

Christchurch Boys' High School



GOVERNANCE MANUAL

Board of Trustees
2009

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Governance

Board of Trustees

The Board emphasises strategic leadership rather than administrative detail, has a clear distinction of Board and staff roles, concentrates on the future rather than the past or present, and is pro-active rather than reactive.

Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Headmaster.

Requirements of the Education Act 1989, Section 75 and 76

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

s.75 Boards to control management of schools –

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

Shall comply with the board's general policy directions; and

Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

The School and its Community

Christchurch Boys' High School, founded in 1881, has a number of distinctive features which taken together give the School its particular character. It is a state school and its pupils are all boys. Through the years its pupils and former pupils have established strong traditions and a reputation for high achievement.

The School believes that its main function is academic (in the broadest sense of classroom learning), but it also believes that a boy should be involved in and exposed to a range of sporting and cultural activities.

The School believes in high standards and in the pursuit of excellence – in academic work, in sport and culture, in discipline and behaviour and in service to others. It has strong links with the community, particularly through the many active groups of Old Boys.

National Administrative Guidelines (summarised)

Christchurch Boys' High School will comply with the Government's National Administrative Guidelines:

- NAG 1:** Develop and implement teaching and learning programs
Gather information that is sufficiently comprehensive to enable progress and achievement of students to be evaluated
Identify students at risk and implement teaching and learning strategies to address
In consultation with Maori develop plans for improving achievement of Maori
Provide appropriate career education and guidance for all students in year 7 and above
- NAG 2:** Develop a strategic plan
Maintain a program of self review including evaluating information on student achievement
- NAG 3:** Develop and implement personnel policies
Be a good employer
- NAG 4:** With regard to finance and property allocate funds to school priorities
Monitor and control school expenditure and annual accounts prepared and audited
Comply with any asset management agreement and implement a maintenance program
- NAG 5:** Provide safe physical and emotional environment for students
Promote healthy food and nutrition
- NAG 6:** Comply with general legislation concerning attendance school day length etc
- NAG 7: not on MOE website**

National Education Priorities

Christchurch Boys' High School recognises the Government's National Educational Priorities:

NEP 1 – Success for all

All year 1 to 10 students will be given opportunities to gain the knowledge, skills, attitudes, and values identified in the New Zealand Curriculum Framework and the national curriculum statements.

NEP 2 – A safe learning environment

Schools will provide a safe physical and emotional environment for all students.

NEP 3 – Improving numeracy and literacy

Schools will place priority on improving student achievement in literacy and numeracy, especially in years 1 to 4. Special emphasis will be placed on students whose further education or training may be at risk through under-achievement in literacy and/or numeracy.

NEP 4 – Better use of student achievement information

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme and priorities.

NEP 5 – Improving outcomes for students at risk

Drawing on dependable assessment evidence, schools will improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs.

NEP 6 – Improving Maori outcomes

Schools will work with Maori communities to plan, set targets for and achieve better outcomes for Maori students.

NEP 7 – Providing career guidance

Schools will provide career education and guidance in year 7 and above. Special emphasis will be placed on career guidance for at risk students who are unprepared for the transition to the workplace or further study.

NEP 8 – Reporting

Schools will report to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole. They will also report on the progress of groups identified in these national education priorities.

Procedural Information

The planning year for the board will be from 1 January to 31 December.

The updated charter and annual report will be lodged with the Ministry of Education by 31 May each year .

Christchurch Boys' High School 2010
Strategic Plan 2010 – 2012

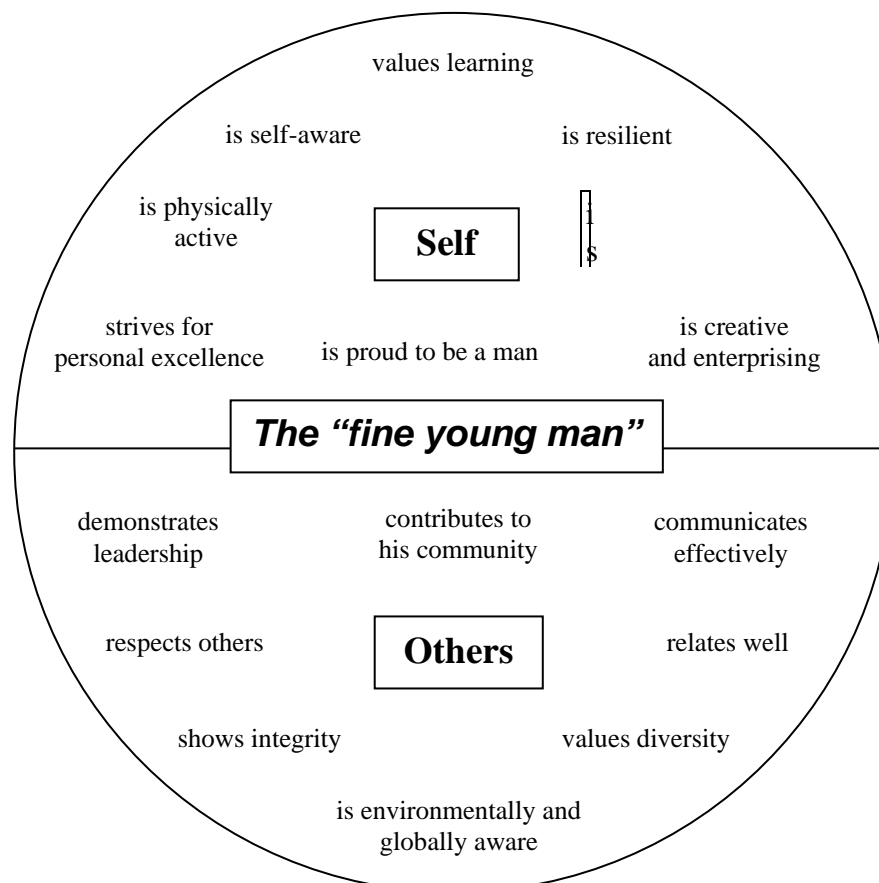
Altiora Peto

**"I seek higher things"
marama"**

"Tikarotia te

Vision "A community educating each boy to be a fine young man."

Our community is the boys, staff, families, old boys, and others with past and present links with the school.



School values

The school places particular importance on these values, which relate directly to the school vision. They are expressed through the curriculum, systems, relationships and actions of everyone in the school.

- **Personal excellence**
Making an ongoing, conscientious effort to achieve one's best in all endeavours.
- **Passion for learning**
Having a sustained enthusiasm, self-motivation and curiosity for learning.
- **Integrity**
Being honest and responsible at all times.
- **Active contribution**
Contributing actively and positively for the benefit of others.

- **Leadership**
Providing positive direction having gained respect and trust.
- **Innovation**
Creating and responding to new ideas and transforming them into actions.
- **Literacy**
Applying knowledge and skills in a broad range of areas including numerical, technological, scientific, social and cultural, economic and financial, information and communication.
- **Tradition**
Recognising the value of the past in shaping the future.

Governance Policies

The Board emphasises strategic leadership rather than administrative detail, has a clear distinction of Board and staff roles, concentrates on the future rather than past or present, and is pro-active rather than reactive.

All elected, appointed and co-opted trustees, whether they are parent, proprietor, staff or student representatives, come to the Board table entrusted to ensure effective governance despite the different perspectives they bring to Board discussions. Individuals are neither advocates nor delegates with sectional interests but work for positive outcomes for all concerned. Regular reports of day-to-day operations by the staff or student trustee do not support strategic leadership but keep the board focussed in day-to-day management. It is therefore not recommended that the board have staff or student trustee reports presented at the meeting.

Board roles & responsibilities

The Board of Trustees key areas of contribution are to:

- Set and, as needed, modify the vision, mission and values
- Protect the special character of the school
- Ensure a sensible and feasible Strategic Plan
- Approve and monitor the Annual Plans
- Develop and review the general policy direction
- Monitor and evaluate student learning outcomes
- Appoint, assess the performance of and nurture the Headmaster
- Act as good employers
- Provide financial stewardship
- Oversee, conserve and enhance the resource base
- Approve major policies and programme initiatives
- Manage risk
- Build a broad base of community support
- Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

Trustee's code of ethics

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

Trustees shall:

- Maintain and understand the values and goals of the School
- Ensure the needs of all students and their achievement is paramount
- Be loyal to the School and its mission
- Publicly represent the School in a positive manner
- Respect the integrity of the Headmaster and staff
- Observe the confidentiality of non-public information acquired in the role of trustee and not disclose to any other persons such information that might be harmful to the School
- Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
- Ensure that they do not act independently of the Board's decisions

- Speak with one voice through the Board's adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board
- Avoid any conflicts of interest with respect to fiduciary responsibility
- Recognise the lack of authority in any individual trustee or subgroup/committee of the Board in any interaction with the Headmaster or staff
- Recognise that only the Chairperson can speak for the Board, and direct any requests for information or complaints to the Chairperson
- Continually self-monitor individual performance as a trustee against policies and against any other current Board evaluation tools
- Attend at least one appropriate Board/trustee training course per year

In the interests of supporting their schools some individual trustees become involved at the management level of school affairs. Often this involvement reflects particular expertise on the part of the trustee. In these instances, the person is acting as a volunteer, in a capacity other than a trustee, and it is best for the individual to separate the trustee role from his or her role in direct school administration. Where this happens, it should be clearly understood by the trustee, the Board Chair and the Headmaster, and will be noted in the Headmaster's regular report to the Board.

Chairperson's role

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities:

- Oversee the general performance of the Board
- Ensure information about the financial performance of the organisation flows to the Board
- Establish and maintain systems for information flows to the Board
- Receive all correspondence for the Board
- Attend and chair Board meetings
- Make recommendations to the Board about prudent management of Board matters
- Establish and maintain an ongoing working relationship with the Headmaster
- Deal with disputes and conflicts referred to the Chair
- Act as Protected Disclosure Officer [see *Protected Disclosures* policy]
- Ensure the Headmaster's performance agreement and appraisal are completed on an annual basis

Student and Staff Trustee Roles

The role of the student and staff trustees is to bring to the Board a student and staff perspective in discussions and decision making. As trustees, the student and staff trustees have an obligation to serve the broader interests of the school and its students. The roles involve the following responsibilities:

- To work within the Boards charter
- To abide by the Boards governance and operational policies

- To act first and foremost as a trustee and in the best interests of the students at the school at all times
- It is not expected that student and staff trustees will act as advocates
- The student and staff trustees are bound by the trustee code of ethics
- It is not necessary for the student and staff trustees to prepare a verbal or written report for the Board unless specifically requested from the Board

Meeting process

The Board is committed to effective and efficient meetings.

Meetings will:

- Be based on a prepared agenda. The agenda preparation is the responsibility of the Chairperson. Notice of each open (public) meeting, and annual meeting, will be posted in the school calendar and on the web site. Copies of the order paper will be available at the meeting for the public.
- Be held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour
- Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. These decisions by the Board are fully recorded but remain confidential. The Board needs to:
 - Make the reasons for excluding the public clear
 - Reserve the right to include any non-board member it chooses

Meeting procedures (* required by legislation)

General

- Meetings will generally be held no less than twice a term as per the annual Board calendar.
- The annual meeting will be held between 1 April and the third Tuesday in May, on a date determined and notified by 31 March. *
- The quorum shall be more than half the members of the board currently holding office. *
- The Chairperson shall be elected at the first meeting of the year except in the general election year when it will be at the first meeting of the newly elected Board. *
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote. *
- Any trustees with pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate. *
- All correspondence to or from the Board is listed and available on request and as appropriate taking into consideration public excluded requirements.

Time of Meetings

- Board meetings will usually be scheduled for the last Tuesday in every month.
- Regular meetings will normally be up to two hours duration.
- A resolution for an extension of time not exceeding an hour may be moved.
- Any business remaining on the agenda at the conclusion of the meeting will be transferred to the following meeting.

Special meetings

A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees.

Exclusion of the Public

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

Public Participation

- Public will not normally be allowed free discussion during the meeting
- Public participation is at the discretion of the Chairperson
- Public attending the meeting will be given a notice about their rights to participation in the meeting
- Copies of all documents referred to in the meeting will be available for members of the public attending Board meetings

Motions/Amendments

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson *
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting *
- No further amendments may be accepted until the first one is disposed of *
- The mover of a motion has right of reply *
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment *
- Motions adopted by Committees of the Board are reported to the Board in the minutes of that meeting and circulated as an identified agenda item prior to the next Board meeting. If these minutes are not suspended from the order paper, the motions adopted at Committee level are deemed to be accepted by the whole Board.

Termination of debate

All decisions will be taken by verbal voting by all trustees present. Any matters a member wishes to raise after a meeting regarding procedures or decisions made at a meeting will first be raised with the Chairperson. Trustees are responsible for requesting additional information that they may personally require to facilitate their decision making and participation on the Board.

Suspension of Meeting Procedures

Standing Orders may be suspended by resolution of the meeting.

Agenda

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

Minutes

The minutes will be distributed to Trustees within one week of the meeting.

Communication within the Board

To ensure open and transparent communication and debate of issues, Board members who wish to raise an issue for discussion will contact the Chairperson in the first instance by email or phone to decide how best to facilitate that discussion. If the issue is to be raised at the next board meeting then the contact should be made by the Wednesday prior to the Board meeting so there is time for the item to be included on the agenda.

Email communication

Email is appropriate for the transfer of factual information already agreed by Board, such as meeting times, minutes, and the sharing of working party ideas amongst that working party. In general, email is not an effective way to achieve full participation in the discussion and dialogue of matters that are of significance to the Board. Email should also not be relied upon for urgent matters that must be brought to the Board's attention.

Committees of the Board (Appendix C)

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

Board committees:

- Are to be used sparingly to preserve the Board functioning as a whole and when other methods have been deemed inadequate.
- May use non-trustees as sources of advice but only trustees can be part of the decision making process.
- May not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Headmaster.
- Help the Board (not the administration) do its work.
- Assist the Board chiefly by preparing policy alternatives and implications for Board deliberation.
- Are to have terms of reference drawn up, including
 - Purpose
 - Committee members
 - Duties and responsibilities
 - Reporting procedures/schedule
 - Budget
 - Term of operation

Board Review of Governance

Trustees

Annually each trustee, in discussion with the Chairperson, will evaluate their own contribution to the Board and their individual effectiveness. See *Appendix A for Trustee checklist*.

Chairperson

The Chairperson will evaluate his/her effectiveness and performance in discussion with individual trustees and the Headmaster. See *Appendix B for Chairperson checklist*.

Effectiveness of Board in meeting strategic plan and policies

Annually the Chairperson will co-ordinate a review of the effectiveness of the Board of Trustees. See Appendix C for checklist. A report will be provided to the Board on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic Plan and Policies.

Operational Policies

The Board of Trustees of Christchurch Boys' High School has adopted the following policies. Detailed procedures accompany most of the policies. These are the responsibility of the Headmaster to develop, implement and report on compliance to the Board. Refer to the Headmaster for all procedures. The policies themselves can be found on the schools website.

Student achievement (NEP/NAG 1)

- Student achievement
- Student assessment
- Sports & arts education

Employer responsibility (NAG 3)

- Employer responsibility

Financial and asset management (NAG 4)

- Finance and assets
- International fee-paying students
- School donations
- Use of school facilities
- Theft and Fraud
- Sponsorship
- Use of Credit Card Policy

Health and Safety (NAG 5)

- Alcohol and drugs
- Civil emergency
- Harassment
- Health and safety
- Student behaviour
- Electronic Surveillance Policy

Governance and administration (NAG 2 and 6)

- Administration
- Complaints
- Headmaster's performance appraisal
- Protected disclosures
- Public relations

Policy review and audit

As part of its self-review the Board of Trustees reviews each of its policies and shall conduct periodic audits from time to time as deemed necessary.

The audit process checks the School's compliance with its policies and related procedures, current legislation and Ministry of Education requirements.

Each audit will include reporting from the Headmaster on compliance with procedures.

The following steps will be followed.

1. The Board, at the beginning of each calendar year, will confirm a timetable for policy review and any audits..
2. Each policy will be reviewed at least once in three-year cycle, more frequently if identified as required.
3. There will be some policies which may need input from the school community This may include surveying staff, the School community of students and/or parents and caregivers, or other stakeholders for feedback on compliance.

Appendix A

Trustee performance checklist

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

I _____ have

Code of Behaviour	Yes	No	Don't know
Maintained and understood the values and goals of the School			
Ensured the needs of all students and their achievement is paramount.			
Been loyal to the School and its mission			
Publicly represented the School in a positive manner			
Respected the integrity of the Headmaster and staff			
Observed the confidentiality of non-public information acquired in my role as a trustee and not disclosed to any other persons such information that might be harmful to the School			
Been diligent and attended board meetings prepared for full and appropriate participation in decision making			
Ensured that I do not act independently of the Board's decisions			
Spoken with one voice through the Board's adopted policies and ensured that any disagreements with the Board's stance were resolved within the board			
Avoided any conflicts of interest with respect to my fiduciary responsibility			
Recognised the lack of authority in any individual trustee or subgroup of the board in any interaction with the Headmaster or staff			
Recognised that only the Chairperson can speak for the Board			
Continually self-monitored my individual performance as a trustee against policies and against any other current Board evaluation tools			
Attended appropriate Board/trustee training			

Actions required by the trustee:

Appendix B

Chairperson performance checklist

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities:

Chair accountability	Standard	Achieved	Not achieved	Don't know
1. Oversee general performance of the Board	1. Board performs against its forms of accountability and strategic goals			
2. Ensure information about the financial performance of the organisation flows to the Board	2. Board remains well-informed about financial performance of organisation			
3. Establish and maintain systems for information flows to the Board	3.1 Board receives information on time and has time to comment and have input 3.2 Board has adequate opportunities to have input and make decisions 3.3 Chair ensures accurate minutes are kept, approved by Board and signed by Chair			
4. Attend and chair Board meetings	4.1 Attendance at all meetings (unless chairing responsibility delegated) 4.2 Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the Board has suspended them.			
5. Make recommendations to Board about prudent management of Board matters	5.1 Recommendations made as necessary			
6. Establish and maintain an ongoing working relationship with the Headmaster	6.1 Regular meetings are held in addition to ongoing liaison			
7. Deal with disputes and conflicts referred to the Chair	7.1 As required by the Board's Policy and Procedures			
8. Act as Protected Disclosure Officer [see STA Link 2001/01]	8.1 Requirement met			
9. Ensure the Headmaster's Performance Agreement and Appraisal are completed on an annual basis	9.1 Report of Headmaster's Performance Appraisal tabled at the Board meeting according to appraisal process			



Appendix C

CHRISTCHURCH BOYS' HIGH SCHOOL

BOARD OF TRUSTEES Resources Committee

Terms of Reference 2009

1. Purpose

The Board is responsible for ensuring that the school's financial and physical resources are managed effectively and are best used to achieve the goals and curriculum requirements identified in the strategic plan, annual plans and Charter. The Board is responsible for safeguarding the assets of the school for future generations of students.

The Resources Committee has delegated responsibility for overseeing the management of maintenance and improvement of all buildings, grounds, facilities, plant and equipment that are the responsibility of the Board of Trustees, and to ensure that any major variances or trend changes are drawn to the Board's attention. The Resources Committee has delegated responsibility for overseeing the management of health and safety and risk at the school.

The primary purpose of the Resources Committee is to support the Headmaster to ensure that his reporting to the Board in relation to the financial and physical assets of the School is meaningful and understandable, to enable the Board to quickly and effectively monitor the School's performance in these areas.

The Resources Committee provides a forum for the Headmaster to identify which management issues are of interest to the Board and what information should be presented. This ensures that the reporting to the Board is focused and targeted and any issues are thoroughly explored and investigated prior to the Board meetings. The Resources Committee may also make recommendations to the Board.

Note

The Resources Committee is not responsible for the monthly monitoring, annual budget setting or property and health and safety matters relating to Adams House. These are the responsibility of the Adams House Management Committee.

2. Term of operation

Committee reviewed annually

3. **Committee members**

Headmaster ,3 Parent Trustees, Staff and Student Trustee

4. **Duties and responsibilities**

Note

The Board has accountability for and control of the school's financial resources. The Board delegates authority to the Headmaster to implement the annual budget, as set out in the delegations list.

The day-to-day management of finance, property, and health and safety matters is delegated to the Headmaster.

The Resources Committee supports the Headmaster to deliver on the reporting and monitoring requirements of the school's financial, property and health and safety resources that includes

- Providing the Board with a regular financial report that includes identification and explanation for any unexpected deviation in budget codes
- Ensuring reports comply with legislation, accounting standards and generally accepted accounting principles
- Ensuring appropriate financial management procedures and practices are followed as set out by the Ministry of Education
- Ensuring draft annual financial statements are presented to the Board prior to 31 March
- Ensuring the draft financial statements are presented to the auditor by 31 March
- Presenting draft or final financial statements at the Board's Annual Meeting
- Ensuring the financial statements are provided to the Ministry of Education by 31 May
- Overseeing the maintenance and review of the school's fixed asset register in conjunction with school's Property/Health & Safety committee
- Coordinating the development of the School's ten year development plan and annual review of the school's property needs and the implementation of a long-term programme of development and replacement to meet those needs
- Ensuring the operation and review of the Ten Year Cycle of Property Maintenance including deferred maintenance
- Ensuring that the school complies with the conditions of the Property Occupancy Agreement
- Ensuring that school facilities and systems meet all Health & Safety requirements
- Ensuring that the appropriate risk assessment (RAMS) procedure is in place

5. **Reporting procedures/schedule**

- Resources Committee meets monthly, the week before the Board meeting
- Minutes from Resources Committee meetings reported to Board of Trustees
- Reporting back annually to the Board of Trustees, according to the annual Board calendar, on the operation of the committee and the school management's regulations and procedures that relate to NAG 4 & 5



CHRISTCHURCH BOYS' HIGH SCHOOL

BOARD OF TRUSTEES Audit Committee

Terms of Reference 2009

Purpose

The committee purpose is to audit Board and school activities to check that they comply with Board policies and with legislation.

Delegated Authority

The Committee shall be appointed by the Board. The Board may co-opt additional trustees to the Committee as and when required, in accordance with the requirements of the Crown Entities Act. The board gives the committee the authority to seek information it requires.

6. **Term of operation**

Committee terms of reference and membership are to be reviewed annually

7. **Committee members**

Normally comprised of three trustees

The quorum for the Committee shall be two Trustees and membership excludes the Board Chair, Principal, Staff & Student Trustees.

8. **Duties and responsibilities**

Committee members are to undertake only those audit actions which have been agreed by the committee.

Seek prior approval from the board for the cost of engagement of any external/independent advice. [Note: NZSTA provides Help Desk and Industrial advice free to trustees and boards.]

The committee will audit the following areas:

1. **Curriculum**
2. **Health, safety & welfare**
3. **Finance**
4. **Asset Management**
5. **Board administration**
6. **Personnel**

The committee will develop a rolling audit programme and ensure that the programme is implemented.

9. Reporting procedures/schedule

The minutes of the Audit Committee meetings are to be formally recorded and submitted to the Board at its next meeting.

The Chair will report to the Board on the areas covered by the terms of reference and the Board's rolling audit programme and will make recommendations where appropriate.

10. Guidelines

In auditing the six areas identified above, the committee will be guided by the following documents and items:

1. Education Review Office's (ERO) Board Assurance Statement & Self Audit Checklists;
2. Board Assurance Guidelines;
3. School policies;
4. School's strategic goals;
5. The Board's governance processes;
6. Headmaster's appraisal process;
7. Systems for the assessment and management of material areas of risk;
8. The need for coordination of any surveys of students, parents and staff to avoid duplication and ensure consistency;
9. The external financial auditor's report to the board;
10. School Trustees Association Updates on legislation and compliance requirements.



CHRISTCHURCH BOYS' HIGH SCHOOL

BOARD OF TRUSTEES

Adams House Committee

Terms of Reference 2009

11. Purpose

- Support the Adams House Manager and Headmaster in the strategic management and operation of Adams House.
- Oversee the management of the maintenance, improvement and up-keep of all the buildings, grounds, facilities, plant and equipment at Adams House that are the responsibility of the Board of Trustees, and ensure that related expenditure is budgeted.

12. Term of operation

Committee reviewed every 3 years.

13. Committee members

Headmaster, Adams House Manager, BOT Parent Trustee
The Committee has the power to co-opt as required.

Note

Adams House Manager is accountable to the Headmaster for the operation of Adams House. Adams House is also subject to reviews by ERO and the Education Department Hostel Licence.

The Adams House Committee is made up of a minimum of two Trustees, one of whom is the Headmaster.

14. Duties and responsibilities

- Support the Adams House Manager and Headmaster on matters of strategic planning and operational importance for Adams House
- Coordinate the preparation of a draft annual budget for Adams House
- Monitor the monthly financial reports for Adams House to identify any deviation from budget spending
- Ensure that the Adams House financial reports comply with legislation, accounting standards and generally accepted accounting principles
- Ensure appropriate financial management procedures and practices are followed as set out by the Ministry of Education
- Ensure draft annual financial statements are presented to the Board prior to 31 March
- Ensure the draft financial statements are presented to the auditor by 31 March

- Present draft or final financial statements at the Board's Annual Meeting
- Ensure the financial statements are provided to the Ministry of Education by 31 May
- Prepare policies and procedures for Adams House
- Preparation of an annual budget and a 10 yr capital plan

15. Reporting procedures/schedule

- Adams House Committee meets monthly, the week before the Board meeting
- Minutes from meetings reported to Board of Trustees
- Annual operating budget and 10 year capital plan presented to Board each year



CHRISTCHURCH BOYS' HIGH SCHOOL

BOARD OF TRUSTEES Discipline Committee

Terms of Reference 2009

16. Purpose

To hear all information relating to a suspension and on behalf of the board to decide the outcome of that suspension.

The powers conferred on the Board under Sections 15 and 17 of The Education Act 1989 are delegated to the Discipline Committee.

17. Term of operation

Committee and committee membership to be reviewed annually

18. Committee members

The committee shall comprise a minimum of three parent trustees. In the interests of natural justice, the Headmaster must not be part of the Discipline Committee to which he is the provider of information.

19. Duties and responsibilities

The committee will:

- Act in fairness, without bias or prejudice and with confidentiality;
- Ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, and its amendments, Education Rules 1999 and Ministry of Education Guidelines
- Act only on written and agreed information, not verbal hearsay;
- Use processes of natural justice in discipline hearing procedures;
- Make recommendations on discipline matters to the Board as necessary.

Note The roles and responsibilities for setting the Discipline Committee meetings, and distributing the required documentation is as follows:

Discipline Committee of the Board

Distribution of documents

What	Who
Chairperson notified of suspension and timeframe	Headmaster
Copy of suspension letter emailed to Chairperson	Headmaster's PA
Parents contacted and letter is read out	Deputy Headmaster
Suspension letter issued to family	Headmaster's PA
Family contacted by school offering support	Guidance

	Counsellor
Hearing time set and Committee panel identified	Chairperson
Venue confirmed	Chairperson
Date and time of hearing letter issued	Headmaster's PA
Supporting documents to family and Committee panel 48 hours prior to hearing (including copy of 'date & time' letter)	Headmaster's PA
Minutes of hearing	Board Secretary
Letter confirming decision	Board Secretary

20. **Best practice guidelines¹**

The Headmaster's Decision

The Headmaster has to consider the circumstances of each situation and be satisfied that it warrants standing-down or suspending the student. This means that the Headmaster cannot stand-down or suspend a student automatically just because that student has broken a School rule. The Headmaster must carefully consider the evidence and all the circumstances prevailing at the time. It is within this context that a School's 'zero tolerance' of certain behaviours is untenable.

The Board's Decision

The Chairperson of the Discipline Committee must be prepared to rule whether specific information or material presented by either the Headmaster or the student/parent/representative is relevant in considering the suspension.

The Board is to make its decision without the recommendation or vote of the Headmaster. The Headmaster will usually be asked to leave the meeting while the Board makes its decision. (*note if the Headmaster stays, then the suspended student and family also stay*)

Conflict of Interest

Any Trustee, who has any close personal association with the suspended student or circumstances of the suspension, should declare this at the outset of the meeting. The Board should also consider whether a member's prior knowledge is likely to unfairly influence the outcome of a suspension.

It is up to the student and/or their family to choose and arrange the support they require for the process. If the family requests support at the meeting from guidance staff, this will potentially bring the member of staff into a conflict of interest. Guidance staff are to seek prior agreement to this from the headmaster.

¹ New Zealand School Trustees Association *Trustee Handbook*, June 2004

At the Meeting

During the meeting the Board will need to

- Verify facts
- Ask for, and consider, the family's perspective
- Keep in mind that the Headmaster is required to inform parents of matters that may impede a student's progress, and ensure guidance and counselling are made available.

Questions to consider include

- Has the School fulfilled its responsibilities?
- Has it done everything it should?
- Has it done everything it could?
- Is there are record of what has been done previously?

The key focus of the meeting is to hear from the student and ascertain if they are able and willing to change their behaviours. Questions directed to the student should be simple, direct and open taking into account their age.

Conditions

If setting conditions, the Board must be satisfied that they are reasonable and ensure the conditions are within the power of the student and parents to meet, and are not a cost to the Board.

Trustee Behaviours

Discipline Committee meetings are the only situations where Board members are required to make decisions affecting individual students. Meetings by their nature can be tense and emotional events, therefore it is not appropriate for Trustees to participate on the Discipline Committee without the required attributes and solely for personal development.

The following skills, capabilities and behaviours are required of Trustees attending Discipline Committee meetings

- Ability to ask clear, succinct and open questions and to allow adequate time for responses
- Ability to ask questions in a sensitive non-judgemental manner
- Ability to quickly comprehend and assimilate conflicting information
- Ability to make sound decisions quickly as part of a team using comparative information
- Maturity to assess the situation within the context of a wide life experience
- Ability to consider contribution of family circumstances to student wellbeing and any conditions set
- Ability to impartially consider the School's contribution to the situation
- Demonstrable commitment to Committee decisions once they have been made

21. Reporting procedures/schedule

The Headmaster is to include the number of stand-downs and suspensions in his regular reporting to the Board.

The Outcome of each discipline committee hearing is to be reported at the following Board meeting, in the public excluded section.