

FIORDLAND COLLEGE

GOVERNANCE MANUAL

For the period 2019-2021

**“A Guide for the Good Governance
of
Fiordland College”**

Updated 31 May 2019

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Part 1

Fiordland College Charter 2019-2021

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1. INTRODUCTION

1.1 Governance

The Board is entrusted to work on behalf of its stakeholders. It emphasizes strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

1.2 Management

The Board delegates all authority and accountability for the day-to-day operational organization for the school to the Principal. [For detail see Operational Policies – Part 2]

1.3 Education Act 1989, Section 75 and 76, Section 65

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

S75 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.

S76 Principals –

- (1) A school's principal is the Board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
 - (a) Shall comply with the Board's general policy directions; and
 - (b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

S65 A Board may from time to time, in accordance with the State Sector Act 1988 appoint, suspend or dismiss staff.

1.4 Background to our School

Fiordland College is a co-educational Year 7-13 College. It was established in 1976 to serve the educational needs of the Te Anau Basin. The students attending the school come from a large geographical area, with the catchment extending from:

- Milford Sound to the north
- Gorge Hill on the Te Anau/Mossburn Highway to the east and
- McKercher Creek on the Blackmount/Redcliff Rd to the south.

Many of the students travel to school each day by bus. There are two contributing schools: Mararoa School (Year 1-8) and Te Anau School (Year 1-6).

The school is located in the township of Te Anau, which is on the edge of Fiordland National Park, in the Southern Lakes region. This unique location provides a stunning backdrop for a wide range of environmental education and education outside the classroom (EOTC) opportunities. The College has an outstanding EOTC programme including involvement of all year levels in two co-curricular weeks each year. The school achieved Bronze Enviroschool status in 2011, Silver in 2015 and Green/Gold in 2018. It is part of the Kids Restore the Kepler Project in association with the Fiordland Conservation Trust and other educational institutions in the Te Anau Basin.

The College is set out in a block format which consists of an administration block, a technology block, a science/classroom block, a library, a hall/gymnasium, a stand-alone music suite, five relocatable multi-purpose classrooms and a senior common room.

A community swimming pool, covered and with adjoining changing rooms, is situated on the College grounds. College access to the pool is covered by a separate Licence with the Fiordland Community Swimming Pool Association.

The College has a number of other sporting resources including Rugby/Hockey/Soccer fields and Basketball and Netball courts, which are frequently used by the community.

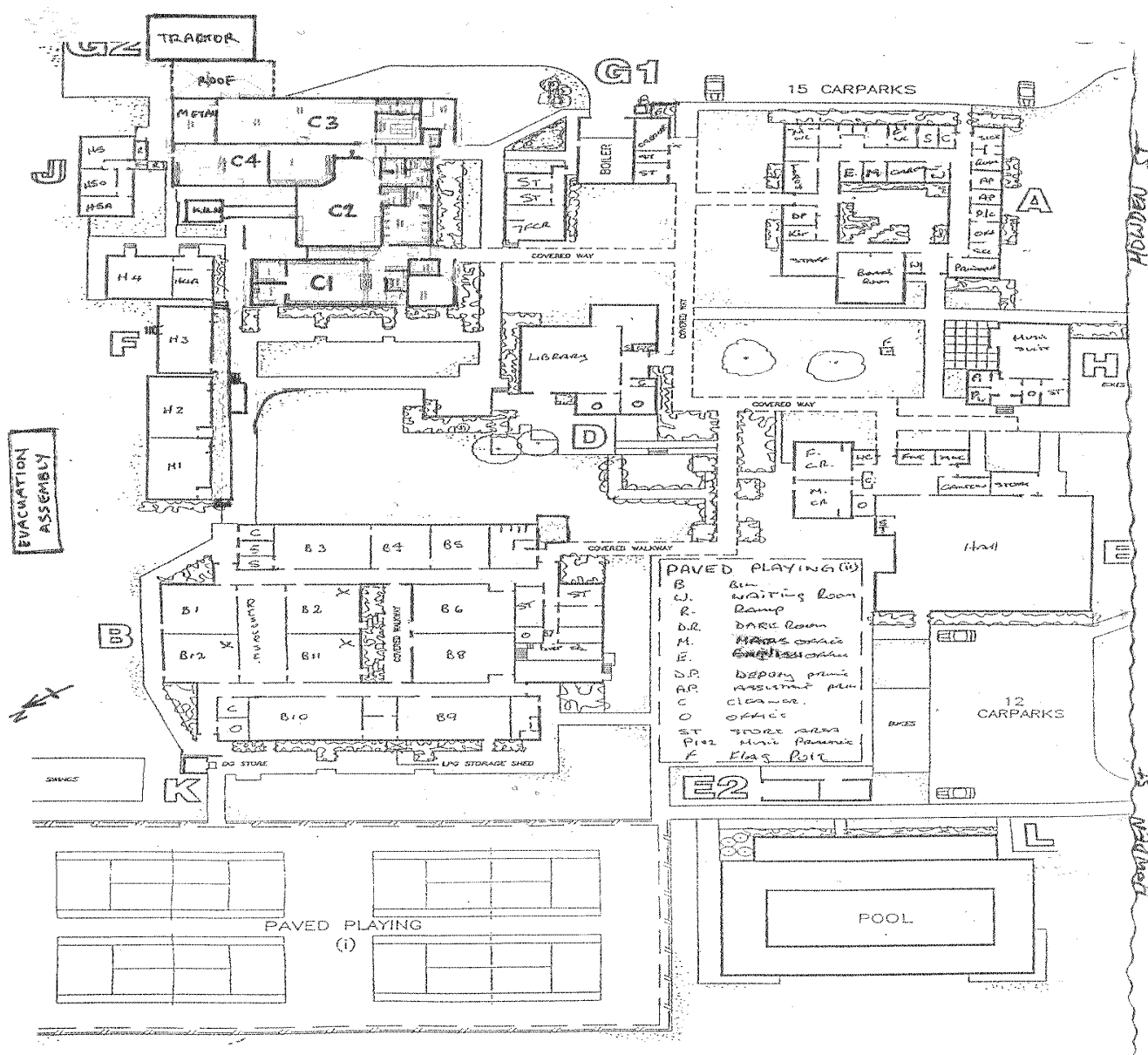
Additional utility and storage buildings for heating, maintenance, grounds and outdoor education/physical education storage are also located on the College grounds.

Fiordland College is sited on 6.77ha of well-maintained and aesthetically attractive grounds. The College also owns an adjoining site of 1ha and the College is considering various opportunities to maximize this additional land.

The College has a growing roll of 225. This is made up of approximately 89% NZ/European, 8% Maori and 3% other nationalities. It has a staffing entitlement of approximately 20 full-time teaching equivalents (FTTEs).

The College is well supported by the local community and has a very active Parent Teacher Association.

1.5 Fiordland College Site Plan



1.6 Fiordland College Photographic Overview



1.7 Ministry of Education – Education System Outcomes *

* (Taken from Ministry of Education document "Statement of Intent 2013-2018")

Fiordland College recognizes the Ministry of Education's Education System Outcomes:

Education provision of increasing quality and value to all	Every student is achieving education success	The education system is a major contributor to economic prosperity and growth	Investment in education is providing higher returns
Priority students are experiencing improved outcomes (Māori students, Pasifika students, students with special education needs and students from low socio-economic backgrounds)			

The school integrates the National Educational Goals [Refer Part 2] and the Ministry of Education's Education System Outcomes (above) at Governance and Operational levels by giving them full consideration when planning school developments or school/class programmes. In particular, they are reflected in:

- Board agendas – standing items
- Strategic Plan
- Department Reviews – annual and triennial
- Management Documents

1.8 Meeting General Government Policy Objectives for Schools

In setting the aims, directions, objectives, priorities and targets for the school, the Fiordland College Board of Trustees will meet the requirements of the National Education Guidelines. These include the National Education Goals, National Curriculum Policy Statements and National Curriculum Statements.

The school and Board's capability, resources, assets, and liabilities will be managed through the setting of aims, directions, objectives, priorities and targets. In so doing the Fiordland College Board of Trustees will:

- Act as a good employer to teaching and support staff
- Prepare a budget to monitor and control school expenditure
- Where possible allocate funds to meet the school's priorities for enhancing student achievement
- Implement the 10 year property plan and 5 year agreements in order to provide a safe, healthy and positive learning environment.

1.9 Te Ao Māori and Cultural Diversity

Fiordland College supports and promotes policies and practices that enhance students' understanding of New Zealand's cultural diversity. This includes recognizing and appreciating the cultures of all students at Fiordland College.

The Fiordland College curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. It aims to implement programmes of learning that reflect and include reference to this as well as New Zealand's cultural diversity.

Current practices to support and promote the unique place that Māori and Māori culture have in New Zealand society include:

- (1) Incorporating the following into curriculum delivery:
 - Local and regional history
 - Observation of occasions of national significance eg ANZAC Day and Māori Language Week
 - Māori contexts into all curriculum areas where possible, especially in English, Mathematics, Social Sciences, Science, Health & Physical Education. This includes encouraging teachers to use simple Māori instructions and commendations in class as and when appropriate.
- (2) Delivery of programmes of learning during the Year 7/8 Co-Curricular programme and Year 7 Winter Co-Curricular programme that have a focus on New Zealand culture and tikanga and te reo Māori.
- (3) Continuing the practice of fully paying for all Year 9 students to participate in a two-day (overnight) Marae experience at the Murihiku Marae in Invercargill. Students study components such as weaving, kapa haka, poi, protocols and the history and traditions of the marae.
- (4) The Social Sciences department runs three units with an extensive Māori focus as part of its curriculum delivery. The Science department has introduced a specific Māori perspective on navigation and the calendar within its Planet Earth and Beyond strand of the curriculum at Years 7 & 8.
- (5) Including Te Reo Māori as an introductory module for Years 7 & 8 from 2014.
- (6) Providing professional development for staff in tikanga Māori/te Reo Māori as required and encouraging individual staff members to undertake personal professional development in tikanga/te reo Māori.

(A number of staff members and Board members have studied, in their own time, at either Year 1, 2 or 3 of the Advanced Certificate or Diploma (Level 5) in Te Ara Reo Māori, courses run by the Southern Institute of Technology. This has extended their understanding of Māori language and Māori culture.)
- (7) Fiordland College ensures that all reasonable steps are taken to provide instruction in Te Reo Māori for full-time students whose parents ask for such instruction, using Te Kura (Correspondence School) or NetNZ as the delivery agent. Support for individuals on such courses is provided using teacher aides where available. Efforts are also made to investigate other possible resources, eg REAP (Rural Education Activities Programme) and advisory services.
- (8) Encouraging our students to perform our local haka and waiata as and when appropriate.
- (9) Ongoing relationship between the school and the local Māori youth worker.
- (10) Regular visits by cultural groups such as Kahurangi Māori Dance Company.

Direct consultation with the Oraka Aparima Runaka (based in Riverton) has been ongoing since April 2009. At a meeting of the Board and Pip Hakopa (Education Adviser for the ōraka-Aparima runaka) on 27 June 2018, discussions were held as to the flow of information needed to promote strong relationships between the school and runaka. As a result of this, Fiordland College will endeavor to provide the runaka with an Annual Report on the successes of its Māori students. This will include the academic, sporting and cultural achievements of students in their final year; a report on the progress of Māori students in literacy and numeracy in Years 7 to 10 and on the performance of Māori students in NCEA.

At the same meeting, targets for the achievement of Māori students were also discussed. At this stage, the school confirms its aspirations for Māori students in that it is desirable for Māori students to achieve at levels identical to those of non- Māori students.

Reviewing the liaison with Māori is part of the Board of Trustees' regular self-review process.

The Education Review Office (ERO) review of Fiordland College in 2018 included the following comment "The school demonstrates its value of Māori language and culture in the school programmes and experiences. Students have increased opportunities to learn Te Reo Māori. The Board has formed beneficial links with local iwi/runaka. Trustees and staff have undertaken te reo and tikanga Māori."

To promote Māori student achievement the school monitors and seeks to improve this by ensuring that:

- Teachers and form teachers regularly contact the homes of Māori students
- Subject teachers offer specific assistance to Māori students
- Data on Māori student achievement is collected and regularly reviewed by staff and the Board
- Staff report to the Board on both Māori student achievement and on the strategies used to assist Māori students.
- Teachers are aware of and practise the principles of Ka Hikitia - The Maori Education Strategy – Accelerating Success 2013-2017.

1.10 Procedural Information

The planning year for the Board is from 1 January to 31 December. The annual report is lodged with the Ministry of Education by 31 May each year.

Section 1 reviewed and updated at Board Meeting on 7 March 2019

2. STRATEGIC SECTION

Vision Statement

To be recognised as an inspiring, innovative learning environment and a centre of environmental excellence, where staff and students thrive in an atmosphere of motivation, co-operation and achievement – *a place for all to thrive.*

Mission Statement

Our mission is to provide wide-ranging learning opportunities within the school, our community and our local environment, so that all students fulfil their individual potential.

Values Statement

At Fiordland College we place a high value on a positive attitude, believing this will reinforce participation and success. This is reflected in the value we place on Effort, Respect, Integrity and Curiosity. As a school we value the community and environment in which we live, including the significance of our cultural heritage.

Fiordland College Strategic Aims 2019-2021

6 aims were developed during a strategic planning process led by the Board of Trustees during 2016. Five of these remain valid in 2019.

In 2018 the aim around National Standards was removed, as a result of Government policy, reducing the aims to 5.

The 5 aims were grouped into 3 sets of aims focused on:

- **Learning Success** - the first four annual targets reflect the community desire for students to be able to achieve well academically and to be able to demonstrate excellent life skills as they transition from school to their chosen post-school destination
- **Professional Relationships** - this aim reflects the importance of relationships within the school, and between the school and the wider community, in facilitating quality learning. (No targets set in 2019)
- **Environmental Excellence** – target 5 reflects the community desire for a focus on sustainability and the use of the natural environment in which the school is located, as key contexts for learning.

Where possible, the achievement of these aims will drive the Board's decision making processes with respect to staffing, finance, general fixed assets and property. For the period 2019-2021 this will be achieved by:

- Staffing - provision of staff to assist with the Environmental Education programme, STAR and Gateway programmes
- Finances - support for strong IT provision, consumables for curriculum delivery, professional development for staff
- Fixed Assets - support for modern IT provision, capital items for teaching
- Property - through the 5YA process and the Budget Plus award – replacement of the boiler and refurbishment of the B-Block teaching areas to reflect the Modern Learning Environment (MLE).

STRATEGIC AIMS 2019 – 2021

	Strategic Aim	2019	2020	2021
Learning Success	<p>1. The learning opportunities provided will enable all students to embrace the school's values of Effort, Respect, Integrity and Curiosity and so:</p> <ul style="list-style-type: none"> • reach their full potential throughout their time at school; • transition successfully from school to their desired educational or vocational destination and • become positive lifelong learners. 	<p>To review the transition of students into Fiordland College.</p> <p>Survey stakeholders and students (eg "Me and My School" survey data in regards to transition).</p> <p>Use the data gathered to determine next steps with relation to academic attainment student engagement, attendance and behavior.</p> <p>Make clear expectations at each transition point through a common understanding around wellbeing, achievement and student needs.</p> <p>Develop agreed practice across FiNSCoL education providers, so that there are clear and consistent plans for transitioning students from one school to another.</p> <p>Continue to work closely with Te Anau and Mararoa Schools to ensure that we have shared understandings.</p> <p>Opportunities for FC Year 7 and Te Anau/Mararoa School Year 6 teachers to work together are being provided.</p> <p>Identify "data drop" points, within school and between schools eg Year 6 to Year 7. Gather information and evidence around this.</p>	<p>To raise the wellbeing of students at identified Transition Points.</p> <p>Use survey data to determine next steps around student voice.</p> <p>To benchmark progress, (New Entrant Data and Curriculum Level Data) and communicate to teachers through staff meetings Review, revise and determine next steps.</p> <p>Find ways to articulate transition expectations to teachers, students, parents/caregivers.</p> <p>Systems for effective communication are robust.</p> <p>Continue to work closely with Te Anau and Mararoa Schools to ensure that we have shared understandings.</p> <p>Opportunities for FC Year 7 and Te Anau/Mararoa School Year 6 teachers to work together are being provided</p> <p>Systems developed in 2018 are reviewed and revised as needed.</p>	<p>To raise the achievement of students at identified Transition Points.</p> <p>Continue to survey student voice around transition experiences</p> <p>To benchmark progress, (New Entrant Data and Curriculum Level Data) and communicate to teachers through staff meetings</p> <p>Continue to articulate transition expectations to all involved.</p> <p>Use the data gathered to determine next steps with relation to academic attainment, student engagement, attendance and behavior.</p> <p>Continue to work closely with Te Anau and Mararoa Schools to ensure that we have shared understandings.</p> <p>Year 6 and Year 7 teachers are working together as par for the course.</p>

		<p>Develop and implement robust systems for effective communication around transitioning students and first time parents.</p> <p>Find ways to articulate transition expectations to teachers, students, parents/caregivers.</p> <p>To give parents/caregivers tools to assist their children to transition from Year 6 to Year 7.</p> <p>Organize Guidance Counsellor alternatives for Terms 2-4.</p> <p>Develop a checklist for student induction (Years 8-13) into Fiordland College.</p> <p>WST Inquiry (using Spirals of Inquiry) around student wellbeing at transition to Y7.</p>	<p>Use the systems developed in 2019 for effective communication around transitioning students and first time parents.</p> <p>Various parent/teacher meetings are held for Year 6 and Year 8 parents.</p> <p>Parents of identified year levels are confident with, and involved in, the transition process.</p> <p>Review the checklist developed in 2019.</p> <p>Review actions required as a result of learnings for WST inquiry.</p>	<p>Review systems and make changes as appropriate.</p> <p>Transition for students into Fiordland College at all levels is functioning well.</p> <p>Further inquiries as appropriate.</p>
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	Strategic Aim	2019	2020	2021
Learning Success	<p>2. The focus in Years 7-10 will be on:</p> <ul style="list-style-type: none"> • acquiring knowledge • learning skills • building confidence and self-management skills • scaffolding • laying foundations for independent learning success in the senior school. 	<p>To show progress in achievement made by priority learners.</p> <p>Define and identify who our priority learners in 2019 are.</p> <p>Identify current levels of achievement, wellbeing for individual students.</p> <p>Identify the targeted strategies for our priority learners.</p> <p>Teachers of priority learner to have individual inquiries around those students.</p> <p>Measure progress made.</p> <p>Reflect and report on the success of the strategies implemented.</p> <p>Measure engagement and well-being of all our learners, with a specific reference to our priority learners.</p> <p>Enhance the opportunities for Māori to learn about their language, culture and identity.</p>	<p>To show progress in achievement made by priority learners.</p> <p>Define and identify who our priority learners in 2019 are.</p> <p>Identify current levels of achievement, wellbeing for individual students.</p> <p>Identify the targeted strategies for our priority learners.</p> <p>Further inquiries are undertaken.</p> <p>Measure progress made.</p> <p>Reflect and report on the success of the strategies implemented.</p> <p>Measure engagement and well-being of all our learners, with a specific reference to our priority learners.</p> <p>Continue to enhance the opportunities for Māori to learn about their language, culture and identity.</p> <p>Find ways to enhance the opportunities for <u>all</u> students to learn about Māori language, culture and identity.</p>	<p>Strengthen Māori success that benefits all Māori students.</p> <p>Define and identify who our priority learners in 2019 are.</p> <p>Review current levels of achievement, wellbeing for individual students.</p> <p>Identify and review the targeted strategies for our priority learners.</p> <p>The inquiry process around these issues is embedded good practice.</p> <p>Measure and review progress made.</p> <p>Reflect and report on the success of the strategies implemented.</p> <p>Measure engagement and well-being of all our learners, with a specific reference to our priority learners.</p> <p>Multiple opportunities for Māori to learn about their language, culture and identity are embedded in the FC curriculum.</p> <p>Enhance the opportunities for all students to learn about the language. Culture and identify of other identifiable groups represented at Fiordland College.</p>

	Strategic Aim	2019	2020	2021
Learning Success	<p>2. The focus in Years 7-10 will be on:</p> <ul style="list-style-type: none"> • acquiring knowledge • learning skills • building confidence and self-management skills • scaffolding • laying foundations for independent learning success in the senior school. 	<p>To prepare in readiness for the introduction of the Digital Technologies Curriculum in 2020.</p> <p>Establish a Digital Technologies team who will lead the development of the FC Digital Technologies Curriculum Document.</p> <p>Team to develop further actions to be undertaken to ensure DT readiness for 2020.</p> <p>CoL-wide PLD around developing a DT curriculum across the CoL.</p> <p>Rationalise classroom use during the course of the B-Block upgrade.</p> <p>Working towards dis-establishing B3 as a specialist computer suite and reverting to a classroom.</p> <p>PD for staff as appropriate to build staff capability in DT.</p> <p>WST Inquiry (using Spirals of Inquiry) around the Digital Technologies Curriculum and contextualised learning.</p>	<p>The 2019 Action Plan is put into practice.</p> <p>The Digital Technologies curriculum for FC is developed and in place. Individual teachers identified to develop courses.</p> <p>Team to develop further actions to be undertaken. Opportunities identified in 2019 are being implemented for junior students.</p> <p>All Curriculum Unit Plans contain the DT AOs.</p> <p>CoL-wide PLD is undertaken as per the FiNSCoL PLD Action Plan. Other ICT PD as required.</p> <p>Rationalisation completed</p> <p>B3 no longer specialist computer suite.</p> <p>Opportunities are explored for senior students.</p> <p>Review actions required as a result of learnings for WST inquiry.</p> <p>BYOD is established practice at Fiordland College.</p>	<p>Gaps identified in the Action Plan have been addressed.</p> <p>Review the Digital Technologies curriculum. Courses are written, reviewed and are being taught.</p> <p>Opportunities identified in 2019-2020 are reviewed. Opportunities implemented in 2020 are being reviewed.</p> <p>CoL-wide PLD is undertaken as per the FiNSCoL PLD Action Plan.</p> <p>Opportunities at senior level are trialed.</p> <p>Further inquiries as appropriate.</p> <p>Review BYOD at Fiordland College.</p>

	Strategic Aim	2019	2020	2021
Learning Success	3. Fiordland College results are above the decile average for each level of NCEA and above the national average for merit and/or excellence grades.	<p>To ensure NCEA performance is as expected for a particular cohort of students when judged against national and decile averages.</p> <p>Form Teacher and Dean monitor on ongoing basis the academic progress of students.</p> <p>Monitoring leads to interventions/ learning interviews (using enlarged interview team) where needed.</p> <p>From whole school data and departmental data, HoDs identify students who should get Achieved, Merit or Excellence in their specific Learning Areas.</p> <p>Homework monitoring occurs for Year 11-13.</p> <p>Teachers to outline the importance of external standards using indicative testing and follow up.</p> <p>Early identification of likely scholarship candidates.</p> <p>Introduce specific mentoring for students identified as slipping behind their capability.</p> <p>Investigate the possibility of limiting the number of justified absences for school events for students.</p> <p>Investigate ways that we can get school life/work/device use balance for our students.</p>	<p>Continue the actions of 2019.</p> <p>Monitoring student academic progress is an established practice with Form Teachers.</p> <p>Monitoring leads to interventions/learning interviews (using enlarged interview team) where needed.</p> <p>From whole school data and departmental data, HoDs identify students who should get Achieved, Merit or Excellence in their specific Learning Areas.</p> <p>Homework monitoring occurs for Year 11-13.</p> <p>Teachers to outline the importance of external standards using indicative testing and follow up.</p> <p>Early identification of likely scholarship candidates.</p> <p>Review mentoring practices for further development.</p> <p>Implement the policy agreed around number of school events students may attend.</p> <p>Communication of the importance of balance for student wellbeing to parents and students.</p>	<p>Monitoring student academic progress is an established practice with Form Time.</p> <p>Monitoring leads to interventions/learning interviews (using enlarged interview team) where needed.</p> <p>From whole school data and departmental data, HoDs identify students who should get Achieved, Merit or Excellence in their specific Learning Areas.</p> <p>Homework monitoring occurs for Year 11-13.</p> <p>Teachers to outline the importance of external standards using indicative testing and follow up.</p> <p>Early identification of likely scholarship candidates.</p> <p>Mentoring as appropriate.</p> <p>All FC staff singing from the same page in terms of expectations around school work/life balance. A policy has been agreed at BoT level.</p>

	Strategic Aim	2019	2020	2021
Professional Relationships	4. All members of the school community exhibit professional relationships with one another, which demonstrate respect and integrity.	<p>No specific target in 2019.</p> <p>Fiordland College is compliant with the Code of Practice.</p> <p>All staff are demonstrating appropriate standards of professionalism.</p> <p>The Performance Management System is based around the new Code of Professional Responsibility and all teachers are assessed against that.</p> <p>Particular attention is given to professional relationships with the school and wider community during the Collective Agreement negotiation period.</p>	<p>Staff understand the requirements of the Code and are meeting them in their professional practice.</p> <p>Areas highlighted for development in 2019 are now being worked on.</p> <p>Compliant with the Code.</p> <p>All staff are demonstrating appropriate standards of professionalism.</p> <p>Review the Induction process to ensure this reflects all aspects of the Code of professional Responsibility.</p> <p>The Performance Management System is based around the new Code of Professional Responsibility and is embedded in normal practice.</p>	<p>Meeting the Code in all respects.</p> <p>Continuing to work on elements of the Code, which have been identified over 2019-2020 as still requiring it.</p> <p>Compliant with the Code.</p> <p>All staff are demonstrating appropriate standards of professionalism.</p> <p>The Induction process is functioning well.</p>

	Strategic Aim	2019	2020	2021
Environmental Excellence	5. Fiordland College is a world renowned centre of environmental excellence where we lead best practice in environmental education.	<p>To improve the physical environment of FC to reflect the environmental focus.</p> <p>Sustainable practices are fostered within the school.</p> <p>The natural environment is used as a key context for the delivery of the curriculum.</p> <p>Maintain involvement with and continue to support the KRTK project.</p> <p>The local environment is used as a tool for curriculum integration.</p> <p>Work through the implementation of the Zayed Sustainability Project.</p> <p>Improve the physical environment of the college to reflect the environmental focus.</p> <p>The boiler has been replaced with a sustainable/renewable energy source.</p> <p>Plan for and implement a Year 7/8 Playground area in the College grounds.</p> <p>Work through the B-Block modernization process.</p>	<p>Continue to work on BoT environmental goals.</p> <p>There is a team of students/staff committed to exploring environmental initiatives for FC to be involved with.</p> <p>The natural environment is used as a key context for the delivery of the curriculum.</p> <p>KRTK continues to grow from strength to strength.</p> <p>Contextualised learning is embedded in all Learning Areas.</p> <p>Work through the implementation of the Zayed Energy Project.</p> <p>Landscaping to enhance Shade Sail Project.</p> <p>Plan for and implement a Year 7/8 Playground area in the College grounds.</p> <p>Continue to work on the environmental aspects in the 10YPP.</p>	<p>Continue with the work already begun and develop further strategies for on-going development in this field.</p> <p>The natural environment is used as a key context for the delivery of the curriculum.</p> <p>Continue to work on BoT environmental goals. KRTK continues to grow from strength to strength.</p> <p>Analyse and reflect on quantitative and quantitative data and report contextualized learning effectiveness. Zayed Project a national example of excellent environmental practice.</p> <p>Projects begun in 2019/2020 are being further developed.</p> <p>Work around the grounds is reflecting our Green/Gold status.</p> <p>The Year 7/8 playground area is being well utilised by Year 7/8 students.</p>

		<p>Complete the student council shade sail project (Archgola and porches on the Huts?).</p> <p>Develop signage around values and environmental status.</p> <p>Investigate landscaping around the Music Room entrance.</p> <p>Investigate covered bike rack spaces for students and staff bikes.</p>	<p>Complete the student-led 2019 project and plan a 2021 project.</p> <p>Signage completed and installed.</p> <p>Implement changes agreed in 2019.</p> <p>Implement changes agreed in 2019.</p>	<p>Working on the 2021 student-led project.</p>
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Section 2 reviewed and updated at Board Meeting on 30 January 2019

3. ANNUAL SECTION

3.1 2019 Targets

Strategic Aim 1	<p>The learning opportunities provided will enable all students to embrace the school's values of Effort, Respect, Integrity and Curiosity and so:</p> <ul style="list-style-type: none"> • reach their full potential throughout their time at school; • transition successfully from school to their desired educational or vocational destination and • become positive lifelong learners.
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Target 1 To review the transition of students into Fiordland College.

Baseline Data: Successful transitions for students as they move through the education system are critical to their future success - academic, social and emotional. Effective transitions increase academic performance and may contribute to a reduction in discipline problems. FiNSCoL acknowledges that it is vital for schools to work together in order for our students to have successful transitions. One of the main focuses of the Kāhui Ako itself is to develop more effective support in this key area. This focus includes not only the actual transition process, but also the development of a consistent approach to assessment and pedagogy. There would be an expectation that we know our schools and their communities and that our focus would be on developing a genuine pathway for our students into and across our schools. We want to develop greater consistency in meeting the needs of our students while retaining each school's unique context.

Given that this is a major focus for FiNSCoL as a whole, this is an area that we wish to also make it a major focus for 2019.

Actions	Led by	Resourcing	Timeframe
Survey stakeholders and students (eg "Me and My School" survey data in regards to transition).	ASTS, WSTs	Budget	Term 1
Use the data gathered to determine next steps with relation to academic attainment, student engagement, attendance and behavior.	Dean, ASTs, WSTs	Meeting Time	End Term 1 Start Term 2
Make clear expectations at each transition point through a common understanding around wellbeing, achievement and student needs.	ASTs	CoL Resourcing	Term 2
Develop agreed practice across FiNSCoL education providers, so that there are clear and consistent plans for transitioning students from one school to another.	Principal, ASTs	CoL Resourcing	Term 2-3
Continue to work closely with Te Anau and Mararoa Schools to ensure that we have shared understandings.	Y 7/8 Dean, AST	Time	On-going
Opportunities for FC Year 7 and Te Anau/Mararoa School Year 6 teachers to work together are being provided.	Principal	CoL PLD Relief	On-going
Identify "data drop" points, within school and between schools eg Year 6 to Year 7. Gather information and evidence around this.	Dean, WST, AST	CoL Resourcing	Term 1
Develop and implement robust systems for effective communication around transitioning students and first time parents..	Dean	Time	Term 2-4
Find ways to articulate transition expectations to teachers, students, parents/caregivers.	Dean, Principal	Time	Term 4 for 2020
To give parents/caregivers tools to assist their children to transition from Year 6 to Year 7	Dean	Time	Term 2-4
Organize Guidance Counsellor alternatives for Terms 2-4.	SLT, GC		Term 1
Develop a checklist for student induction (Years 8-13) into Fiordland College.	SLT	Time	Term 1
WST Inquiry (using Spirals of Inquiry) around student wellbeing at transition to Y7.	WST, AST	CoL Funding	Term 1-2

Strategic Aim 2	The focus in Years 7-10 will be on: <ul style="list-style-type: none">- acquiring knowledge- learning skills- building confidence and self-management skills- scaffolding- laying foundations for independent learning success in the senior school.		
Target 2	To show progress in achievement made by priority learners		
Baseline Data: The ERO report of 16 July 2019 acknowledged that: While processes for monitoring and supporting Māori and other students whose learning need acceleration are in place, the school needs to better show how well it is achieving positive outcomes for these students. They identified that: A next step is for department and learning area reports to clearly show the: sufficiency of progress in achievement made by students, including Māori, receiving targeted support and the impact that strategies and programmes are having on progress and achievement for students.			
Actions	Led by	Resourcing	Timeframe
Define and identify who our priority learners in 2019 are.	DP, Deans	Time	Week 7
Identify current levels of achievement, wellbeing for individual students.	DP, AP	Time	Week 7
Identify the targeted strategies for our priority learners.	Deans, SCT	Time	Week 8
Teachers of priority learners to have individual inquires around those students.	SCT, HoDs		Terms 2-4
Measure progress made.	AP	Data entry (support staff)	Mid and End of Year
Reflect and report on the success of the strategies implemented.	Deans, SENCO		Term 1, 2020
Measure engagement and well-being of all our learners, with a specific reference to our priority learners.	Pastoral Team		
Enhance the opportunities for Māori to learn about their language, culture and identity.	Iwi Liaison (new role)	???	On-going

Strategic Aim 2	The focus in Years 7-10 will be on: <ul style="list-style-type: none">- acquiring knowledge- learning skills- building confidence and self-management skills- scaffolding- laying foundations for independent learning success in the senior school.		
Target 3	To prepare in readiness for the introduction of the Digital Technologies Curriculum in 2020.		
Baseline Data: The mandated implementation of the Digital Technologies Curriculum in 2020 means that we need to prepare for its introduction in 2019. The Technology learning area has been revised to strengthen the positioning of digital technologies in the New Zealand Curriculum and Te Marautanga o Aotearoa. This is for all students from Years 1–13. Students have the opportunity to specialise from Years 11–13. The goal of this change is to ensure that all learners have the opportunity to become digitally capable individuals. The change provides a greater focus on students building their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies. In English medium, the Technology Learning Area within the New Zealand Curriculum has been strengthened so that it now clearly outlines the expectations for learning in digital technologies. There are now two new technological areas: 1) Computational Thinking 2) Designing and Developing Digital Outcomes.			
FiNSCoL has decided that all schools in the Kāhui Ako will work together to ensure that they are ready for the 2020 implementation of the DTC.			
Actions	Led by	Resourcing	Timeframe
Establish a Digital Technologies team who will lead the development of the FC Digital Technologies Curriculum Document.	HoD Technology, HoDs, Fr, Principal. AP	Time, Relief	Term 1
Team to develop further actions to be undertaken to ensure DT readiness for 2020.	HoD Technology	Col Funding	Completed mid-Term 4
CoL- wide PLD around developing a DT curriculum across the CoL.	CoL Principals	CoL PLD	On-going
BYOD is established practice at FC.	TiC ICT		Term 2
Rationalise classroom use during the course of the B-Block upgrade.	SLT	MoE	Term 2
Working towards disestablishing B3 as a specialist computer suite and reverting to a classroom.	SLT		Term 2 - 3
PD for staff as appropriate to build staff capability in DT.	SLT	CoL funding	On-going
WST Inquiry (using Spirals of Inquiry) around the Digital Technologies Curriculum and contextualised learning.	AST, WST	Col Funding	Terms 2-4

Strategic Aim 3 Fiordland College results are above the decile average for each level of NCEA and above the national average for merit and/or excellence grades			
Target 4 To ensure NCEA performance is as expected for a particular cohort of students when judged against national and decile averages			
<p>Baseline Data: This is looking at the individuals to ensure that they are achieving what they are capable of learning. Working with the data that we have already to make predictions as to individual student achievement. The baseline data from Year 10 results is used to create targets for individual students. Recognizing the need for independent learning habits. Evidence that getting school life/work/device use balance is impacting student achievement negatively. We have had success in the past where form teachers have tracked and worked with students and therefore wish to use this strategy again. Making sure that our students have the qualifications required to succeed in their chosen fields.</p>			
Actions	Led by	Resourcing	Timeframe
Form Teacher and Dean monitor on ongoing basis the academic progress of students.	Dean, Form Teacher	Time	On-going
Monitoring leads to interventions/learning interviews (using enlarged interview team) where needed	Dean		
From whole school data and departmental data, HoDs identify students who should get Achieved, Merit or Excellence in their specific Learning Areas.	HoDs		
Homework monitoring occurs for Year 11-13.	AP, Dean		Term 1-3
Teachers to outline the importance of external standards using indicative testing and follow up.	Year 11-13 Teachers		On-going
Early identification of likely scholarship candidates.	HoDs, AP	Time	
Stress the importance of external assessment to appropriate students.	Year 11-13 Teachers		
Introduce specific mentoring for students identified as slipping behind their capability.	Dean	Time, PLD for mentoring	Term 2
Investigate the possibility of limiting the number of justified absences for school events for students.	SLT	Time	Term1
Investigate ways that we can get school life/work/device use balance for our students.	SLT	Time	Term 1

Strategic Aim 5 Fiordland College is a world renowned centre of environmental excellence where we lead best practice in environmental education.			
Target 5 To improve the physical environment of Fiordland College to reflect the environmental focus.			
<p>Baseline Data: The Board has an environmental plan which culminates in Fiordland College being recognised as a world renowned centre of environmental excellence where we lead best practice in environmental education. Significant progress has been made towards this target over the past five years with environmental elements being incorporated and considered in everything that we do. The Board's mission is that the centre of environmental excellence will: be a modern, eco-designed educational facility; reflect strong environmental and cultural values and inspire the development of world class leaders on environmental issues. The Bot has committed "as much as possible we will seek to use renewable sources of energy to power our school and educational activities", and "we acknowledge the location of Fiordland College in Te Wahi Pounamu, a UNESCO World Heritage Park. Any future building and landscaping projects will reflect the surrounding landscape and integrate environmentally friendly approaches". The Board has committed \$10,000 to fund a student-led environmental innovation project. In 2018 we became the first Secondary school in Southland to be a GreenGold enviroschool. We also made it to the finals of the Zayed Sustainability Prize. Our entry, Whitiki Te Huarere, is a project designed to harness the three renewable energy sources available to us in Fiordland – wind, rain and sun – via Maori inspired energy generating sculptures. It is innovative and it is inspirational, and the judging panel clearly thought so too. Regardless of the outcome of the judging, we are clearly going to want to progress this project.</p>			
Actions	Led by	Resourcing	Timeframe
Sustainable practices are fostered within the school.	Environmental Coordinator	Budget	On-going
The natural environment is used as a key context for the delivery of the curriculum.	HoDs		
Maintain involvement with and continue to support the KRTK project.	Principal, Environmental Coordinator	Time, funding	
The local environment is used as a tool for curriculum integration.	HoDs, All Teachers		
Work through the implementation of the Zayed Sustainability Project.	HoD SoS, Principal, BoT	Zayed Prize Funding	Terms 1-4
Improve the physical environment of the college to reflect the environmental focus.	Principal	Budget	On-going
The boiler has been replaced with a sustainable/renewable energy source.	Principal, Caretaker, BoT Chair	MoE funding	Term 1
Plan for and implement a Year 7/8 Playground area in the College grounds.	SLT, BoT	BoT funding	On-going
Work through the B-Block modernization process.	SLT, BoT	MoE funding	Term 1
Complete the student council shade sail project (archgola and porches on the Huts?).	Student Council, SLT	BoT, Student Council funding	On-going
Develop signage around values and environmental status.	SLT		Term 1-2
Investigate landscaping around the Music Room entrance.	Property Committee, SLT	5YA	Term 2
Investigate covered bike rack spaces for staff and students.	Property Committee, SLT	5YA	Term 2

3.2 Annual Targets – Organisational Plan

Supporting Documentation

These annual targets are supported by documentation found in the Management Operations Manual including:

- School Curriculum Plan (to be developed in conjunction with implementation plans for the Revised Curriculum)
- Performance Management and Professional Development Programme (including Principal and Staff Appraisal processes)
- EEO Policy
- Annual Budget that reflects operational teaching and learning and maintenance requirements and the financial position of the College
- 10 Year Property Plan
- 5 Year Property Programme
- Health and Safety Management Procedures
- Special Needs Procedures (including Gifted & Talented)
- Management procedures including those for:
 - Complaints
 - Child Protection
 - EOTC
 - Health & Safety
 - Compulsory Police Vetting
 - Protected Disclosures
- Appropriate Ministry circulars, Gazette notices, NZ STA Administrative Advices

Section 3 reviewed and updated at Board Meeting on 30 January 2019

Part 2

The Operational Policies

Aim: To create clear delegations

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1. NEGs AND NAGs

1.1 NEGs (National Education Goals)

The National Education Goals establish a common direction for education within New Zealand. Essentially they summarise what schools must endeavour to achieve, taking into account their local circumstances.

1. The highest standards of achievement.
2. Equality of educational opportunity.
3. Ability to successfully compete in the modern, ever-changing world.
4. A sound foundation in the early years.
5. A broad education with high levels of competence.
6. Excellence through clear learning objectives and monitoring.
7. Learning success for those with special needs.
8. Access for students to a nationally and internationally recognized qualification system.
9. Increased participation and success by Māori.
10. Respect for the diverse ethnic and cultural heritage of New Zealand.

1.2 NAGs (National Administration Guidelines)

The National Administration Guidelines support learning and assist schools to work towards the National Education Goals. They also provide guidance on schools' reporting requirements. The NAGs provide direction in six areas of school operations:

NAG 1	Curriculum Requirements and Student Achievement
NAG 2	Documentation and Self Review
NAG 3	Employer Responsibilities
NAG 4	Financial and Property Management
NAG 5	Health and Safety
NAG 6	Administration
NAG 7	Charter
NAG 8	Analysis of Variance

The full text of the NAGs (ex Ministry of Education website 14/5/2018) is shown below:

These are the revised National Administration Guidelines updated on 14 December 2017

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.

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

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

Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

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

National Administration Guideline 3

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

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4

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

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

National Administration Guideline 5

Each board of trustees is also required to:

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

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.

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.

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 provided to the Secretary for Education under National Administration Guideline 7.

2. ROLES & RESPONSIBILITIES OF THE PRINCIPAL POLICY

The Principal's responsibility is to implement the strategic plan and manage the day-to-day running of the school.

2.1 Principal's Job Description

Vision Statement

To be recognised as an inspiring, innovative learning environment and a centre of environmental excellence, where staff and students thrive in an atmosphere of motivation, co-operation and achievement – *a place for all to thrive.*

Position Title	Principal of Fiordland College
Purpose of Position	To ensure the provision of high quality education to the students of Fiordland College.
Accountable to	<p>The Principal reports and is accountable to the Fiordland College Board of Trustees, as the Principal's employer, through the Board Chairperson.</p> <p>The Principal has the dual role of being a Board member in their own right, whilst undertaking the role of Chief Executive of the school.</p>
Functional Relationships	The Principal liaises, when necessary, with educational agencies such as the Ministry of Education, Education Review Office, College of Education, Payroll Service and NZ STA as well as with wider community agencies such as Child Youth and Family, Police and principals of other schools.
Delegations	The Principal is responsible for the successful management and professional leadership of the school by taking direction from the Board, the school charter and the Board's policies.
Key Functions:	<p>The Principal will:</p> <ul style="list-style-type: none"> ➤ Be responsible for providing professional and instructional leadership; ➤ Assist the Board with the development of the strategic and annual operational plans, recognising the school's unique environment; ➤ Advise the Board on policy, professional and administrative matters; ➤ Interpret and implement policies and decisions of the Board; ➤ Strive to maintain the high academic standards of Fiordland College whilst balancing that with providing opportunities to those with a less academic focus; ➤ Manage the day-to-day administration and operation of the school and its resources by: <ul style="list-style-type: none"> - implementing, monitoring and reporting progress on the educational and operational plans - ensuring that student educational needs are met and that parents are consulted when necessary and provided with timely advice of students' progress and achievement

	<ul style="list-style-type: none"> - developing, promoting and monitoring a culture which values and positively encourages learning, competence, achievement, discipline and high standards of conduct and integrity - developing and maintaining effective relationships with the Board, staff, students, parents and the community - delegating duties and responsibilities to staff; encouraging staff empowerment and ensuring good communication is maintained within the school - co-ordinating the school's day-to-day operations - staffing the school to ensure delivery of the curriculum and implementation of the Charter - providing and maintaining the school's facilities, equipment and educational facilities - controlling, monitoring and reporting on the school's finances; <ul style="list-style-type: none"> ➤ Be responsible for implementing and monitoring policy on staffing and staff performance, appraisal and development; ➤ Provide the Board with reports and feedback on the achievement of educational, financial and administrative objectives and ➤ Promote and be a strong advocate for Fiordland College both within the local and wider communities
GENERAL	The Principal will be required to achieve the above key functions by meeting objectives and professional standards outlined in an annual performance agreement ratified by the Board, after consultation with the Principal.

It is expected that the achievement of the key functions by the Principal will result in the Principal managing and leading the school in line with our Strategic Plan, which reflects our unique circumstances.

We believe this will result in a high standard of quality education.

2.2 Delegations to the Principal

Delegation to Principal - Annual Board Motion:

That the Board of Trustees delegates full authority to the Principal to manage Fiordland College within the constraints of legislation and regulation. This delegation shall continue until it is formally rescinded in whole or in part by the Board. The delegated areas shall include, but not be limited to

- *Full day to day and annual management and administration of the College.*
- *Full financial management of the College including the following:*
 - *Discretion to approve purchase orders (within budget) of up to \$25,000 ex GST without reference to the Board*
 - *Discretion to approve purchase orders (outside budget) of up to \$10,000 ex GST without reference to the Board.*
- This delegation does not include any authority to borrow money on behalf of the school.*
- *Full authority to manage the physical resources of the school within the constraints of policy.*
- *Full authority to manage staff including directing work and duties, allocating tasks and hours of work (where relevant), invoking disciplinary, competency and other matters according to*

the procedures in the relevant Employment Agreement, appraisal, implementing and approving salary changes.

- *Except where the complaint involves the Principal, authority to investigate and (hopefully) resolve any complaints that may be lodged.*
- *Full authority to employ staff within the constraints of the Board's Personnel Policy.*
- *Full authority to implement police vetting procedures as appropriate.*
- *Authority to sign routine documents on behalf of the Board (except where the requirement is for the Board Chairperson to sign)*
- *Authority to sign property returns and documents for the Ministry of Education (MOE) as required under the MOE Property Management Guidelines.*
- *Full authority to enrol students, including fee paying and exchange students and, where allowed by law, to decline to enrol students.*
- *Full authority to discipline and control students. (Note. The authority to Stand Down and Suspend students is specifically vested in the Principal by the Education Act 1989).*
- *Full authority to approve Education Outside the Classroom (EOTC) and other teaching and learning activities.*
- *Full authority to deal with outside agencies (and enter into agreements with them where appropriate) on behalf of the Board.*

The following delegations require the Principal to gain the consent of the Board Chairperson (or, if he/she is not available, his/her deputy)

- *Authority to seek legal, financial and other professional advice on behalf of the Board.*
- *Authority to make media statements on behalf of the Board. (Note: public statements about the official position of the Board on controversial social, political, and/or educational issues will be limited to what the Board has formally adopted as positions of record.)*
- *With the concurrence of the BOT Chair, to affix the common seal to documents where applicable. (Note: this would only be done in exceptional circumstances when it was not practicable to gain full BOT approval).*

The following delegation relates specifically to the management of Banked Staffing:

- *For the current year all staff including relievers will be charged to Teacher Salaries (TS) and any overuse which cannot be managed within the banking staffing entitlement will be managed by charging the cheapest salary to Bulk Grant (BG) for sufficient time to clear or reduce the overuse. Where there is no suitable salary the current Ministry of Education recovery rate will be used for this purpose.*

The Principal may further delegate these responsibilities where appropriate and shall report to the Board monthly on these matters as appropriate via the Board agenda. These delegations shall be ongoing until and unless they are specifically rescinded in whole or in part by the Board of Trustees and shall be reviewed annually.

Delegations Reviewed at Board Meeting on 11 February 2015

2.3 Delegations to the Deputy Principal

Delegation to Deputy Principal - Annual Board Motion:

The Board also annually moves a motion recognizing that, in the absence of the Principal, the Deputy Principal (or most senior staff member present on the day) has the delegated authority to act as Principal, as follows:

That the Deputy Principal of Fiordland College shall have full delegated authority to act as the Principal of Fiordland College, including the authority to stand down or suspend, in the absence of the Principal. Where both are absent that delegation shall fall to the Assistant Principal.

In the absence of all Senior Staff the Principal will delegate the day to day running, but not the authority to stand down or suspend, to the next most senior staff member.

Note:

- Where the Principal's absence (in excess of one day) is known in advance the Principal will normally execute a written letter of delegation prior to the absence (this ensures there can be no possible doubt whatever about the delegation) but the absence of such letter shall not negate the delegation or any decision the delegatee shall make.

Delegations Reviewed at Board Meeting on 11 February 2015

2.4 Directions to the Principal

Only decisions made by the Board acting as a Board are binding on the Principal. Decisions or instructions of individual Board members, 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 is not restricted from using the expert knowledge of individual Board members acting as volunteers.

2.5 Monitoring Principal Performance

The Principal's performance is monitored against the strategic plan, professional standards and Board policies on Operations.

The Board monitors those parts of the Principal's objectives that have been identified and agreed upon by both parties in advance.

The formal appraisal shall be carried out according to the procedures contained in the Principal's Performance Agreement. One in three annual performance appraisals shall be conducted by an external consultant.

The Board will formally receive a summary report once a year at a Board meeting that has "excluded the public".

2.6 Disciplinary Process

In the event the Board determines that policy violation(s) has (have) occurred and the Board judges the degree and seriousness of the violation(s) to warrant initiating a disciplinary process, the Board shall seek advice and follow due process.

2.7 Professional Expenses

A budget for the Principal's professional expenses and for professional development will be established annually.

These expenses may include continuing education, books and periodicals, and attendance at professional conferences.

Roles and Responsibilities of the Principal Policy

Approved by Board of Trustees on 11 February 2015

3. REPORTING TO THE BOARD POLICY

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 (through the Finance Committee); 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 shall:

- 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.
- Submit, at the Board's request, any data required in a timely, accurate and understandable fashion.
- Present student achievement data
- Report on and explain financial variances.
- Present information in a suitable form – not too complex or lengthy.
- Inform the Board when, for any reason, there is non-compliance with a Board policy.
- Recommend changes in Board policies when the need for them becomes known.

Reporting to the Board Policy
Reviewed by Board of Trustees on 5 March 2014

4. STRATEGIC PLANNING POLICY (NAG 2)

Sound strategic planning underpins much of the Board's activity. The Board shall:

- Immediately after elections to the Board for parent and staff representatives, conduct a strategic planning exercise to determine a view of the school in terms of: things that are going well; things that are not going well and external factors affecting or likely to affect the school.
- In the light of this, develop strategic goals for the next three years and review the school's mission, vision and values.
- Consult widely on the issues above with staff, parents and caregivers and the wider local community.
- Be mindful of the requirements of NAG 2 when carrying out its strategic planning.
- As specified in its meeting schedule, review progress towards the strategic goals in accordance with NAG 2.

Strategic Planning Policy
Approved by Board of Trustees on 23 September 2010

5. CURRICULUM DELIVERY POLICY (PO/NAG* 1)

* PO = Ministry of Education Priority Outcomes
NAG = National Administration Guidelines

Delivery of the curriculum shall foster student achievement. Therefore the Principal shall ensure compliance with NAG1 (Refer P 31) and the Ministry of Education Priority Outcomes (Refer P 7).

Curriculum Delivery Policy

Approved by Board of Trustees on 23 September 2009

6. PERSONNEL POLICY (NAG 3)

The Board delegates responsibility to the Principal on all matters relating to the appointment and 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 professional development is provided to all staff as appropriate.
- 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.
- Ensure annual performance appraisals are carried out for all staff.
- Meet current employment legislation (including that for Non-Contact Time and Scheduled Breaks)
- Take all practicable steps to protect staff from unsafe or unhealthy working conditions.
- Provide Protected Disclosure protection.
- Comply with Appointment Procedures

Personnel Policy

Reviewed and amended by Board of Trustees on 1 February 2017 – noted that completion of accompanying procedures is still pending.

7. FINANCIAL PLANNING POLICY (NAG 4)

Budgeting should reflect the Board's strategic direction, should not risk financial jeopardy and should show a generally acceptable level of foresight. Thus the budget, as approved by the Board, should:

- Reflect the results sought by the Board.
- Reflect the priorities as established by the Board.
- Comply with the Board's requirement of a balanced budget.
- Ensure adequate working capital.
- Demonstrate an appropriate degree of conservatism in all estimates.

Financial Planning Policy

Reviewed by Board of Trustees on 29 May 2014 – noted that completion of accompanying procedures is still pending

8. FINANCIAL CONDITIONS POLICY (NAG 4)

The financial viability of the organisation must be protected at all times. Therefore, the Principal shall:

- Not incur unauthorised debt.
- Follow generally accepted accounting practices or principles.
- Use tagged funds for approved purposes only.
- Spend only the funds that have been allocated in the fiscal year.
- Attempt to ensure all money owed to the school is collected in a timely manner.
- Attempt to make timely payment to staff and other creditors.
- Not sell or purchase unauthorised property.
- Ensure that all relevant government returns are completed on time.
- Ensure that no one person has complete authority over the school's financial transactions.
- Not make any purchase without reference to the Board above any levels specified in the specific Financial Delegations to the Principal.

Financial Conditions Policy

Reviewed by Board of Trustees on 29 May 2014 – noted that completion of accompanying procedures is still pending

9. ASSET PROTECTION POLICY (NAG 4)

Assets may not be unprotected, inadequately maintained or unnecessarily risked. Accordingly, the Principal shall:

- Ensure that appropriate assets are insured
- Allow only authorised personnel to handle funds or school property.
- Not allow plant and equipment to be subject to improper wear and tear or insufficient maintenance or inappropriate use.
- Ensure the implementation of the 10-year property maintenance plan.
- Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication.
- Not receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards.
- Not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

Asset Protection Policy
Reviewed by board of Trustees on 26 August 2015

10. PROPERTY POLICY (NAG 4)

The Principal shall ensure the Fiordland College property reflects the strategic goals of the school and is well maintained to promote an appropriate learning environment.

Property Policy
Approved by Board of Trustees on 23 September 2009

11. HEALTH & SAFETY POLICY (NAG 5)

This policy should be read in conjunction with the health and Safety at Work Act 2015.

Purpose

The Board of Trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- working with our workers to improve the health and safety system at our school
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing workers
- helping workers who were injured or ill return to work safely
- making sure contractors and sub-contractors working at the school operate in a safe manner.

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in improving health and safety systems at work
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- reporting any health and safety concerns or issues through the reporting system
- keeping the workplace tidy to minimize the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards

Others in the workplace

All others in the workplace including students and visitors are encouraged to:

- follow all instructions, rules and procedures while in the school grounds
- report all injuries, incidents and near misses to their teacher or other staff members
- wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and safety is everyone's responsibility.

Health & Safety Policy

Approved by Board of Trustees on 31 August 2016

12. LEGAL RESPONSIBILITIES POLICY (NAG 6)

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette. This policy specifically includes compliance with Child Protection matters covered in the Vulnerable Children Act 2014

Legal Responsibilities Policy

Reviewed by Board of Trustees on 23 September 2015

13. ASSOCIATED OPERATIONAL POLICIES

The policies outlined in Sections 2-12 above are the Board's policies. Implementation of these and the relevant procedures are located in the Management Operations Manual.

Other key operational documents include:

- a. Performance Management System
- b. Complaints Process
- c. Student Disciplinary Process

Supporting Documentation for the Annual Plans
(also listed in Part 1: The Charter)

The annual plans are supported by documentation found in the Management Operations Manual including:

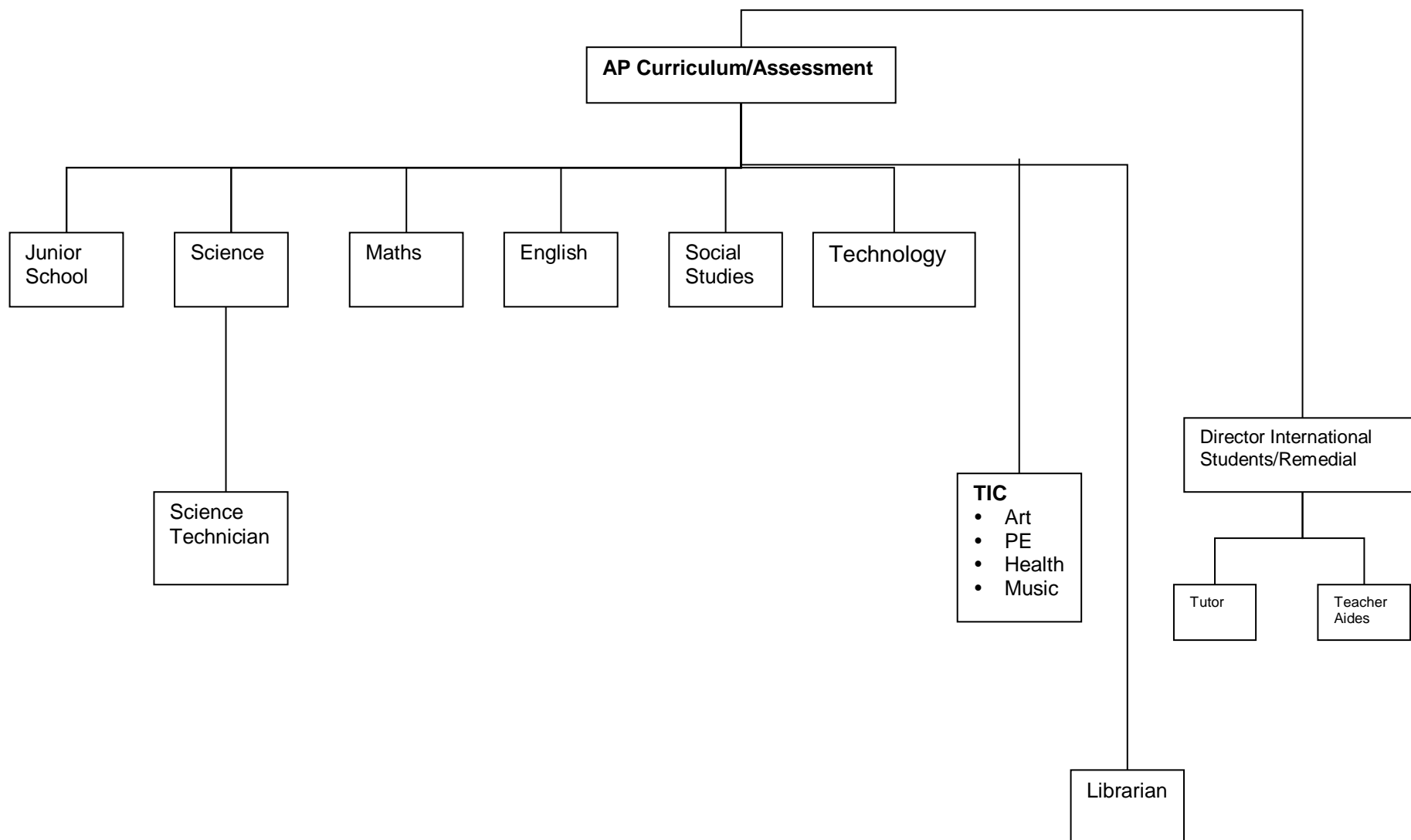
- School Curriculum Plan (to be developed in conjunction with implementation plans for the Revised Curriculum)
- Performance Management and Professional Development Programme (including Principal and Staff Appraisal processes)
- EEO Policy
- Annual Budget
- 10 Year Property Plan
- 5 Year Property Programme
- Health and Safety Management Procedures
- Special Needs Procedures (including Gifted & Talented)
- Management procedures including those for:
 - Complaints
 - Child Protection
 - EOTC
 - Health & Safety
 - Compulsory Police Vetting
 - Protected Disclosures
- Appropriate Ministry circulars, Gazette notices, NZ STA Administrative Advices

Reviewed by Board of Trustees on 24 November 2014

14. OPERATING STRUCTURE

(Note: Currently under review)

ORGANISATIONAL STRUCTURE AND LINES OF RESPONSIBILITY



Part 3

Governance Policies

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1. GOVERNANCE POLICIES

1.1 Roles and Responsibilities

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

Key Responsibilities	Outcomes
1. Set strategic directions and long-term plans and monitor the Board's progress against them	1.1 The Board expresses its vision, mission and values in the charter of the school to meet its strategic goals in line with NAG 2(i)
2. Protect the strategic point of difference promoted by the school	2.1 Strategic point of difference considered at Board meetings
3. Monitor financial management of the school and approve the budget	3.1 Satisfactory performance of school against budget
4. Monitor and evaluate student achievement	4.1 Reports from principal on progress against Annual Plan highlight risk/success 4.2 Meet targets in Annual Plan, implement Curriculum Policy and satisfactory performance of Curriculum Education Priorities
5. Effective risk management	5.1 Attend Board meetings having read Board papers and reports and ready to discuss them 5.2 Board meetings have a quorum 5.3 Remain briefed on internal/external risk environments and take action where necessary 5.4 Identify 'trouble spots' in statements of audit and take action if necessary
6. Ensure the Board is compliant with its legal requirements	6.1 New members have read and understood: Board induction pack; & requirements of Board members 6.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the organisation. Board has sought legal advice when necessary 6.3 Accurate minutes of all Board meetings, approved by Board and signed by Chair 6.4 Individual staff/student matters are always discussed in Public Excluded Session

7. Attend Board meetings and take an active role as a trustee	<p>7.1 Attendance at 80% meetings (min.)</p> <p>7.2 No unexplained absences at Board meetings (More than 3 such absences result in immediate step down) Refer Education Act 1989</p> <p>7.3 Board papers read prior to attending Board meetings</p>
8. Approve major policies and programme initiatives	8.1 Approved and minuted.
9. Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 The Treaty of Waitangi is considered in Board decisions
10. Approve and monitor Personnel policy and procedure. Act as good employers	10.1 Become and remain familiar with employment conditions of organisation, staff contract and Award arrangements
11. Appoint, assess the performance of and nurture the Principal	11.1 Principal's Performance Management System in place & implemented
12. Deal with disputes and conflicts referred to the Board	12.1 Successful resolution of any disputes and conflicts referred
13. Represent the school in a positive, appropriate manner	13.1 Code of Behaviour adhered to
14. Oversee, conserve and enhance the resource base	14.1 Property /resources meet the needs of the student achievement goals
15. Hand over governance to new Board/trustees at election time	<p>15.1 New trustees provided with Governance manual</p> <p>15.2 New trustees fully briefed and able to participate following attendance at an orientation programme</p>
16. Report to and consult with stakeholders	<p>16.1 Regular community newsletters and regular opportunities for community to interact with the Board</p> <p>16.2 Board makes public aware of board meetings</p>

Reviewed at Board Meeting on 2 May 2018

1.2 Trustees' Code of Behaviour

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

- Maintain and understand the values and goals of the school
- Ensure the needs of all students and their achievement is paramount.
- Be loyal to the organisation and its mission
- Promote and lift the profile of the whole school environment and publicly represent the school in a positive manner
- Respect the integrity of the Principal and staff
- Observe the confidentiality of non-public information acquired in their roles as trustees 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
- Ensure that the Board acts collectively as a result of its decisions and that individual trustees do not act independently, including in relation to any interaction with the Principal or staff.
- 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 responsibility
- Ensure that any matters coming before the Board are raised with the Principal and Chairperson to ensure there are no "surprises" at the meeting
- 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 training

Reviewed at Board Meeting on 2 May 2018

1.3 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:

Key Responsibilities	Outcomes
1. Oversee general performance of the Board	1.1 Board performs against its forms of accountability and strategic goals
2. Ensure information about the financial performance of the organisation flows to the Board	2.1 Board remains well-informed about financial performance of organisation
3. Establish and maintain systems for information flows to the Board	3.1 Board receives information on time and has time to comment and have input 3.2 Board has adequate opportunities to have input and make decisions

	3.3 Chair ensures accurate minutes are kept, approved by Board and signed by Chair
4. Attend and chair Board meetings	<p>4.1 Attendance at all meetings (unless chairing responsibility delegated)</p> <p>4.2 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.</p>
5. Make recommendations to Board about prudent management of Board matters	5.1 Recommendations made as necessary
6. Establish and maintain an ongoing working relationship with the Principal	6.1 Regular meetings are held in addition to ongoing liaison
7. Deal with disputes and conflicts referred to the Chair	7.1 As required by the Board's Policy and Procedures
8. Act as Protected Disclosure Officer [see STA Link 2001/01]	8.1 Requirement met
9 Ensure the Principal's Performance Agreement and Appraisal are completed on an annual basis	9.1 Report of Principal's Performance Appraisal tabled at the Board according to appraisal process
10. Report Matters to Community	10.1 Use appropriate channels to report to the community

Reviewed at Board Meeting on 2 May 2018

1.4 Meeting Process

The Board is committed to effective and efficient meetings. Meetings:

- are based on a prepared annual agenda. The agenda preparation is the responsibility of the chairperson. Sufficient copies of the agenda of the open (public) session will be posted on the Board of Trustees notice Board and available at the meeting place for the public.
- are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour
- have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. Decisions by the Board are fully recorded but remain confidential. The Board needs to:
 - Make the reasons for excluding the public clear
 - Reserve the right to include any non-Board member it chooses

1.5 Meeting Procedures

General:

- The quorum shall be more than half the members of the Board currently holding office.
- The Chairperson shall be elected at the first meeting of each calendar year except in the general election year where it will be at the first meeting of the newly elected Board.
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
- Any trustees with pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.
- Only trustees have automatic speaking rights.
- The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.

Time of Meetings:

- Regular meetings commence at 7.30pm and conclude by 10.30pm.
- A resolution for an extension of time not exceeding half an hour may be moved.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Meeting Schedule:

- There will generally be 10 monthly Board meetings held each year.

Special meetings:

- The Board Chairperson may convene additional meetings, if necessary, to address specific issues that may arise.
- A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees currently holding office.

Exclusion of the Public:

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

Public Participation:

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

Motions/Amendments:

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.

Termination of debate:

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

Suspension of Meeting Procedures:

- Standing Orders may be suspended by resolution of the meeting.

Agenda:

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

Minutes

- The minutes are distributed within 10 days of the meeting.

1.6 Meeting Agenda

A typical agenda will be as follows:

FIORDLAND COLLEGE BOARD OF TRUSTEES

A MEETING OF THE FIORDLAND COLLEGE BOARD OF TRUSTEES WILL BE HELD ON XXXXXX, FIORDLAND COLLEGE BOARDROOM, TE ANAU, COMMENCING AT 7.30 PM.

AGENDA

REF	ITEM	TIME	PERSON	PAGE
1.	ADMINISTRATIVE MATTERS	10 mins		
	1.1 Present			
	1.2 Apologies for Absence			
	1.3 Confirmation of Minutes of Previous Meeting (XXXXXX) (<i>circulated previously</i>)			
	1.4 Confirmation of Agenda			
	1.5 Correspondence			
	1.6 Declaration of Interests			
2.	FINANCIAL REPORTS	10 mins		
	2.1 Matters Arising from Previous Meeting			
	2.2 Report of meeting of Finance Committee (XXXXXX) and adoption of report			
	2.3 Approval of Financial Reports to XXXXXX			
	2.4 Completion of Annual Statements/Budget			
3.	CURRICULUM AND STUDENT ACHIEVEMENT & ASSESSMENT REPORTS	20 mins		
	3.1 Triennial Reports (as per Review Cycle) 3.1.1 XXXXXX Department			
	3.2 Student Report			
	3.3 Teaching/Learning Report			
	3.4 Student Support			
	3.5 ICT Report			
	3.6 Student Achievement/Assessment Report			
	3.7 Professional Development Report			

4. STRATEGY		20 mins		
	4.1 Position Analysis			
	4.2 Annual Goals			
	4.3 Strategy Review			
5. EXTERNAL COMMUNICATION / MARKETING		15 mins		
	5.1 Reporting to Parents			
	5.2 Reporting to Community			
	5.3 Reporting to Others			
	5.4 Marketing Report			
6. AUDIT / COMPLIANCE REPORTS		15 mins		
	6.1 Health and Safety Report			
	6.2 Personnel Reports			
	6.2.1 Staffing Report 6.2.2 Employee Appraisals			
	6.3 Property Reports			
	6.3.1 Property & Assets Committee Report 6.3.2 10 Year Property Plan			
	6.4 Policy Review			
	6.5 Other Compliance / Audit Issues			
7. SPECIAL TOPICS AND PROJECTS		15 mins		
	7.1 Board Self-Review Process			
	7.2 Reports back from Ad Hoc Committees			
	7.3 Significant Events/Successes			
8. IN COMMITTEE SESSION (if required)				
9. MEETING CLOSURE		5 mins		
	9.1 Preparation for next meetings - Next Board meeting – XXXXXX - Sub-Committee Meetings			
	9.2 Close			

1.7 Board Review

Trustees

Annually each trustee will evaluate their own contribution to the Board and their individual effectiveness in discussion with the Chairperson. The basis of this review shall be these Governance Policies [in particular the Roles & Responsibilities and the Code of Behaviour].

Chairperson

The Board Chair will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal [with particular reference to the Chairperson's Role from the Governance Policies].

Board

Annually the Chairperson will co-ordinate a review of the effectiveness of the Board of trustees, based on a standard questionnaire (*refer below*). A report will be provided to the Board on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic Plan and Policy Framework.

Board Self-Review Questionnaire

1. Are the school's strategic management systems well developed? How would you know?
2. Does the Board's current strategic plan provide adequate guidance for the future direction of the school?
3. Is the strategic plan focused on school improvement, ie, improved learning outcomes?
4. Are comprehensive achievement-related targets in the plan?
5. Does the Principal's reporting provide sufficient information for trustees to be assured that they are meeting their governance responsibilities as required by the NAGs.
6. Is the Board adequately planning for, and resourcing, ICT development.
7. Are school facilities adequately maintained?
8. Is the Board sufficiently well informed of its responsibility to manage the Principal's performance?
9. Does the Board have a performance management agreement with the Principal?
10. Is the Principal appraised annually, including against the professional standards?
11. Does the Board ensure that a safe working environment is provided?
12. Does the Board meet good employer requirements as required by the State Sector Act?
13. Does the Board work constructively together in the best interests of the school?
14. Does the Board ensure that there is good record keeping (including minutes of the in-committee proceedings)?
15. Is the whole Board involved in the governance of the school consistent with the fact that the whole Board is accountable?

Reviewed at Board Meeting on 27/9/2017

2. GOVERNANCE PROCESSES/PROCEDURES

This section outlines the specific processes used by the Board to carry out its role.

2.1 Committee Principles

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

- are to be used sparingly to preserve the Board functioning as a whole.
- may use non trustees as sources of advice but only trustees can be part of the decision making process.
- 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.
- help the Board (not the administration) do its work.
- 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.
- 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
 - Reporting procedures/schedule
 - Budget

Reviewed at Board Meeting on 6/6/2018

2.2 Delegation to Committees

Education Act 1989, section 66

Under this Section of the Act, the Board has the authority to delegate any of its powers to a special committee of trustees except the power to borrow money.

In any Delegation, the Board should spell out in its minutes the precise powers that are delegated to a committee of trustees whether the number on that committee is one or several. In addition the same delegation motion can name the members or how it will be constituted and it should also be clear as to how far the committee can go. For example, the committee can

- A) investigate and report its 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 it has discovered and have the power to act upon those conclusions then report to the Board what it did.

Any **student disciplinary committee** should always be given Delegation C.

Reviewed at Board Meeting on 6/6/2018

Education Act 1989, Section 66A

Under this Section of the Act, the Board has the authority to delegate power to staff members.

2.3 Principal's Performance Appraisal

It is expected that:

- a. The Chairperson will lead the annual process [as outlined in the Principal's Performance Agreement]
- b. Jointly the Chairperson and Principal will undertake and document the process
- c. The appraisal will include appraisal against the Principal Professional Standards
- d. The appraisal will align with core mission/vision/values of the school, with the strategic & annual goals
- e. The full Board will receive a summary report on the appraisal.

Reviewed at Board Meeting on 6/6/2018

2.4 Complaints Process

Fiordland College

ADVICE FOR PARENTS

What do I do if I have a concern?

If you have a concern and it is a matter involving a teacher, you should firstly try to contact the teacher and discuss the matter with her/him. The best way to do this is to phone (249 7819) the School Office (School Office hours 8.00am – 5.00pm) or write a note to the person concerned. Parents are requested not to contact teaching staff at home unless it is an emergency.

Most teachers will be teaching when you phone and so will not be available to answer your call immediately. If they cannot take your call you should leave a message for the teacher to contact you or make an appointment to see the teacher. You should expect to hear back by the next day. Please ensure you leave information with the school office about the best time to contact you. If you write, please ensure that a contact phone number is included. If you would prefer a written reply, then we will try to reply within three days.

Once your concern has been considered and an answer provided, or an action taken by the school and you are not satisfied that your concern has been adequately remedied, then you may wish to take your concern further.

What if I don't feel able to talk to the teacher concerned or it is about a matter which does not involve a particular teacher?

If your concern is about a matter which you don't feel able to talk about to the teacher directly, or which is about a matter which does not involve a particular teacher, then you have a number of alternatives.

You could phone or write to:

1. Your son/daughter's form teacher (the School Office will be able to tell you who this is).
2. The Head of Department of the subject concerned (if you don't know who this is, the School Office will be able to tell you).
3. The Dean in charge of the Year level of your daughter/son (again, the School Office will tell you who this is).
4. Our Guidance Counsellor.
5. Somebody in the School's Senior Administration -
Principal, Deputy Principal, Assistant Principal

PROCEDURE FOR MAKING A FORMAL COMPLAINT

If you are not satisfied with the outcome and wish to make a formal complaint, here is the procedure you should follow:

1. Write down your complaint, giving details of what it is you are complaining about. Include details of efforts you have already made to resolve the matter. Include your name and contact phone number.
2. If your complaint involves the Principal, you should contact the Board of Trustees Chairperson.
3. Otherwise, take your written complaint to the Principal or another member of the school's Senior Administration if the Principal is absent. Ask for assistance at the School Office if you are unsure how to go about delivering your complaint. If you prefer, you can hand your complaint to a member of the Board of Trustees who will deliver your complaint for you to the Principal. The School Office can tell you how to get in touch with a member of the Board of Trustees.
4. When a complaint is received, the Principal may discuss the matter with you before deciding what further action should be taken. If you want somebody else to accompany you when you discuss the matter you are welcome to do so.
5. The Principal will talk to the person about whom the complaint has been made. The Principal may also interview anybody else who may have had a part to play in the incident or who may have seen what happened. Written statements will usually be taken.
6. The Principal will decide what steps will be taken as a result of the investigation.
7. You will be informed in writing of the outcome of the investigation.
8. Depending on the nature of the complaint, the matter may be referred by the Principal to the Board of Trustees for consideration and action.

9. Your complaint will be treated in confidence. However, in the interests of natural justice, the person about whom a complaint is made must have the opportunity to hear all details about the complaint and to reply to it.
10. If you are not satisfied with the Principal's resolution, you may refer the matter to the Board of Trustees. If the matter is referred to the Board of Trustees, the Board will ask the Principal to prepare a report as well as carry out any investigations as necessary. The matter would then be resolved.

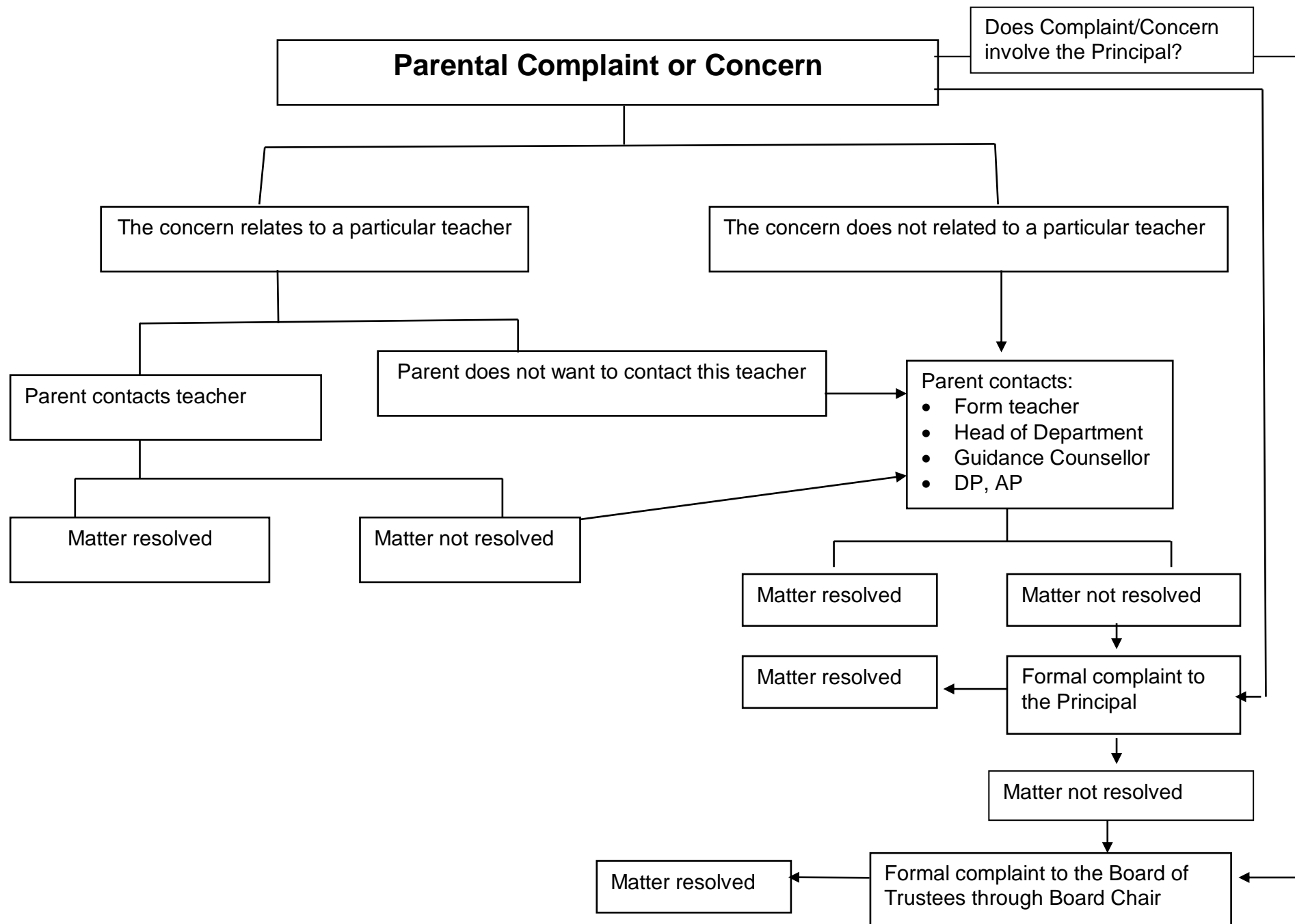
ADVICE FOR STAFF MEMBERS

Staff members who have a concern and/or wish to make a formal complaint, should follow the same general process as outlined above.

Staff members are reminded that they may also avail themselves of the Employee Assistance Programme.

Signed _____ (Chairperson)

Reviewed at Board Meeting on 6/6/2018



FIORDLAND COLLEGE BOARD OF TRUSTEES COMPLAINTS PROCEDURE

Letter of complaint is acknowledged by the Chairperson and the complainant advised of the next steps in the Board process. The letter becomes part of the correspondence that will be dealt with at the next Board meeting while the public is excluded.



Letter is tabled at Board meeting (with the public excluded) and referred to relevant parties for reporting back to the Board. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the Board.



At the meeting of the Board/committee, the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.



Depending on the delegated powers of the committee either it or the Board as a whole comes to a resolution as to how the Board will respond and/or what action will be taken.



The Board's response is communicated to the parties to the complaint. This may be either publicly or confidentially depending on the case.



Any of the parties may request the Board to reconsider its decision. However, normally, for such a reconsideration to take place new information that would have been relevant to the Board's deliberations must be produced.

Reviewed at Board Meeting on 6/6/2018

2.5 Student Disciplinary Process

Resolution for first meeting of the year:

Delegated Authority for Student Discipline Committee

Motion: That the powers conferred on the Board under Sections 16 and 17 of the Education Act 1989 be delegated to the Student Discipline Committee of the Board of Trustees, and the quorum for the Committee shall be three trustees.

Note, however, that it is the Fiordland College Board's intention that the powers conferred on the Board under Sections 16 and 17 of the Education Act 1989 would normally be exercised by the Board as a whole, not as a committee.

Reviewed at Board Meeting on 6/6/2018

2.6 Reporting to Students, Parents and the Community

The Board is committed to communicating to a wide range of stakeholders, using a variety of methods which normally include the following:

- a. School Charter – for the Ministry of Education, school staff, parents and wider school community.
- b. Annual Report – for the Ministry of Education, school staff, parents and wider school community.
- c. Board Minutes – for the Ministry of Education, school staff, parents and wider school community.
- d. Audit reports: both internal (self-review) and ERO Review reports – for school staff, parents, students and wider school community.
- e. Reports to the Māori community, both to those living locally and to the Oraka Aparima Runaka, on Māori student achievement.
- f. Reports to parents and caregivers on the progress of their children. These reports will be in plain language wherever possible.
- g. Weekly School Newsletter – for parents, students, school staff and wider school community.
- h. Other publications including School Magazine and Prospectus and use of Kamar app – for parents, students, school staff and wider school community.
- i. School website – for parents, students, school staff and wider/school community.
- j. Parent Voice surveys – to canvass views of parents.
- k. Student Voice surveys – to canvass views of students.

Reviewed at Board Meeting on 2 May 2018

2.7 Financial Information

a. Auditor Name & Contact Details:

Crowe Horwath, Invercargill
(Micheal Watt)
Ph 03 211 3355
Email: micheal.watt@crowehorwath.co.nz

b. Cheque signatories:

Lynlee Smith
Nigel Humphries
Lena Cahill
Sue Walker
Shaun Cantwell
(2 signatories required)

Reviewed at Board Meeting on 6/6/2018

3. GOVERNANCE EXEMPLARS

3.1 Trustee Register

Approved Number of Elected Parent Representatives = 5

NAME	POSITION	COMMITTEES	ADDRESS	PHONE HOME	PHONE WORK	PHONE MOBILE	EMAIL
Nigel Humphries	Parent Rep		Anchorage Motels, PO Box 37, Te Anau 9640		249 7256	027 286 9074	info@anchorage-teanau.nz
Madeleine Peacock	Parent Rep		P O Box 141, Te Anau 9640, 472 Te Anau/Milford Highway, RD2, Te Anau			027 367 1334	Madeleine.peacock@gmail.com
Fiona McDonald	Parent Rep		26 Cunaris Way, Te Anau 9600	249 4044		027 206 4562	fionamcd@xtra.co.nz
Murray Willans	Parent Rep		1945 Te Anau Mossburn Highway, RD1, Te Anau 9679	249 5051		027 366 5727	Murray.tarn@xtra.co.nz
Katherine Wright	Parent Rep		934 Kakapo Rd, RD2, Te Anau 9679	249 9476		027 635 4033	kdeaker@xtra.co.nz
Christoph Zink	Staff Trustee		11 Chalky Way, Te Anau 9600		249 7819	027 814 8191	c.zink@fiordlandcollege.school.nz
Makenzie Wilson	Student Trustee		144 Kakapo Rd, RD2, Te Anau 9600	249 7553	249 7819	0274 456 850	Makenzie.wilson@fiordlandcollege.school.nz
Lynlee Smith	Principal	Finance Property H & S (ex officio all committees)	P O Box 40, Te Anau 9640	249 4337	249 7819	027 923 7433	l.smith@fiordlandcollege.school.nz
Sue Walker (Not a Board member)	Secretary	Attends and takes minutes of all committee meetings	11 Tom Plato Dr, Te Anau	249 7394	249 7819	0274 999 678	s.walker@fiordlandcollege.school.nz suenoelwalker@gmail.com

3.2 Annual Agenda (Board Self-Review Schedule)

Year 1	2017
Year 2	2018
Year 3	2019

Typical Month	Charter/Strategy (NAG 2)	Curriculum/ Learning Areas (NAG 1)	Governance Policy	Operational Policy	Special Topics
January	Confirm annual goals				Principal's Performance Appraisal
February	Year 1 - 2017 <ul style="list-style-type: none">Review strategic environment		Review Chairperson Role	Year 2 - 2018 <ul style="list-style-type: none">Personnel (NAG 3)	Being a good employer (items as scheduled)
March	Review progress on strategic goals/annual goals	Year 2 - 2018 <ul style="list-style-type: none">Liaison with Māori Year 3 – 2019 <ul style="list-style-type: none">Literacy/Junior School (Reviewers Sm & Hm)	Review Code of Behaviour	Year 2 - 2019 <ul style="list-style-type: none">Reporting to the Board	Reporting to students, parents, community
April		Year 1 - 2017 <ul style="list-style-type: none">Learning Support (Reviewers Nc & Ch) Year 3 - 2019 <ul style="list-style-type: none">Mathematics (incl Numeracy)	Review Roles and Responsibilities		Orientation of New Trustees
May	Year 1 - 2017 <ul style="list-style-type: none">Review values, mission, vision	Year 2 – 2018 <ul style="list-style-type: none">Social Sci (Nc/WI) Year 3 – 2019 <ul style="list-style-type: none">Science (Reviewers Sm & Ps)	Board Self-Review	Year 2 - 2018 <ul style="list-style-type: none">Financial Planning (NAG 4)Financial Conditions (NAG 4) Year 3 - 2019 <ul style="list-style-type: none">Asset protection (NAG 4)	
June No Meeting					

July	Year 1 - 2017 <ul style="list-style-type: none"> Review SWOT Analysis 	Year 2 - 2018 <ul style="list-style-type: none"> EOTC (Reviewers Ca & Ws) Year 3 - 2019 <ul style="list-style-type: none"> Technology 		Year 2 - 2018 <ul style="list-style-type: none"> Recognising Needs of Students Year 3 - 2018 <ul style="list-style-type: none"> Health and Safety (NAG 5) 	Principal's Performance Appraisal
August		Year 1 – 2017 <ul style="list-style-type: none"> Career Education (Reviewers Sm & Pe) 			
September	Year 1 - 2017 <ul style="list-style-type: none"> Review strategic goals 	Year 1 – 2017 <ul style="list-style-type: none"> Health and Well-Being (incl Physical Activity & Recreation Skills) (Reviewers Wn & Rb) Year 2 - 2018 <ul style="list-style-type: none"> Languages (Reviewers Nc & Wd) Year 3 - 2019 <ul style="list-style-type: none"> The Arts 		Legal Responsibilities (NAG 6)	SMT Appraisals
October	Review progress on strategic goals/annual goals				Budget Staff Appraisals Orientation - New Student Trustee
November	Review Mandatory Charter Topics <ul style="list-style-type: none"> National Educ'n Priorities Statement of Achievement Cultural Diversity Procedural Info 	Year 1 – 2017 <ul style="list-style-type: none"> International (Reviewer Sm) Year 2 - 2018 <ul style="list-style-type: none"> English (Reviewers Ca & Ch) Year 3 - 2019 <ul style="list-style-type: none"> Guidance 	Board Self-Review	Preparation and Audit of Annual Accounts	Principal's Performance Appraisal

3.3 Information and Resources

- Useful web sites:
 - www.nzsta.org.nz
 - www.education.govt.nz
 - www.ero.govt.nz
 - www.fiordlandcollege.school.nz
 - www.educationalleaders.govt.nz

- Useful publications and books:
 - NZSTA (eg Trustee Handbook, Trusteeship, STANews, Administrative Advices)
 - ERO (eg Education Evaluation Reports)
 - MoE (eg Education Gazette, Bulletins)

- School-specific information can be found in:
 - Board Minutes for past six months
 - Current Budget
 - Annual Report
 - ERO Report
 - NZQA Examination Results

3.4 Glossary of Terms & Acronyms

asTTle	Assessment Tools for Teaching and Learning
BYOD	Bring Your Own Device
ERO	Education Review Office
EOTC	Education Outside the Classroom
ESOL	English for Speakers of Other Languages
FFI	Future Focused Inquiry
FiNSCoL	Fiordland/Northern Southland Community of Learning
IES	Investing in Educational Success
LPF	Learning Progression Frameworks
MoE	Ministry of Education
NAGs	National Administration Guidelines
NAPP	National Aspiring Principals programme
NCEA	National Certificate of Educational Achievement
NEGs	National Education Guidelines
NZ PPTA	New Zealand Post Primary Teachers' Association
NZQA	New Zealand Qualification Authority
NZSTA	New Zealand School Trustees' Association
PaCT	Progress and Consistency Tool
PB4L	Positive Behaviour for Learning
PLD	Professional Learning and Development
PN	Principal's Nominee (NZQA)
PRT	Provisionally Registered Teacher
STAR	Secondary Tertiary Alignment Resource
TER	Teacher Education Refresher
TLIF	Teacher Led Innovation Fund