



NZSTA
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Governance essentials

State integrated schools

Learning objectives

After attending this workshop, participants will have an understanding of:

- The make-up and responsibilities of the board
- The provisions within Part 33, Education Act 1989 for state integrated schools
- Building effective relationships with key stakeholders
- Processes for planning, evaluation and reporting in an integrated school context



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Membership of the board

The Education Act 1989 specifies the makeup of the board but provides some discretion for the board in determining its total size. This flexibility helps the board ensure its membership reflects the diversity of the community and the skills required for effective governance. There are a number of ways diversity can be reflected.

	Position on board	School type	Term of office	# on your board
Non-school based trustees	Parent representative (3–7)	State and state integrated	3 years maximum*	
	Co-opted trustee (2–6)	State and state integrated**	3 years or as specified by board	
	Proprietor's appointee (up to 4)	State integrated	3 years or as determined by proprietor	
	Chair	State and state integrated	1 year	1
School based trustees	Principal	State and state integrated	N/A	1
	Staff representative	State and state integrated	3 years	1
	Student representative	State and state integrated with students above Year 9	1 year	

* depending on date of election, by-election or selection

** in some circumstances state integrated schools have the ability to co-opt. For more information, call NZSTA on 0800 782 435.

- Regardless of whether they are elected, appointed, selected or co-opted, each trustee has equal standing, voice, accountability and vote.
- All trustees are responsible for the preservation and enhancement of the school's special character.
- The board is a body corporate and a Crown entity.
- Trustees are not personally liable for the decisions that a board does, or does not make, as long as they act in good faith and not independently of the board.

Consider:

- What do you know about who sits around your board table, how they came to be there and what skills they bring?

The Legislative Framework - Education Act 1989

Governance and Management: one vision, different roles

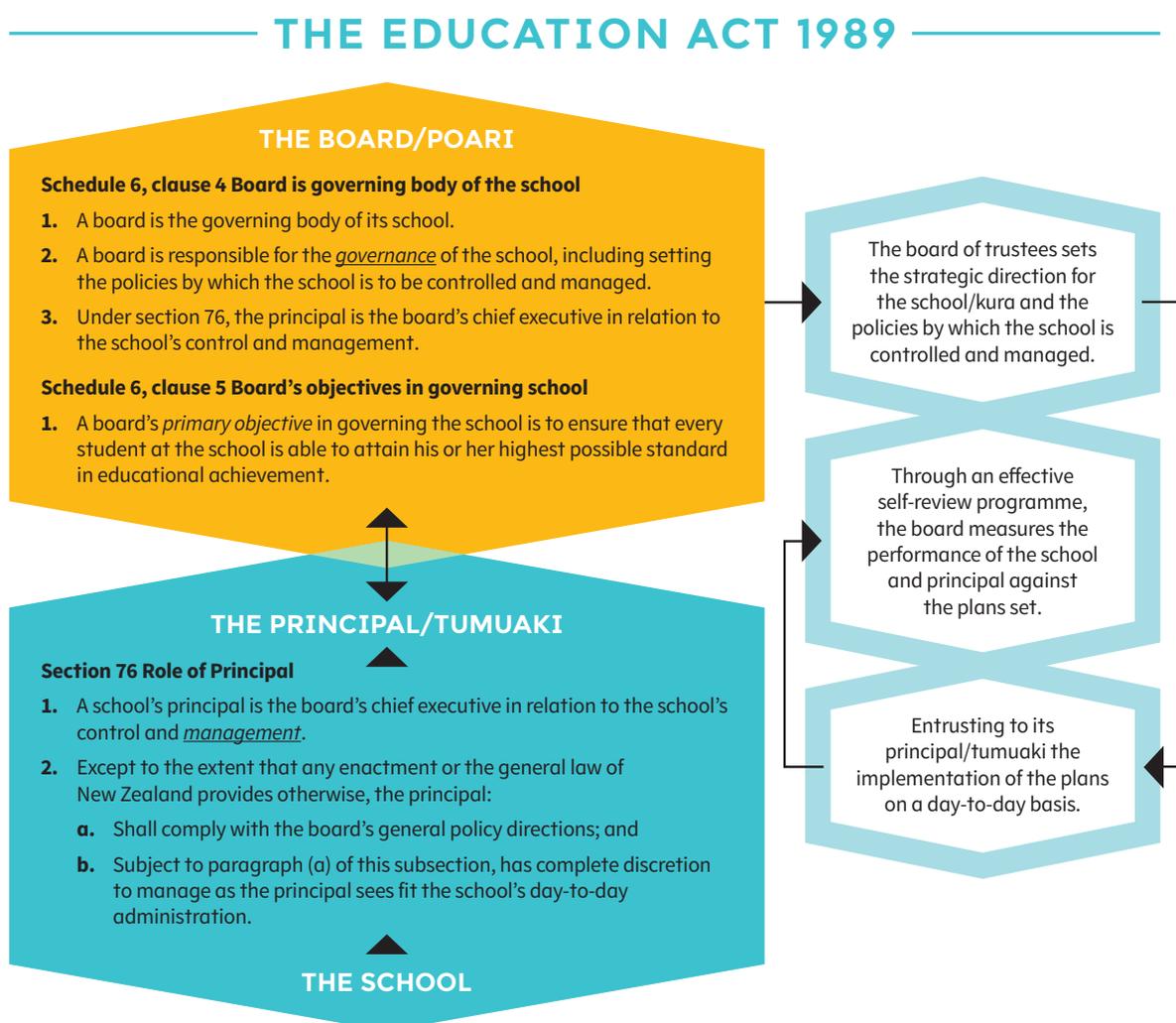
Governance and management is a partnership which may work differently from school to school. The legal responsibility of boards of trustees and principals is outlined in the Education Act 1989, and allows each board to define a model of governance that will best work for their school/kura.

Schedule 6 of the Education Act 1989 sets out, largely in one place, the key legal roles and responsibilities of the board in school governance, whilst those of the principal are set out in Section 76.

It is within these requirements that each board is able to define its own model of governance.

Successful schools are characterised by both the board and principal/tumuaki having a clear understanding of their respective roles and responsibilities whilst working toward a shared vision.

State integrated schools are also subject to the provisions set out in Part 33 of the Education Act 1989.



The Education Act and State Integrated Schools

Publicly funded secular education was established in New Zealand under the 1877 Education Act. Churches and other organisations were able to run or establish schools but they had to be privately funded.

The passing of the Private Schools Conditional Integration Act (PSCIA) in 1975 made it possible for proprietors of private schools with a religious or particular ethos to apply to enter into an Integration Agreement, establishing a partnership between the Crown and the proprietor. An Integration Agreement defines the special character of the school, shaping its curriculum, enrolments, staffing processes and culture.

In May 2017 the conditions and protections from the PSCIA were subsumed into the Education Act 1989. In addition, the Government has reserved the right to hold a conversation with a proprietor about the sustainability or viability of a school. Where such issues exist, a process to investigate and take appropriate action is initiated.

Governance of state integrated schools is, in every way, like that of a state school but with an extra dimension of the proprietor. Through appointees to the board, the proprietor works to ensure that the special character of the school is protected and enhanced.

The Education Act 1989 gives a state integrated school the right to:

- teach, develop and implement programmes reflecting the faith and/or educational philosophy articulated in its special character, and to establish customs and traditions that authentically reflect that character
- administer staff appointments in a manner that recognises the special character of the school, including for 'tagged' positions
- enrol children of parents who have established general or particular connection with the special character of the school, as determined by the proprietor

- determine the criteria for preference of enrolment which are reflected in the school's enrolment procedure
- permit the proprietor, with the approval of the Minister of Education, to require attendance dues; the payment of which can be a condition of enrolment

The proprietor's appointees to the board may have certain reporting requirements to the proprietor regarding the maintenance of property and special character. However, accountability and responsibility for these matters rest with all members of the board.

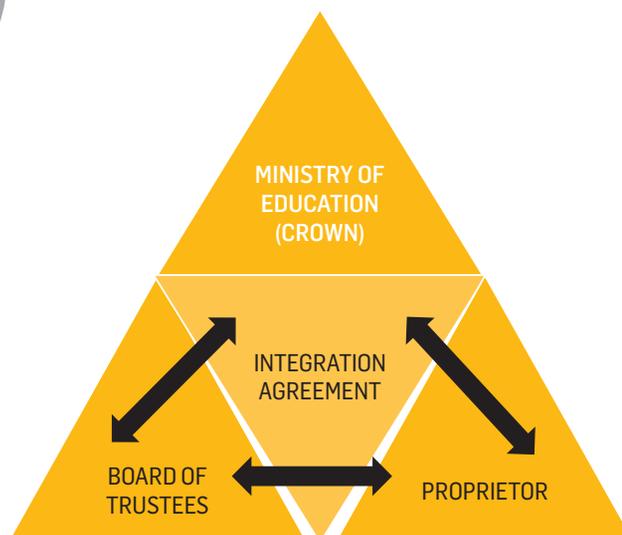


There are over 340 state integrated schools in New Zealand, providing education for approximately 12% of the country's students. The special characters of these schools include:

Catholic (the largest percentage of state integrated schools), Anglican, Jewish, Methodist, Montessori, Muslim, non-denominational Christian, Presbyterian, Rudolph Steiner, Seventh Day Adventist

Building effective relationships

All of us want our education system to support the development of young people to become confident, connected, actively involved, lifelong learners who contribute positively to our economy and society. Your school will also have additional aims which reflect the core purpose of your school and its special character, as defined in your school's Integration Agreement. School boards are accountable to a range of stakeholders for achieving these outcomes. The Crown, the proprietor, and the school's community are key stakeholder groups.



Key board relationships

Effective boards develop and maintain productive internal and external relationships with a variety of different groups and individuals. The importance of the partnership between a school, its proprietor, and its community cannot be stressed enough. Trustees should encourage parental involvement in the education of their children whenever and wherever possible. Trustees represent the community and benefit from the input of parents and the direction provided by the proprietor.

Who?	Why?	When?	How?	Responsibility?
Proprietor				
Parents, family whānau				
Special character community				
Iwi				
Staff				
Special character review teams				
MOE				
ERO				
PTA/Home & school				
NZSTA				

The Legislative Framework – Enduring Objectives and Priorities

In addition to the responsibilities set out in Schedule 6 of the Education Act 1989, boards need to be aware of the objectives and priorities for the education system.

Enduring Objectives

Education Act 1989 Section 1A(3)

The objectives for the education system are:

- to focus on helping each child and young person to attain educational achievement to the best of his or her potential
- to promote the development, in each child and young person, of the following abilities and attributes:
 - resilience, determination, confidence, and creative and critical thinking
 - good social skills and the ability to form good relationships
 - participation in community life and fulfilment of civic and social responsibilities
 - preparedness for work
- instil in each child and young person an appreciation of the importance of the following:
 - the inclusion within society of different groups and persons with different personal characteristics
 - the diversity of society
 - cultural knowledge, identity, and the different official languages:
 - the Treaty of Waitangi and te reo Māori

Statement of National Education and Learning Priorities (NELP)

Education Act 1989 Section 1A(1)(2)

The Enduring Objectives provide guidance for the development of NELP, medium term (up to 5 year) priorities set by the Government of the day for early childhood and compulsory schooling.

The Minister of Education will announce the first set of NELP during 2018 to take effect from 1 January 2019.

The Enduring Objectives and NELP will replace previous National Education Goals (NEGs) and some aspects of the National Administration Guidelines (NAGs).

Until such time as the details of these changes are known, the existing NAGs will continue to apply, and boards of state integrated schools will need to determine how to consult and involve the proprietor when implementing the changes.

The special character of state integrated schools provides the framework within which the school curriculum is delivered. The Education Act 1989 gives schools the right to teach, develop and implement programmes that reflect the faith or educational philosophy, as described in the Integration Agreement between the proprietor and the Crown.

National Administration Guidelines

National Administration Guideline 1

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

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

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

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

Key Points:

- The board is obliged to ensure the delivery of the National Curriculum, and ensure that the general school programme reflects the school's special character.
- The Education Act 1989 Section 456(i) allows the proprietor, or its agents, access to the school at all reasonable times to ensure that the special character of the school is being maintained.

Consider:

- How does your school's special character influence the curriculum?
- Are there aspects of the school's curriculum about which it is necessary to consult with the proprietor?

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

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

* Once the Minister of Education has released a statement of National Education and Learning Priorities (NELP), boards will be required to pay special attention to ensuring that the priorities of the NELP are reflected in their strategic plan

- d. on the basis of good quality assessment information, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

Key Points:

- It is good practice for the board to consult with the proprietor in the development of its strategic plan
- The board's strategic plan must clearly define the core purpose and special character of the school
- The board must include special character as part of its regular internal evaluation (self-review)
- The proprietor has a responsibility to institute an external special character review process

Consider:

- Are there any other groups within your community that should be consulted when developing the strategic plan?
- The strategic plan should include a special character goal. How is progress towards this measured?
- What internal evaluation measures does the board have to ensure that the special character is being protected and enhanced?
- Is the special character of your school regularly evaluated internally and externally?

National Administration Guideline 3

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

- develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- 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.

Key Point:

- A proprietor's appointee must be on staff appointment committees for any 'tagged' positions.

Consider:

- What does your school's Integration Agreement define as a 'tagged' position?
- What are your proprietor's expectations around appointment committee membership?
- Does your proprietor have specific expectations around staff appointments?
- What resources are available to assist with induction of new staff or board members?
- Is the appraisal of the principal carried out by someone who is competent to appraise the principal's leadership of special character?

National Administration Guideline 4

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

- allocate funds to reflect the school's priorities as stated in the charter;*
- monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

Key Points:

- Board operations grants include funding for minor maintenance of school buildings. Any major maintenance costs or capital expenses are the responsibility of the proprietor.
- Every year, boards must prepare and deliver to their proprietor a rolling 10-year maintenance plan to assure the proprietor they are meeting their maintenance obligations.
- The Ministry provides funding to proprietors (Policy One funding) to modernise and upgrade their integrated property.
- Proprietors, in consultation with their schools' boards of trustees, will prepare a rolling 10-year capital development plan which is updated and signed and/or published on an annual basis.
- Schools do not receive operational funding for land or buildings that are not integrated.

* This will change in 2018 when new planning and reporting requirements come into effect.

Consider:

- Does the board ensure it is fully aware of the proprietor's financial expectations of parents when considering increasing its own requests for donations and contributions?
- Does your proprietor have a 10 year capital development plan?
- Does the board have a 10 year property maintenance plan?
- Are there any areas of your school's land or buildings that are not included in the Integration Agreement?

National Administration Guideline 5

Each board of trustees is also required to:

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

Key Point:

- Both the board of trustees and proprietor have specific areas of responsibility regarding health and safety.

Consider:

- Have the board of trustees and proprietor collaborated to ensure compliance with the Health & Safety at Work Act 2015 and determined what actions need to be taken?

National Administration Guideline 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.

Key Point:

- Integrated schools have additional reporting or compliance responsibilities that they must meet on behalf of the proprietor.

Consider:

- Does your board attest annually to your proprietor that the school is meeting its obligations under its Integration Agreement, and what reporting mechanism is used?
- Do the proprietor's appointees provide an annual report to the proprietor and how do they do this?

* This will change in 2018 when new planning and reporting requirements come into effect.

National Administration Guideline 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.*

Key Points:

- As a key stakeholder your proprietor should be consulted about your school's charter.*
- It is good practice to send a copy of your school's charter to your proprietor.*

Consider:

- How is your proprietor consulted?
- Is a copy of your school's charter sent to the proprietor (or proprietor's agent) once published?*

National Administration Guideline 8

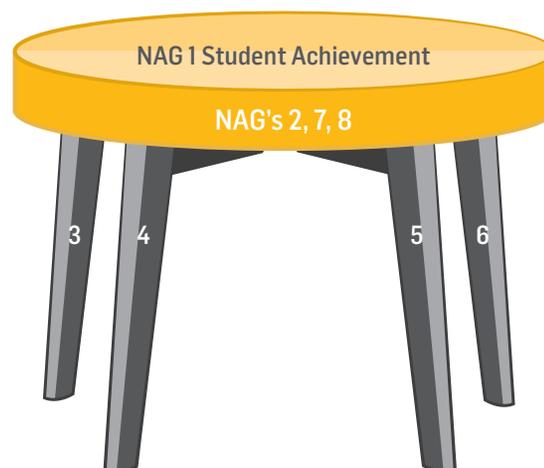
Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter is provided to the Secretary for Education under NAG 7.*

Key Point:

- All state integrated schools are responsible for delivery of the National Curriculum.

Consider:

- Is there an expectation to report to the proprietor about any other matters, e.g. about special character goals?



The Planning and Reporting Cycle

A key role for the board is to set the direction for the school through the charter which incorporates strategic and annual sections. From 2019 charters will be replaced by four-year strategic plans and annual implementation plans. Regardless of what these important planning documents are called, they play a crucial part in a school's internal evaluation (self-review) cycle, enabling the board to outline for parents, whānau, the school and wider communities what the board intends to achieve for students, how it will do this and the progress it has made.



Adapted from www.minedu.govt.nz

Consider:

- Does the board's strategic plan tell a story of the students who are not achieving as they should be, the targets set for improved progress and achievement, and the changes that will be made to teaching and learning?
- Where/how are the core purpose and special character of the school reflected in the board's strategic plan?
- Does the board monitor implementation of the annual plan at every meeting?

How does the board lead? – Governance model

The board needs to agree how it will, proactively, govern the school. Avoiding uncertainty and ambiguity between governance, management and the role of the proprietor is critical.

When defining governance for our school we need to first understand:

Who are we here for?

What is it we are supposed to do?

How will we do this?



Governance

The board is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It provides strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership team with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work. The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day-to-day running of the school. Improving student achievement for all students, is its focus.

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 and the law of New Zealand.

Consider:

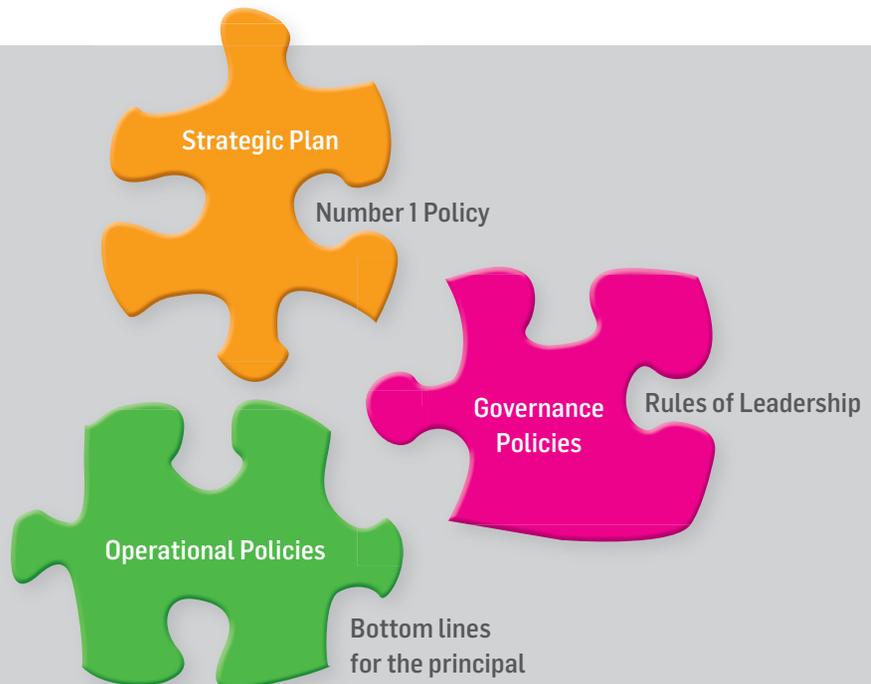
- What changes need to be made to the above statements so that they describe your board's governance and management delegations?
- How is special character incorporated into your governance model?

How does the board lead? – Governance framework

The board's governance framework sets standards and performance expectations. It allows the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. Policies should establish both the board's role description and create the basis of delegation to the principal.

The board's policies

- Are its guiding principles, its statements of intent.
- Are the rules and boundaries that provide direction for the board and principal to work within.
- Must be consistent with government legislation, regulations, relevant employment agreements, the integration agreement and school strategic plan.



Consider:

- Is your governance framework clearly outlined?
- Do you consult policy before making decisions?
- Does policy define the areas you do or do not discuss at board meetings?
- Are your policies developed within the context of your school's special character?

Governance policies

Governance policies reflect the board's governance style, setting out the rules and expectations by which it governs. In a state integrated school these need to be consistent with the special character that is described in the Integration Agreement.

Example School Board of Trustees' Code of Behaviour Policy

The Example School Board is committed to ethical conduct in all areas of its responsibilities and authority.

Trustees shall:

1. Maintain and understand the values and goals of the school.
2. Protect the special character of the school.
3. Ensure the achievement and the needs of all students are paramount.
4. Be loyal to the school and its mission.
5. Publicly represent the school in a positive manner.
6. Respect the integrity of the principal and staff.
7. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school.
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making.
9. Ensure that individual trustees do not act independently of the board's decisions.
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board.
11. In the course of board meetings, disclose any interests in a transaction or decision where they, their family, partner, employer or close associate could receive a benefit or gain; leave the meeting for the duration of discussion and/or voting to the matter.
12. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff.
13. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board.
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools.
15. Be available to undertake appropriate professional development.

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

Signature:

Date:

Consider:

- How does our special character impact on our behaviour?
- Do the board's governance policies reflect the school's special character?
- Are policies developed within the context of the school's special character?

Special Character Policy examples

Example A: Non denominational Christian School

The teaching of Christian and family values is an important part of the special character of XXXXX School. This is reflected in:

- A Christian world-view integrated across the curriculum.
- Opportunities for spiritual development and growth.
- An emphasis on Biblical virtues.
- Staff development to support the school's special character.
- Ongoing internal/external review of the school's special character.

Example B: Catholic school

The board of trustees of XXXXX School aims to:

- > Promote and teach the values of Jesus Christ, as taught by the Roman Catholic Church, in all aspects of school life.
- > Honour its commitment to Catholic Education and nurture the charism of the school's founding order.
- > Meet its Religious Education Curriculum responsibilities.
- > Meet its legal obligations, as defined in the school's integration agreement

This will be achieved by:

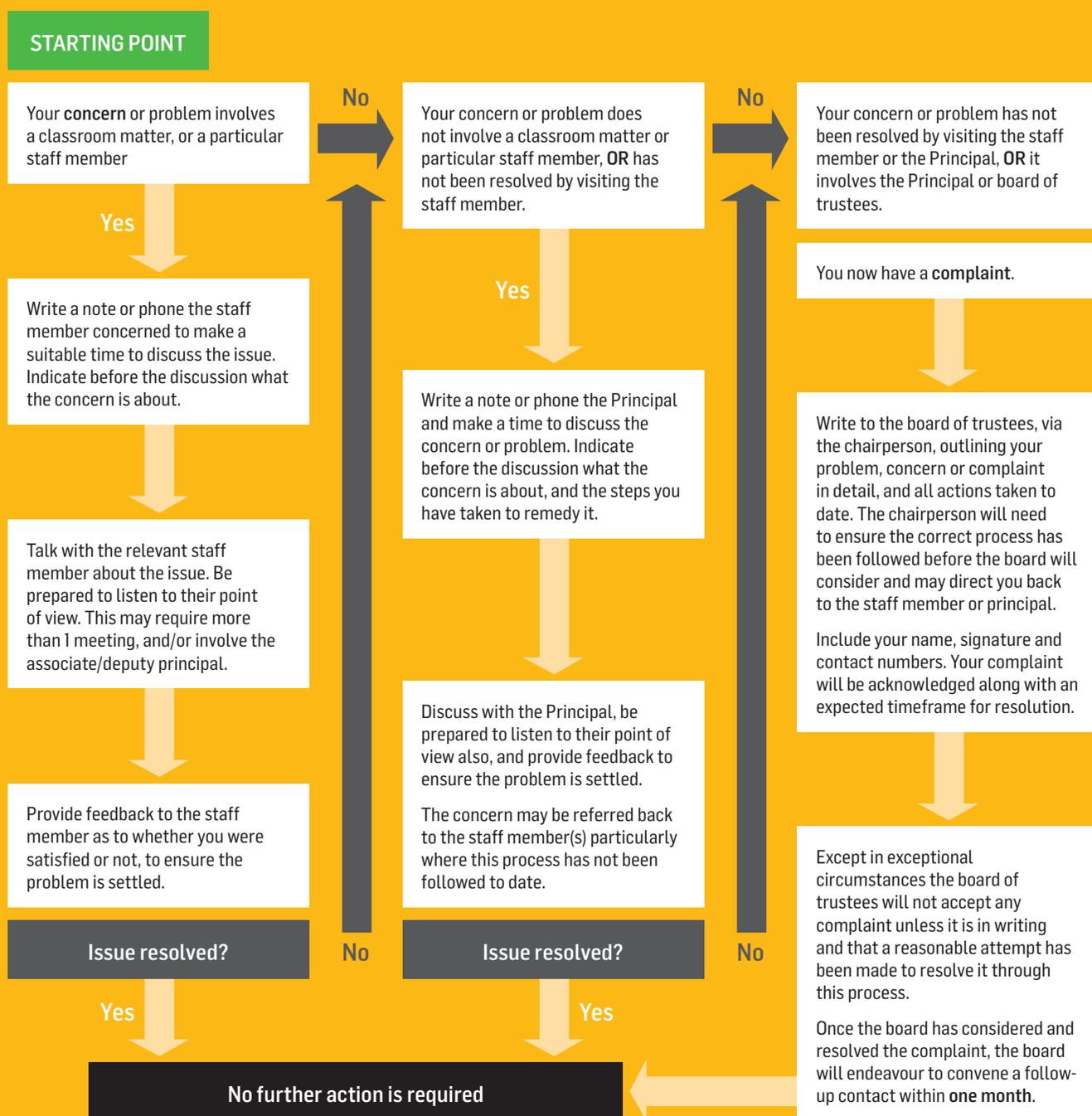
1. Ensuring that Catholic principles and teachings are central to Board policy decision making.
2. Ensuring that the teaching and values of Jesus Christ, and the charism of the school's founding order, are promoted, espoused, taught and reflected in the daily life of the school.
3. Operating enrolment procedures in accordance with national preference criteria and within the allowable maximum roll.
4. Implementing appointment procedures to support and enhance the special character of the school.
5. Emphasising special character in all interactions with the wider community.
6. Teaching the Religious Education Programme.
7. Emphasising the place of the school within the parish (or local parishes).

Consider:

- Does your board's policy framework include a special character policy?

Procedure for dealing with concerns and complaints at example school

EXAMPLE – Procedure for dealing with Concerns and Complaints at school



Operational policies

Operational policies set “bottom line” expectations for the principal, providing a framework within which he or she manages the school’s day to day administration (Education Act 1989 Sec 76). In a state integrated school these policies, which usually reflect the key areas of board responsibility outlined in the National Administration Guidelines*, must also take into account specific expectations set by the school’s proprietor and the terms and conditions of the Integration Agreement.

In relation to its role as employer (NAG3) for instance, when appointing to a tagged position the board is required by law to include at least one proprietor’s appointee on the appointments’ committee. It is the responsibility of the proprietor (or its agent) to state whether or not an applicant is acceptable in terms of the school’s special character. Proprietors have guidelines on what constitutes acceptability under the special character provisions.

The distinction between acceptability and suitability is important. For tagged positions the proprietor, through its agent, determines which applicants are acceptable in terms of the special character. The appointment committee decides which of the acceptable applicants is the most suitable for the position.

Example: school appointments policy

To assist in the appointment of quality staff to any vacancy which may arise appointment committees with expertise relevant to

the vacancy, and with the inclusion of a proprietor’s appointee where necessary, will be selected to carry out the appropriate appointment process. In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with XXXXX school procedures on appointment committee membership, safety checking, police vetting and screening.

Therefore, the principal must ensure the composition of the various appointment committees according to the schedule outlined below, and have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

Appointment of the principal is the responsibility of the board which will determine the process in consultation with the proprietor.

Appointment committees

The composition of appointment committees for different positions, and the extent to which the principal has delegated authority to make appointments, will vary from school to school, reflecting both the board’s model of governance and the requirements of its proprietor.

Position	Appointment Committee Membership
Principal	
Senior Management	
Permanent teaching or specialist staff e.g. school counsellor	
All other staff, including long term relieving teachers and non-teaching staff	

Consider:

- What do you know about the composition of appointment committees for different positions in your school?

* This will change in 2018 when new planning and reporting requirements come into effect.

Triennial board workplan

Year: 20XX Review		Board Meeting Dates							
Area for Review		20 Feb	19 March	21 May	18 June	20 August	17 Sept	18 Nov	17 Dec
Year: 20XX Review		Board Meeting Dates							
Area for Review		Board Meeting Dates							
Year: 20XX Review		Board Meeting Dates							
Area for Review		Board Meeting Dates							
Strat Revie	Strategic plan	Confirm strategic plan approved and sent to MoE every 4 years							
Strat Revie	Strategic aims	Strategic aim 1	Strategic aim 2	Strategic aim 3	Strategic aim 1	Strategic aim 2	Strategic aim 3		
	Policy		Governance policies 1-5		Curriculum		Personnel		Role of the chair
Regu Revie	Student progress and achievement	Year 9 & 10 Lit & Num	Special education needs	NCEA confirmed results		Maori/Pasifika focus	Gifted and talented		
Regu Revie	HR	Performance agreement approved	HR audit checklist 1/5	Informal principal review		Informal principal review	HR audit checklist 2/5		Formal principal review report
	Curriculum	Key competencies		English		The Arts		Health & physical education	
Emer Revie	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		20XX draft	
Boar Requ	Special character	Check no. tagged teachers, preference students	1			Attestation report to proprietor			S.C. review report
Boar Requ	New gov. initiatives								
Boar Requ	New local initiatives								
	Board Process Requirements	Appoint chair	Accounts to auditor	Annual report approved and sent to MoE	Parent reporting Roll return 1 July		Health curriculum consultation	Succession planning	Parent reporting

Has your board developed a workplan?

Additional documentation

Members of the Association of Integrated School New Zealand (AISNZ) have found it useful to document policy and procedure around how the board and proprietor relationship will work. This approach includes the areas listed below:

- | | | |
|--|---|--|
| 1. Proprietor Appointees to the Board | 9. Joint communications | 14. Furniture and Equipment Grants |
| 2. Campus Master Planning | 10. Financial transactions between the two entities | 15. Property and Ground Maintenance |
| 3. 10 Year Property Planning | 11. Consultation by the Proprietor with the Board regarding the setting of the level of Attendance Dues | 16. Insurance |
| 4. Direct Proprietor Use of School Facilities | 12. Dealing with Attendance Due defaulters | 17. Use of School Premises by external parties |
| 5. Proprietor and Board Shared Staffing | 13. Student Management systems and parent invoicing | 18. Enrolments |
| 6. International Students | | 19. Appointment to Tagged teaching positions |
| 7. Use by the School of unintegrated space owned by the Proprietor | | 20. Sharing of Minutes etc. |
| 8. Administration of Fundraising | | 21. Dispute Resolution |

Individual action planning

In this professional development workshop we have discussed many areas and considered key documentation that will help your board with effective governance. The content, however, only has real effect when applied at your board table.

Use the table to note what will help you and your board towards ongoing improvement in effective governance.

Actions required	Documents needed	Assistance needed	Professional development

Sources of support and information



NZSTA

www.nzsta.org.nz

0800 782 435

Advisory & Support Centre, Governance

govadvice@nzsta.org.nz

Advisory & Support Centre, Employment

eradvice@nzsta.org.nz

Professional Development

pdadvice@nzsta.org.nz

Govtalks

<http://www.govtalks.co.nz>

Kāhui Ako

www.kahuiako.nzsta.org.nz

Ministry of Education

www.education.govt.nz

Association of Integrated Schools New Zealand

www.aisnz.org.nz

Association of Proprietors of Integrated Schools (APIS)

www.apis.org.nz

Represents proprietors of all New Zealand's integrated schools.

Te Kete Ipurangi (TKI)

www.tki.org.nz

Provides educational material for teachers, school managers and the wider community.

Education Counts

www.educationcounts.govt.nz

For all the information about our students, schools and education system that is in the public domain including national, regional, territorial authority and iwi rohe education profiles.

New Zealand Catholic Education Office (NZCEO)

www.nzceo.catholic.org.nz

Provides a range of information about Catholic education.

<http://www.nzceo.org.nz/media/resources/BoT-handbook-2016.pdf>

The Handbook for Boards of Trustees of Catholic Integrated Schools and the AISNZ Proprietor handbook.

Education Gazette

www.edgazette.govt.nz

The Principal and Board alerts, articles, features and details of teaching vacancies.

Education Review Office

www.ero.govt.nz

For early childhood centre and school reports, national evaluation reports and information about review processes and indicators.