

# G1. Board Roles and Responsibilities Policy

## Outcome statement

The Board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement and ensures that the special Seventh-day Adventist character of the school is preserved and actively promoted.

## Scoping

The Board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The Board sets the strategic direction for the school and governs via its policies, which it entrusts to the principal to implement.

## Delegations

Accountability rests with the whole Board, with no individual Board member or committee having decision-making authority unless it has been delegated and documented.

## Expectations and limitations

| Board actions   |   | Standards   |
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| 1. Sets the strategic direction and long-term plans and monitors the Board's progress against them. | 1.1<br><br>1.2<br><br>1.3<br><br>1.4<br><br>1.5 | The Board leads the annual charter/strategic plan review process.<br><br>The Board sets/reviews the strategic aims triennially.<br><br>The Board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education and the Proprietors by 1 March each year.<br><br>Regular Board meetings include a report on progress towards achieving strategic aims.<br><br>The charter/strategic plan is the basis for all Board decision making. |
| 2. Monitors and evaluates student progress and achievement.   | 2.1   | The Board approves an annual review schedule covering curriculum and student progress and achievement reports.  |

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|   | 2.2 | Reports are received at each regular Board meeting from the principal on progress against the annual plan, highlighting risk/success.    |
|   | 2.3 | Information reported to the Board is thoughtfully discussed, critiqued and challenged.   |
|   | 2.4 | Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities. |
| 3. Preserves the special character of the school                        | 3.1 | Special character is deliberately considered in all Board decisions.   |
|   | 3.2 | The Board ensures the special Seventh-day Adventist character of the school is upheld and monitored by the proprietor's appointees.      |
|   | 3.3 | Manifestation of the special character is included in the proprietor's report presented at Board meetings once a term.                   |
| 4. Appoints, assesses the performance of and supports the principal.    | 4.1 | Principal's performance management system is in place and implemented.   |
| 5. Approves the budget and monitors financial management of the school. | 5.1 | Budget is approved by the first meeting each year.   |
|   | 5.2 | Satisfactory performance of financial management against budget is in evidence.  |
| 6. Effectively manages risk.  | 6.1 | The Board has an effective governance model in place.  |
|   | 6.2 | The Board remains briefed on internal/external risk environments and takes action where necessary.                                       |
|   | 6.3 | The Board identifies trouble spots in statements of audit and takes action if necessary.   |
|   | 6.4 | The Board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action.                   |
| 7. Ensures compliance with  | 7.1 | New members read and understand the governance framework including policies, the School's charter/strategic plan, Board                  |

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| <p>legal requirements.</p>  | <p>7.2<br/>7.3<br/>7.4<br/>7.5<br/>7.6</p> | <p>induction pack and requirements and expectations of Board members.</p> <p>New and continuing members are kept aware of any changes in legal and reporting requirements for the school.</p> <p>The Board seeks appropriate advice when necessary.</p> <p>Accurate minutes of all Board meetings are approved by the Board and signed by the Chair.</p> <p>Individual staff/student matters are always discussed in public-excluded sessions.</p> <p>Board meetings have a quorum (more than half of the trustees presently holding office).</p> |
| <p>8. Ensures Board members attend Board meetings and take an active role.</p>  | <p>8.1<br/>8.2<br/>8.3<br/>8.4</p>         | <p>Board meetings are effectively run.</p> <p>Board members attend Board meetings having read Board papers and reports and are ready to discuss them.</p> <p>Attendance at 80% of meetings (minimum).</p> <p>No unexplained absences at Board meetings (three consecutive absences without prior leave results in immediate step-down – refer <a href="#">Education Act 1989 s104 (1) (c)</a>)</p>  |
| <p>9. Approves major policies and programme initiatives.</p>  | <p>9.1<br/>9.2</p>                         | <p>The Board approves programme initiatives as per policies.</p> <p>The Board monitors implementation of programme initiatives.</p>   |
| <p>10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.</p> | <p>10.1<br/>10.2</p>                       | <p>The Treaty of Waitangi is obviously considered in Board decisions.</p> <p>The Board, Principal and staff are culturally responsive and inclusive.</p>  |
| <p>11. Approves and monitors human resource policy/procedure, which ensures</p>   | <p>11.1</p>                                | <p>The Board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements).</p>   |

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| effective practice and contributes to its responsibilities as a good employer.                                      | 11.2 | The Board ensures there are personnel policies in place and they are adhered to (code of behaviour). |
|   | 11.3 | The Board ensures there is ongoing monitoring and review of all personnel policies.                  |
| 12. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures. | 12.1 | Successful resolution of any disputes and conflicts referred is achieved.                            |
| 13. Represents the school in a positive, professional manner.   | 13.1 | Code of behaviour is adhered to.   |
| 14. Oversees, conserves and enhances the resource base.   | 14.1 | Property/resources meet the needs of the student achievement aims.                                   |
| 15. Effectively hands over governance to new Board/trustees at election time.                                       | 15.1 | New trustees are provided with induction and a copy of the Board's governance manual.                |
|   | 15.2 | New trustees are fully briefed and able to govern following attendance at an orientation programme.  |
|   | 15.3 | Appropriate delegations are in place as per <a href="#">Schedule 6 (17)</a> of the Education Act.    |
|   | 15.4 | Board and trustees participate in appropriate ongoing professional development.                      |

## Procedures/supporting documentation

- Strategic Plan
- Annual Plan
- Proprietors handbook for NZ Adventist School Board of Trustees
- School Governance Policies
- School Deed of Integration Agreement

## Monitoring

- Analysis of Variance
- Audit Report
- Principal's Reports
- Proprietor's Reports

## Legislative compliance

- [Education Act 1989](#)
- [Employment Relations Act 2000](#)
- [State Sector Act 1989](#)

## Implementation

1. Implementation and review of the Board Roles and Responsibilities Policy is the responsibility of the Chair
2. All Board members will be introduced to this policy as part of their induction to the Board
3. The Board Roles and Responsibilities Policy will be reviewed every three years or earlier as necessary

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| Reviewed: 30 June 2020 | Next review: 30 June 2023 |
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