

B1. Board roles and responsibilities policy

Outcome statement

The board is focused on governance that; fosters and supports the ongoing improvement of student progress and achievement; ensures that the school is a safe and inclusive place for all students and staff; that the special Seventh-day Adventist character of the school is preserved and actively promoted, and gives effect to Te Tiriti o Waitangi.

Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked.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

Delegations

Accountability rests with the whole board, with no individual board member or committee having decision-making authority unless it has been delegated and documented. All sub delegations are approved by the board, as are revocations.

Expectations and limitation

| Board actions | | Standards |
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| 1. Sets the strategic direction and long-term plans and monitors the board's progress against them. | 1.1 | The board leads the annual charter/strategic plan review process |
| | 1.2 | The board sets/reviews the strategic aims annually |
| | 1.3 | The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education and the proprietors by 1 March each year |
| | 1.4 | Regular board meetings include a report on progress towards achieving strategic aims |
| | 1.5 | The charter/strategic plan is the basis for all board decision making |
| 2. Monitors and evaluates student progress and achievement, including students with differing needs. | 2.1 | The board approves an annual review schedule covering curriculum and student progress and achievement reports |
| | 2.2 | Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success |
| | 2.3 | Information reported to the board is thoughtfully discussed, critiqued and challenged |
| | 2.4 | Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities |
| 3. Ensures that the school is a safe place for all students and staff. | 3.1 | Special character is considered in all board decisions |
| | 3.2 | The board ensures the special Seventh-day Adventist character of the school is upheld and monitored by the proprietor's appointees |
| | 3.3 | Manifestation of the special character is included in the proprietor's report presented at board meetings once a term |
| | 3.4 | All reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination |
| | 3.5 | Students' rights under the Education & Training Act 2020 , the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured |
| 4. Ensures the school gives effect to Te Tiriti o Waitangi | 4.1 | Plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori |
| | 4.2 | All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori |
| | 4.3 | Māori students achieve equitable outcomes |
| Protects the special character of the school | 5.1 | Special character is obviously considered in all board decisions |
| | 5.2 | Special character report is included at every board meeting as part of the principal's report |
| 5. Appoints, assesses the performance of and supports | 6.1 | Principal's performance management system is in place and implemented |

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| the principal. | | |
| 6. Approves the budget and monitors financial management of the school. | 7.1 7.2 | Budget is approved by the first meeting each year Satisfactory performance of financial management against budget is in evidence |
| 7. Effectively manages risk. | 8.1 8.2 8.3 8.4 | The board has an effective governance model in place The board remains briefed on internal/external risk environments and takes action where necessary The board identifies trouble spots in statements of audit and takes action if necessary The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action |
| 8. Ensures compliance with legal requirements. | 9.1 9.2 9.3 9.4 9.5 9.6 | New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of board members New and continuing members are kept aware of any changes in legal and reporting requirements for the school The board seeks appropriate advice when necessary Accurate minutes of all board meetings are approved by the board and signed by the presiding member Individual staff/student matters are always discussed in public-excluded session Board meetings have a quorum (more than half of the board members presently holding office) |
| 9. Ensures board members attend board meetings and take an active role. | 10.1 10.2 10.3 10.4 | Board meetings are effectively run Members attend board meetings having read board papers and reports and are ready to discuss them Attendance at 80% of meetings (minimum) No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education & Training Act 2020, schedule 23, clause 12 (1) (c)) |
| 10. Approves major policies and programme initiatives. | 11.1 11.2 | The board approves programme initiatives as per policies The board monitors implementation of programme initiatives |
| 11. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer. | 12.1 12.2 12.3 12.4 | The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements) The board ensures there are personnel policies in place and they are adhered to (code of behaviour) The board ensures there is ongoing monitoring and review of all personnel policies The board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme) |
| 12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures. | 13.1 | Successful resolution of any disputes and conflicts referred is achieved |
| 13. Represents the school in a positive, professional manner. | 14.1 | Code of conduct is adhered to |
| 14. Oversees, conserves and enhances the resource base. | 15.1 | Property/resources meet the needs of the school's aims |
| 15. Effectively hands over governance to new board members at election time. | 16.1 16.2 16.3 16.4 | New board members are provided with induction and a copy of the board's governance manual New board members are fully briefed and able to govern following attendance at an orientation programme Appropriate delegations are in place as per the Education (School Boards) Regulations 2020, regulation 8 Board and board members participate in appropriate ongoing professional development |

Procedures/supporting documentation

- Strategic Plan
- Annual Plan
- Proprietor's handbook for NZ Adventist School Board
- School governance policies
- School Deed of Integration Agreement

Monitoring

- Analysis of variance
- Audit report
- Principal's report
- Proprietor's report

Legislative compliance

[Education & Training Act 2020](#)

[Education \(School Boards\) Regulations 2020](#)

[Human Rights Act 1993](#)

[New Zealand Bill of Rights Act 1990](#)

[Employment Relations Act 2000](#)

[Public Service Act 2020](#)

[Privacy Act 2020](#)

Reviewed: September 2022

Next review: September 2025
