board, at its discretion, otherwise determines, the next senior/ experienced teacher present in the school shall, in the absence of the Principal have authority for the daily running of the school only, and will request the aid of the Chair or named board member for assistance in any other matter. |
| Making Teaching and Support  Staff Appointments  *(Delegated as required)* | That the appointment of staff be carried out by the Board’s Appointment Committee in accordance with the Board’s Procedure for Teaching and Support Staff Appointments. |
| That the Principal be the Privacy Officer | The Board delegates this role to the Principal in accordance with the relevant Policies and Procedures. |
| That the Principal be the Health and Safety Officer | The Board delegates this role to the Principal in accordance with the relevant Policies and Procedures. |
| That the Board Chair be the Protected Disclosures Officer | The Board delegates this role to the Board Chair in accordance with the relevant Policies and Procedures. |
| Staff Misconduct | That the Board chair shall be delegated the power to suspend an employee in the case of serious misconduct in accordance with the relevant employment agreement of the employee. |
| Financial Expenditure | That the Principal, the Administrator and Board Chairperson be delegated full powers to act and sign cheques for payment of budgeted expenditure and that the Principal be delegated the power to authorise expenditure of up to $500 for any unbudgeted item.”  – reporting to Finance Committee.  The Principal shall have a credit card limit of $1000. |
| Discipline Committee  *(Delegated as required)* | That the powers conferred on the Board under Sections 16 and 17 of The Education Act 1989 be delegated to the Discipline Committee of the Board of Trustees, and the quorum for the Committee shall be three trustees. |

NOTE – these delegations are renewed annually at the first Board meeting of the year.

Appendix VI   
ERO Board Self Audit Checklist

## Section 1 – Board Administration

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|  | Is the board properly elected and constituted? *[section 94 Education Act 1989]* |
|  | Are any conflicts of interest of board members fully declared? *[s 103A Ed Act 1989; Clause 8(8) Sixth Schedule Ed.Act 1989)]* |
|  | Are board meetings properly run? *[Parts 7/8 Local Government Official Information and Meetings Act 1987; Clauses 7/8 Sixth Schedule Ed Act 1989]* |
|  | Are minutes of board meetings properly kept (especially minutes of meetings that exclude the public – commonly called “in committee”)? *[Good practice; Local Government Official Information and Meetings Act 1987, Public Records Act 2005]* |
|  | Does the charter reflect the purposes set out in section 61(2) of the Education Act 1989 (ie. establish the mission, aims, objectives, directions, and targets of the board that give effect to the national education guidelines), and provide a base against which the board’s actual performance can be assessed? |
|  | Have newly elected, co-opted or appointed trustees confirmed to the board that they are eligible to be trustees? *[s 103B Ed Act 1989]* |
|  | Has the board met all the requirements for planning and reporting? *[School Charter; s 61 Ed Act 1989]* |
| For questions 8-14, has the board, with the Principal and teaching staff: | |
|  | Developed a strategic plan which documents how they are giving effect to the NEGs through their policies, plans and programmes, including those for curriculum, National Standards, assessment, and staff professional development? *[NAG 2(a)].* |
|  | Maintained an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement? *[NAG 2(b)]* |
|  | Reported to students and their parents on the achievement of individual students?, and  Reported to the school’s community:  • on the achievement of students as a whole, and  • on the achievement of groups (identified through NAG 1(c)  *(ie. students who are not achieving, or are at risk of not achieving or who have special needs)*  • including the achievement of Māori students against plans and targets referred to in NAG 1(e) *(ie. plans and targets for improving the achievement of Māori students) ]  [NAG 2(c)]*  Received regular and useful information about the achievement of Māori students in the school? |
|  | Used National Standards, in alignment with requirements set in NAG 1, to:  Report to students (enrolled in Years 1–8) and their parents on the students’ progress and achievement in relation to National Standards? and  Report to parents in plain language in writing at least twice a year? *[NAG2A (a)]* |
|  | Used the National Standards\*, in alignment with the requirements set in NAG 1, (for students enrolled in Years 1-8) to:  a) report to the Secretary for Education by 1 March school-level data on National Standards under four headings:  i) school strengths and identified areas for improvement;  ii) the basis for identifying areas for improvement;  iii) planned actions for lifting achievement; and  iv) how students are progressing in relation to National Standards  b) report to the Secretary for Education by 1 March on the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.  c) report the information in paragraphs (a) and (b) in the format prescribed by the Secretary for Education from time to time?  *[Reference: NAG 2A(b),(c) and (d)]*  Note: \*National Standards for schools with students [Years 1-8] that use the *New Zealand Curriculum* and Ngā Whanaketanga Rumaki Māori for schools with students [Years 1-8] that use *Te Marautanga o Aotearoa.* |
|  | Completed an annual update of the school charter, and provided the Secretary for Education with a copy of the updated school charter before 1st March each year*. [NAG 7]* |
|  | Provided to the Secretary for Education before 1st March each year, 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 when providing the updated charter under NAG 7. *[NAG 8]*  *Note: NAG 8 applies to schools with students in Years 1-8 from 2013, and all schools from 2014.* |
|  | Does the school’s charter have targets on student achievement, including assessment of students in accordance with the National Standards published under section 60A(1)(ba) of the Education Act 1989? *[section 61(4) Education Act 1989]* |
|  | Did the board’s annual report include a statement which provides 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?   *[section 87(2)(e)Education Act 1989]* |
|  | Is the board satisfied that the school has been open for instruction for at least the minimum required number of hours per day and days per year?   *[s 65A and s 65B Ed.Act 1989; NAG 6]* |
|  | Is the board satisfied student absences are correctly recorded, monitored and followed up? *[s 25 Ed Act 1989; NAG 6; Education School Attendance Regulations 1951]* |
|  | Does the board ensure all procedures and practices relating to the stand-down/ suspension/exclusion and/or expulsion of any student are implemented in accordance with the relevant provisions of the Education Act, the Education Stand-down, Suspensions, Exclusions, and Expulsion Rules 1999 and guidance issued by the Ministry of Education? *[ss 13-18 Ed Act 1989]* |
|  | Are there policies/procedures to ensure compliance with legislation, including the non-discrimination provisions in the Human Rights Act?  Are these policies/procedures regularly reviewed, and implemented appropriately by the board? *[Good practice]* |
|  | Has the board complied with the conditions prescribed by the Minister of Education by Gazette notice under section 71 of the Education Act 1989 in relation to students who undertake work-based learning or work experience? *[Write N/A if not applicable]* |
|  | Does the board have guidelines relating to compliance with the Copyright Act 1994 and are they implemented? *[Good practice]* |
|  | Has the board complied with the Public Records Act 2005 in relation to the retention and disposal of school records?  *[also refer to MOE/Archives NZ web-site - School Records Retention/Disposal Information Pack]* |

## Section 2 – Curriculum

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| Has the Board, through the Principal and staff: | | | |
|  | Developed and implemented teaching and learning programmes:  i) providing all students in Years 1-10 with opportunities to achieve for success in the following areas: | | |
|  | * + - The Arts     - English     - Health and Physical Education     - Mathematics and Statistics | | * + - Science     - Social Sciences     - Technology |
|  | 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? | | |
|  | Through a range of assessment practices, gathered 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 New Zealand Curriculum as expressed in *The New Zealand Curriculum*? | | |
|  | On the basis of good quality assessment information, identified:  i) students and groups of students who are not achieving?  ii) students and groups of students who are at risk of not achieving?  iii) students and groups of students who have special needs (including gifted and talented students)?  iv) aspects of the curriculum which require particular attention? | | |
|  | Developed and implemented teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 3 above? | | |
|  | In consultation with the School’s Maori community, developed and made known to the school’s community, policies and/or procedures, plans and targets for improving the achievement of Maori students? | | |
|  | Provided 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? | | |
|  | a) Ensured that teachers of students with disabilities, and other contact staff, have a sound understanding of the learning needs of students with disabilities?  b) Where necessary, put in place support systems centred on each individual with disabilities? *[NAG1; NEG7; NZ Disability Strategy in Schools]* | | |
|  | Ensured that current practice meets the requirement to base teaching and learning programmes on *The New Zealand Curriculum* national curriculum statements for: | | |
|  | * + - The Arts     - English     - Health and Physical Education     - Mathematics and Statistics | * + - Science     - Social Sciences     - Technology | |
|  | OR  Ensured that current practice meets the requirement to base teaching and learning programmes on *Te Marautanga o Aotearoa* if the school has chosen to adopt the foundation curriculum policy statements based on *Te Marautanga o Aotearoa.* | | |
|  | Developed and implemented teaching and learning programmes based on *Te Marautanga o Aotearoa* in a bilingual class or classes where Māori in one of the languages of instruction.  *[Note: schools with a bilingual class or classes may develop and implement the teaching and learning programmes – reference NZ Gazette Notice 29 October 2009, page 3812]* | | |
|  | Developed and implemented a curriculum, as expressed in *The New Zealand Curriculum*, for students in Years 1-13:  • that is guided by the Vision ;  • that is underpinned by the Principles;  • in which the Values as expressed are encouraged and modelled and are explored by students; and  • that supports students to develop the five Key Competencies.  *[The National Curriculum: Foundation Curriculum Policy Statements]* | | |
|  | Worked towards offering students opportunities for learning second or subsequent languages (Years 7-10)? *[The New Zealand Curriculum]* | | |
|  | Complied with the requirement to adopt a statement on the delivery of the health curriculum, at least once in every two years, after consultation with the school community? *[Section 60B Education Act 1989]* | | |

## Section 3 – Health, Safety and Welfare

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| Does the board have health and safety policies, and procedures/guidelines/practices linked to: | |
|  | Physical and emotional health of students? *[NAG5]* |
|  | Child abuse? (prevention and reporting) *[NAG5; Good practice]* |
|  | Behaviour management? *[NAG5; Good practice]* |
|  | Discipline procedures? *[Good practice]* |
|  | Guidance counselling? *[NAG1(vi); s77 Ed Act 1989]* |
|  | Dealing with smoking, drugs and alcohol? *[NAG5]* |
|  | Management and recording/administering of medication? *[Good practice]* |
|  | Prohibiting the use of force? (corporal punishment) *[s139A Ed Act 1989]* |
|  | Cross cultural awareness? *[Good practice]* |
|  | Dealing with parents who are subject to court orders affecting day to day care of or contact with a child at school? *[NAG5; Good practice]* |
|  | Complaints? *[Good practice]* |
|  | * + - Internet safety? and     - Has the Internet Safety Policy been implemented in the last year? *(Write N/A if no reasons(s) to implement in the last year) [NAG5; Good practice]* |
|  | The Code of Practice for School Exempt Laboratories approved by the Environmental Risk Management Authority, about the use of hazardous substances for the teaching of science and technology?  The Code of Ethical Conduct for the use of Animals in research and teaching in schools? *[refer to www.nzase.org.nz/ethics]* |
|  | Protection for staff and students from excessive UV radiation exposure over the summer months? *[NAG5; Good practice]* |
|  | Prevention of sexual harassment?  *[ss62,68 Human Rights Act 1993; ss108,117,118 Employment Relations Act 2000]* |
|  | Collection, storage and access to personal information? *[Privacy Act 1993]* |
|  | The systematic identification and remedying of existing and potential hazards?  *[s7 Health and Safety in Employment Act 1992]* |
|  | First aid/notification of accidents, in particular, recording of all accidents as required by the Ministry of Education Health and Safety Code? *[Good practice]* |
|  | Plant and machinery safety? *[NAG5; Health and Safety in Employment Act 1992]* |
|  | Civil Defence preparedness?   *[National Civil Defence Emergency Plan Order 2005; Good practice]* |
|  | Management of crisis situations including pandemic planning? *[NAG5; Good practice]* |
|  | School trips/education outside the classroom – risk management procedures?  *[NAG5; Good practice]* |
|  | Visitors to the school? *[Good practice]* |
|  | Care and safety of students in hostels under the Education (Hostels) Regulations 2005, and off site facilities? *[Write N/A if not applicable]* |
|  | Has the board regularly reviewed the policies and procedures and/or guidelines/practices linked to health and safety in questions 1-24 above, and  Satisfied itself, through reports that these policies and procedures and/or guidelines/practices have been implemented appropriately? *[Good practice]* |
| Does the board meet the requirements under NAG5: | |
|  | To promote healthy food and nutrition for all students? |
|  | Through the Principal and teaching staff, currently provide anti-bullying programmes for students? and  Do those anti-bullying programmes include a focus on:  i) racist bullying?  ii) bullying of students with special needs?  iii) homophobic bullying?  iv) sexual harassment? *[NAG 5; Good practice]* |
| Has the board: | |
|  | Taken steps to meet new requirements\* under the Vulnerable Children Act 2014 to put child protection policies in place that guide staff to identify and report child abuse and neglect? *[\*Note: the new requirements will apply at a later date to be confirmed by legislation, but it will be good practice for boards to be prepared]* |
|  | Satisfied itself, through reports from hostel management, that the hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school? *[NAG 5; Education (Hostels) Regulations 2005]* |
|  | Ensured that its policies, practices and procedures on surrender and retention of property and searches of students by the Principal, teachers and authorised staff members under sections 139AAA to 139AAF of the Act:  • comply with the \*Rules regulating the practice and procedure made by the Secretary for Education under s.139AAH? and  • have regard to the guidelines issued by the Secretary for Education under s.139AAI for the exercise of their powers and functions under sections 139AAA to 139AAH?  [Note: refer to www.legislation.govt.nz for sections 139AAA to 139AAF of the Education Act 1989 and the \*Education (Surrender, Retention, and Search) Rules 2013; www.minedu.govt.nz for guidelines issued by the Secretary for Education] |
|  | Ensured policies and procedures that relate to students who have special education needs are implemented without discrimination, ie. they are:   * + - Objective, value diversity and are integrated within the school curriculum;     - Regularly re-evaluated and developed to enhance effectiveness;     - Well-communicated to all staff and families, whänau of students and consistently applied;     - In compliance with:   + the Education Act 1989 (section 8) that people who have *special educational needs (whether because of disability or otherwise)have the same rights to enrol and receive education at State schools as people who do not*; and   + the NZ Bill of Rights Act (section 19) that everyone has the right to freedom from discrimination on the grounds of disability in terms of section 21(h) of the Human Rights Act 1993; and   + the NE Guidelines, NAGs1(c)(iii) and 5, NE Goals 2 and 7, Curriculum Statements, Foundation Curriculum Policy Statements and Special Education Guidelines. |
|  | Documented and implemented policies and procedures to ensure compliance with the Code of Practice for the Pastoral Care of International Students?   *[Write N/A if not applicable]* |
|  | Ensured that it is complying with the Code of Practice for Pastoral Care of International particularly in terms of:  • support services for students  • information on international students  • communicating with parents for students under 18 years  • students with additional needs  • monitoring attendance to ensure student welfare  • accommodation provisions  • homestays  • boarding establishments  • designated caregivers  • temporary accommodation  • residential caregivers  • police vetting of accommodation for students under 18  • complaints procedures |

## Section 4 – Personnel

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| Good practice or legal compliance suggests that the Board should have: | |
|  | Developed and implemented personnel management policies and/or procedures to meet good employer obligations? *[NAG3; s77A State Sector Act]* |
|  | Developed and implemented policies and procedures for employment and appraisal of staff? *[s77C State Sector Act 1988; NZ Gazette No.80: Dec 1996]* |
|  | Documents showing that suitable human resource management practices are implemented including:  a) selection and appointment procedures showing that:  i) the appointment panel has the proper delegation from the board;  ii) applicants are registered for teaching positions; and  iii) for non-teaching positions, a Police Vet has been carried out;  iv) the background of an applicant’s character, competence, qualifications, and experience is carefully checked;  v) original or certified documents are properly sighted; and  vi) certified documents are authenticated by persons authorised to do so.  b) the job/role descriptions;  c) induction procedures into the school;  d) a system of regular appraisal; and  e) provision for professional development.  *[section 77A State Sector Act; Good practice; MoE Guidelines]* |
|  | Annually assessed the Principal against all the professional standards for Principals?  *[NZ Ed Gazette: and relevant employment agreement]* |
|  | Kept all records for the purposes of the payroll service and given the Secretary for Education all information in accordance with Section 89 of the Education Act?  Complied with Section 91F of the Education Act and the relevant Principals’ Collective Agreement (ie. sought the written consent of the Secretary for Education) before paying any additional remuneration to the Principal? |
|  | Ensured that persons without a practising certificate are not permanently appointed to a teaching position? *[section 120A(2) Education Act 1989]* |
|  | Ensured that it does not continue to employ in any teaching position, any person:   * + - whose registration as a teacher has been cancelled; and who has not since been registered as a teacher again; or     - whose LAT has been cancelled, and who has not since been granted an authorisation again or registered as a teacher; or     - whose practising certificate or LAT is suspended by the NZTC Disciplinary Tribunal?   ? *[Section 120B(1) Education Act 1989]* |
|  | Received reports at least once a year in relation to the following, and satisfied itself that they are correctly implemented:   * + - Staff appointment process? *[Good practice re s77E-77H State Sector Act 1988]*     - Teacher registration (including practising certificates and LATs)?  *[Good practice re ss120-120B Ed Act 1989]*     - Provisionally registered teacher’s induction programme? *[Good practice]*     - Assessment of teachers against the professional standards? *[Good practice re s77C State Sector Act 1988; NZ Gazette and relevant Collective Employment Agreement]*     - Salary increments as a result of a positive assessment against all professional standards at the teacher’s level? *[Good practice; relevant Teachers’ Collective Agreement]*     - Staff professional development programme and outcomes? *[Good practice]*     - Personnel policy (including EEO programme)?  *[Good practice re s77A State Sector Act 1988]* |
|  | Established and implemented procedures for the police vetting of employees and contractors as required by the Education Act 1989 Sections 78C and 78CB? |
|  | Reported in its annual report on the extent of its compliance with the personnel policy on being a good employer (including the equal employment opportunities programme?  *[s77A State Sector Act 1988]* |
|  | As employer, reported to the Teachers Council in compliance with the mandatory reporting requirements under the Education Act 1989 in the following situations:   *[Write N/A if not applicable]*   * + - when a teacher has been dismissed for any reason (Section 139AK)?     - when a teacher resigns, if within the previous 12 months, the Board had advised the teacher that it was dissatisfied with, or intended to investigate, any aspect of the conduct of the teacher or the teacher’s competence (Section 139AK)?     - the Board received a complaint about the teacher’s conduct or competence while he/she was an employee within 12 months of the teacher leaving (Section 139AL)?     - the Board has reason to believe that the teacher has engaged in serious misconduct (Section 139AM)?     - the Board is satisfied that despite undertaking competency procedures with the teacher, the teacher has not reached the required level of competence (Section 139AN)? |
|  | Implemented appropriate internal procedures for receiving and dealing with information about serious wrongdoing under the Protected Disclosures Act 2000? |

## Section 5 – Finance

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| As part of this process has the Board: | |
|  | Monitored and controlled school expenditure? and  Ensured that annual accounts are prepared and audited as required by the Public Finance Act 1989 and Education Act 1989? *NAG4]* |
|  | Made it clear in a written statement to parents of students that:   * + - parents may be asked for a voluntary donation towards general school activities but they do not have to pay this? *[MOE Circular 2013/06 re s3 Ed Act 1989]*; and     - parents must have agreed in advance to any charges the Board may wish to make for specific school activities? *[MOE Circular 2013/06]* |
|  | Prepared a budget that reflects the school’s priorities as stated in the Charter? *[NAG4]* |
|  | Ensured that accounting records are kept that:   * + - correctly record and explain the transactions of the school?     - will, at any time, enable the financial position of the school to be determined with reasonable accuracy?     - will enable the trustees to ensure that the financial statements of the school comply with generally accepted accounting practice?     - will enable the financial statements of the school to be readily and properly audited?   *[s168 Crown Entities Act 2004]* |
|  | Prepared annual financial statements in accordance with Section 87(3) of the Education Act 1989? |
|  | * + - Prepared its annual report in accordance with Section 87 of the Education Act 1989 (which includes the total remuneration paid to school Principals employed by the Board)?; and     - Forwarded its Annual Report to the Secretary of Education? *[s87 Ed Act 1989]* |
|  | Ensured investment is in accordance with Section 73 of the Education Act 1989 and appropriate provisions of the Crown Entities Act 2004 relating to investments?  *[ss160-161,197 Crown Entities Act 2004]* |
|  | Ensured that all financial gifts can be appropriately accounted for and applied to the purpose for which they were given? *[s68 Ed Act 1989; s168 Crown Entities Act]* |
|  | Ensured that it has complied with Section 67 of the Education Act 1989, and appropriate provisions of the Crown Entities Act 2004 relating to borrowing? *[s160 Crown Entities Act 2004; Regs 11,12 Crown Entities (Financial Powers) Regulations 2005]* |
|  | Ensured that TFEA funding is used to promote student achievement?  *[Operational Funding: MOE Handbook]* |
|  | Ensured the SEG funding is used to benefit students with moderate special learning and behavioural needs? *[Operational Funding: MOE Handbook]* |
|  | Ensured that funding and staffing generated by ORRS students is used for the benefit of those students? *[Write N/A if not applicable] [Operational Funding: MOE Handbook]* |

## Section 6 – Asset Management

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| As part of this process, has the Board: | |
|  | Implemented a maintenance programme and property management policy to ensure that the school’s buildings and facilities provide a safe, healthy learning environment for students? *[NAG 4(c); clause 17 Property Occupancy Document]* |
|  | Confirmed that the budget reflects the school’s priorities as stated in the Charter?  *[NAG4; Property Occupancy Document]* |
|  | Provided access and facilities for persons with disabilities to and within buildings?  *[ss117-120 and Schedule 2 of Building Act 2004]* |
|  | Received monthly reports on monitoring, maintenance and hazards, and is the board satisfied with compliance? *[Good practice re Health and Safety in Employment Act 1992;   cl 3 Property Occupancy Document]* |
|  | Recently reviewed its evacuation policy and procedures and is the board satisfied with compliance? *[Good practice re Fire and Safety and Evacuation of Building Regulations 2006;  Clause 20 POD]* |
|  | Received assurance at intervals of not more than six months that a trial evacuation has occurred? *[Good practice re Fire and Safety and Evacuation of Building Regulations 2006]* |
|  | Made provision for post disaster and relief? *[Good practice]* |
| *Young children have drowned by stumbling into unfenced or poorly fenced swimming pools. Boards have an obligation to secure their swimming pools.* | |
|  | Checked the swimming pool meets the criteria listed in the Schedule to the Fencing of Swimming Pools Act 1987? *[Write N/A if not applicable]* |
|  | Prepared and reviewed a 10-year property plan covering maintenance and capital property requirements in accordance with Ministry of Education guidelines?   *[clause 7 Property Occupancy Document]* |

## Section 7 – Special Character

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| 1. | Have vacancies for tagged positions occurred this year? |
| 2. | Have they been advertised as tagged positions? |
| 3. | Is the School roll within the maximum number set in the School’s Integration Agreement? |
| 4. | Does the Principal and/or Board keep an up-to-date data base of which students are in the preference category, with the necessary evidence to verify their preference status? |
| 5. | Does the Principal and/or Board keep an up-to-date waiting list of preference enrolments, particularly if the School has an Enrolment Scheme? |
| 6. | Does the number of non-preference students comply with the number/percentage set in the School’s Integration Agreement? |
| 7. | Does the Principal and/or Board keep an up-to-date data base of which students are in the non-preference category? |
| 8. | Does the Principal and/or Board keep an up-to-date waiting list of non-preference enrolments, particularly if the School has an Enrolment Scheme? |
| 9. | Does the Board ensure that robust self-reviews are conducted, including staff, parent and student voice about their experience of the Special Character of the School, on an annual basis, and reported to the Board and Proprietors? |
| 10. | Does the Board have a plan for developing and enhancing the Special Character of the School including a specific annual school plan goal relating to Special Character? |
| 11. | If the Integration Agreement contains a Schedule which describes the special educational ethos of the School, has the Board put in place effective measures to ensure the preservation, growth and enhancement of that ethos? |
| 12. | Does the Board have in place policies and systems to continually monitor all school activities to ensure that they are “at all times ... conducted and operated so as to maintain and preserve the School’s Special Character”? |
| 13. | Does the Board give permission to use the School premises or equipment when the Proprietor requests permission to do so? |
| 14. | Do the Board and the Principal ensure that “the Proprietor, together with his servants, agents and licensees, ... have at all reasonable times access to the School to ensure that the Special Character of the School is being maintained”? |
| 15. | Do the Board and the Principal ensure that “the Proprietor, together with his servants, agents and licensees, ... have at all reasonable times access to the land and buildings of the School constituting the School premises sufficient to enable him to exercise the powers and carry out the responsibilities vested in him and imposed on him by the Private Schools’ Conditional Integration Act”? |
| 16. | Does the Board have a 10 year rolling Property Maintenance Plan fulfilling its obligation to maintain the Proprietor’s asset to a standard comparable to a State school, within the requirements of the Board’s obligations outlined in the Ministry of Education Property Management Guidelines? |
| 17. | Does the Board reasonably co-operate with the Proprietor in matters relating to the number of Proprietor’s Appointees, their selection (where appropriate) and their role as the Proprietor’s Appointees on the Board? |
| 18. | Are there effective measures in place to ensure that the Board consults with and reports to the Proprietor, [PSCI Act 25(b)] as and when appropriate, on all matters pertaining to the Special Character, particularly:   * the Special Character dimension of the Performance Management System, including job descriptions, professional standards, performance agreements and annual performance appraisals of all staff employed at the School. |
| 19. | Do the Proprietor’s Appointees:   * consult with the Proprietor, or their agent, on a regular basis. * keep the Proprietor, or their agent, up-to-date on all matters concerning the Special Character. * report to the Proprietor, or their agent, at least annually and in detail, on the state of the Special Character and all matters related to it? |
| 20. | Is the Health Curriculum delivered in accordance with the Special Character of the School? |

Appendix VIII   
The Legal Basis of the Rolleston Christian School

* The BOT was created by a contract between the Christian Schools’ Trust and the Crown in 2014. It is a contract which binds the Crown. It is referred to as the Integration Agreement because it has been made in accordance with the provisions of the Private Schools Conditional Integration Act 1975. (An ‘Act’ is legislation passed by Parliament.) This Act and the Integration Agreement are the foundational documents of the School and the BOT. Thus the BOT is a Crown entity and agency. The BOT can be abolished if either the Crown or the Proprietors cancel the Integration Agreement.
* Under this law, the Rolleston Christian School is integrated with the State educational system. It is a State school. Section 4 of the Private Schools Conditional Integration Act 1975, says the school is subject to the same legislation as other schools in the State system, except for the provisions of Section 3.
* Section 3 of the Private Schools Conditional Integration Act 1975, says:

"The Proprietor of an integrated school shall ...

(a) continue to have the responsibility to supervise the maintenance of the education with a special character provided by the school;

(b) continue to have the right to determine from time to time what is necessary to preserve and safeguard the Special Character of the education provided by the school and described in the integration agreement." The Integration Agreement (paragraph 18c) also gives the Proprietor the right to

(c) invoke the powers conferred upon it by the Act should the Proprietor so determine if in the opinion of the Proprietor the Special Character of the school has been or is likely to be jeopardised or the education with such Special Character so provided in no longer preserved and safeguarded.

* Section 25(6) of the Private Schools Conditional Integration Act 1975 requires considerable input by the Proprietor on anything relating to ‘Special Character’. It says: The powers of control and management of the controlling authority [BOT] of an integrated school shall be exercised subject to the provisions of sections 3 and 4 of this Act; and to give effect to this requirement, the controlling authority of any integrated school that is a primary school or a composite school or a special school shall make provision for adequate consultation between the controlling authority and the Proprietors of that school.
* The ‘Special Character’ is defined in the Integration Agreement and can be viewed in one of the other appendices associated with this document.
* The Integration Agreement stipulates that The Board of Trustees is the controlling authority of the school and shall be constituted pursuant to the Education Act 1989.
* In law a ‘trustee’ is someone who manages money or property for someone else. The BOT is required by law to manage its affairs and deliver education according to the policies of the Crown. It is also required by law to manage the property and deliver ‘Special Character’ according to the policies of the Proprietor.
* The governance role of the BOT, therefore, must be within the parameters set by both the Crown and the Proprietor. Both the Ministry of Education and the Proprietors are legally obliged to ensure the ‘trust’ given to the BOT is fulfilled competently and effectively. Both have the right to request information, conduct reviews and inspections and make policies.
* The management responsibilities of the BOT are given to the Principal by section 76 of the Education Act 1989:

(1) A school's Principal is the Board's Chief Executive in relation to the school's control and management.

(2) Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the Principal—

(a) shall comply with the Board's general policy directions; and

(b) subject to paragraph (a), has complete discretion to manage as the Principal thinks fit the school's day-to-day administration.

* As a member of the BOT the Principal will have an essential role in the formation of policies (governance), but he/she is subject at all times to the decisions of the full BOT.
* The Principal also has executive/management responsibilities in relation to the Proprietors. Both the Integration Act and the Integration Agreement impose as a condition of his/her employment a willingness and ability to uphold the Special Character of the school.
* Both the BOT and the Principal are subject to the wishes of the Proprietor relating to ‘Special Character.’ To give effect to the Integration Agreement's definition of ‘Special Character’, the Proprietor has an essential role in the formulation of the entire curriculum, and in such things as the school's Charter, vision and mission statements, administration manual and programmes.
* As prescribed by the Integration Agreement and the Education Act, the Rolleston Christian School BOT is made up of 5 parent representatives, 4 Proprietor representatives, 1 teacher representative, a student representative and the Principal. Proprietor representatives to the Board are not there merely as a link between the two Boards with no further role. All, regardless of how they were appointed, are equally part of the Board. All are jointly responsible for the decisions of the Board and all are bound by the decisions of the Board. Official contact between the BOT and Proprietor will be in writing, not through BOP representatives on the BOT.
* The Private Schools Conditional Integration Act 1975 quoted above requires the BOT to make provision for adequate consultation between the controlling authority and the Proprietors of that school. This is not fulfilled without a good working relationship between the Chairs of the two Boards and the Principal; including formal and informal meetings.
* The BOT is defined by the Local Government Official Information and Meetings Act 1987 as a ‘local body’. This includes having its meetings mostly open to the public. It must give notice of meetings, keep minutes and make them available to the public, etc. It is required to conduct itself according to the provisions of all applicable law, such as finance, employment, health and safety. Failure to meet any legal requirement is a breach of the law.
* As a State school, the Crown (through the Ministry of Education) provides all funding for teachers' salaries, the operation of the school and maintenance of buildings.
* The Proprietor owns the land and buildings of Rolleston Christian School and are entitled to charge parents attendance dues to cover mortgage repayments and development costs of the school's part of the property.
* This article seeks to clarify foundational legal issues relating to the BOT and its relationship with the Proprietor. It is not by any means a full statement of the law relating to the School. There is much more about the operation of the School in the Integration Agreement, in the Private Schools Conditional Integration Act 1975, in various other Acts of Parliament, and in directives from the Minister of Education concerning them. See particularly The Education Act1989, the Education Act 1964, the State Sector Act 1988, the School Trustees Act 1989, and the Local Government Official Information and Meetings Act 1987. (These Acts may be read at www.legislation.govt.nz)
* If there is any conflict or variation between these Acts and the Private Schools Conditional Integration Act 1975, then the latter shall prevail in respect of integrated schools.

Appendix IX   
Board of Trustees

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| --- | --- | --- | --- | --- | --- |
| **ROLLESTON CHRISTIAN SCHOOL BOARD OF TRUSTEES** | | | | | |
| **NAME** | **SPOUSE** |  | **ADDRESS** | **PHONE** | **EMAIL** |
| Sam Broughton |  | Proprietor Rep | 14 Stott Drive  Darfield 7571 | 027 223 8345 | [samuelbroughton@gmail.com](mailto:samuelbroughton@gmail.com) |
| Rebekah Couper-Wain |  | Parent Rep | 64 Renoir Drive  Rolleston 7614 | 377 6256 | [bex.wain@gmail.com](mailto:bex.wain@gmail.com) |
| Joe Fleener |  | Parent Rep | 4 Cato Place Rolleston 7614 | 260 1406 Office  021 998 617 | [joe@rollestonbaptist.org.nz](mailto:joe@rollestonbaptist.org.nz) |
| Elizabeth (Liz) Horn |  | Principal | 36 Redruth Avenue  Spreydon  Christchurch 8024 | 021 154 3175 | [l.horn@rcs.school.nz](mailto:l.horn@rcs.school.nz) |
| Mark Larson | Anne | Proprietor Rep | 182 Hamptons Road  Prebbleton  Christchurch 7676 | 0274 852 244 | [mlarson@middleton.school.nz](mailto:mlarson@middleton.school.nz) |
| Dennis Marshall | Raeleen | Staff Rep | 85 Soleares Avenue  Mt Pleasant  Christchurch 8083 | 021 884 188 | [dennisraeleen@gmail.com](mailto:dennisraeleen@gmail.com) |
| Vacancy |  | Proprietor Rep |  |  |  |
| Nin McKay | Gordon | Parent Rep | 38 Hungerford Drive Rolleston 7614 | 662 9035  021 110 7084 | [notchka@gmail.com](mailto:notchka@gmail.com) |
| Lyn Scott | Bob | Secretary | 52 Acacia Avenue  Riccarton  Christchurch 8041 | 348 9826x926 | [l.scott@middleton.school.nz](mailto:l.scott@middleton.school.nz) |
| Fiona Gurevin |  | Parent Rep | 55 Hungerford Drive  Rolleston 7615 | 347 2072  027 416 7209 | [gurevin@getrheel.co.nz](mailto:gurevin@getrheel.co.nz) |
|  |  |  |  |  |  |
| **December 2015** |  |  |  |  |  |

1. Including gifted and talented pupils [↑](#footnote-ref-1)