



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

Policy Framework
2026

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

OLSOS Policy Framework											
Board Roles and Responsibilities Policy (formerly Governance Policy) ratified 23.7.24											
Procedures: Board Operation Ratified 28.6.22 Principal Performance Management 30.8.22 Media in Committee Meetings Delegations 28.4.26 Sub Committee Terms of Reference 28.4.26 Concerns and Complaints Procedure, Attendance of General Public, Wording for excluding the public, Community consultation, Reporting to parents, Evaluation Practices											
Board Operational Policies											
Catholic Special Character Policy ratified 28.6.23	Responsibility of the Principal Policy ratified 27.8.24	Curriculum Policy ratified 29.8.23 (formerly) Fostering Student Achievement Policy (nag 5) ratified 25.8.2020	Enrolment Policy ratified 25.7.23	Attendance Management Policy ratified 27.11.25	Personnel Policy ratified 29.10.24	Appointments Policy ratified 29.10.24	Financial Planning and Condition Policy Ratified 25.3.25	Asset Protection Policy Ratified 28.10.25	Protection and Sharing of Intellectual Property Ratified 26.5.26	Health, Safety and Welfare Policy Ratified 26.3.24 Child protection policy Ratified 28.11.23 Reducing Student Distress and Use of Physical Restraint Policy ratified 25.7.23	General Legislation Policy (nag 6)
<u>Procedures:</u> Special Character Internal Review procedure Annual Budget	<u>Procedures:</u> Principal's performance management procedure Personnel related policy and procedures including appointment and performance management	<u>Procedures:</u> Curriculum Planning Assessment Cycle Assessment procedure Quality Practices - Standards for the Teaching Profession	<u>Procedures:</u> Integration Agreement Handbook for Boards of Trustees of New Zealand Catholic State integrated Schools in particular the section Employment: Resources	<u>Procedures:</u> * Equal Employment Opportunity * Classroom Release Time * Concerns and Complaints * Professional Growth Cycle * Professional development * Serious misconduct by Employees * Staff Discretionary leave * Allocation of Management Units *	<u>Procedures:</u> * Composition of appointment Panels * Police Vetting procedure * Safety checklist	<u>Procedures:</u> Annual budget Sensitive Expenditure Financial Authority Levels Budget procedure Credit Control Procedure Reimbursement procedure Theft and Fraud Procedure	<u>Procedures:</u> Hall Hire Property Management OLSOS Asset Register Community Use of Facilities		<u>Procedures:</u> * Education outside the classroom procedures * Behaviour * Injury and Illness * Use of digital technology and the Internet * Emergency procedures and responsibilities * Employee Assistance /Wellbeing * Offensive Behaviour * Request to Admin Medication * Surrender & retention of property & searches * Alcohol at School Events * Animal Welfare * Guardianship * Disclosure of Abus * Risk register and notification of hazards process * EOTC Safety Management Plan Procedure	<u>Procedures:</u> Privacy Copyright Pastoral Care for International Students Intellectual Property *phones away for the day	
					misconduct by Employees *Staff Discretionary leave * Allocation of Management Units * Performance Management * Protected Disclosures				* Alcohol at School Events * Animal Welfare * Guardianship * Disclosure of Abus * Risk register and notification of hazards process * EOTC Safety Management Plan Procedure *phones away for the day procedure		

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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
Safeguarding the schools Special Character, providing a safe environment and the ongoing improvement of student progress and achievement is the board's focus. 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. 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 subcommittees used in order to contribute to board work. The Board is proactive rather than reactive in its operations and decision-making and does not involve itself in the administrative details of the day to day running of the school.	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]

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 Marist, Mercy and Mission charisms 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:



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 as Mary in all things God has chosen us to do

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
Act with compassion and mercy
Inspire curiosity and joy of learning

Board Roles and Responsibilities Policy

Outcome statement

The board is focused on governance that;

- safeguards and strengthens Catholic special character, guided by our Mission and Mercy charisms, our vision, mission and our values (Service Awhina, Respect Manaaki, Justice Tika, Resilience Ngawari, Courage Maia)
- fosters, and supports the ongoing improvement of student|ākongā progress and achievement
- ensures that the school|kura is a safe and inclusive place for all students|ākongā and staff
- 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|kura reflecting its Catholic special character, and governs via its policies, which it entrusts to the principal|tumuaki 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 limitations imposed

Board actions		Standard to be met/Expectation
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The school's kura strategic plan, policies and programmes reflect the philosophy and goals of Catholic education, and the Catholic special character
	1.2	that its proprietor requires it to uphold The board leads the annual charter/strategic plan review process
	1.3	The board sets/reviews the strategic aims triannually
	1.4	The board approves the annual plan and targets and ensures the strategic plan is submitted to the Ministry of Education by 1 March each year
	1.5	Regular board meetings include a report on progress towards achieving strategic aims
	1.6	The strategic plan is the basis for all board decision-making

2. Ensures the school kura gives effect to Te Tiriti o Waitangi	2.1 2.2 2.3 2.4 2.5	Plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori and the aspirations of local Katorika Māori The board engages with mana whenua regarding links between its iwi education plan and the school's strategic plan All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori The board works in partnership with whānau Māori so that Māori students achieve equitable educational and faith outcomes The board builds a relationship with whānau Māori so that they feel welcome and 'at home' in the school
3. Ensures that the school kura is a safe place for all students ākonga and staff.	3.1 3.2	Mindful of the Catholic social teaching on the dignity of the human person all reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination Students' ākonga rights under the Education & Training Act 2020 , the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured
4. Monitors and evaluates student ākonga progress and achievement, including students ākonga with differing needs.	4.1 4.2 4.3 4.4	The board approves an annual review schedule covering Catholic special character, curriculum and student ākonga progress and achievement reports Reports are received at regular board meetings from the principal on progress against the annual plan, highlighting risk/success Information reported to the board is thoughtfully discussed, critiqued, and challenged. Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
5. Monitors and reports on safeguarding and strengthening of Catholic special character	5.1 5.2 5.3	The board carries out an annual self-evaluation of its Catholic special character based on He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Katorika: Catholic Special Character Evaluation for Development document. Reports are received at regular board meetings on the impact of Catholic schooling on the faith journey of students ākonga The board reports to and consults with the proprietor on all matters pertaining to Catholic special character
6. Appoints, assesses the performance of and supports the principal tumuaki.	6.1 6.2	The board appoints a principal tumuaki in accordance with the school's kura Integration Agreement and Schedule 6: Education and Training Act 2020

	6.3	The Principal Eligibility Criteria published in 2024 is utilised criteria for appointing a Principal tumuaki Principal's tumuaki performance management system is in place and implemented
7. Approves the budget and monitors financial management of the school.	7.1 7.2	Budget is approved by the first meeting each year Sound stewardship of financial management against budget is in evidence
8. 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 tumuaki reports on all potential and real risks when appropriate and takes appropriate action
9. Ensures compliance with legal requirements.	9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8	Board members are aware of and understand relevant legislation The board adopts policies to ensure compliance with legislation and the school's kura Integration Agreement The board receives regular reports on compliance and risks The board seeks appropriate advice when necessary New members read and understand the governance framework including policies, the school strategic plan, Schedule 6: Education and Training Act 2020, the school's Integration Agreement, board induction pack and requirements and expectations of board members 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
10. Ensures board members attend board meetings and take an active role.	10.1 10.2 10.3 10.4	All board members take an active role in safeguarding and strengthening Catholic special character 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)

	10.5	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))
11. Approves and adopts major policies and monitors the effectiveness of programme initiatives.	11.1 11.2 11.3	The board develops and adopts policy The board establishes a regular cycle of policy review The board monitors implementation of programme initiatives, and their effectiveness
12. 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) including those outlined in Schedule 6: Education and Training Act 2020 and the school's Integration Agreement. The board ensures there are personnel policies in place and they are adhered to 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)
13. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	13.1	The board works for fair, just, and restorative resolution of any disputes and conflicts referred is achieved
14. Represents the school in a positive, professional manner.	14.1	Code of Ethics for Staff and Boards of New Zealand Catholic Schools and the Board Code of conduct is adhered to
15. Oversees, conserves and enhances the resource base.	15.1 15.2	The board meets its property obligations as set out by the Proprietor Resources safeguard and strengthen Catholic special character, while meeting the needs of the school's aims
16. Effectively hands over governance to new board members.	16.1 16.2 16.3 16.4	New board members are provided with induction that includes the goals of Catholic Education New board members are provided with a copy of the board's governance manual and any relevant Catholic special character documents (as listed in supporting documents) New board members are fully briefed on their responsibilities to safeguard and strengthen Catholic special character 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

	16.5	As board members change, email groups are updated. As an additional safety measure, any confidential comms to board members are emailed by inputting individual emails to ensure only current board members receive correspondence
17. Commit to ongoing professional learning and formation to enhance the governance and Catholic special character of the school	17.1 17.2	Board members participate in appropriate ongoing Catholic special character professional development and formation including the principles of Catholic social teaching and their application to board responsibilities. The Board engages in professional learning and formation on cultural competencies including an understanding of Te Tiriti o Waitangi and its application, te ao, tikanga, mātauranga, and te reo Māori.

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

Procedures	Documents / Legislation
a Board Operations Procedure updated 28.6.22 Attendance of general public at meetings Wording for excluding the Public c Principals performance management procedure agreed 30.8.22 Terms of Reference Presiding Trustee Feb 2022 Terms of Reference - Finance Subcommittee ratified Feb 2023.docx Terms of Reference - Special Character Subcommittee ratified Nov 2022 Terms of Reference Staff Trustee ratified Nov 2022 Terms of Reference Policy Subcommittee Nov 2022 Media Procedure Subcommittees Terms of Reference Concerns and Complaints Procedure OLSOS Community Consultation Procedure OLSOS Reporting to parents procedure OLSOS Evaluative Practices at Our Lady Star of the Sea (Internal Review) ~Details of procedures updated when old NAG 2 policy retired 27.8.24	Education & Training Act 2020 Education (School Boards) Regulations 2020 Treaty of Waitangi Act 1975 Human Rights Act 1993 New Zealand Bill of Rights Act 1990 Employment Relations Act 2000 Public Service Act 2020 Privacy Act 2020 Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools Schedule 6: Education and Training Act 2020 NZCEO Quick Guide to Effective Governance in Your Catholic School Catholic Education of School-Age Children (New Zealand Catholic Bishop's Conference, 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 Code of Ethics for Staff and Boards of New Zealand Catholic Schools Principles of Catholic Social Teaching Integration Agreement

- Signed copy on site.



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

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

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
 - 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](#)



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

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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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Delegations And Subcommittee Terms Of Reference

Regulation 9 of the Education (School Boards) Regulations 2020 allows the board to appoint committees/working parties to assist it to carry out its responsibilities and due process (e.g. staff appointments, finance, health and safety, property, disciplinary).

Unless specified otherwise in the Education & Training Act 2020, Regulation 8 of the Education (School Boards) 2020 gives the board the authority to delegate any of its functions or powers to a person (as specified in the regulation) or committee, except the power to borrow money. Delegations must be made by resolution of the board and should be notified to the delegate(s) in writing, along with terms of reference.

A person who has been delegated functions or powers of the board may not sub-delegate to another person without prior written consent of the board.

Anyone to whom a sub-delegation has been made, is subject to the same restrictions and terms of reference as the original delegate.

No one may exercise any of the board's functions or powers without delegation.

Board subcommittees:

- Can include non-board members but the majority of committee members must be members of the board.
- Where the board has an appointments committee it must comprise at least one proprietor's appointee.
- 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 | tumuaki or the presiding board member.
- Assist the board chiefly by preparing reports for board deliberation that help board members have enough information to hand when deliberating or making governance decisions.
- Are intended to assist the board and not to advise or carry out the work of staff | kaimahi.
- Must act through the board and can only recommend courses of action unless they hold delegated authority to act on the board's behalf.
- Are to adhere to the delegations as outlined below and the role descriptions linked at the bottom of this document.

The Board will maintain a record of current delegations.

The Board of Our Lady Star of the Sea currently has the following standing committees:

- Catholic Character.
- Policy.
- Finance, Health and Safety.

Any other committees established for special purposes should conform to the above principles.

APPENDIX: APPROVED DELEGATIONS

The Education and Training Act 2020 allows the Board of Trustees to delegate any of the functions or powers of the Board, (except the power to borrow, and the general power of delegation), either generally or specifically.

1. Currency

1. Until revoked, a delegation to a Committee or individual continues in force even if the membership of the Board or Committee changes.

2. Delegations to the Presiding Member of the Board

1. Joint spokesperson, with the Principal |Tumuaki, for the Board on all matters relating to the school and Board.
2. The Presiding Member shall have the authority to make decisions, in consultation with the Principal and Deputy Presiding Member, that bind the Board when urgent matters require a decision (such as an emergency) and the convening of a Board meeting is not practicable under the circumstances of the emergency.
3. The Presiding Member shall be the official signatory of annual accounts and on the Board's annual report to the Proprietor.
4. The Presiding Member shall represent the Board on all other day to day matters.
5. The Presiding Member is delegated the responsibility for the Principal's | Tumuaki's annual professional growth cycle engagement. The Presiding Member may employ an external consultant and may include a second Board member.
6. The Presiding Member has the authority to close the school in the case of an emergency.

3. Delegations to the Principal |Tumuaki

1. The Principal is delegated the day to day running of the school.
2. The Principal |Tumuaki shall be the joint spokesperson, with the Presiding Member, for the Board on all matters relating to the School and Board.
3. Appointments: The Principal | Tumuaki is delegated authority to appoint all staff | kaimahi except for members of the Senior Leadership Team for which a Personnel Committee made up of board members has delegated responsibility. In the appointment of "tagged positions" a Proprietors Appointee will be consulted. The Principal |Tumuaki may delegate his/her powers of appointment to other senior staff.
4. Discretionary Leave: The Principal | Tumuaki has authority to grant discretionary leave up to a maximum of five days for teaching staff and authority to grant discretionary leave for support staff | kaimahi.
5. Teacher Performance and Appraisal: The Board delegates to the Principal | Tumuaki the attestation of teacher | kaiako performance, and appraisals of all staff | kaimahi. In turn, the Principal |Tumuaki may delegate this task to senior members of staff.
6. Police Vetting and Teacher Registration: The Board delegates to the Principal | Tumuaki the task of undertaking police vetting and teacher registration. In turn, the Principal | Tumuaki may delegate this task to senior members of staff.
7. Associate staff | kaimahi: The Principal | Tumuaki is delegated authority to deal with all employment issues relating to support/ancillary staff | kaimahi . This includes undertaking disciplinary investigations, performance management, convening disciplinary hearings, and

issuing sanctions, including warnings and dismissal. The Principal | Tumuaki may delegate some of these functions to senior staff.

8. Teaching Staff | Kaiako: The Principal | Tumuaki is delegated authority to commence preliminary inquiries under clause 10 of the Primary Teachers' Collective Agreement to resolve matters informally, and issue verbal and written warnings as appropriate. Should a matter be regarded as serious, then the Principal | Tumuaki shall refer the matter to the Personnel Committee.
9. Suspension: The Principal | Tumuaki may suspend any employee, at any time, including during an inquiry or following receipt of a complaint, if satisfied that the welfare and/or interests of any student | ākonga attending the school or of any employee at the school so requires.
10. Competency: The Principal | Tumuaki shall be responsible for administering the competency procedures against teaching staff | kaiako on behalf of the Board. This in turn may be delegated by the Principal Tumuaki to senior staff.
11. Budget
 1. The Principal | Tumuaki has authority to spend up to the limits of the approved annual budget within respective categories.
 2. The Principal | Tumuaki has authority to replace capital items not approved in the budgeting process on an 'urgent' basis up to a limit of \$5,000. Power exercised under this authority will be reported to the next Finance Subcommittee meeting.
12. Privacy Officer: The Principal | Tumuaki is delegated authority to act as the Board's Privacy Officer. The Principal | Tumuaki may delegate this task to a senior member of staff.
13. Official Information: The Principal | Tumuaki is delegated authority to act for the Board when receiving, actioning and responding to any Official Information Act requests. The Principal | Tumuaki may delegate this task to a senior member of staff.
14. EOTC and Day Trips: The Principal is delegated authority to approve day trips, EOTC medium and low risk trips. The Board has authority to approve overnight, overseas and high risk trips.
15. Signing Declarations: The Principal | Tumuaki can sign declarations on behalf of the Board in relation to information required by the Ministry of Education.
16. Mandatory Reporting: The Principal | Tumuaki is delegated authority to complete any mandatory reports to the New Zealand Teaching Council.
17. Delegation to the Acting Principal: The Principal | Tumuaki may delegate any or all of his/her powers, in writing, to the Acting Principal appointed, during a period of absence overseas, or during a period of extended leave lasting more than 7 days or in other situations as determined by the Principal | Tumuaki.

4. Delegations to the Catholic Character Subcommittee

1. Preparing the annual end of year report to the Proprietor, on the growth and development of the Special Character, annual self review, other information as requested.
2. Presenting the annual end of year report to the Board for review, discussion and approval prior to the expected date of submission (usually the end of November each year).

5. Delegations to the Finance, Health and Safety Subcommittee

1. 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.
2. Review monthly Financial accounts and analyse actual expenditure/revenue against the budget.
3. Provide online banking secondary approval for payment of batches.
4. Annually reviewing the school's risk management needs and insurance cover.

6. Delegations to the Policy Subcommittee

1. Submit the draft policy for consideration at board meetings monthly at least a week prior to the board meeting.
2. Establish and maintain the cycle of review of each policy.
3. Review Policy Statements to ensure that Catholicity is given due regard and all current legislative requirements are met.

7. Delegations to the Discipline Committee

1. Carry out the role of the Board of Trustees as outlined in the Ministry of Education's Guidelines for Principals and school boards on stand downs, suspension, exclusions and expulsions.

SCHEDULE OF DELEGATIONS

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.
24.2.26	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 Guidelines for Principals and school boards on stand downs, suspension, exclusions and expulsions	To be renewed annually.
24.2.26	Finance + Health and Safety Committee Alina Hooper (T) Sharon Hodge (T) Bernice Chiam (T) Shasta Dang (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.
24.2.26	DP – Karen Noble Campbell	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.

24.2.26	Special Character Anil D'Silva (PA) Linda McQuade (PA) Fr Robert O'Brien (PA) Jordi Boix-i-Coll (PA)	To manage and oversee, in conjunction with the DRS, the Special Character of our school.	To be renewed annually.
24.2.26	Policy Linda McQuade (PA) Ailsa Thorpe (ST) Shasta Dang (T) Edel Roughton (T)	Review and develop governance policies and management procedures.	To be renewed annually.

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



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Role Description – Board Presiding Member

Purpose	The Presiding Member provides effective governance leadership to the Board, ensuring the Board fulfils its legal, strategic, stewardship and Catholic Special Character responsibilities. The role supports the Board to govern effectively, operate cohesively, and work in partnership with the Principal Tumuaki for the benefit of students ākonga, staff kaimahi, families whānau and the wider school community. The Presiding Member promotes governance practices grounded in Catholic Social Teaching, reflecting the dignity of the human person, the common good, stewardship, service and respectful relationships.
Reports to	The Board.
Term of position	One year. Elections are to be held at the first Board meeting of each year. In triennial Board election years, the election shall occur at the first meeting of the newly constituted Board.
Meeting requirements	• Prepare the Board meeting agenda in consultation with the Principal. • Ensure relevant documentation and information is distributed appropriately prior to meetings. • Preside over all Board meetings. • Ensure meetings are conducted effectively, respectfully and in accordance with legislative and Board requirements.
Portfolios	At the discretion of the Board.
Key Tasks	

Governance Leadership

The Presiding Member will:

- Safeguard the integrity of:
 - the Catholic Special Character of the School
 - the Board's governance processes and decision-making.
- Ensure Board meetings are conducted in accordance with:
 - the Education and Training Act 2020
 - the Sixth Schedule relating to State Integrated Schools
 - the Education (School Boards) Regulations 2020
 - the Local Government Official Information and Meetings Act 1987
 - Board policies, delegations and protocols.
- Ensure decisions are made in the best interests of the school | kura, its students | ākonga, staff | kaimahi and wider community.
- Monitor and support the effective implementation of Board decisions and delegated actions.
- Encourage effective decision-making, respectful discussion and consensus-building during Board deliberations.
- Ensure governance oversight of strategic planning, risk management, finance, health and safety, compliance and organisational performance.
- Ensure the School is implementing the National Education and Learning Priorities (NELP).
- Oversee the development, monitoring and review of the school's | kura Strategic Plan and Annual Action Plan.
- Ensure the Board maintains effective internal evaluation and self-review processes.
- Ensure appropriate documentation and records are maintained for official review by authorised agencies.
- Ensure any potential or actual risk to the school | kura, its students | ākonga, staff | kaimahi, reputation or Catholic Special Character is appropriately communicated to the Board.

Catholic Special Character

The Presiding Member will:

- Ensure Board governance is guided by the principles of Catholic Social Teaching.
- Work collaboratively with Proprietor's Appointees to maintain strong communication and partnership with the Proprietor and/or their agents.
- Develop and maintain a personal understanding of the nature and goals of Catholic education and Religious Education.
- Support governance practices that reflect Te Tiriti o Waitangi, cultural responsiveness and the dignity of all members of the school\Kura community.
- Positively promote the school | kura and its Catholic Special Character within the wider community.

Board Culture and Trustee Development

The Presiding Member will:

- Provide leadership to the Board in understanding its governance role, responsibilities and collective accountability.
- Foster a respectful, collaborative and cohesive Board culture.
- Ensure each Board member has a full and fair opportunity to be heard and understood.
- Ensure the Code of Ethics for Staff and Boards of New Zealand Catholic Schools (NZCEO 2014) and the Board's Code of Conduct are:
 - understood by all Board members
 - signed annually
 - adhered to consistently.
- Welcome new Board members and lead trustee induction within two months of appointment or election.

- Ensure disclosure and appropriate management of any conflicts of interest.
- Support trustee development, succession planning and ongoing governance capability building.
- Ensure provision is made within the Board budget for trustee training and development opportunities.
- Abide by the Board's Code of Conduct, including regularly participating in governance training offered by NZSTA, NZCEO, CDA and other relevant organisations.

Relationship with the Principal Tumuaki

The Presiding Member will:

- Establish and maintain a positive, professional and collaborative working relationship with the Principal | Tumuaki.
- Maintain regular communication with the Principal | Tumuaki consistent with good governance practice.
- Provide appropriate governance-level support to the Principal | Tumuaki.
- Act within Board policy and delegated authority at all times and not independently of the Board.
- Ensure the Principal | Tumuaki participates in the Professional Growth Cycle.

Community and Representation

The Presiding Member will:

- Act as the spokesperson for the Board when appropriate.
- Represent the Board to the school community, Proprietor, Ministry of Education, Education Review Office and other relevant agencies, reflecting the Catholic character and values of the school.
- Ensure appropriate communication from the Board is provided to the school community following Board meetings.
- Present an annual report to the Board and school community.

Compliance and Accountability

The Presiding Member will:

- Sign annual accounts and other governance documentation as authorised by the Board.
- Ensure subcommittees undertake their defined responsibilities effectively and report appropriately to the Board.
- Ensure complaints and concerns involving the Board are managed in accordance with Board policy and delegated procedures.
- Ensure governance responsibilities are carried out ethically, lawfully and in accordance with Board policies and procedures.

Procedures / Supporting documentation

Governance policies and protocols

Board code of conduct

School delegations schedule

[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 \(National Centre for Religious Studies, 2014\)](#)



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Role Description Special Character Subcommittee

Purpose	To safeguard and strengthen the Catholic Special Character of the school.
Reports to	The Board.
Term of position	By appointment from the Proprietor until resignation. Special Character Committee Chair appointed annually at the beginning of each year. The Principal Tumuaki is a member of this sub committee and the DRS is an ex officio member of the subcommittee.
Meeting requirements	As a guide, termly (x2) related to internal and external review goals and update on Catholic Special Character activities.
Portfolios	Special Character and oversight of maintenance of Proprietor owned school kura assets.
Special Character Committee Chair	- Plan and convene monthly meetings, outside of the Board meeting, complete with an agenda and required information. - Prepare and present subcommittee summary for inclusion in the monthly board meeting. - Act as a channel of communication between the school kura, the Bishop and/or the Proprietor.
Committee Members Role	- Ensure the Proprietors views are considered in all Board decisions. - Work alongside the DRS and Principal Tumuaki to carry out recommendations from internal and external reviews. - Monitor compliance against the requirements of the school's kura 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. - Further develop the close relationship between the school kura and the Parish community. - Support all Board members to grow their understanding of their role to strengthen Catholic Special Character within the school. - Be aware of the maintenance and upkeep of the school kura property on behalf of the Proprietor through monthly Principal Tumuaki reports. - Positively promote the school kura in the eyes of the community. - Abide by the Board Code of Conduct. - Undertake ongoing governance training and professional development where appropriate including offerings by the CDA.

Policy and Procedures

Policy

- Catholic Special Character Policy

Procedures

- Special Character Internal Self Review Procedure
- Enrolment Procedure



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Role Description – Finance Property Health and Safety Subcommittee

Purpose	The Finance, Property and Health & Safety Committee assists the Board in fulfilling its governance responsibilities relating to financial stewardship, property oversight, risk management, health and safety, and organisational sustainability. The Committee provides monitoring, review, advice and recommendations to support informed Board decision-making and ensure that school resources are managed prudently and aligned with the school's Strategic Plan, Catholic Special Character, and long-term sustainability. The Committee operates under authority delegated by the Board and reports regularly on its activities, findings and recommendations.
Reports to	The Board.
Membership	The Committee shall be established annually at the first Board meeting of each year. The Committee Chair shall be appointed by the Board annually. All Board members are eligible for appointment to the Committee. The Principal Tumuaki is a standing member of the Committee. The Executive Officer is an ex officio member of the Committee and provides administrative and financial support to the Committee. The Committee may invite additional attendees with relevant expertise when required.
Meeting requirements	The Committee will normally meet monthly between Board meetings following preparation and distribution of financial reports. Additional meetings may be convened as required. The Committee Chair will: • Convene and facilitate Committee meetings. • Develop meeting agendas in consultation with the Principal Tumuaki and Executive Officer. • Ensure appropriate records of meetings are maintained. • Present a Committee report, including recommendations and matters requiring Board consideration, at each Board meeting.
Areas of Responsibility	The Committee provides governance oversight of: • Financial management and reporting. • Annual budgeting and financial planning. • Capital expenditure and asset management. • Property planning and maintenance. • Insurance and risk management. • Health and safety governance. • Education Outside the Classroom (EOTC) governance oversight. • Finance, property and health and safety policies.
Key Responsibilities	

Financial Stewardship	The Committee will: • Provide input into the development of the annual operating budget and capital expenditure plan. • Ensure budgets align with the school's Strategic Plan and annual priorities. • Monitor financial performance against budget and investigate significant variances. • Review monthly financial reports and recommend acceptance by the Board. • Review expenditure and revenue trends and monitor financial sustainability. • Review and monitor sensitive expenditure, including: ○ accounts for payment ○ credit card expenditure and supporting documentation ○ staffing expenditure and payroll reporting. • Review cash flow, working capital and reserve positions. • Review investment arrangements and recommend changes where appropriate. • Review audited financial statements and recommend approval to the Board. • Review financial policies and procedures and recommend amendments where required.
Capital Expenditure and Property	The Committee will: • Monitor implementation of the school's capital expenditure programme. • Exercise delegated authority to approve unbudgeted capital expenditure up to \$20,000, reporting all such approvals to the Board at the next available meeting. • Consider the impact of capital expenditure decisions on the school's financial position and working capital. • Maintain governance oversight of the school's property portfolio and long-term property planning. • Monitor progress against the school's 10-Year Property Plan and other significant property projects. • Ensure property-related risks are identified and appropriately managed.
Health and Safety Governance	The Committee will: • Monitor the effectiveness of the school's health and safety management systems. • Review the school's health and safety reporting, incidents, trends and emerging risks. • Monitor the risk register and ensure significant risks are identified, assessed and appropriately managed. • Ensure governance oversight of hazard identification and risk control processes. • Review compliance with relevant health and safety legislation and Board policies. • Provide regular reports and recommendations to the Board regarding health and safety performance and improvement opportunities. • Promote a culture of safety, wellbeing and continuous improvement across the school community.

<i>Education Outside the Classroom (EOTC)</i>	The Committee will: • Review overnight EOTC applications and associated risk management documentation. • Provide recommendations to the Board regarding approval of overnight EOTC activities. • Monitor compliance with Board EOTC policies and procedures.
<i>Risk Management and Assurance</i>	The Committee will: • Support the Board in maintaining an effective framework for risk management and internal controls. • Review insurance arrangements annually and recommend changes where appropriate. • Undertake periodic review of key organisational risks and mitigation strategies. • Monitor compliance with relevant legislation, Board policies and delegated authorities. • Support preparation of annual audited accounts and associated compliance requirements.
<i>Committee Chair Responsibilities</i>	The Committee Chair will: • Provide leadership to the Committee and ensure meetings are conducted effectively. • Work collaboratively with the Principal Tumuaki, Executive Officer and Presiding Member. • Ensure recommendations are clearly documented and presented to the Board. • Provide secondary authorisation for payment batches in accordance with Board delegations and internal controls. • Co-sign payments and financial approvals where required under Board policy and delegated authority. • Support the presentation of audited annual accounts to the Board and submission to relevant agencies.
<i>Expectations of Committee Members</i>	Committee members will: • Prepare for and actively participate in Committee meetings. • Exercise sound governance judgement and stewardship. • Maintain confidentiality where required. • Positively promote the school within the community. • Abide by the Board Code of Conduct. • Undertake ongoing governance training and professional development where appropriate.
<i>Supporting Documentation</i>	
• Board Governance Policies • Board Code of Conduct • Delegations Schedule • Finance Policies and Procedures • Health and Safety Policies and Procedures • Property Management Policies • Risk Management Framework • Strategic Plan • Annual Budget • 10-Year Property Plan • Education Outside the Classroom (EOTC) Policy and Procedures • Relevant Ministry of Education and legislative requirements	



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Role Description - Policy Subcommittee

Purpose	To ensure Board Policy documents meet the governance needs of the school kura, are current and reviewed on a regular cycle.
Reports to	The Board.
Duration of service on Subcommittee	Annually to be established at beginning of each year. Subcommittee Chair appointed at the beginning of each year. All board members are eligible to be members of the subcommittee. The Principal Tumuaki is a member of this sub committee.
Meeting requirements	Monthly between board meetings. Review and update policy documents, presenting these to the board on a triannual review cycle.
Portfolios	Governance Policies.
Policy Committee Chair:	- 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.
Committee Member's Role:	- 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. - Undertake ongoing governance training and professional development where appropriate.



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Role Description - Staff | Kaimahi Trustee

Purpose of Position:	Act as a full member of the Board. Bring the Our Lady Star of the Sea staff kaimahi perspective to the Board table. Communicate decisions of the Board to staff kaimahi.
Reports to:	The Board.
Term of position:	Triennially by election at the same time as the board election schedule.
Meeting requirements:	As required.
Portfolios:	As negotiated.
Key Tasks	
▪ Offer a staff kaimahi perspective to the Board on issues as required. ▪ Report to staff kaimahi on outcomes/decisions of Board meetings. ▪ Communicate with the Principal Tumuaki prior to a Board meeting should the need be required. ▪ Positively promote the school kura in the eyes of the community. ▪ Abide by the Board Code of Conduct. ▪ Undertake ongoing governance training and professional development where appropriate including attending staff kaimahi trustee training offered by NZSTA and/or CDA	

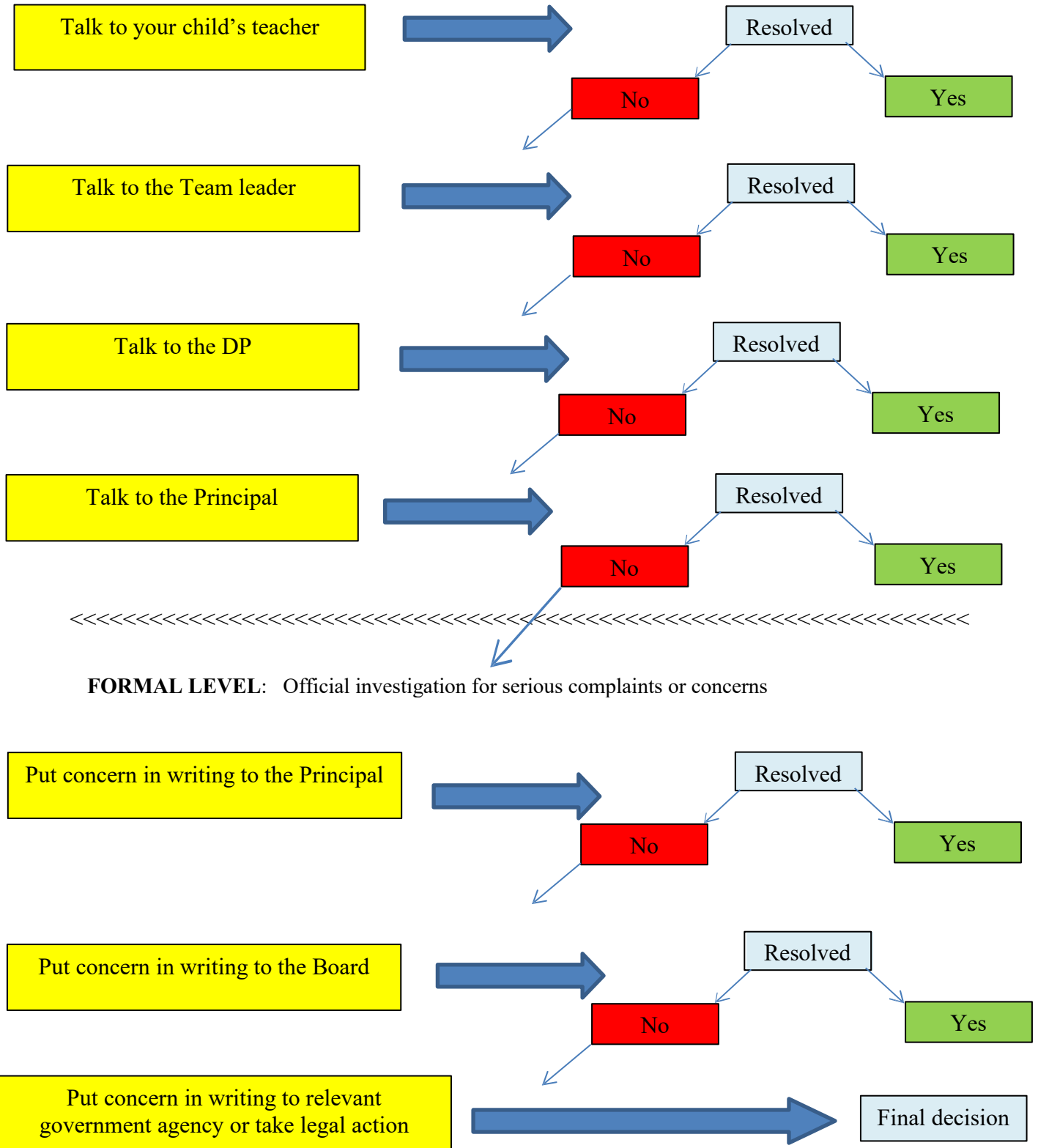
Our Lady Star of the Sea School

He Whetu o te Moana

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Concerns and Complaints Procedure

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



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.



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Community Consultation Procedure

Strategic Consultation - consultation related to vision, values, goals, targets of school community
• 6 yearly community consultation on Vision, property plan 2019, 2025, 2031 • 3 yearly community consultation process related to the updating of the Strategic plan goals, reporting, learner profile, RE curriculum, NZ curriculum, Cultural 2019, 2022, 2025, 2028, 2031... in the form of a 'Community Dreaming Day' • 3 yearly Special character external review + ERO review components
Regular Consultation - Business as usual consultation - inquiries/ gather data/ monitor progress/ assess effectiveness/ feed strategic plan/ annual plan
• Bi-annual camp parent consultation • Bi-annual Health Curriculum consultation • Annual Pubertal Change Year 6 parent consultation • Reporting - Parent /Teacher/ Student conferences • Regular Whanau, Fono and Jia group consultation • Annual community consultation at student reporting / conference time. Annual progress towards schooling by design goals and other strategic plan initiatives such as Netsafe procedures and practices, curriculum content and understanding, learning progressions, learner profile... • Special character internal review Consultation with community via BOT sp ch committee
Emergent Consultation - Responsive to unforeseen events/issues, routine, scanning, monitoring
Responding to community/student/staff needs as they arise - fit into regular annual consultation cycle above: For example • School culture/ expectations • Processes / procedures • Government requirements • Responding to pandemic / emergency / trauma situations <i>Wellbeing aspects.</i>



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

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Reporting to Parents Procedure

Written reports assessing children's progress towards and achievement against Curriculum Levels will occur twice a year. Mid year (end of Term 2) and end of year (end of Term 4)

Parent, Student Teacher Interviews will happen twice a year; at the beginning of the year to set goals, and in the middle of the year following the release of the mid year report.

Interview times do not prevent either teacher or parent initiating an interview should the need arise at any time.

Guidelines for reporting to parents

1. Written comments should be constructively stated in plain language for parents to understand
2. Comments will provide parents with the most up to date, honest information about children's learning and what their next steps need to be.
3. Reports should contain no surprises. If there are problems, issues or concerns regarding student learning or behaviour, these should be identified early and addressed before reporting time. Reporting should note actions and updates.
4. In the interview, parents and students should be put at ease. Students should be encouraged to talk about their goals and progress made towards these. Work samples and test results should be shared and explained. The teacher's role is to support the student in the learning conversation with their parent. If a child is not present, the teacher will lead the conversation.



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Evaluative Practices at Our Lady Star of the Sea (Internal Review)

Strategic Evaluation - activity related to vision, values, goals, targets of school community • Strategic plan - 3 yearly ◦ 2019, 2022, 2025, 2028, 2031... • Community Consultation on Strategic plan - 3 yearly - strategic, reporting, RE curriculum, cultural 2019, 2021, 2024, 2027... every two cycles vision, 2019, 2024, 2030 • BOT Property Plan - consulted, rolled out in stages based on consultation, finance plan • BOT Policy - annual review - new model • Curriculum Review - 4 yearly 2019, 2023, 2027, 2031 - Spiralling Curriculum - Taonga/Joy • Vision Review - 6 yearly (every 2nd strategic plan iteration) 2019, 2024, 2030 • Learner Profile - 6 Yearly 2019, 2024, 2030
Regular Evaluation - Business as usual evaluations - inquiries/ gather data/ monitor progress/ assess effectiveness/ feed strategic plan/ annual plan • Special Character Internal review - annually (reported to proprietor) • Annual Professional Growth Cycle Process - data connect, Timperley's spiral, observation, Hub/Team review monitor, evaluate many times across the year • Curriculum Review/ evaluation - termly and annually • Intervention programmes - annually • Data three times annually (PLD response/review) • Kahui Ako review of inquiry/data/staffing annually
Emergent Evaluation - Responsive to unforeseen events/issues, routine, scanning, monitoring • Connections with Parish • Cultural connections • Transition practices • Leadership practices • Teacher capacity • Teacher reflection/evaluation • Responding to community/student/staff needs • School culture/ expectations • Processes / procedures • Cluster connections eg - ELN, SENCO, EAPPA, Play based, Maths, lead teachers, RTLB, SLT, ACPA, HPPA • Cultural connection

Trustee Register - this register will be updated when any trustee joins or leaves the Board or the Board opts into or out of the mid-term election cycle. Approved Number of Elected Parent Representatives = 5

Mid-term election cycle, Yes/No

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 2028
Alina Hooper	CH Parent Representative	EL	11.08.17		Election 2028
Fr Robert O'Brien	T Proprietor Rep	PA	26.11.25		Election 2028
Bernice Chiam	T Parent Representative	EL	25.2.25		Election 2028
Shasta Dang	T Parent Representative	SL	28.2.23		Election 2028
Linda McQuade	T Proprietor Rep	EL	22.2.22		Election 2028
Ailsa Thorpe	T Staff Rep	ST	26.8.25		Election 2028
Louise Campbell	ME Principal	P	15.10.18		
Jordi Boix-i-Coll	T Proprietor Rep	PA	25.2.25		Election 2028
Sharon Yeh	T Parent Representative	PA	27.7.21		Election 2028

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

Note 2: If the Board opts into or out of the 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 27.5.26

Operational Policies



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Vision

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Mission

Nurture faith
Build community
Strive for excellence
Act with compassion and mercy
Inspire curiosity and joy of learning

Catholic Special Character Policy

Outcome statement

The Catholic special character of the school|kura 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 (treasure) for future generations. The board, management and staff actively support and foster the Gospel values of Awhina (service), Manaaki (respect), Tika (justice), Ngawari (resilience) and Maia (courage) that the school|kura stands for, both in teaching and the behaviour they model. The wider school|kura community safeguards and strengthens an environment that enables Students|ākongā to develop the attributes, knowledge, and skills to become active and committed members of the faith community and contribute positively to the wider community. Students|ākongā 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|tumuaki leadership of Catholic religious practices and Catholic education.

Expectations and limitations

Board actions		Standards
1. The board ensures that the vision and strategic direction for the school kura clearly and explicitly reflect the Catholic special character of the school kura.	1.1	The board incorporates and honours the requirements of Schedule 6: Education and Training Act 2020 and the school kura's Integration Agreement
	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 kura
	1.4	Board policies and school kura procedures explicitly reflect Catholic special character to ensure that decision making is from a Catholic perspective

	1.5	Board documentation reflects that the school kura, 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 kura procedures
	2.2	Board documentation sets clear expectations for appropriate cultural responsiveness across the school kura
	2.3	Board policies and school kura procedures support Māori Students ākongā 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 ākongā 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 ākongā, 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 kura.	4.1	The school kura'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 tumuaki 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 kura's Integration Agreement.	5.1	The proprietor gives the board exclusive right to the possession and use of the school kura premises, including buildings and chattels but maintains the right to access the property
	5.2	
	5.3	
	5.4	The proprietor is responsible for providing new or additional buildings if there are changes to the state school kura minimum accommodation code, or approved roll increase
	5.5	

		The proprietor with responsibility for major maintenance works with the board to ensure there is an effective 10 year rolling property plan The proprietor meets insurance costs associated with the land and buildings and other improvements that are specified in the Integration Agreement The board has no authority to make structural changes to the buildings or grounds without consulting the proprietor
6. The board is actively engaged in the school kura and parish community.	6.1	The board engages in the school kura and local parish/es community: • involving whānau as fully as possible in the life of the school kura, 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 mātua, whanau and caregivers in their role as the first teachers of faith to their Children tamariki.

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

Procedures	Documents / Legislation
Board Strategic Plan Annual Budget	<u>Tō Tāitōu Whakaponō Our Faith Religious Education Curriculum</u> <u>Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand</u> <u>The Catholic Education of School Age Children(New Zealand Catholic Bishops' Conference, 2014)</u> <u>The Education and Training Act 2020</u> <u>OLSOS Integration Agreement (1982)</u> <u>Hautū: Māori Cultural Responsiveness Self Review Tool for School Boards</u> <u>The Declaration of the Proprietors of Catholic school kuras in New Zealand on the Essential Characteristics of Authentic Catholic school kura Education</u> <u>Handbook for Boards of Trustees of New Zealand Catholic State Integrated school kuras</u> The school kura's latest Catholic Special Character Review/Evaluation for Development report

Board Chair _____ Principal _____ Date _____

- Signed copy on site.



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Mission

Nurture faith
Build community
Strive for excellence
Act with compassion and mercy
Inspire curiosity and joy of learning

Responsibility of the Principal | Tumuaiki of a Catholic School Policy

Outcome statement

Authority and accountability for the day-to-day running/operation of the school|kura is delegated to the principal|tumuaiki.

Scoping

The principal|tumuaiki is the key faith leader, the professional leader of the school|kura, and the chief executive of the board in relation to the school's|kura's control and management. The board is responsible for the governance of the school|kura, including setting the policies by which the school|kura is to be controlled and managed. The principal|tumuaiki is responsible for the implementation of these policies, including the strategic plan.

The relationship between the board and principal|tumuaiki is based on the principles and commonly held professional ethics of human dignity, solidarity, mutual respect, trust, integrity and support, with both parties working to ensure no surprises.

Delegations

Authority and accountability for the day-to-day running of the school|kura is delegated to the principal|tumuaiki. Reference in documentation to the school, management and staff is to be read as "principal" regarding responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal|tumuaiki unless specific delegations to the presiding member, individual board members, members presiding over committees or committees of the board are in place.

The board presiding member/personnel committee has responsibility for the principal's|tumuaiki's professional growth cycle.

Expectations and limitations

The principal|tumuaiki shall not cause or allow any practice, activity or decision that is unjust, unethical, unlawful or imprudent or that violates the school|kura's Catholic special character, or board's expressed Gospel values, its strategic plan or commonly held professional ethic.

The responsibilities of the principal|tumuaiki are set out in the board's operational policies and include the following:

- To lead the religious life of the school|kura which provides for the formation in faith of its students|ākongā, staff and community
- To provide leadership in safeguarding and strengthening the Catholic Special Character of the school including its religious observances and Religious Education programme
- To be a role model and Gospel witness to staff, students|ākongā, and the school community
- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals the Standards for the Teaching Profession and *Catholic School Elaborations Standards for the Teaching Profession*
- Participate in the development and implementation of their annual professional growth cycle

- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies
- Develop, seek board approval for and implement an annual plan that; is aligned with the board's strategic plan; meets legislative requirements; gives priority to the faith development of students|ākonga, works for improved student|ākonga progress and achievement; ensures that the school|kura is an inclusive and safe place for all students|ākonga and staff; honours students' (human) rights and dignity and gives effect to Te Tiriti o Waitangi
- Use resources efficiently and effectively and preserve assets (financial and property)
- Operate within the board's approved annual budget
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements
- Communicate with the community on Catholic special character and operational matters as and where appropriate
- Refrain from unauthorised public statements about the official position of the board on social, political, Catholic, and/or educational issues that are or have the potential to be controversial
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
- Appoint, on behalf of the board, the privacy officer and EEO officer
- Ensure school procedures meet the requirements of the proprietor, legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette
- Ensure systems are developed and implemented to support the smooth running of the school in regard to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines
- Ensure systems and procedures meet requirements set out in the Rules regarding student behaviour management and the use of physical restraint

The principal|tumuaki is not restricted from using the expert knowledge of individual board members acting as community experts.

Monitoring

The board will review the principal|tumuaki's performance in line with its policy on principal|tumuaki professional growth cycle.

Evidence gathered for the review will include principal|tumuaki reporting to the board in line with the board's annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

The principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that:

- Is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- Provides an update on Catholic special character
- Tracks progress and variance towards strategic aims and key performance indicators

- Includes data and analysis on curriculum delivery, student progress and achievement
- Includes data and analysis on student wellbeing
- Provides evidence of the school's giving effect to Te Tiriti o Waitangi
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration
- Outlines financial income and expenditure and explains any variance against budget
- Summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- Identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- Identifies any instances of physical restraint
- Includes information of any actual or potential risks to health and safety
- Specifies current roll numbers and explains any roll variance against year levels
- Recommends changes in board policies when the need for them becomes known
- Highlights areas of possible adverse publicity or community dissatisfaction
- Addresses any other matter requested by the board within a reasonable, specified timeframe

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

Procedures	Documents / Legislation
<u>c Principals performance management procedure agreed 30.8.22</u> <i>Personnel related policy and procedures including appointments and performance management</i>	Board's governance and management definitions School's Integration Agreement Principal's job description Principal's employment agreement including relevant Principal Professional Standards <u>Principles of Catholic Social Teaching</u> <u>Catholic School Elaborations: Standards for the Teaching Profession</u> <u>Catholic Special Character Conversation Starters: A Reflective Toolkit (Principal)</u> <u>Handbook for Certification in Catholic Special Character and Religious Education for Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand (NCRS, 2014)</u> <u>Education & Training Act 2020</u> <u>Privacy Act 2020</u> <u>Protected Disclosures Act 2000</u> <u>Education (Physical Restraint) Rules 2017</u> <u>Collective Employment Agreements for Principals</u>

Board Chair _____ Principal _____ Date _____



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Mission

Nurture faith
Build community
Strive for excellence
Act with compassion and mercy
Inspire curiosity and joy of learning

Curriculum Policy

Outcome statement

Curriculum delivery:

1. ensures that all knowledge is presented in light of the Gospel, providing a synthesis of culture and faith, and faith and life, thus connecting learning to the lives of the students,
2. promotes the development of our vision and values (respect, courage, justice, resilience, service) and the development of OLSOS learning dispositions (creative and critical thinking, communication and collaboration)
3. reflects our strategic plan goals,
4. meets the requirements of the proprietor in the delivery of the Religious Education Curriculum Tō Tātou Whakapono and the Health Curriculum,
5. meets legislative requirements including Schedule 6: Education and Training Act 2020

Scoping

The board's primary objectives are to ensure that; every student at Our Lady Star of the Sea is able to attain their educational potential; the school is a safe and inclusive environment for all students and staff; students' (human) rights and dignity are protected; the school gives effect to Te Tiriti o Waitangi. In addition, the school's religious goals are incorporated into our educational goals, and the students are supported on their faith journey.

Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

Expectations and limitations

The principal must ensure:

- An annual plan is developed setting out how progress will be made towards the achievement of strategic goals and is approved by the board
- Religious Education is delivered using the New Zealand Catholic Bishop's Conference (NZCBC) mandated Primary Religious Education Programme Tō Tātou Whakapono.
- Those aspects of the Health Curriculum are set in the context of the teaching of the Catholic Church
- The Director of Religious Studies (DRS) is actively involved in the planning of the personal relationships and sexuality components of the Health Curriculum
- Consultation with both the community and the Proprietor to ensure that the Health Curriculum and its delivery reflect the Catholic special character of the school.
- The Catholic perspective is included in all curriculum areas with particular emphasis on the core principles of Catholic social teaching.

- All resources, including e-resources, which are used in the teaching and learning programme for Religious Education and all other curricula, including those of outside providers, are in line with the key teachings of the Catholic Church.
- The schools local curriculum is based, in consultation with the school's community, on the vision, values, principles and key competencies of the New Zealand Curriculum and the Our Faith Religious Education Curriculum
- Our local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori
- School programmes provide students with opportunities to learn in all areas of the national curriculum and the Religious Education Curriculum
- The minimum hours for the delivery of Religious Education mandated by the New Zealand Catholic Bishop's Conference are met
- The principal and DRS are appropriately qualified and certificated, in order to lead Religious Education curriculum development
- Religious Education is delivered by teachers with, or working towards
 - a qualification related to Religious Education, theology or Catholic special character
 - the appropriate level of Certification dependent on length of service in a Catholic school
- There is a focus on every child and young person:
 - attaining their educational potential and being supported on their faith journey
 - developing the abilities and attributes outlined in the [national education and learning priorities](#)
 - having an appreciation of the importance of; the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori
- Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported including students who:
 - are not achieving
 - are at risk of not achieving
 - have special needs
 - are not progressing
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.
- The principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for board meetings that:
 - Includes data and analysis on curriculum delivery, student wellbeing, progress and achievement across the school and by ethnicity twice a year
 - Tracks progress and variance towards annual aims and key performance indicators once a term
 - Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration

1. New Zealand Catholic Bishops' Conference (2014). *The Catholic Education of School-Age Children*.

2. New Zealand Catholic Education Office. *Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools*. New Zealand Catholic Education Office. <https://www.nzceohandbook.org.nz/special-character/>

3. Managed by each diocese through NCRS on behalf of the NZ Catholic Bishops' Conference

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

Procedures	Documents / Legislation
Curriculum planning	<i>Our Faith Tō Tātou Whakapono RE Curriculum</i>
Assessment Cycle	<i>Time allocation for Religious Education</i>
<u>Assessment Procedure 17.5.21</u>	<i>He Mea Hanga Mīharo ki tō te atua Āhua Wonderfully Made in God's Image</i>
<u>Quality Practices - Standards for the Teaching Profession</u>	<i>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</i>
	<u>Education and Training Act 2020</u>
	<u>New Zealand Curriculum/Te Marautanga o Aotearoa</u>

Board Chair _____ Principal _____ Date _____
 replacing Fostering Student Achievement Policy on the date noted here

- Signed copy on site.



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Mission

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Enrolment Policy

Outcome statement

Students|ākonga enrolment meets the Proprietor's requirements and Ministry of Education compliances together with the school|kura's official enrolment scheme requirements.

Scoping

The board recognises the enrolment requirements under the Education and Training Act 2020 and the school|kura's Integration Agreement and meets them. The board acknowledges that the granting of preference to enrol a Students|ākonga is the prerogative of the Proprietor (or their nominated agent). The Proprietor states in writing that the parents|mātua of the child meet the criteria to gain this preference.

Definitions

Preference Students ākonga	Students ākonga whose parents mātua have established a particular or general religious connection with the special character of the school kura in line with New Zealand Catholic Bishops' policies.
Non-Preference Students ākonga	Students ākonga who do not meet the criteria for preference.

Delegations

The board delegates to the Principal|tumuaki all matters relating to:

- the day-to-day management of preference and non-preference enrolments
- managing the school|kura roll in accordance with legislation and the school|kura's Integration Agreement and identified good practice.

Expectations and limitations

The Principal|tumuaki ensures:

- Preference or non-preference is determined before enrolment
- For preference Students|ākonga:
 - Each Students|ākonga has their own preference certificate
 - The school|kura holds the Students|ākonga preference certificate before the Students|ākonga commences at the school|kura
 - The preference certificate is for the current school|kura
 - The preference certificate is signed by an authorised agent of the Roman Catholic Bishop.
- The [enrolment process](#) as set out by NZCEO is followed
- The schools|kura official enrolment scheme stipulates that Students|ākonga are accepted in the following order:
 - Priority 1: Preference applicants who are siblings of current Students|ākonga.
 - Priority 2: Preference applicants who live within the defined geographic zone.

- Priority 3: Preference applicants who do not live in the geographic zone and who can demonstrate an established and continuing pattern of involvement in Our Lady Star of the Sea Parish.
 - Priority 4: All other preference applicants.
 - Priority 5: Non-preference applicants who are siblings of current Students|ākonga.
 - Priority 6: Non-preference applicants within the geographic zone.
 - Priority 7: All other non preference applicant.
- If the total number of applications is greater than the number of places available:
 - Unsuccessful preference applicants will have their names recorded on a waiting list within the relevant priority category. They may be offered places at a later date if places become available according to the year level where the vacancy has arisen.
 - All Non preference applicants will be put on a waiting list. They may be offered places at a later date if there are no preference applicants on the waitlist at their year level
- The non-preference number (30) and maximum roll (600) are not exceeded without the written permission of the proprietor
- The master roll of the school|kura states whether each Students|ākonga has preference or not, and for preference Students|ākonga the criteria under which they are given preference
- The board's selection criteria for non-preference Students|ākonga is as follows:
- All non preference enrolments, up to the 5% of total roll number threshold, will be accepted based on, but not limited to, a combination of the following, at the Principal|tumuaki's discretion:
 - family|whānau's willingness to support the values and Special Character of school|kura
 - association with the school|kura (recommendations from within the school|kura community, ties with the school|kura community, proximity to the school|kura)
 - time the enrolment has been on file
 - whether siblings to come in subsequent years would put non preference numbers above our 5% of total roll threshold
- At the time of enrolment, parents|mātua/caregivers of non-preference Students|ākonga are fully aware of the school|kura's Religious Education and religious observances, and what it means to be part of a Catholic school|kura faith community
- The Students|ākonga enrolment form requires parents|mātua to sign to accept the following conditions:
 - The Students|ākonga will participate in the general school|kura programme that gives the school|kura its special character
 - To pay compulsory attendance dues as determined by the proprietor from time to time and approved by the Ministry of Education, acknowledging the right of the school|kura to discontinue the attendance of their children|tamariki if they default on payment without making prior arrangements.
- In addition, the following documentation will also be required which will remain on file for the duration of the child's schooling and for 7 years thereafter:
 - A completed enrolment form signed by both parents|mātua.
 - A Preference Certificate signed by a Catholic Priest and stamped with a parish seal.
 - Original birth certificate or passport.
 - Original baptism certificate.
 - A passport must be sighted showing the residency status of a child who is born outside of New Zealand
 - Immunisation certificate

- Where parents|mātua/caregivers are not able to meet payment, due to financial stresses, of attendance dues or payment of attendance dues would stop them from enrolling their child, the parents|mātua/caregivers are given advice on gaining assistance
- If the actual school|kura roll reaches/exceeds 85% of the maximum roll and/or physical capacity of the school|kura, the Diocesan Vicar/Manager for Education is contacted to offer guidance and assistance in the management of the school|kura roll and future enrolments. This will include the closing of the non-preference roll, the Board implementing their enrolment policy and/or developing a Ministry of Education approved scheme in consultation with the Proprietor
- That the board consults with the Proprietor when setting the number of international Students|ākongā to be enrolled in the school|kura.

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

Procedures	Documents / Legislation
Integration Agreement <i>Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools</i> in particular the section Employment: Resources and Appendices	Education and Training Act 2020 Health and Safety at Work Act 2015 Education (Physical Restraint) Rules 2017

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Our Lady Star of the Sea defined Geographic Zone:

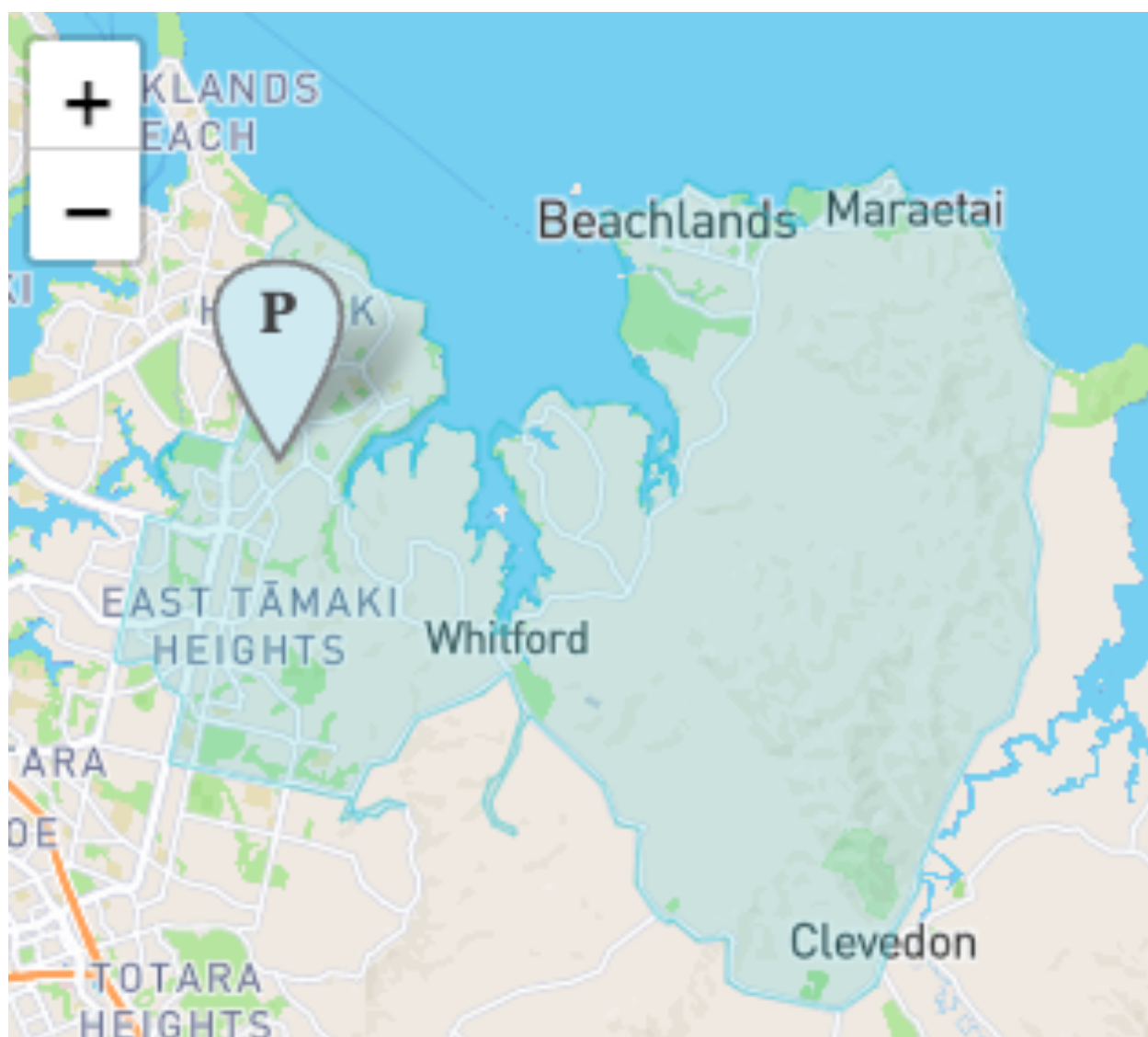
Starting opposite Greenmount Drive on Ti Rakau Drive, the boundary follows along Pakuranga Creek to Cascades Road, across Botany Creek to Aviemore Drive then right into Bradbury Road.

Follow along Bradbury Rd, left into Botany Road and right along Ridge Road to Bleakhouse Road. Turn left into Bleakhouse Road, left into Macleans Road to the Macleans Road Reserve. Follow the reserve line through to the coast and then follow the coastline to the east to include Whitford, Beachlands and Maraetai.

Follow Maraetai Beach road to North Road. Travel inland onto the Papakura-Clevedon Road. Turn right into West Road and onto Brookby Road. And then Whitford Park Road. Turn left into Sandstone Road.

Follow Sandstone Road to Ormiston Rd, including Regis Lane and Shepherds Lane. From here travel along Ormiston Rd to the intersection of Te Irirangi Drive. Follow north along the centre line of Te Irirangi Drive. At the intersection of Ti Rakau Drive, turn left travel down the centreline of the road to the starting point.

Unless otherwise stated both sides of boundary roads and all no exit side roads off boundary roads are included.





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Attendance Management Policy

Outcome statement

The Ministry of Education has defined regular attendance as 80% of students being present 90% of the time. Our Lady Star of the Sea School's goal is to reach the Ministry's goal for regular attendance by 2030.

Scoping (Priority)

Regular attendance at school provides consistency in programme delivery, positively impacting student progress and achievement. The school, alongside the Ministry of Education acknowledges that irregular attendance causes children and teachers stress as they try and fill in the gaps in what has been covered while they have been away. Irregular attendance also negatively impacts social interactions and development alongside peers.

A Stepped Attendance Response (STAR) as outlined below will set the expectation for attendance at Our Lady Star of the Sea.

Delegations

The board delegates authority to the principal/tumuaki to undertake the contents of this attendance management plan.

Expectations and limitations

The principal/tumuaki must ensure that:

- Attendance is recorded twice daily in the school's student management system.
- Absences and their reasons are recorded accurately in the school's student management system using the Ministry of Education attendance codes.
- Parents/Caregivers of students who are absent without prior notification are contacted, by the school office, as soon as practicable in the morning of the date of absence to verify the absence and the reason for the absence.
- The below thresholds are monitored by office staff at the 5 and 9 week marks each term, and the below responses are implemented:



Individual Student Attendance activities

Individualised student responses to absence thresholds



Communicate this plan with whānau using the below graphic:



Our Lady Star of the Sea Attendance Management Plan Summary.

In line with the government's target of 80% of students regularly attending school by 2030:
Our school has a target of **80%** We're currently at **70%**

80% ← **70%**

Regular attendance¹
by Term 4, 2027

Regular attendance
in 2025

Our **Attendance Policy** sets out

- Why attendance is a priority for our school
- Legal requirements about attendance
- Our expectations of students, parents and our school staff

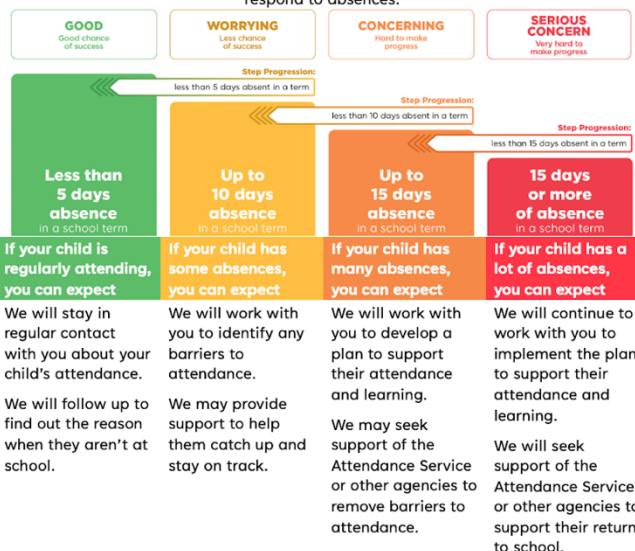
Our **Attendance Procedures** set out

- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences

Our school's **monitoring and assurance process** sets out

- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance effectively

Our school uses the [Stepped Attendance Response \(STAR\)](#) to guide when and how we respond to absences.



¹ "Regular attendance" means attending more than 90% of a term

Procedures	Documents / Legislation
See the contents of this plan for procedures	· Key legal obligations under the Education and Training Act 2020, including: ○ Compulsory enrolment and regular attendance requirements ○ Board responsibilities to take all reasonable steps to ensure attendance ○ Parent/guardian obligations to ensure children attend school

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Personnel Policy

Outcome statement

The obligations and responsibilities of being a good, fair and just, employer are met.

Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

Good employer means an employer who acts within the principles of Catholic social teaching and operates an employment policy containing provisions generally accepted as necessary for the just, fair and proper treatment of employees in all aspects of their employment.

Delegations

The board delegates responsibility to the principal|tumuaki on all matters relating to the day-to-day management of staff in the expectation that they will be managed in a sound, just, fair and respectful manner, acknowledging the dignity of each person, and in accordance with the current terms of employment agreements, school policy and procedures, relevant legislative requirements and identified good practice.

Expectations and limitations

The principal|tumuaki must ensure:

- all employment-related legislative requirements are applied including those in Schedule 6: Education and Training Act 2020 and the school's Integration Agreement
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate, fair and restorative manner
- all staff are safe from racism, stigma, bullying and other forms of discrimination within the school
- that the wellbeing of all staff is supported
- teachers|kaiako are supported in their vocation to serve young people
- that all staff are affirmed and valued for their contribution to the work of the school|kura community
- a smoke-free and vape-free environment is provided
- employment records are maintained
- all employees have;
- a written letter of offer of employment using the [NZCEO Letters of Appointment templates](#)
- an up-to-date job description that includes their Catholic special character responsibilities
- for non-union employees, an individual employment agreement (IEA)
- teachers|kaiako are consulted when developing a procedure to determine the use of units –

- units for appropriate positions are allocated in a fair and transparent manner
- employee leave is effectively managed and reported so that:
 - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
 - board approval is sought for any requests for discretionary staff leave with pay in excess of three days
 - board approval is sought for any requests for discretionary staff leave without pay of longer than five days
 - board approval is sought for any requests for staff travelling overseas on school | kura business
 - the board is advised of any staff absences longer than five school days
- job descriptions clearly state Catholic special character responsibilities of staff, and these are regularly reviewed
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases, and staff professional learning and spiritual formation
- a suitable, regular and planned professional learning and spiritual formation programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the professional learning and formation programme enables the principal | tumuaki and teachers | kaiako of Religious Education to work towards a formal qualification in Religious Education or Special Character, and that the principal and all teachers are working towards the next level of Certification
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from Te Whakarōputanga Kaitiaki Kura o Aotearoa – New Zealand School Boards Association (formerly NZSTA) advisers where employment issues arise, and the school's insurer is notified.

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

Procedures	Documents / Legislation
Equal Employment Opp Procedure Classroom Release Time OLSOS Concerns and complaints Procedure.docx 2023 Professional Growth Cycle Guidelines Professional Development procedure Serious Misconduct by Employees Staff Discretionary Leave Procedure.docx Allocation of Management Units Performance Management Protected Disclosures	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 Principles of Catholic Social Teaching Catholic School Elaborations: Standards for the Teaching Profession Catholic Special Character Conversation Starters: A Reflective Toolkit NZCEO Letter or Employment Templates Handbook for Certification in Catholic Special Character and Religious Education for Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand (NCRS, 2014) Employment Relations Act 2000 Education and Training Act 2020

	Collective Employment Agreements Smokefree Environments and Regulated Products (Vaping)amendment Act 2020
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Appointments Policy

Outcome statement

All appointments, including those to Catholic special character (tagged) positions are appointed through a fair and sound appointment process that meets the legislative requirements of a good employer and Schedule 6: Education and Training Act 2020.

Scoping

To assist in the appointment of quality staff and staff who are acceptable to the Proprietor in the case of special character positions:

- For any vacancy that may arise, an appointment committee with expertise relevant to the vacancy may be delegated to carry out the appropriate appointment procedures.
- When the board delegates to an appointment committee the power to appoint a teacher (including the principal|tumuaki and Director of Religious Studies (DRS)) or recommend the appointment of a teacher|kaiako, the appointment committee must include at least one proprietor's appointee (Schedule 6: Education and Training Act 2020, Clause 46 (2)).
- For any vacancy that may arise in special character (tagged) positions the board or its appointment committee must follow the proprietor's requirements regarding acceptability, prior to considering the suitability of applicants.
- In accordance with the regulatory requirements for safety checking under the Children's Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with school procedures on safety checking, Police vetting and screening.

Delegations

The board delegates authority to determine the composition of the various appointment panel according to the schedule outlined below. Appointment of the principal|tumuaki is the responsibility of the board, which will determine the process and seek Te Whakarōputanga Kaitiaki Kura o Aotearoa – New Zealand School Boards Association (formerly NZSTA) advice and the proprietor's guidance.

Expectations and limitations

The principal|tumuaki must ensure that:

- advertisements for special character positions must meet the requirements of Cl 47 or Cl 50, Schedule 6: Education and Training Act 2020
- advertisements for general positions (untagged positions) should state that the successful applicant will be expected to support, uphold and be positively involved in the Catholic special character of the school
- when appointing a Principal|tumuaki or a Director of Religious Studies the appointment

committee should take into consideration the applicant's Religious Education/Catholic special character qualifications and level of Certification.

- if the board determines, the appointment of all other teachers|kaiako in permanent positions will involve an appointment committee consisting of at least the principal|tumuaki and a proprietor's appointee, and at the discretion of the board, further board members
- unless determined otherwise by the board, appointment of all other fixed term, long-term relieving or non-teaching staff will be the responsibility of the principal|tumuaki in consultation, the presiding board member or delegate where deemed necessary. In the case of fixed-term Catholic special character positions the proprietor must first be consulted and confirm acceptability
- when appointing teachers to Catholic special character (tagged) positions the requirements and expectations of that position are understood fully by the successful applicant
- all newly appointed staff are aware of the expectations associated with accepting a position in a Catholic school
- NZCEO [Letters of Appointment](#) are used
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff
- all safety checking is completed for all teaching and non-teaching staff prior to commencing employment, and
- safety checking documentation is kept on the new employee's personal file in line with privacy and storage protocols
- any person applying for a teaching position holds a current practicing certificate from the Teaching Council

In the case of Community of Learning | Kāhui Ako membership:

- staff seeking the Communities of Learning | Kāhui Ako leadership role or the teacher|kaiako across schools role must seek and receive consent from their employing board before applying for the role

* For any position that is fixed term there must be a genuine reason based on reasonable grounds for it being of a fixed term nature, this can include inability to permanently fill a Catholic special character (tagged) teaching position. Refer to s 66 of the Employment Relations Act 2000 and the Court's interpretation thereof. Where the board, principal|tumuaki and/or committee of the board is wanting to appoint to a position believed to be fixed-term, advice will be sought from Te Whakarōputanga Kaitiaki Kura o Aotearoa – New Zealand School Boards Association (formerly NZSTA) and/or the Catholic diocesan education office as to whether the appointment would meet the requirements for a genuine fixed-term, based on reasonable grounds.

Procedures	Documents / Legislation
Composition of Appointment Panels Procedure reviewed 16.10.24 Police vetting procedure Safety checklist Templates – staff recruitment checklist, application form, shortlisting matrix, interview matrix, reference checking matrix, NZCEO Letter of Appointment Template/s	NZCEO Key Steps in the Special Character Position Employment Process Advertising Special Character Positions (CI 47 and CI 50 Schedule 6: Education and Training Act 2020) Determining Acceptability of Applicants for Special Character Positions Requirements of the Principal Position in a Catholic School

etc. Storage of confidential information procedure/process	<i>Requirements of the Director of Religious Studies Position</i> <i>Requirements of a Deputy Principal in a Special Character Position (CI 47c)</i> <i>Guidelines for Filling Special Character (CL 47c) Positions Retrospectively</i> <i>Expectations of Staff in a Catholic School</i> <i>Guidelines for Appointing a Guidance Counsellor</i> Integration Agreement Employment Relations Act 2000 Education and Training Act 2020 Privacy Act 2020 Children's Act 2014 Public Service Act 2020 Human Rights Act 1993
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Financial Planning and Condition Policy

Outcome statement

The Board as a good steward ensures that the school|kura is financially viable, manages risks effectively, resources prudently and equitably, ensuring these are targeted to where they make the most difference to outcomes for students.

Scoping

The Board has overall responsibility for the financial management of the school. The principal|tumuaki is the day-to-day manager of the school, responsible for achieving legislative requirements as well as ensuring strategic aims and targets are within board policy objectives. The financial viability of the school|kura must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

Delegations

The Principal|tumuaki in association with the Board's finance committee, is responsible for recommending an annual operating and capital budget to the Board within the timelines specified in the finance committee terms of reference.

The Board delegates the day-to-day management of the school's finances and budget to the Principal|tumuaki.

The Principal|tumuaki is required to ensure that robust and clear procedures are in place to safeguard the integrity of financial management.

Expectations and limitations

Budgeting shall not: fail to reflect the annual plan; risk financial jeopardy; nor fail to show a generally acceptable level of foresight. The budget should:

- Reflect the results sought by the Board, including its Catholic special character goals
- Reflect the priorities as established by the Board
- Comply with a balanced budget, where the Board requires
- Demonstrate an appropriate degree of conservatism in all estimates.

The Principal|tumuaki must ensure:

- Unauthorised debt or liability is not incurred
- That the expertise of internal and/or external resources are utilised to ensure generally accepted accounting practices or principles are not violated
- Tagged/committed funds are not used for purposes other than those approved
- Financial authority levels as set by the Board Finance Subcommittee are adhered to
- All money owed to the school is collected in a timely manner
- Timely payment to staff and other creditors is made
- Unauthorised property is not sold or purchased
- All relevant government returns are completed on time
- No one person has complete authority over the school|kura's financial transactions
- When making any purchase:
 - of over \$5000, comparative prices are sought

- of over \$5000, an adequate review of ongoing costs, value and reliability is undertaken
- Effective systems are in place to meet the requirements of the payroll system.
-

Monitoring

The Principal/tumuaki is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the Board with recommendations on the actions required to meet compliance.

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

Procedures	Documents / Legislation
Annual budget <u>Accepted Sensitive Expenditure Procedure Oct 23</u> <u>Agreed Financial Authority Levels 18.9.23</u> <u>Agreed Financial Internal Control Procedure 20.6.23</u> <u>Budget Procedure - Financial Management and Control agreed at finance meeting 23.05.2023</u> <u>Credit Card Procedure 17.08.2023</u> <u>Reimbursement Allowance Procedure May 24</u> <u>Theft and Fraud Procedure agreed at finance meeting 21.3.23</u>	Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook (<u>FISH</u>)

Board Chair _____ Principal _____ Date _____

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Asset Protection Policy

Outcome statement

The assets of the school|kura, and the integrated assets of the proprietor (as detailed in the school's |kura Integration Agreement), are maintained, protected, and utilised to achieve the best outcomes for students|akonga

Scoping

The Board recognises its duty of stewardship to ensure all assets are appropriately protected and maintained. The following table outlines the respective roles and responsibilities of the Proprietor and the Board:

Proprietor roles/responsibilities	Board roles/responsibilities
The owner of the land, buildings and other improvements as described in the school's kura integration agreement	Acts as good stewards, to ensure that school kura assets are not left unprotected, inadequately maintained or unnecessarily exposed to risk
Meets the insurance associated with the land and buildings that comprise the school kura premises specified in the Integration Agreement	Is responsible for costs relating to non-integrated parts of the school kura property -(currently 44% of the school kura hall is non-integrated)
Gives the board exclusive right to the possession and use of the school kura premises, including buildings and chattels	Has no authority to make structural changes to the buildings or grounds without consulting the proprietor
Maintains the right to access the property	Ensures the proprietor and his agents are given full and unrestricted access to the property
Provide new or additional buildings if there are changes to the state school minimum accommodation code or approved roll increase	With prior agreement of the proprietor and the Ministry of Education, may construct a building or facility on the school kura premises using Crown funds, and owns this outright. Such buildings remain the Board's responsibility to maintain. Will not dispose of, alter, or change the boundaries or dimensions of any part of the school kura premises without the written permission of the Proprietor and a supplementary agreement with the Ministry of Education.

Capital works belonging to the proprietor are the responsibility of the proprietor	Maintains and implements a long-term maintenance plan in collaboration with the Proprietor, ensuring all property complies with the Health and Safety Act 2015
Raise funds in relation to school kura property with their approval and subject to the statutory requirements of fundraising issued by the Ministry of Education	May raise funds on behalf of the Proprietor for school kura property, with the Proprietor's approval and in accordance with Ministry of Education fundraising requirements. Will not use Crown funds to raise or contribute to buildings or facilities that legally belong to the Proprietor.
In collaboration with the school kura, ensures major maintenance over \$5000, is undertaken utilising Policy One funding to ensure the standard of property is maintained to the equivalent of non-integrated state schools	Utilises the Ministry of Education provided funding for ongoing maintenance including the contents (furniture and equipment) through: 1. Minor maintenance under \$5000 through the operations grant that comes directly to the school 2. Major maintenance over \$5000 through Policy One funding accessed through the proprietor Inform the proprietor of any maintenance that is in the major category to ensure the school kura property is not neglected

Delegations

The principal|tumuaki is delegated day-to-day responsibility for ensuring that the programming and funding of general minor maintenance of the school|kura grounds, buildings, facilities and other assets occurs within budget, and in conjunction with the Proprietor's 10-year property plans, in order to provide a clean, safe, tidy and hygienic work and learning environment for staff|kaimahi and students|ākongā.

Expectations and limitations imposed

The principal|tumuaki must:

- Ensure all board assets are insured
- Work with the board and/or proprietor to ensure that all school|kura property covered by the school's|kura Integration Agreement meets minimum standards to ensure it is safe, in a fit state of repair and meets all statutory, regulatory and Ministry of Education design standards
- Work with the proprietor to ensure buildings have a current Building Warrant of Fitness
- Permit the proprietor to use the school premises or equipment when the proprietor asks to do so
- Not allow unauthorised personnel or groups to handle funds or school property
- Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- Maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500
- Ensure the implementation of the 10-year property maintenance plan
- Engage sufficient property maintenance staff|kaimahi for the school|kura within budget limitations

- Receive board approval for maintenance contracts over \$5,000 for any one contract
- Conduct competitive tenders for all contracting
- 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

Procedures	Documents / Legislation
<i>Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools</i> particularly Property: Resources Hall Hire Procedures for the use of school grounds & facilities (ie cricket pitch and table tennis table) Property Management & Maintenance OLSOS Asset Register	Refer to the Ministry of Education website for information on managing school finances and the MoE Financial Information for Schools Handbook Schedule 6: Education and Training Act 2020

Board Chair _____ Date _____

Principal _____ Date _____

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Protection and Sharing of Intellectual Property Policy

Outcome statement

The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

Scoping

The Copyright Act 1994, section 21(2) recognises the copyright ownership rights of school boards of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

Delegations

The board delegates to the principal the responsibility to:

- Apply by default a Creative Commons Attribution-ShareAlike Licence to all teaching materials and policies in which the board owns copyright
- On a case by case basis, transfer copyright to the original creator. The legal ownership of the project is handed to the person who created it, providing they agree to share it openly with the world under the Creative Commons Attribution-ShareAlike (CC-BY-SA) Licence.
- Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school

Expectations and limitations

The board:

- Does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- Recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- Recognises that the copyright in works produced by an employee other than in the course of their employment by the board remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply

Resolution of Disputed Copyright Ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following

process will apply:

1. In the first instance, the dispute should be documented and presented to the school principal
2. If the dispute is still not resolved, the documentation should be presented to the presiding member (chair) of the board
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken

Definitions

Creative Commons Aotearoa: The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

Teaching materials: Copyright works produced by employees of the school for the purposes of teaching.

Copyright works: original literary, artistic, musical, and dramatic works, and other works protected under the Copyright Act 1994 (NZ), including but not limited to written materials, teaching resources, worksheets, lesson plans, assessments, presentations, digital content, photographs, audio-visual materials, software, and online learning resources created by staff in the course of their employment.

Procedures / further information	Legislation
• https://creativecommons.org/licenses/ • https://creativecommons.org/about/videos/creative-commons-kiwi/	Copyright Act 1994

Board Chair _____ Date _____

Principal _____ Date _____

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

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Mission

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Health Safety and Welfare Policy

Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in at Our Lady Star of the Sea. Recognising that each person is made in the image and likeness of God, due cognisance is given to safety and all aspects of health (spiritual, physical, mental and emotional wellbeing) as a core element of our practices at OLSOS.

Scoping

The Our Lady Star of the Sea Board is responsible for ensuring health and safety procedures are developed, implemented and their effectiveness is monitored.

Employees need to be aware of their responsibilities and comply with the Board's health and safety policy and school procedures.

Delegations

The Board delegates to the principal as officer the responsibility to:

- Develop, implement, and report to the board on the effectiveness of health and safety procedures
- Ensure employees have the information and professional development they need in order to understand and comply with policy and procedures.

Expectations and Limitations

The Board will, as far as is reasonably practicable,¹ comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe spiritual, physical, mental and emotional learning environment where the dignity of all is upheld
- ensuring staff are known, respected, cared for, affirmed and appreciated, and their wellbeing is supported
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- The annual reports from the Board to the Proprietor, includes evidence of health and safety matters pertaining to the Catholic special character for example:
 - the general ethos, environment and culture of the school
 - the relationships between staff members, and their colleagues, their students and the school community
- advising the proprietor of health and safety risks requiring major capital works
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#)

- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations:
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices including during capital works projects or when awaiting the proprietor's action on remedial capital works
- advise the proprietor and Board if there are any serious health and safety issues
- ensure the *Code of Ethics for Staff and Boards of New Zealand Catholic Schools* and the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, racism, stigma and any other form of discrimination, and that there are effective processes in place to eliminate them
- provide a smoke-free and vape free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval from the Board for overnight stays/camps/visits attesting first to their compliance with above
- meet the proprietor's requirements on the delivery of the Health Curriculum are adhered to (see the OLSOS Curriculum Policy)
- consult with the community every two years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the presiding board member (chair) of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
 - cooperate with school health and safety procedures
 - comply with the health and safety legislation and duties of workers
 - ensure their own safety at work
 - promote and contribute to a safety-conscious culture at the school

1. **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.
2. These are to:
 - know about work health and safety matters and keep up to date
 - gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
 - ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
 - ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
 - ensure there are processes for complying with any duty and that these are implemented
 - verify that these resources and processes are in place and being used.

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

Procedures	Documents / Legislation
OLSOS EOTC Procedures OLSOS Behaviour Procedures 2021/2/3 OLSOS Injury and Illness Procedure .docx OLSOS Use of digital technology and the Internet Concerns and Complaints Procedure OLSOS Emergency Procedures and Responsibilities reviewed 2022.docx Draft OLSOS Risk Register 13.9.23.xlsx OLSOS Mental Health Education Procedure reviewed 2023 OLSOS Employee Assistance and Wellbeing Procedure updated 4.8.23.docx OLSOS Offensive Behaviour Procedure OLSOS Request for School to Administer Medication OLSOS Surrender and retention of property and searches.docx OLSOS Alcohol at Events Procedure 2022 OLSOS Animal Welfare Procedure reviewed 2022 OLSOS Guardianship Procedure .docx OLSOS Procedure for disclosure of abuse and definitions reviewed 2023 OLSOS Critical Incidents Procedure .docx Mental Health Education Policy/Procedure 2024.docx Additional items related to Health and Safety in practice: • Staff induction schedule provides new staff members with ongoing health and safety briefings • Our Lady Star of the Sea School Pandemic plan available based on current Ministry Guidelines	Code of Ethics for Staff and Boards of New Zealand Catholic Schools Special Character Compliances Attestation Report Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools 12 OLSOS Reducing Student distress and use of physical restraint policy - ratified 25.7.23.docx Best Practice Guidelines for EOTC EOTC Guidelines - Bringing the Curriculum Alive Section 15 of the Children, Young Persons, and Their Families Act 1989 (CYP&F Act) Education and Training Act 2020 No 38 (as at 13 July 2021), Public Act Contents – New Zealand Legislation Health and Safety in Employment Act 1992 No 96 (as at 04 April 2016), Public Act Contents – New Zealand Legislation Health and Safety at Work Act 2015 Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint 2017 Guidelines for the surrender and retention of property and searches

• Contract with 'Bizzy Bodz' for Before and After School Care • Ministry Guidance followed for Collection storage and access to personal information • Police Vetting as required by legislation	
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Mission

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Child Protection Policy

Outcome statement

Students|ākongā at Our Lady Star of the Sea are acknowledged as being made in the image and likeness of God|Te Atua, therefore they have innate dignity. They thrive, belong, and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children|tamariki.

Scoping

All staff members (including contractors and volunteers) are expected to be familiar with this policy, and the policy's associated procedures and protocols (available in hard copy at the office), and abide by them.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse. In line with Section 15 of the [Oranga Tamariki Act 1989](#), any person in our school who believes that any child or young person|tamariki 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.

The Board will follow the safeguarding policy adopted by the proprietor:

<https://safeguarding.catholic.org.nz/wp-content/uploads/2019/09/Safeguarding-Policy-final.pdf>

Delegations

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

Expectations and limitations

The principal|tumuaki must:

- ensure that all staff understand the Catholic social teaching (CST) principles of human dignity, human equality, respect for human life, the common good and preferential option for the poor and vulnerable, and their application to children.
- develop appropriate procedures to meet child safety requirements as required and appropriate to the school|kura
- comply with relevant legislative requirements and responsibilities
- comply with the overriding principle (essence) of the safeguarding policy of the Proprietor and with the Catholic Church in Aotearoa New Zealand's national guidelines for safeguarding children|tamariki and vulnerable adults as featured above
- make this policy available on the school's|kura internet site or available on request
- ensure that every contract or funding arrangement that the school|kura enters into requires the adoption of child protection policies where required

- ensure the interests and protection of the child|tamariki are paramount in all circumstances
- recognise the CST principle of subsidiarity linked to the rights of family|whānau to participate in the decision making about their children|tamariki
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented
- promote a culture where staff feel confident, they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child|tamariki
- seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
- make available professional development and formation, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
- ensure that this policy forms part of the initial staff induction programme for each staff member and is shared annually with all staff.

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

Procedures	Documents / Legislation
OLSOS Procedure for disclosure of abuse and definitions reviewed 2023 Police vetting document link here safety checking - checklist OLSOS Use of digital technology and the Internet OLSOS Guardianship Procedure .docx Protected Disclosures OLSOS Surrender and retention of property and searches.docx OLSOS Mental Health Education Procedure reviewed 2023 OLSOS Behaviour Procedures 2021/2/3	Principles of Catholic Social Teaching Documents and Policies- National Office for Professional Standards: The Catholic Church in Aotearoa New Zealand https://safeguarding.catholic.org.nz/wp-content/uploads/2019/09/Safeguarding-Policy-final.pdf Children's Act 2014 Oranga Tamariki Act 1989

Board Chair _____ Principal _____ Date _____

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Reducing Student Distress and Use of Physical Restraint Policy

The Board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity acknowledging all are created in the image and likeness of God.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students.

Our Principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

Delegations:

The Board delegates to the Principal responsibility for:

- developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023 and its amendments (“the 2023 Rules”), and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2023 Rules.

Only the Board can authorise non-teaching staff members to use physical restraint.

Expectations

- All staff subject to this policy are trained to confidently apply prevention and de-escalation strategies, limiting the need to restrain a student physically according to the [2023 Rules and the relevant guidelines](#) by the mandated date of February 2024.
- A support plan be developed for students at risk of requiring physical restraint.
- Records of incidents to be kept for 10 years.

Board

The Board requires:

- compliance with the 2023 Rules, and
- an evidence-based assurance from their Principal that this policy is being followed.

Principal

The Principal shall ensure:

- the implementation and compliance of this policy, including the completion of [best practice training](#) by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2023 Rules,

- all physical restraint incidents are immediately reported at the next board meeting,
- the Board is informed of all relevant information (risks, trends, and impacts), and
- all non-teaching staff who may use physical restraint on a student have been authorised by the board.

Monitoring

The Principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
- at Board meetings, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

The Board shall monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.

Definitions	As defined in the Education and Training Act 2020: Physical restraint is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will. Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person. Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.
Legislation	Education and Training Act 2020 (Sections 99-101) Education (Physical Restraint) Rules 2023 Health and Safety at Work Act 2015
This procedure is to be read in conjunction with the Board's:	· Health and safety policy · Child protection policy · Behaviour Management pocedure · Emergency procedures · Concerns and complaints process

Procedures/supporting documentation	The Ministry of Education's Physical Restraint Guidelines Appendix 1 of the Rules Suggested procedures/practices that cover: · the authorisation process · reducing and de-escalating student distress · training and support for staff · notifying and reporting on instances of physical restraint · monitoring the use of physical restraint
Board approved non teaching staff 2025	Academic Support Staff: Andrea MacGregor Petra Fsadni Claire Couchman Zelda Chun Administrative Support Staff: Tarryn Norman Sue Yandell

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