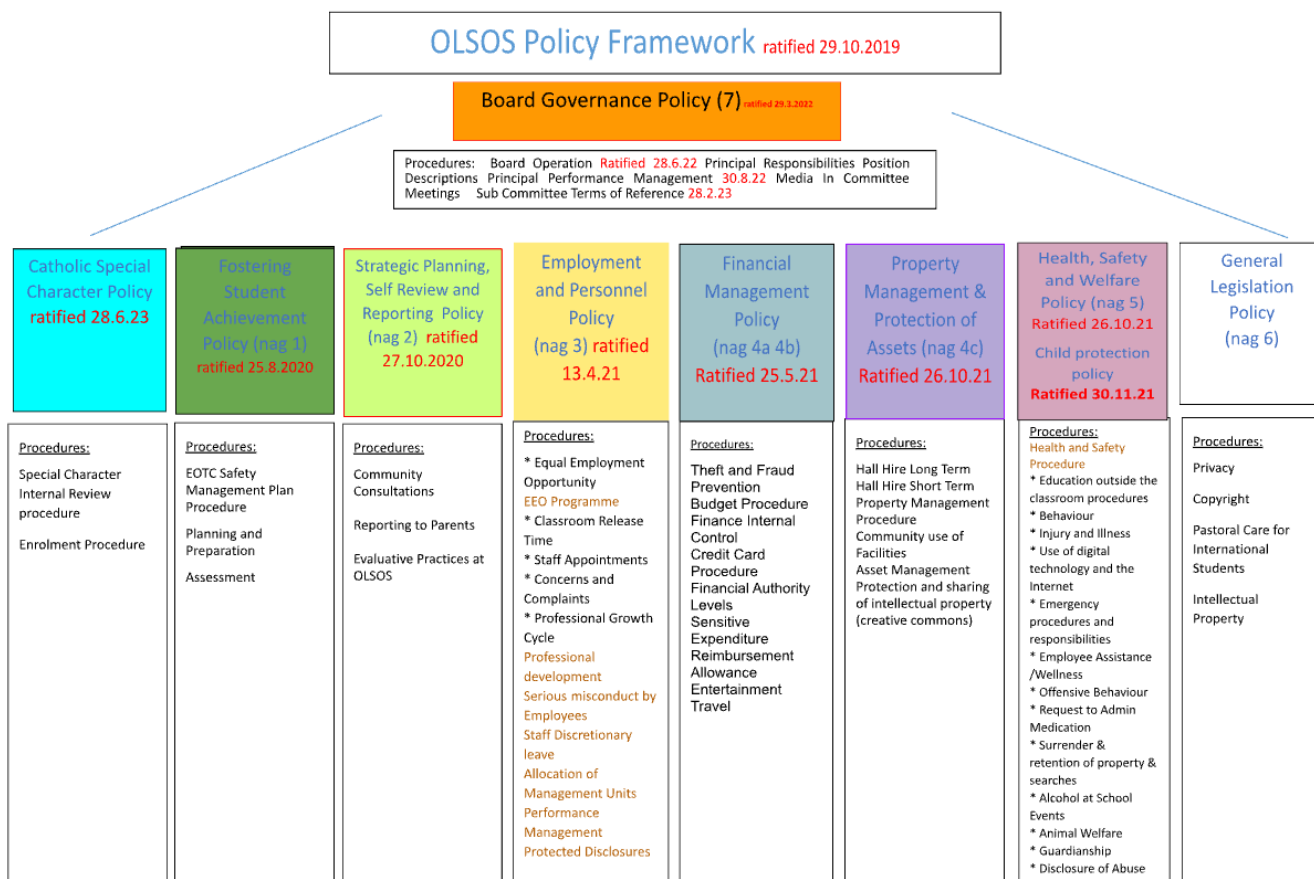




Our Lady Star of the Sea School
He Whetu o te Moana

Policy Framework
2023

The following documentation outlines the board's governance framework and is aligned with the school's Strategic Plan



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Introduction

The board of trustees of Our Lady Star of the Sea School is focused on safeguarding the Special Character of the school, providing a safe environment, ongoing improvement of student progress and achievement within an environment that provides inclusive education.

To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

The following are the board's agreed governance and management definitions which form the basis upon which both the working relationships and the board's policies are developed.

Governance	Management
<p>Safeguarding the schools Special Character, providing a safe environment and the ongoing improvement of student progress and achievement is the board's focus.</p> <p>The Board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The Board and Principal form the leadership, with the role of each documented and understood. The Principal reports to the Board, as a whole, with committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The Board is proactive rather than reactive in its operations and decision-making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the Board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p>

Special Character Our Lady Star of the Sea School

The school shall be governed to ensure that the policies and practices of the school reflect the Special Character as defined in the Integration Agreement.

- a. To bring together all facets of school life in light of Catholic belief and tradition.
- b. To facilitate a genuine and ongoing encounter with Christ for all members of the OLSOS community.
- c. To bring about an awareness that we are all called to model, reflect and live the values and virtues of the Gospel.
- d. To nurture and encourage, in each day, our Mercy and Mission charism in all members of the OLSOS community.
- e. To instil a sense of pride in the traditions and heritage of the Catholic Church through encouragement to participate in the life and worship of parish and school.
- f. To promote the integration of our Special Character in all curriculum areas.
- g. To promote professional development in Religious Education and Special Character.

In order to carry out effective governance of the school the Board has developed the following policies and procedures:

Part 1



Our Lady Star of the Sea School

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as Mary in all things God has chosen us to do

Governance Policy

Vision

Our Lady Star of the Sea Catholic school community:
Confidently living, learning and serving with Jesus as our Guide

Ko te tirohanga tēnei, o te whānau whānui o te Kura Katorika o Whetu o te Moana.

Me noho māia i te ao mārama, me mahi tahi ki a Ihu tō mātou kaiārahi.

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

The Board of Trustees (The Board) primary objective is to ensure that every student at the school is able to attain their highest possible potential and that the special Catholic character of the school is promoted, safeguarded and strengthened. The Board is the Crown entity responsible for the governance of the school, including setting the strategic direction for the school and the policies by which the school is to be controlled and managed.

Accordingly the Board will:

1. Promote, safeguard and strengthen the school's special Catholic character, guided by our Mission and Mercy charisms, our vision, mission and our values (Service *Awhina*, Respect *Manaaki*, Justice *Tika*, Resilience *Ngawari*, Courage *Maia*)
2. Honour and promote the principles of the Te Tiriti o Waitangi.
3. Hold regular structured Board meetings that are efficient and effective and follow the agreed Board work plan.
4. Support the Principal's core business (Nag 1-3) by being proactive, informed and involved.
5. Ensure the school functions effectively in all areas (Nag 4-6).
6. Conduct robust self review and undertake the necessary professional development to address skill and knowledge gaps.
7. Be a good employer.
8. Through an effective self-audit programme, the Board measures the performance of the school against the strategic plan and monitors the Principal's performance through a robust annual Principal Appraisal and Development Plan.
9. The Principal is the Board's chief executive in relation to the school's Special Character, control and management. The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must promote, safeguard and strengthen the Special Character of the school ensuring compliance with both the Board's policy framework and the law of New Zealand.

The **Procedures** and **Documents** that support this policy are:

Key Procedures	Documents/ Legislation
Board Operations Procedure	Education Act 1989
Principal Responsibilities Procedure	Crown Entities Act 2004
Annual Action Plan Procedure	National Administration Guidelines
In Committee Meeting Procedure	National Education Guidelines
Principal's Performance Management Procedure	Local Government and Official Information and Meetings Act 1987
Position Descriptions - Chairperson; Special character; Staff Trustee; Finance	Official Information Act 1982
Media Procedure	Human Rights Act 1993
Sub Committee Terms of Reference Procedure	Privacy Act 1993
	Public Records Act 2005
	State Sector Act 1988
	Code of Ethics for Staff and Boards of New Zealand Catholic Schools February 2014

Board Chair _____ Date _____

Principal _____ Date _____

- Signed copy on site.



Our Lady Star of the Sea School

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Board of Trustees Operations Procedures

1. **Trustees' Code of Conduct** (Source: NZSTA template with some amendments)

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

Trustees will:

1. Ensure the needs of all students, their Catholic faith development and their achievement is the Board's primary focus.
2. Be loyal and committed to the mission, values and goals of the school, to serving all its members and cooperating in building our Catholic educational community.
3. Participate fully in the Board's ongoing work by attending meetings and accepting the accountability of being a trustee.
4. Respect the integrity of the Principal and the staff.
5. Be diligent and attend Board meetings prepared for full and appropriate participation in decision making.
6. Respect the principle of 'collective responsibility'. Recognise that the Board works as a whole and individuals can not independently work or speak on the Board's behalf when interacting with the Principal, the staff, or the wider community.
7. Carry out responsibilities as delegated by the Board.
8. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board.
9. Disclose and manage any conflicts of interest.
10. Respect the principles of personal and collective privacy. [Privacy Act 2020 and the Privacy Principles](#)
11. Recognise the Presiding Member's (chairperson) role, or their written delegate, in:
 - a. presiding over Board meetings and providing a casting vote where necessary;
 - b. speaking on behalf of the Board.

12. Make quality decisions that are achieved through, and supported by, establishing consensus, acting collectively and being evidence driven.
13. Assist in communication with, and consultation of, the school community (students, staff, parents and other community stakeholders.)
14. Take advantage of opportunities for capacity building and be available to undertake professional development.
15. Continually participate in self-review of the Board's performance in line with the self review policy.
16. Publicly represent the school in a positive manner.
17. Observe the confidentiality of non-public information acquired in their role as trustees and not disclose, to any other persons, such information.

2. Meetings

The Board is committed to effective and efficient meetings.

The Sixth Schedule of the Education Act 1989 and Part 7 of the Local Government Official Information and Meetings Act 1987 (LGOIMA) set out certain requirements for board meetings. For ease of reference, key legislative requirements are included here and cross referenced.

1. Appointment of Presiding Member – the Board will appoint a Presiding Member (chairperson) at the Board's first meeting in any year, unless it is an election year, in which case it must be at the first meeting held after the election [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S41](#)
2. Frequency of meetings – the Board aims to meet monthly on the last Tuesday of each month. The Board must meet no later than 3 months after its previous meeting [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S40:1](#)
3. Time of meetings – meetings typically commence at 6.30 pm with a goal of completion by 8:30 pm.
4. Agenda / pack –
 - a. Board members are to notify the Presiding Member of any agenda items the week prior to the Board meeting and no later than the Friday of the week before the meeting. Late items will only be accepted with the approval of the Board and in rare circumstances where the decision is urgent.
 - b. the Presiding Member and his/her deputy will prepare the agenda and Board pack and circulate these at least 48 hours prior to any meeting (e.g.

typically on the Friday prior to Tuesday evening meetings).

- c. a typical agenda is set out at **Appendix A** to these Procedures;
- d. all reports are taken as read and any specific questions requiring further information and/or a detailed response are to be directed to the person responsible for the report before the meeting. Discussion related to reports tabled takes place at the meeting.

5. Minutes –

- a. the Principal and or the Presiding Member are to ensure secretarial services are provided to the Board. If paid secretarial services are required the Board will meet these costs.
- b. the draft minutes are to clearly show resolutions and action points and who is to complete the action. The draft minutes will be distributed within 10 days of a meeting to the Presiding Member and/or their Deputy and the Principal and then available on BoardPro to the whole Board.
- c. In-committee minutes will be shared in hard copy at the next face to face meeting for viewing, amending and ratification. In committee minutes will be kept securely at the school office (e.g. in a locked cabinet in the Principal's office).

6. Apologies / absences – trustees who miss three meetings in a year, without the Board's prior leave, may be removed from their trustee role. An apology is not prior leave. To obtain prior leave, the trustee must request leave from the Board at a meeting and the Board must make a decision on the request.

7. Quorum – more than half the trustees currently holding office [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S40:12a](#)

8. Technology – meetings can be in person or by means of audio, audio and visual, or electronic communication provided that all trustees who wish to participate in the meeting have access to it and a quorum can simultaneously communicate with each other throughout the meeting. [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S40:12b](#)

9. Presiding Member's absence – the Presiding Member will preside if present. Otherwise their Deputy or a trustee (not being the principal or a staff representative) appointed by the Board at the meeting shall preside [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S40:5b](#)

10. Motions/amendments –

- a. all motions and amendments moved in debate must be seconded unless

moved by the Presiding Member;

- b. motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting;
 - c. no further amendments may be accepted until the first one is disposed of;
 - d. the mover of a motion has a right of reply;
 - e. a matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.
11. Majority decisions - every question before the Board will be put to an open vote and decided by a majority of the votes cast on it by trustees present. [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S40.6](#)
- a) Should a decision vote need to be made between meetings, they can be done electronically; however, to be passed all electronic resolutions must be unanimous. Such decisions must be minuted at the next Board meeting. [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S40.12](#)
12. Casting vote – the chairperson has a casting vote, in addition to his/her deliberative vote [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S40.7](#)
13. Conflict of interest – a trustee who has a pecuniary or any interest in any matter or any interest that may reasonably be regarded as likely to influence him/her is to be excluded from any part of the meeting and any decision relating to the matter [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S40.8](#)
14. Public participation:
- a. The Board will communicate, typically in newsletters and on the school's website, the time and location of meetings [Local Government Official Information and Meetings Act 1987 No 174 \(as at 12 April 2022\), Public Act S46](#)
 - b. The Board meeting is a meeting held in public rather than being a public meeting
- All meetings are open to the public. Only Trustees have automatic speaking rights. Public participation is at the discretion of the Board. See Public attending Board meeting procedure which is made available to participants prior to the meeting. [Local Government Official Information and Meetings Act 1987 - S49](#)
- c. The Board may, by resolution, exclude the public from the whole or part of a meeting in certain circumstances (e.g. the Board goes 'in committee' typically to protect privacy or commercial sensitivity) [Local Government](#)

[Official Information and Meetings Act 1987 No 174 \(as at 12 April 2022\), Public Act 48](#) The wording to be used in a motion to exclude the public is set out in schedule 2A LGOIMA [Local Government Official Information and Meetings Act 1987 No 174 \(as at 12 April 2022\), 2A Resolution to exclude the public](#)

d. The Presiding Member or his/her delegate may in certain circumstances require a member of the public to leave a meeting in the interests of maintaining order [Local Government Official Information and Meetings Act 1987 No 174 \(as at 12 April 2022\), Public Act S48](#)

e. Minutes, except 'in committee' minutes, are publicly available and will typically be posted on the school's website once ratified at the next meeting. [Local Government Official Information and Meetings Act 1987 S51](#)

15. Special meetings – a special meeting may be called by delivery of notice to the chairperson signed by at least one third of trustees.
16. Retreat – the Board aims to attend a Special Character retreat once a year as a group.
17. Suspension of meeting procedures – the Board may suspend or alter any non-legislated procedures by resolution.
18. When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.
19. The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.
20. When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion. As part of the discussion, the Board will agree on the timeframe that the item will appear on a subsequent agenda.
21. Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

3. Board committees

1. The Board may delegate any of its functions or powers (other than any functions or powers specified in the Education Act 1989 as not being capable of delegation or the general power of delegation) by resolution and written notice to:

- a. a trustee or trustees; or
- b. the principal of any other employee or employees, or office holders of the Board; or
- c. a committee consisting of at least 2 persons, at least 1 of whom is a trustee [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S17](#)

2. Terms of reference for a Board committee may include:

- a. Purpose – to monitor, support and review on the Board’s behalf;
- b. Responsibilities - to provide and report information and recommendations that will assist the Board in making evidence based decisions;
- c. Review – annually, the Board will review the committee’s purpose, process and procedures to determine effectiveness and continuation.

4. Delegations

Clause 17 of Schedule 6 of the Education Act 1989 sets out how and to whom the Board may delegate its functions or powers. [Education Act 1989 No 80 \(as at 01 August 2020\), Public Act S17](#)

The Board will maintain a schedule of any delegations. An example schedule is at Appendix C to these Procedures. As a matter of good practice, the Board aims to review its delegations annually or at least following any election.

5. Policy Review

- 1. The Board aims to review each of its policies cyclically within a three year period.

6. Board Self Review

- 1. See Evaluative Practices at OLSOS document for Board Review components: [Evaluative Practices at Our Lady Star of the Sea](#)
 - a. The performance of the board is measured by the outcomes from:
 - i. triennial strategic review programme
 - ii. the annual report
 - iii. annual Principal’s professional growth cycle
 - iv. The Education Report Office (ERO) report
 - v. Catholic Special Character Review

- 2. Annually, the Board of Trustees will undergo its own performance self review in

the following ways:

- a. Trustees – annually each trustee will evaluate their own contribution to the Board and their individual effectiveness in conjunction with the Presiding Member. The basis of this review will be the Board's Governance Policy and Procedures.
- b. Presiding Member – the Presiding Member will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal.
- c. Board – annually the Presiding Member will coordinate a review of the effectiveness of the Board of trustees.

APPENDIX A

AGENDA

Typical Meeting Agenda

Our Lady Star of the Sea School
Board of Trustees Meeting Agenda
Held Tuesday 1 July 20XX 6.30 P.M

1. PRAYER
2. ADMIN
 - a. PRESENT
 - b. APOLOGIES
 - c. DECLARATIONS OF INTEREST
 - d. MINUTES OF THE PREVIOUS MEETING
 - e. CORRESPONDENCE
3. STRATEGIC REVIEW - REPORTS ATTACHED
4. PRINCIPAL AND MANAGEMENT REPORTS
 - a. PRINCIPALS REPORT ATTACHED

- b. SPECIAL CHARACTER ATTACHED
- c. FINANCE REPORT ATTACHED
- d. POLICY REVIEW - DRAFT POLICY ATTACHED
- e. PARISH REPORT ATTACHED

5. OTHER BUSINESS

6. IN COMMITTEE REPORT

7. CLOSE MEETING

Next Board Meeting _____



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Principal Responsibilities Procedure

The Principal is the professional leader of the school and the Board's chief executive working in partnership with the Board of Trustees.

The Principal is responsible for overseeing the implementation of Board policy and has complete discretion for the day to day administration and management of the school.

The Principal will ensure that the Board is informed and supported in its work. In particular the Principal will:

1. Uphold the Special Character of the School.
2. Provide information in a timely, accurate and understandable fashion, addressing the various issues to be monitored by the Board.
3. Provide financial reports that make clear significant trends and data relevant to agreed benchmarks and Board agreed measures.
2. 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 policies are based.
3. Use resources efficiently and effectively and preserve assets, both financial and property.
4. Employ staff as per the appointments procedure.
5. Engage with the South East Christian Kahui Ako and inform the Board of progress.
6. Inform Board members when for any reason there is actual or anticipated non-compliance with a Board policy.
7. Provide a wide range of views and perspectives when gathering information for fully informed Board choices.



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Principal's Performance Management Procedure

1. The Board is to provide clear guidelines for Principal's Appraisal that:
 - a) Recognise the need for the Principal and Board to work closely in developing the Principal's Performance Agreement and Appraisal process.
 - b) Ensure that expectations and requirements fit within the parameters of the Principals' Collective Employment Agreement (CEA) [Primary Principals' Collective Agreement 2019-2022](#)
 - c) Ensure that expectations and requirements fit within the parameters of the Teachers Council
2. The basis for the annual appraisal is the Principal's Performance Agreement in which key components are:
 - a) Collective Employment Agreement (CEA).
 - b) Job Description: Performance expectations will be summarised and documented in the Principal's Job Description that sets out key tasks and expected outcomes as a Special Character School. Appraisal associated with the job description will be conducted annually.
 - c) Professional standards: These will measure important knowledge, skills and attitudes that all principals should be able to demonstrate, with respect to professional leadership, staff management, financial and asset management, strategic management, relationship management and statutory reporting requirements.
 - d) Outline progress and achievement in student learning with analysis commentary
 - The progress and achievement of all students by cohort, gender, ethnicity twice yearly.
 - Comparison of improvement of student learning across cohorts, year on year.
 - Identification and analysis of groups that are disproportionately represented in data, with intervention information and outcomes presented.
3. General operating mechanisms inherent in the management of the Principal's performance are:
 - a) The Board, through the Presiding Member, shall ensure that all legal and contractual requirements to this policy are met, and that the annual budget

will set aside appropriate provision to enable the process to be satisfactorily conducted.

- b) The Principal, in consultation with the Presiding Member is responsible for developing their annual goals in line with the professional standards, job description and strategic plan, so as to continue their own professional growth.
- c) The Principal must belong to a Professional Learning Group (PLG) with other Principal colleagues. This group meets regularly (at least once a term) to...
 - evidence their goals
 - seek support in the enactment of such goals
 - to keep up to date with new initiatives
 - spend time in collective inquiry.
- d) The PLG, as a group, will facilitate the OLSOS Principal to evidence ongoing progress towards identified goals which is shared with the Presiding Member at least once a term.
- e) At the conclusion of the annual PLG cycle the Principal endorser (nominated member of the PLG group) creates an annual summary as part of the documentation which is shared with the Presiding Member at a summary meeting.
- f) The Presiding Member shall share with a Board a summary of the professional growth and the goals attained at the conclusion of the professional growth cycle period. This summary will be tabled and discussed "In Committee" at a Board meeting.
- g) A Principal (the Endorser) from the PLG, selected by the OLSOS Principal, will sign off the three yearly registration of the OLSOS Principal when it is due and inform the Presiding Member that they have done so.
- h) Should the Board, through the Presiding Member and/or the Principal, determine the need to use the services of an external appraiser independent of the Principal Professional Learning Group (PLG), the Principal will be consulted as to the final selection.
- i) In the event of a dispute related to the appraisal process or its results, an independent arbitrator agreed to by all parties would be called upon to mediate. In such an event, the principle of natural justice will apply. Ultimately the Board will have responsibility for any final decision.

Supporting Documentation:

[Draft Principal / Tumuaki Professional Growth Cycle from June 2022 Louise Campbell](#)
[The Professional Growth Cycle for Principals, Tumuaki and ECE Professional Leaders](#)
[March 2022](#)



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Sub Committee Terms of Reference Procedure

Purpose:

To monitor, support and review on behalf of the Board.

Committee Members:

Up to three Board members, which may include the Chairperson and representatives from the school management team including the Principal.

Duties and Responsibilities:

To provide and report information and recommendations that will assist the Board in making evidence based decisions at their monthly meetings.

May take and circulate minutes to the Board for presentation at the next Board meeting, or present a verbal report at the next Board meeting. Delegations/committees must be specifically withdrawn once the need has concluded.

Review:

Annual review of the sub-committee's meeting purpose, process and procedures will occur to determine effectiveness and continuation.



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Attendance of the General Public at Board and Board Committee Meetings Procedure

(from Ron Mulligan NZSTA Helpdesk March 2006)

1. Board meetings are meetings held in public, they are not public meetings. Members of the Board's staff are entitled to attend Board and Board Committee meetings as members of the public. They have the same rights and are subject to the same restrictions as any other member of the public.
2. In respect of meetings of the Board of Trustees or Committees of the Board, members of the public are:
 - Entitled to know in advance when and where meetings are to be held;
 - Entitled to copies of the Agenda in advance of the meeting. This includes copies of all written reports and other documents that are relevant to matters to be discussed in open meeting;
 - Entitled to attend the meeting to watch and listen;
 - Entitled to take notes;
 - Not entitled to take part in the meeting by word or action;
 - Required to leave the meeting if the Chairperson believes, on reasonable grounds, that the member of the public's behaviour is likely to prejudice the orderly conduct of the meeting;
 - Likely to be removed by a constable at the request of the Chairperson if they are disruptive and do not comply with the Chairperson's instructions when an effort is being made to maintain order in the meeting room;
 - Not entitled to communicate with the Trustees during the meeting unless the trustee leaves the meeting (and preferably the room to cause the minimum disruption to the meeting);
 - Required to leave the meeting room when the meeting goes "in committee";
 - Entitled to return to the room when the meeting comes "out of committee".
3. Any Board of Trustees wanting further clarification or advice on any of the above should contact the NZSTA National Office helpdesk on 0800 782 435. STA News Volume 3 Number 8, Issue 49, September 1994.

Public speaking at Board meetings

The public, including parents of the children at the school, have no automatic right to speak at Board meetings.

To encourage community involvement in school affairs the Board will set aside time for people to address the Board on matters which are on the Agenda under the below clear ground-rules:

- A member of the public must seek permission to speak from the Board Chair at least 24 hours prior to the Board Meeting.
- The public shall talk only on matters which are on the Agenda for that meeting;
- Speakers shall be restricted to a maximum of three minutes each, with a time limit of fifteen minutes altogether per agenda item;

- Speakers are not to question the Board, and must speak to the topic;
- Board members are not to address questions or statements to speakers;
- Speakers shall not be disrespectful, offensive or make malicious statements or claims;
- If the Chairperson decides a speaker is any of those or has gone over time the Chair can order a speaker to stop and sit down.

Receiving deputations

In these cases there may be matters which are not on the Agenda but the subject shall be advised to the Chairperson in advance.

- Unless otherwise decided, no more than two members of a deputation shall address the Board.
- After the speakers have been heard they may be questioned about pertinent matters but Board members shall not react in any other way until submissions have been heard and all questions answered.

Receiving petitions

In these cases there may be matters which are not on the Agenda but the subject shall be advised to the Chairperson in advance.

- Petitions should be no longer than 500 words.
- If a Board member is presenting a petition on behalf of petitioners they should confine themselves to the reading of the petition and the statements of the parties from which it comes and the number of signatures attached to it.



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Wording for Excluding the Public from a Board of Trustees meeting

General Wording

I move that the public be excluded for Agenda items pursuant to Section 48 of the Local Government Official Information and Meetings Act. The reason being to discuss a matter of and the ground is

(If the matter to be discussed is personnel the ground is to protect the privacy of the individual. If the matter to be discussed is the selection of a tender the ground is the matter is commercially sensitive).

Wording for discussing who to appoint to fill a casual vacancy

I move the public be excluded for Agenda item pursuant to Section 48 of the Local government Official Information and Meetings Act. The reason being to discuss the matter of Board of Trustees personnel and the ground is to protect the privacy of individuals.

Wording for discussing a personnel (staff) matter

I move that the public be excluded for Agenda item pursuant to Section 48 of the Local Government Official Information and Meetings Act. The reason being to discuss a matter of personnel and the ground is to protect the privacy of individuals.

Wording if a member of the public (in the matter to be discussed with the public excluded) is to remain due to their expertise in that matter

I move that (field of expertise) be permitted to remain at this meeting after the public has been excluded, whilst the Board discusses a matter because his/her knowledge on the matter to be discussed will assist the Board.

For example, if the Board was discussing a personnel matter the resolution would be "I move that Eric Woodward (NZSTA Industrial Adviser) while the Board discusses a personnel matterassist the Board."

If the Board was considering selecting the tender for the construction of a new school hall the resolution would be: "I move that Joe Bloggs (professional adviser on the construction of buildings while the Board decides on who the successful tender for the construction of the new school hall will beassist the Board.



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Terms of Reference - Board Presiding Member (formerly known as Chairperson)

Purpose of Position:	The Our Lady Star of the Sea School Board is effectively led Provide leadership and guidance to enable the Board to meet its obligations, plans and set targets.
Reports to:	Reports to the Board
Term of position:	1 year. Elections to be held at the first Board meeting each year. In triennial Board election year this shall also be at the first meeting of the new Board.
Meeting requirements:	Set the agenda and prepare required information. Chair all Board meetings.
Portfolios:	At the discretion of the Board
Key Tasks	
<ul style="list-style-type: none"> • Safeguard the integrity of the; <ul style="list-style-type: none"> - Catholic Special Character of the School. - Board's processes • Effectively organise and preside over Board meetings. Ensuring that such meetings are conducted in accordance with the Education & Training Act 2020, The Sixth Schedule related to State Integrated schools, Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any board policies and protocols • Ensure decisions are made for the common good of the school, it's students and staff • Oversee all Board activities to completion • Be the spokesperson for the Board. Representing the board to the school, wider community and agencies such as the proprietor and/or their agent, the MOE and ERO, always reflecting the Catholic dimension of the school • Work with proprietor's appointees to ensure good communication with the proprietor • Provide leadership to the Board in understanding their role, responsibility and accountability, developing the Board as a respectful, cohesive team. • Ensure each board member has a full and fair opportunity to be heard and understood by other members of the board • Ensure the Code of Ethics for Staff and Boards of New Zealand Catholic Schools (NZCEO 2014) and the Board's Code of Conduct is understood by Board members (including self), signed annually and adhered to. • Provide appropriate support to the Principal through regular meetings. To establish and nurture a positive professional working relationship with the principal. • Act within board policy and delegations at all times and not independently of the board. • Ensure that board governance is guided by the principles of Catholic Social Teaching particularly the dignity of the human person and the common good • Ensure that the School is implementing the National Education and Learning Priorities • Oversee the development and implementation of the school's Strategic Plan and Annual Action plan. • Ensure that the Board has a rigorous policy and process of Self-Review. 	

- Enact Board internal review processes as agreed in policy
- Welcome new members and lead new trustee induction within two months of the election of a new member, ensuring disclosure of any conflicts of interest is made
- Budget for and fund opportunities for the training of trustees.
- Provide updates to the community after each Board meeting via the school newsletter.
- Present a report to the Board and School Community each year.
- Be the official signatory of the annual accounts.
- Ensure Subcommittees are undertaking their defined roles effectively
- Ensure Principal performance agreement and review is carried out annually.
- Ensure that appropriate documentation is filed for official agencies to view.
- Ensure concerns and complaints are dealt with according to the schools concerns and complaints procedure.
- Ensure any potential or real risk to the school or its name is communicated to the Board.
- Develop a personal understanding of the nature and goals of Catholic education and Religious Education
- Positively promote the school in the eyes of the community.
- Abide by the Board code of conduct including regularly attending staff trustee training offered by NZSTA and/or CDA

Procedures / Supporting documentation

Governance policies and protocols

Board code of conduct

School delegations list

[Code of Ethics for Staff and Boards of New Zealand Catholic Schools](#)

[Principles of Catholic Social Teaching](#)

[Catholic Education of School Age Children \(NZCBC, 2014\)](#)

[He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand](#)

[The Declaration of the Proprietors of Catholic Schools in Aotearoa New Zealand on the Essential Characteristics of Authentic Catholic Education](#)

[Handbook for Certification in Catholic Special Character and Religious Education for Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand \(National Centre for Religious Studies, 2014\)](#)



Our Lady Star of the Sea School

Let us breathe the Spirit of Mary in all we do; to think, judge, feel and act in as
Mary in all things God has chosen us to do

Terms of Reference Special Character Subcommittee

Purpose of Position:	To safeguard and strengthen the Catholic Special Character of the school
Reports to:	Board
Term of position:	By appointment from the Proprietor until resignation
Meeting requirements:	Termly (x2) related to internal and external review goals.
Portfolios:	Special Character and maintenance of Proprietor owned school assets
Special Character Committee Chair	<ul style="list-style-type: none"> ▪ Plan and convene monthly meetings, outside of the Board meeting, complete with an agenda and required information ▪ Act as a channel of communication between the school, the Bishop and/or the Proprietor
Committee Members Role	<p>Ensure the Proprietors views are considered in all Board decisions</p> <p>Work alongside the DRS and Principal to carry our recommendations from internal and external reviews</p> <p>Monitor compliance against the requirements of the school's Integration Agreement. Prepare and present a report in writing to the Proprietor annually on the growth and development of the Special Character, the compliances and other information as requested and the annual self review</p> <p>Further develop the close relationship between the school and the Parish community</p> <p>Support all Board members to grow their understanding of their role to strengthen Catholic Special Character within the school</p> <p>Ensure the property of the school is kept in good order and repair on behalf of the Proprietor through an annual report from the Principal</p> <ul style="list-style-type: none"> • Positively promote the school in the eyes of the community. • Abide by the Board code of conduct including regularly attending staff trustee training offered by NZSTA and/or CDA
Policy and Procedures	
Policy <ul style="list-style-type: none"> • Catholic Special Character Policy Procedures <ul style="list-style-type: none"> • Special Character Internal Self Review Procedure • Enrolment Procedure 	



Our Lady Star of the Sea School

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Terms of Reference – Finance Subcommittee

Purpose	The purpose of the Finance Committee is to assist the Board of Our Lady Star of the Sea in fulfilling its financial responsibilities. Specifically, the responsibility of monitoring and oversight of the Schools financial resources, and ensuring these remain in line with the School's strategic direction. This includes capital and operational expenditure commitments, property maintenance, audit, investment management and budgeting process.
Reports to	Reports to the Board
Duration of service on Subcommittee	Annually to be established at beginning of each year
Meeting requirements	Prepare and present a Finance summary, including matters for discussion to the Board on a monthly basis.
Portfolios	Finance Policies and Property as required
<ul style="list-style-type: none"> Finance Committee Chair: 	<ul style="list-style-type: none"> - Plan and convene monthly meetings, outside of the Board meeting. - Prepare Finance Committee summary for inclusion in the monthly Board report - Co-sign invoices as approved for payment (after Principal has approved) - Provide online banking secondary approval for payment batches - Reports to the Board - Ensure that annual audited accounts are presented to the Board and sent to the MoE
<ul style="list-style-type: none"> Committee Members Role: 	<ul style="list-style-type: none"> - To provide input to the annual budget of income and expenditure and capital expenditure plan - To ensure that the budget is aligned with the School priorities through the strategic plan - To review the audited financial statements and recommend approval of the audited statements by the Board - To review and analyse actual expenditure/revenues against the budget - Approve requests for capital expenditure up to \$20,000 outside of budgeted plan. Inform the Board of these decisions and how they impact the schools Working Capital.

	<ul style="list-style-type: none"> - Report on expenditure outside of the budget to the Board - Annually review the schools insurance needs via performing a risk analysis - Have oversight of the 10 year property plan - Positively promote the school in the eyes of the community. - Abide by the Board code of conduct including regularly attending trustee training offered by NZSTA and/or CDA
Policy and Procedures	
<ul style="list-style-type: none"> ■ Financial Management Policy <p>Procedures:</p> <ul style="list-style-type: none"> ■ Theft and Fraud Prevention ■ Budget Procedure ■ Financial Internal Controls ■ Authority Levels ■ Sensitive Expenditure ■ Reimbursement Allowances ■ Credit Card Use 	



Our Lady Star of the Sea School

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Terms of Reference - Policy Subcommittee

Purpose	To ensure Board Policy documents meet the governance needs of the school, are current and reviewed on a regular cycle
Reports to	Reports to the Board
Duration of service on Subcommittee	Annually to be established at beginning of each year
Meeting requirements	Prepare and present Updated Policy documents of the Board on a cyclical basis
Portfolios	Governance Policies
<ul style="list-style-type: none"> Policy Committee Chair: 	<ul style="list-style-type: none"> Plan and convene monthly meetings, outside of the Board meeting, Sharing required policy for review Submit the draft policy for consideration at board meetings monthly at least a week prior to the board meeting. Reports to the Board
<ul style="list-style-type: none"> Committee Member's Role: 	<ul style="list-style-type: none"> Regularly (at least every three years) review the Our Lady Star of the Sea Policy Framework to ensure it is fit for purpose and meets current educational requirements Ensure Catholic Special Character and Legislative requirements (NELPS) are incorporated into Policy documents Establish and maintain the cycle of review of each policy. Pre read policy and comment prior to meeting Positively promote the school in the eyes of the community. Abide by the Board code of conduct including regularly attending staff trustee training offered by NZSTA and/or CDA



Our Lady Star of the Sea School

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Terms of Reference - Staff Trustee

Purpose of Position:	<p>Act as a full member of the Board.</p> <p>Bring the Our Lady Star of the Sea staff perspective to the Board table.</p> <p>Communicate decisions of the Board to staff.</p>
Reports to:	Board
Term of position:	triannually by election at the same time as the board election schedule
Meeting requirements:	As required
Portfolios:	As negotiated
Key Tasks	
<ul style="list-style-type: none"> ▪ Offer a Staff perspective to the Board on issues as required. ▪ Report to staff on outcomes/decisions of Board meetings. ▪ Communicate with the Principal prior to a Board meeting should the need be required ▪ Positively promote the school in the eyes of the community. ▪ Abide by the Board code of conduct including regularly attending staff trustee training offered by NZSTA and/or CDA 	



Our Lady Star of the Sea School

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SCHEDULE OF DELEGATIONS

Source: NZSTA template. See s66 Education Act 1989 for specific requirements
(sets out what can be delegated, to whom and requires resolution and written notice
to the person or persons to whom delegation made)

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	Delegated Authority See individual Committee Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
28.2.23	Disciplinary Committee All current trustees bar the principal	That all current trustees, bar the Principal, are delegated authority to be members of the Board's Disciplinary Committee acting under the Terms of Reference for this committee.	To be renewed annually
28.2.23	Finance Committee Sharon Yeh (T) Alina Hooper (CH) David Wu (T) Lucy Rogers (T)	That the Finance Committee members are delegated authority to be members of the Board's Finance Committee acting under the Terms of Reference for this committee.	To be renewed annually
28.2.23	DP - Detta Fairweather	That the Board directs that, except where the Board, at its discretion, otherwise determines, a nominated Deputy Principal shall, in the absence of the Principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the Principal.	To be renewed annually
28.2.23	Special Character Fr John Fitzmaurice(PA) Anil D'Silva (PA) Linda McQuade (PA) Bryan Mills (PA)	To manage and oversee, in conjunction with the DRS, the Special Character of our school.	To be renewed annually
28.2.23	Policy Maria Kelly (ST) Shasta Dang (SL) Linda McQuade (PA)	Review and develop governance policies and management procedures	To be renewed annually

[T] = trustee (PA) = Proprietors Appointee (ST) = Staff Trustee Review schedule: Annually

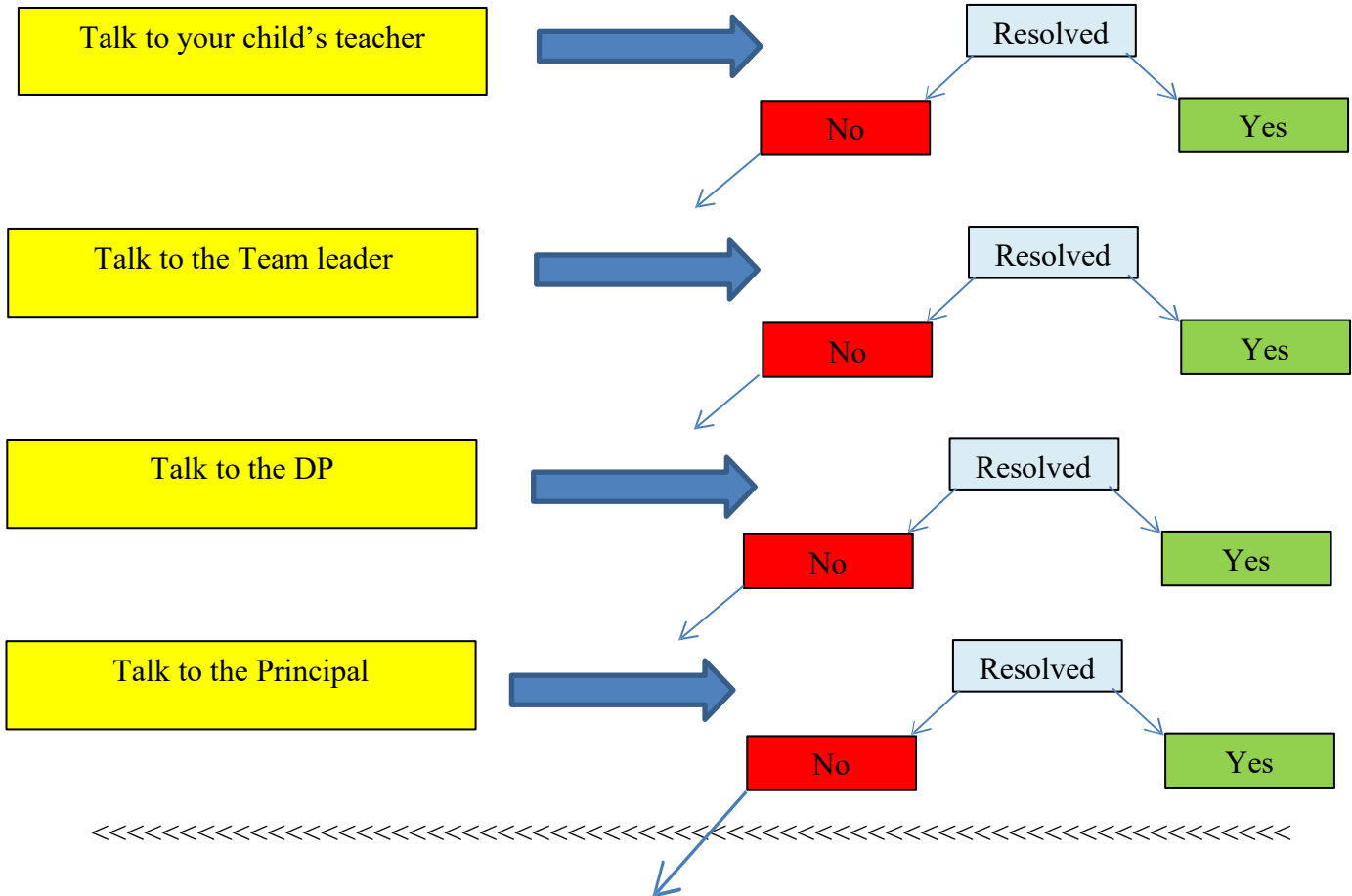


Our Lady Star of the Sea School

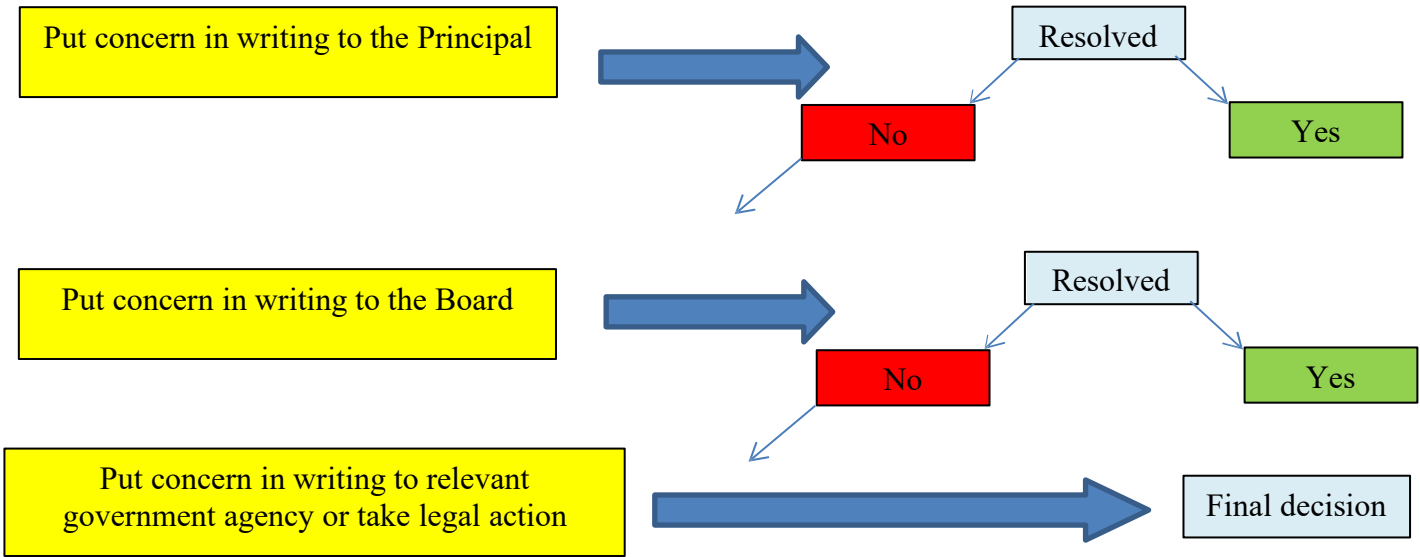
Let us breathe the Spirit of Mary in all we do; to think, judge, feel and act in as Mary in all things God has chosen us to do

Concerns and Complaints Procedure

INFORMAL: *Most concerns can be resolved at this level*



FORMAL LEVEL: Official investigation for serious complaints or concerns



Concerns and Complaints Procedure

All of Our Lady Star of the Sea School values, and particularly those of Tika- Justice and Manaaki-Respect strengthen the manner in which the school approaches any concern and complaint. A supportive environment where students, whanau, and staff members can register any complaint and feel confident that it will be handled in a fair and professional manner. We are of the view point that if people have concerns, they should express them without hesitation or fear. We believe that only by hearing from people, can we hope to continually improve what we do, particularly in terms of the curriculum, child management and safety.

Purpose: To receive and resolve complaints and concerns fairly, promptly and confidentially while considering the rights of all parties involved.

Guidelines

Note: Please refer to the flow chart.

1. In the first instance the concern should be addressed to the classroom teacher.
2. Concerns or problems of a minor nature may be resolved informally.
3. Should a concern not be resolved the following steps will be taken:
 - The issue will first be taken to the Team Leader
 - Then to the Deputy Principal responsible for that team.
 - Then to the Principal.
4. Should a concern or complaint still not be resolved the complainant can write to the Board of Trustees. The Chairperson of the Board of Trustees will promptly acknowledge, the receipt of the complaint within five working days and provide a copy of this policy "20 Concerns and Complaints Process". The Board of Trustees will ensure the complaint is addressed in accordance with the school procedures and in the instance of any unresolved complaints will provide the complaint an expected timeline of action.
5. A Complaints committee, if required to be formed, will comprise.
 - Proprietors Representative
 - Parent Representative
 - Chairperson or another BOT member delegated by the chair (Excluding the principal or staff representative.)
6. When the complaint is against an employee (including the Principal) the provisions of the relevant Collective agreement relating to complaints and discipline will be followed.
7. Where the complaint is against a Board member, the Board may consult with NZSTA and seek guidance and direction.

Review schedule: Annually

Trustee Register - this register will be updated when any trustee joins or leaves the Board or the Board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives = 5

Mid-term election cycle Yes/No Date of Board meeting where change was made: 28.2.23

Name	Position on Board Chair CH, Trustee T, Commissioner CMR, Member ME)	Type of member (Note 1)	Start date	Left the Board date	Current Term expires
Anil D'Sila	T Proprietor Rep	PA	22.02.22		Election 2025
Alina Hooper	CH Parent Representative	EL	11.08.17		Election 2025
Fr John Fitzmaurice	T Proprietor Rep	PA	28.02.17		Election 2025
Lucy Rogers	T Parent Representative	EL	19.8.22		Election 2025
Shasta Dang	T Parent Representative	SL	28.2.23		Election 2025
Linda McQuade	T Proprietor Rep	EL	22.2.22		Election 2025
Maria Kelly	T Staff Rep	ST	19.8.22		Election 2025
Louise Campbell	ME Principal	P	15.10.18		
David Wu	T Parent Representative	EL	19.8.22		Election 2025
Bryan Mills	T Proprietor Rep	PA	19.8.22		Election 2025
Sharon Yeh	T Parent Representative	PA	27.7.21		Election 2025

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, Principal

Note 2: If the Board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

Note 3: Complete form (Appendix F) for informing MoE and NZSTA

OLSOS 28.2.23

Part 2

Operational Policies



Our Lady Star of the Sea School He Whetu o te Moana

Let us breathe the Spirit of Mary in all we do; to think, judge, feel and act in as Mary
in all things God has chosen us to do

Catholic Special Character Policy

Vision

Our Lady Star of the Sea Catholic school community:
Confidently living, learning and serving with Jesus as our Guide
Ko te tirohanga tēnei, o te whānau whānui o te Kura Katorika o Whetu o te Moana.
Me noho māia i te ao mārama, me mahi tahi ki a Ihu tō mātou kaiārahi.

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

Outcome statement

The Catholic special character of the school is safeguarded and strengthened.

Scoping

The board will be kaitiaki of the Catholic special character and Charisms of the Marist Fathers, Mission and Mercy Sisters, protecting, preserving, and sheltering this taonga for future generations. The board, management and staff actively support the and foster the Gospel values of Awhina (service), Manaaki (respect), Tika (justice), Ngawari (resilience) and Maia (courage) that the school stands for, both in teaching and the behaviour they model. The wider school community safeguards and strengthens an environment that enables students to develop the attributes, knowledge, and skills to become active and committed members of the faith community and contribute positively to the world community. Students will have the opportunity, within the context of their own culture to encounter Christ, grow in knowledge of Him and His Church, and to live a life of Christian witness.

Delegations

Responsibility and accountability for Catholic special character 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.

The Board delegates to the Principal leadership of Catholic religious practices and Catholic education.

Expectations and limitation

Board actions		Standards
1. The board ensures that the vision and	1.1	The board incorporates and honours the requirements of Schedule 6: Education and Training Act 2020 and the school's Integration Agreement

strategic direction for the school clearly and explicitly reflect the Catholic special character of the school.	1.2	The Board consults, communicates, and works with the Proprietor to ensure Catholic special character is safeguarded and strengthened
	1.3	Strategic planning is based on internal and external evaluation findings and includes the aim of continued strengthening of Catholic special character in the school
	1.4	Board policies and school procedures explicitly reflect Catholic special character to ensure that decision making is from a Catholic perspective
	1.5	Board documentation reflects that the school, as part of the Church, has a responsibility for helping to form Christ in the lives of others, and is committed to this work
2. The board demonstrates a genuine commitment to Te Tiriti of Waitangi and bi-cultural partnership.	2.1	The board incorporates an understanding of Te Tiriti o Waitangi, te ao, tikanga and mātauranga Māori into their policies and school procedures
	2.2	Board documentation sets clear expectations for appropriate cultural responsiveness across the school
	2.3	Board policies and school procedures support Māori students to achieve educational and faith development success as Māori
	2.4	The board uses Hautū, the Ministry of Education's Māori cultural responsiveness self-review tool to evaluate their actions that support Māori students to achieve educational success
3. The board has a plan for annual Catholic special character internal evaluation, which includes the evaluation of one of the four dimensions of Catholic special character each year.	3.1	The board receives regular reports from management on Catholic special character and Religious Education
	3.2	Internal evaluations involve staff, students, whānau and parish personnel
4. The board approves a budget that ensures funds are allocated for the development and maintenance of the special character of the school.	4.1	The school's annual budget provides separate funding lines for Catholic special character and for Religious Education
	4.2	The board ensures that opportunities and financial assistance are available for at least the principal and DRS to take part in an annual retreat and/or to have ongoing spiritual accompaniment
	4.3	

		The board ensures that opportunities and budget are available for professional development and formation in Catholic special character (including Religious Education where appropriate) for the board and all staff
5. The board acknowledges the proprietor's ownership of the land and buildings and other improvements as set out in the school's Integration Agreement.	5.1 5.2 5.3 5.4 5.5	<p>5.1 The proprietor gives the board exclusive right to the possession and use of the school premises, including buildings and chattels but maintains the right to access the property</p> <p>5.2 The proprietor is responsible for providing new or additional buildings if there are changes to the state school minimum accommodation code, or approved roll increase</p> <p>5.3</p> <p>5.4 The proprietor with responsibility for major maintenance works with the board to ensure there is an effective 10 year rolling property plan</p> <p>5.5 The proprietor meets insurance costs associated with the land and buildings and other improvements that are specified in the Integration Agreement</p> <p>The board has no authority to make structural changes to the buildings or grounds without consulting the proprietor</p>
6. The board is actively engaged in the school and parish community.	6.1	<p>The board engages in the school and local parish/es community:</p> <ul style="list-style-type: none"> ● involving whānau as fully as possible in the life of the school, especially those who are vulnerable and with differing needs ● collaborating and supporting its local parish/es in the evangelising work of the Church ● affirming and supporting parents, whanau and caregivers in their role as the first teachers of faith to their children.

The **Procedures** and **Documents** that support this policy are:

Procedures	Documents / Legislation
Board Strategic Plan Annual Budget	Tō Tāitōu Whakapono Our Faith Religious Education Curriculum

	<p><u><i>Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand</i></u></p> <p><u><i>The Catholic Education of School Age Children (New Zealand Catholic Bishops' Conference, 2014)</i></u></p> <p><u><i>The Education and Training Act 2020</i></u></p> <p><u><i>OLSOS Integration Agreement (1982)</i></u></p> <p><u><i>Hautū: Māori Cultural Responsiveness Self Review Tool for School Boards</i></u></p> <p><u><i>The Declaration of the Proprietors of Catholic Schools in New Zealand on the Essential Characteristics of Authentic Catholic School Education</i></u></p> <p><u><i>Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools</i></u></p> <p>The school's latest Catholic Special Character Review/Evaluation for Development report</p>
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Board Chair _____ Principal _____ Date _____

- Signed copy on site.



Our Lady Star of the Sea School

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Fostering Student Achievement (NAG 1)

Vision

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Me noho māia i te ao mārama, me mahi tahi ki a Ihu tō mātou kaiārahi.

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

The Board of Trustees fosters achievement for all students by providing teaching and learning programmes which incorporate the NZ Curriculum (revised 2015) and the Draft Religious Education Bridging Document (2017).

Accordingly the Principal shall provide reports, achievement data, and information that demonstrates:

1. That the school develops, and implements teaching and learning programmes that:
 - a. provide all students in years 1-6 with opportunities to achieve success in all the learning areas of the NZ Curriculum, including the Draft Religious Education Bridging Document (2017)
 - b. gives priority to student achievement in RE, literacy and numeracy
 - c. includes regular physical activity that develops fundamental movement skills for all students
 - d. promotes the development of our vision (above) and values (respect, courage, justice, resilience, service). Also the development of OLSOS learning dispositions (creative and critical thinking, communication and collaboration), therefore incorporating the abilities and attributes of the NZ Education Act, 1989 Section 4 Part 1AA Point 3 (2017 No 20).
2. The school uses a range of assessment practices that provides comprehensive information to the board, mid and end of year, so that every student's progress and achievement can be evaluated.
3. On the basis of comprehensive assessment information (by cohort, gender and ethnicity), the school identifies students, and groups of students:
 - a. Who are not achieving
 - b. Who are at risk of not achieving
 - c. Who have special needs
 - d. Who are not progressing
- 4) In line with current Ministry priorities, the school will consult with Maori and Pasifika communities and develop and make known the plans and targets for improving the outcomes of Maori and Pasifika students.

The **Procedures** and **Documents** that support this policy are:

Procedures	Documents
Outdoor Education	New Zealand Curriculum

Planning and Preparation Assessment	OLSOS School Strategic Plan OLSOS Curriculum Education Act 1989 Draft Religious Education Bridging Document 2017 Ka Hikitia (revised 2020) Pasifika Education Plan Tapasā (revised 2020)
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Board Chair _____ Date _____

Principal _____ Date _____

- Signed copy on site.



Our Lady Star of the Sea School

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Strategic Planning, Self Review & Reporting Policy 2 (NAG 2 & 2A)

Vision

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Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

The Board of Trustees, with the principal and teaching staff will:

- Develop a strategic plan which documents how we are giving effect to the National Education Guidelines and Special Character through our policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- Maintain an on-going programme of self-review in relation to our policies, plans and programmes, including evaluation of assessment information on student progress and achievement; and
- On the basis of assessment information, report to students and their parents on progress and achievement of individual students:
 - in plain language, in writing, and at least twice a year; and
 - across the National Curriculum, including mathematics and literacy;
- On the basis of assessment information, report to the school's community on the progress and achievement of students as a whole and of groups (identified through NAG 1(c)) including the achievement of Māori students against the plans and targets referred to in NAG 1(e).

The **Procedures** and **Documents** that support this policy are:

Procedures	Other Documents and Procedures
Community Consultation Reporting to Parents	New Zealand Curriculum NZRED (Draft) Strategic and Annual Plan and Targets Evaluative Practices at Our Lady Star of the Sea (Internal Review)

Board Chair _____ Date _____

Principal _____ Date _____

- Signed copy on site.



Our Lady Star of the Sea School

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Employment and Personnel Policy 3. (NAG 3)

Vision

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Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

The Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the Principal must ensure:

1. that all employment related legislative requirements are applied
2. that the required number of teaching staff with tagged positions is maintained
3. all employees maintain their rights to personal dignity and safety, and that matters are resolved in an appropriate and fair manner
4. a smoke free and vape free environment is provided
5. that employment records are maintained and that all employees have written employment agreements
6. that employee leave is effectively managed and reported so
 1. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
 2. Board approval is sought for any requests for discretionary staff leave with pay of longer than 3 days
 3. Board approval is sought for any requests for discretionary staff leave without pay of longer than 5 days
 4. Board approval is sought for any requests for staff travelling overseas on school business
 5. the Board is advised of any staff absences longer than five school day
7. that performance agreements are established for all staff and reviews are undertaken annually
8. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
9. the requirements of the Health and Safety at Work Act 2015 are met
10. advice is sought from NZSTA advisors where employment issues arise.

The **Procedures** and **Documents** that support this policy are:

Procedures	Documents
Equal Employment Opportunity	State Sector Act: State Sector Act 1988 No 20 (as at 07 August 2020), Public Act Contents – New Zealand Legislation
Classroom Release Time	NZEI Collective Agreements: PRIMARY TEACHERS' (INCLUDING DEPUTY

Staff Appointments	Support Staff in Schools' Collective Agreement between NZEI Te Riu Roa and E tū and The Secretary for Education.
Complaints	NZ Professional Standards:
Professional development	Our Code Our Standards
Serious misconduct by Employees	NZTC procedures for registration and mandatory reporting: Requirements for Teacher Registration, Practising Certificates and Limited Authority to Teach
Staff Discretionary leave	MoE Funding, Staffing and Allowances Handbook: https://www.education.govt.nz/school/funding-and-financials/resourcing/school-staffing/#about
Allocation of Management Units	Education (2009 School Staffing) Order: Education (2009 School Staffing) Order 2008 (SR 2008/298) Contents
Performance Management	Employment Relations Act 2000: Employment Relations Act 2000 No 24 (as at 01 December 2020), Public Act Contents – New Zealand Legislation
Protected Disclosures	Health and Safety in Employment Act 2015: https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.htm ↓ Holidays Act 2003: Holidays Act 2003 No 129 (as at 13 January 2020), Public Act Contents – New Zealand Legislation Human Rights Act 1993: Human Rights Act 1993 No 82 (as at 01 December 2020), Public Act 21 Prohibited grounds of discrimination – New Zealand Legislation Parental Leave and Employment Protection Act 1987: Parental Leave and Employment Protection Act 1987 No 129 (as at 07 August 2020), Public Act Contents State Sector Act 1983: State Sector Act 1988 No 20 (as at 07 August 2020), Public Act – New Zealand Legislation Wages Protection Act 1983: Wages Protection Act 1983 No 143 (as at 12 December 2018), Public Act Contents – New Zealand Legislation Protected Disclosure Act 2000: Protected Disclosures Act 2000 No 7 (as at 07 August 2020), Public Act Contents – New Zealand Legislation Privacy Act 1993: Privacy Act 1993 No 28 (as at 01 December 2020), Public Act Contents

Board Chair _____ Date _____

Principal _____ Date _____

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Our Lady Star of the Sea School

Let us breathe the Spirit of Mary in all we do; to think, judge, feel and act in as
Mary in all things God has chosen us to do

Financial Management Policy

Vision

Our Lady Star of the Sea Catholic school community:
Confidently living, learning and serving with Jesus as our Guide
Ko te tirohanga tēnei, o te whānau whānui o te Kura Katorika o Whetu o te Moana.
Me noho māia i te ao mārama, me mahi tahi ki a Ihu tō mātou kaiārahi.

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

The Board will allocate financial resources to reflect the school's priorities as stated in the Our Lady Star of the Sea Strategic Plan. The Board will monitor and control school expenditure and ensure annual accounts are prepared and audited as legally required.

The Board and Principal will act within the law and with integrity at all times in all financial matters.

Guidelines:

1. The Finance Subcommittee, appointed by the Board, will oversee the school's financial management while the Principal is responsible for the day to day management of the school's finances.
2. The Board delegates to the Principal the responsibility of managing expenditure within the approved budget by means of approved procedures and regular monitoring.
3. The Finance subcommittee will report to the Board on a regular basis including expenditure and income as well as variance to date.
4. The Board will approve a draft annual budget by the end of November which allocates funds to the achievement of the strategic goals. This is then ratified at the first meeting of the following year.
5. Delegations of authority are outlined in the Financial Authority Level Procedure and must be adhered to at all times.
6. The Principal will only use school funds, or enter into any contracts or accept other liabilities, for the furtherance of its purposes and priorities as approved by the Board.
7. Annual accounts will be prepared to MOE and government compliance levels by the required dates.
8. The Board will accept responsibility for accountability to the Review and Audit Agency.

The Procedures and documents that support this policy are:

Procedures	Documents/Legislation
Theft and Fraud Prevention Budget Procedure Finance Internal Control Credit Card Procedure Financial Authority Levels	Public Finance Act 1989 Public Finance Act 1989 No 44 (as at 18 December 2020), Public Act Contents Protected Disclosure Act 2000

<p>Sensitive Expenditure Reimbursement Allowance Asset Management Entertainment Travel (See Protected Disclosures Procedure in Health Safety and Welfare Policy)</p>	<p>Protected Disclosures Act 2000 No 7 (as at 07 August 2020), Public Act Contents</p> <p>MOE Managing Schools Finances Guidelines</p> <p>Auditors Report / Management Letter</p> <p>Annual Budget</p> <p>Delegations Schedule</p>
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Board Chair _____ Date _____

Principal _____ Date _____

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Our Lady Star of the Sea School

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Property Management and Protection of Assets Policy

Vision

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The Principal is required to ensure that Our Lady Star of the Sea's assets are protected, adequately maintained and not unnecessarily exposed to risk. In particular, the Principal shall ensure:

1. The school's assets are insured for what is considered necessary for prudent risk management. Whilst precautions are taken to keep student, staff and visitors personal equipment safe, the school does not accept liability for any of this equipment.
2. The school's assets are subject to authorised or proper use and sufficiently maintained.
3. Intellectual property, information and files are protected from loss, improper use, improper purposes, or significant damage.
4. There are appropriate and effective security systems in place to adequately safeguard against loss, common damage or theft of student, staff, and school property.
5. The school's asset register is appropriately maintained and regularly updated.
6. That all physical resources shall be appropriate for Our Lady Star of the Sea's purposes and will meet all regulatory standards where appropriate.
7. That all physical resources in the school are developed and maintained with a focus on their usefulness for improving student performance.
8. Student, staff, visitors and contractors health, safety & wellbeing are paramount at all times.
9. That he/she complies with all current legislation and within the terms of any property agreements the school is currently a signatory to.
10. That new property projects that sit outside of budget allocation are not undertaken without presenting and gaining approval of the school Board through the finance subcommittee.

The **Procedures** and **Documents** that support this policy are:

Procedures	Documents / Legislation
Hall Hire	Building Act 2004

Procedures for the use of school grounds & facilities (ie cricket pitch and table tennis table)	Building Act 2004 No 72 (as at 08 June 2021), Public Act Contents – New Zealand Legislation
Property Management & Maintenance	OLSOS Maintenance Scheme/Schedule:
OLSOS Asset Register	2021 Maintenance Plan.xlsx
Protection of Intellectual Property (creative commons)	MoE Property Management Handbook Integrated schools property planning – Education in New Zealand

Board Chair _____ Date _____

Principal _____ Date _____

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Our Lady Star of the Sea School

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Policy 5: Health & Safety and Welfare (NAG 5)

Vision

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Mission

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The Board, through the Principal, will:

1. Provide a safe physical and emotional environment for students
2. Promote a healthy lifestyle, including physical activity, healthy food and nutrition for students
3. Comply in full with legislation to ensure the safety of students, employees and those entering the school site.

The **Procedures** and **Documents** that support this policy are:

Procedures	Documents / Legislation
Health and Safety Procedure (include enviro schools + pandemic)	Best Practice Guidelines for EOTC
Animal Welfare and Protection	EOTC Guidelines - Bringing the Curriculum Alive
OLSOS Behaviour Procedures	Section 15 of the Children, Young Persons, and Their Families Act 1989 (CYP&F Act)
Disclosure of Abuse Procedure	Education and Training Act 2020 No 38 (as at 13 July 2021), Public Act Contents – New Zealand Legislation
Whole School Internet Procedure	Health and Safety in Employment Act 1992 No 96 (as at 04 April 2016), Public Act Contents – New Zealand Legislation
Emergency Procedures and Responsibilities	Health and Safety at Work Act 2015
Injury and Illness	Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint 2017
Request for School to administer Medication	
Critical Incidents	
Health, Safety and Environment	
Employee assistance/ Wellness programme	
Sexual Harassment	
Surrender and Retention of Property and Searches Procedure	

Board Chair _____ Date _____

Principal _____ Date _____

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Our Lady Star of the Sea School

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Child Protection Policy

Vision

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Mission

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This policy outlines the Board's commitment to ensure the well being of children at Our Lady Star of the Sea to ensure they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. It includes the Board's expectations when child abuse is reported or suspected by us. The safety and wellbeing of the child is our top priority.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse. In line with section 15 of the Children, Young Person and Their Families Act, any person in our school who believes that any child has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the Board, the Board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

Therefore, the principal must:

- 1 Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
- 2 Comply with relevant legislative requirements and responsibilities.
- 3 Make this policy available on the school's internet site or available on request.
- 4 Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required.
- 5 Ensure the interests and protection of the child are paramount in all circumstances.
- 6 Recognise the rights of family/whanau to participate in the decision-making about their children.
- 7 Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
- 8 Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.

- 9 Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
- 10 Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person.
- 11 Seek advice as necessary from NZSTB (formally NZSTA) advisors on employment matters and other relevant agencies where child safety issues arise.
- 12 Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
- 13 Ensure that this policy forms part of the initial staff induction programme for each staff member and is included in every beginning of the year Teacher Only Day.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, it's associated procedures and abide by them.

The **Procedures** and **Documents** that support this policy are:

Procedures	Documents / Legislation
Health and Safety Procedure Procedure for Disclosure of Abuse Internet Use Protected Disclosures Surrender and Retention of Property and Searches Guardianship Behaviour	Section 15 Children and Young People's Wellbeing Act Children, Young Persons and Their Families Act 1989 Vulnerable Children Act Crimes Act 1961

Board Chair _____ Date _____

Principal _____ Date _____

§ Signed copy on site.

Legal Responsibilities Policy

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

Review schedule: Triennially