

Sacred Heart Cathedral School

Guilford Terrace, Thorndon, Wellington

Board Policies



Cardinal John Dew 2018

We need to be holy people. Pope Francis' new letter will help us to do this, as it sets holiness in the context of daily life. He gives us "five great expressions" of love of God and neighbour that he considers particularly important. They are:

Perseverance, patience and meekness

Joy and a sense of humour

Boldness and passion

In community

In constant prayer

Please make an effort to read, study and pray with *Gaudete et Exsultate*.

Commentary on the Board Policies

Attached are the Board Policies for The Sacred Heart Cathedral School Board of Trustees (Board). This commentary explains why the Board has Policies, and the approach the Board has taken to developing the Policies.

The Policies are the Board's own rules, and the Board's directions to the Principal

The Board is the Principal's employer. Under section 76 of the Education Act 1989 (the Act), the Principal is the Board's Chief Executive in relation to the school's control and management. The Principal must comply with the Board's policies when operating the school, but otherwise has complete discretion to manage the school's day to day administration as the Principal sees fit.

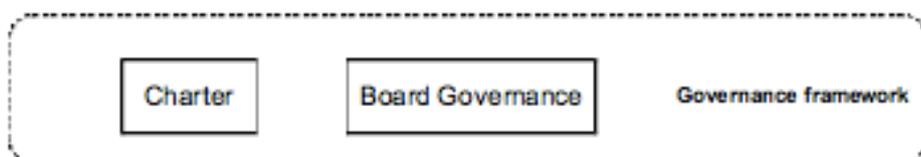
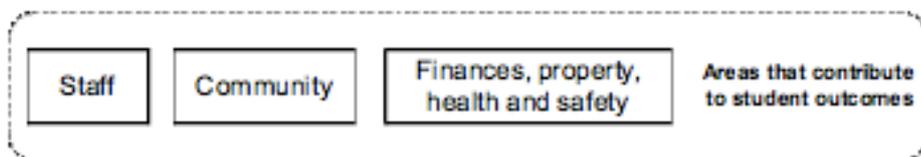
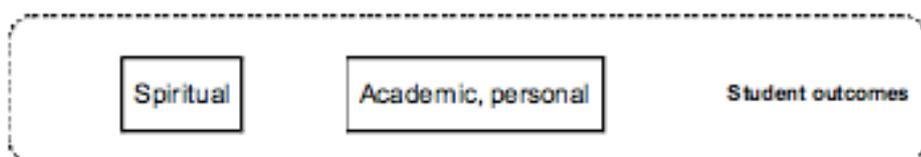
The Sacred Heart Cathedral School Board Policies perform two roles. They:

- set out how the Board will function, and
- give general directions to the Principal about how to operate the school.

The Board and the Principal, must comply with the requirements of:

- the Ministry of Education (the Ministry), which administers the Act and from which the Board receives funding to operate the school (although the Board does not receive funding for teacher salaries; teacher numbers and salaries are set directly by the Ministry), and
- the Archdiocese of Wellington, which acts on behalf of the Bishop and is interested in the school's Catholic character, and administers the school's land and improvements (the role of the School is to maintain those improvements).

The Board proposes to have Policies in the following areas:



The top tier of the Policies relate directly to the mission of the school: the Policies for the spiritual, academic and personal development of students. The second tier of the Policies contributes to the achievement of the top tier of Policies; the contributing Policies relate to staff capability and community relationships. The Board governance Policy and the Charter underpin all the Policies.

The Board's approach to its Policies

The Board has adopted the following approach to its Policies:

- Focus on governance objectives rather than management operations, i.e. focus on the 'ends' that the Board wants the Principal to achieve, without being prescriptive about the 'means' for getting there
- Be clear what the Board is asking the Principal to do, over and above what the school is required to do by law, the Ministry, and the Archdiocese of Wellington
- Enable the Board to adequately manage risks, and
- Align with the school's Charter, and with the requirements of the Archdiocese of Wellington and the Ministry, including the National Administration Guidelines.

The Policies focus on 'ends', and are not prescriptive about the 'means'

The Board wants to achieve results, and considers that the Principal is generally better placed than the Board to decide on the best way to achieve those results. The Policies therefore focus on the outcomes that the Board would like to achieve, rather than on exactly how the Principal will go about achieving them. The Board focuses on what results we want and where the school needs to improve, and the Principal has flexibility to decide what will be the most effective way of delivering those results.

Following the approach of focusing on 'ends' rather than 'means', it is expected that the Principal, in consultation with the Board, will have written procedures in place to implement the Board's policies, which will be reviewed and updated when necessary. Currently, the school uses SchoolDocs, an online platform to manage the school's procedures.

The Policies make it clear what the Board is asking the Principal to do

The Board wants to make it clear what it is asking the Principal to do. The Board and the Principal must comply with requirements arising from legislation, the Ministry, and the Archdiocese of Wellington. The Policies ask the Principal to comply with these requirements, but do not repeat the requirements except where the Board wants to give a direction to the Principal over and above what is already required.

The Policies enable the Board to adequately manage risks

The Board faces risks ranging from not achieving its mission, through to incurring liability as a result of non-compliance with the law. The best way for the Board to manage most risks is by delegating management responsibility to the Principal. However, there are some matters that carry such a high risk that it is prudent for the Board to limit management discretion, for example by setting specific financial delegations.

It is useful for the Principal to keep the Board informed of significant risks, and the steps the Principal is taking to address the risk because:

- it helps the Board to understand issues that could affect the achievement of the goals set out in the Charter, and
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- it provides timely assurance that the steps that the Principal is taking is in line with good practice and the Board's Policies.

The Policies align with the school Charter

The Charter sets a framework for monitoring performance, and is the basis on which the Ministry monitors the school. This Charter states the mission and priorities for Sacred Heart, and how the Board intends to deliver on these statements, covering the governance domains of: spiritual development, academic achievement, personal development, community relationships, staff capability, finance and property and health and safety.

The Policies and the Charter complement each other because:

- The Policies contain the Board's general directions to the Principal
- The Charter contains the Board's performance expectations, including annual areas of focus and performance targets.

To ensure alignment between the Policies and the Charter, the Policies explicitly ask the Principal to meet the Board's expectations set out in the Charter. This approach avoids doubt, because the Charter is effectively one of the Board's Policies.

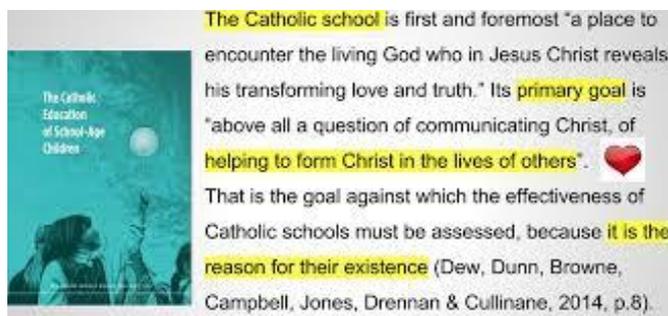
The Ministry's National Administration Guidelines (NAGs) set out requirements for schools in relation to the curriculum, planning and reporting, staff, finance and property, health and safety, and legislative compliance. The Board's Policies cover each of these areas, and ask the Principal to comply with the requirements of the NAGs.

The Board may change its Policies over time

The Policies are general directions and do not necessarily need to be continuously changed. However, the Board will review each Policy triennially to make sure that they are still the directions that the Board wants. The review is likely to occur alongside its consideration of the Principal's report on the Policy area. In addition to the requirements in the Policies, the Board may ask the Principal to do something at a Board meeting, but significant and ongoing matters should be reflected in these written Policies.

The Board welcomes any feedback on the Policies, which the Board would take into account as it reviews each Policy triennially.

POLICY 1 – SPIRITUAL DEVELOPMENT



Below are the Board's general policy directions to the Principal under section 76 of the Act, in relation to spiritual development. Spiritual development is the defining result area for the school, as a Catholic school.

General policy directions to the Principal

1. Pursue the spiritual development of students with the purpose of being the best Catholic Primary School that we can be, and with the mission of educating our children within a Catholic environment to achieve their full spiritual, academic and personal potential.
2. Meet the Board's expectations for spiritual development, including expectations set out in the Charter.
 - a. As the highest priority among the outcomes that the school seeks for students, seek to develop students who live the Catholic Faith as expressed in the scriptures and in the practices, worship and doctrine of the Church.
 - b. Ensure that the school's Catholic character, and the school's values, are reflected in all aspects of the school.
 - c. Encourage participation in daily prayers, Masses and the Sacred Heart feast day.
 - d. Support student involvement and contributions to charitable and voluntary activities in the community.
3. Give priority to the growth goal and annual areas of focus that are specified in the Charter for spiritual development
4. Meet any Catholic special character obligations that the Archdiocese of Wellington requires of the Board, as reflected in the Board's response to the Archdiocese of Wellington on compliance with special character, and in particular deliver religious education as part of the curriculum.
5. Report to the Board annually on Catholic special character as required by the Charter.

Board governance policy

6. The Board will review the school's performance in relation to this Policy annually.
7. The Board will review this Policy triennially.

POLICY 2 – ACADEMIC ACHIEVEMENT AND PERSONAL DEVELOPMENT



Below are the Board's general policy directions to the Principal under section 76 of the Act, in relation to academic achievement and personal development. Academic achievement and personal development are two of the three result areas identified in the mission of the school (the third being spiritual development).

Although academic achievement and personal development are separate governance domains in the school Charter, we have listed them together in this Policy because this Policy relates closely to the New Zealand Curriculum, which aims to achieve both the academic and personal development of students.

General policy directions to the Principal

1. Pursue the academic and personal development of students with the purpose of being the best Catholic Primary School that we can be, and with the mission of educating our children within a Catholic environment to achieve their full spiritual, academic and personal potential.
2. Meet the Board's expectations for academic achievement and personal development, including expectations set out in the Charter.
 - a. Encourage all students to participate and to strive for academic excellence, and develop skills and capabilities for life-long learning.
 - b. Deliver a curriculum that focuses on participation, enjoyment and achievement in literacy, numeracy, science, the arts, social sciences, technology, health and physical education, with emphasis on literacy and numeracy.
 - c. In literacy and numeracy, aim for students to improve their scores, in particular lower-achieving students (while recognising that students will progress at different rates).
 - d. Maintain and enhance the school-wide framework for measuring and reporting on achievement in literacy and numeracy, in order to set targets and monitor progress over time for individual students and groups of students. Groups of particular interest are the lower-performing students, and Māori and Pacific Island students.
 - e. Foster students' self-esteem, cultural and physical skills, and skills in relating to others, while encouraging them to develop responsibility, teamwork and leadership skills, a positive work ethic, and respect for themselves, others and the environment.
 - f. Ensure that students understand the school's values and meet the required standards for acceptable behaviour, and have procedures for disciplinary action that aim to

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maintain the safety of staff and students and promote the development of the student concerned.

3. Give priority to the growth goals and annual areas of focus that are specified in the Charter for academic achievement and personal development.
4. Comply with the law and Ministry requirements for academic achievement and personal development, including the NAGs and the New Zealand Curriculum.
5. Give priority to the objectives for the education system in section 1A(3) of the Act which are:
 - a) helping each child and young person attain educational achievement to the best of their potential;
 - b) promoting the development of:
 - resilience, determination, confidence, and creative and critical thinking;
 - good social skills and the ability to form good relationships;
 - participation in community life and fulfilment of civic and social responsibilities; and
 - preparedness for work.
 - c) instilling an appreciation of the importance of:
 - the inclusion within society of different groups and persons with different personal characteristics;
 - the diversity of society, cultural knowledge, identity, and the different official languages; and
 - the Treaty of Waitangi and te reo Māori.
6. Report to the Board on academic achievement and personal development as required by the Charter, in particular on student achievement in literacy and numeracy.
7. Keep the Board informed of steps taken in non-minor cases of student discipline to provide assurance that process follows good practice and manages the associated risks, and assurance that the outcomes will reflect the Board's aims for disciplinary action.

Board governance policy

8. The Board will review the Principal's performance in relation to this Policy annually. The Board will review this Policy triennially.
9. The Board will comply with the Ministry's required processes when discipline issues are formally escalated to the Board.

POLICY 3 – STAFF CAPABILITY



Below are the Board's general policy directions to the Principal under section 76 of the Act, in relation to staff capability. This staff capability Policy contributes to achieving the Polices relating to spiritual, academic and personal development (above).

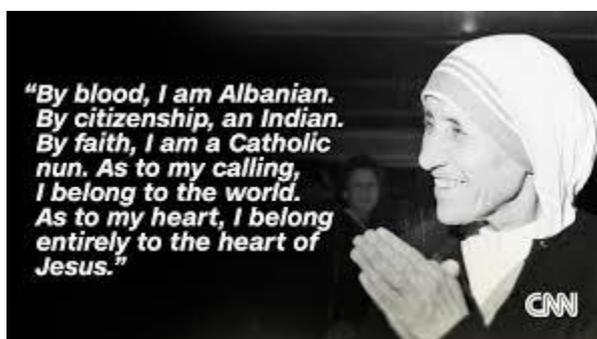
General policy directions to the Principal

1. Manage staff capability with the aim of helping to achieve the purpose of being the best Catholic Primary School that we can be, and the mission of educating our children within a Catholic environment to achieve their full spiritual, academic and personal potential.
2. Meet the Board's expectations for staff capability, including expectations set out in the Charter.
 - a. Maintain high quality, high performing staff, where each staff member has the opportunity to develop their professional and personal skills to the fullest potential.
 - b. Maintain an environment where staff work effectively together, in particular as a school-wide team.
3. Give priority to growth goal and annual areas of focus that are specified in the Charter
4. Comply with the Board's legal obligations relating to staff, including the NAGs, the Employment Relations Act 2000 and State Sector Act 1988.
5. Comply with the obligations to the Diocesan Education Office concerning staff and, in particular, the requirements concerning 'tagged' positions which are positions that can only be occupied by someone approved by the Diocesan Education Office.
6. Follow good practice in setting performance expectations, conducting performance reviews, and agreeing development goals with staff.
7. Report to the Board on staff capability as required by the Charter, in particular on how the Principal is responding to the Board's expectations set out above, and on the results being achieved.
8. Keep the Board informed of steps taken when recruiting senior staff to provide assurance that the recruitment follows good practice and manages the risks surrounding poor selection, and obtain the sign-off from the Chair before making an offer of appointment.

Board governance policy

9. The Board will review the Principal's performance in relation to this Policy annually.
10. The Board will review this Policy triennially.

POLICY 4 – COMMUNITY RELATIONSHIPS



Below are the Board's general policy directions to the Principal under section 76 of the Act, in relation to community relationships. This community relationships Policy contributes to achieving the Polices relating to spiritual, academic and personal development (above).

General policy directions to the Principal

1. Manage community relationships with the aim of helping to achieve the purpose of being the best Catholic Primary School that we can be, and the mission of educating our children within a Catholic environment to achieve their full spiritual, academic and personal potential.
2. Meet the Board's key expectations for community relationships, including expectations set out in the Charter.
 - a. Maintain strong and active relationship with parents and caregivers, the Cathedral Parish and related communities.
 - b. Maintain an expectation among students and stakeholders that the school will deliver on its mission, both overall and with respect to each student, and a reputation for meeting that expectation.
 - c. Encourage staff, students and stakeholders to develop a sense of community centred on the school and the Parish.
 - d. Encourage and facilitate the contribution that stakeholders can make towards achieving student development goals, and in particular work in partnership with parents and other agencies as appropriate to jointly achieve the student development goals.
 - e. Reflect the school's cultural diversity.
 - f. Actively communicate with the school community as a means to achieve the Board's Policies, using mediums such as the weekly newsletter, the school website, the school app and the annual report on academic achievement.
3. Establish and consistently give effect to the enrolment policy as follows:

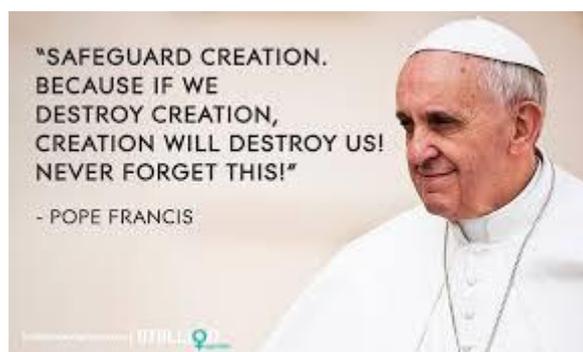
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- a. Maintain a school roll of 240 students in Years 1 to 8, and where a class has a vacancy admit students in the following order of priority:
 - i. Catholic students who reside in the Cathedral Parish;
 - ii. siblings of Catholic students at the school;
 - iii. Catholic students who reside in Parishes without a Catholic school in the Wellington CBD, Newlands and Mt Victoria;
 - iv. other Catholic students;
 - v. non-Catholic students.
- b. In implementing the policy, the following shall apply:
 - i. All enrolments lodged with the school by the close-off date set by the school will be treated equally regardless of when they are received;
 - ii. If there are more applicants than places available in any priority group, acceptance will be determined by ballot to be conducted by the Chair and the Parish Priest, or such other persons nominated by the Chair;
 - iii. Any dispute concerning the enrolment criteria will be determined by the board at its discretion acting reasonably.
4. Facilitate non-teaching services that are critical to achieving the school's mission but would otherwise be practicably unavailable (such as After School Care service, which helps students with the logistics of attending school).
5. Give priority to the growth goal and annual areas of focus that are specified in the Charter.
6. Consult the school community, and seek the Board's sign-off, before changing the Board policies or school procedures in ways that significantly affect parents (such as major changes concerning uniforms or school hours).
7. Make school facilities available to the Parish where practicable (such as use of the playground as a carpark for Parish events).
8. Comply with legislative and Ministry requirements of the Board relating to community relationships, in particular in relation to consultation on planning and reporting.

Board governance policy

9. The Board will review the Principal's performance in relation to this Policy annually.
10. The Board will review this Policy triennially.
11. The Board will comprehensively consult the school community every three years, by holding consultation meetings and/or by other means.

POLICY 5 – FINANCE, PROPERTY AND COMPLIANCE MATTERS



Below are the Board's general policy directions to the Principal under section 76 of the Act, in relation to finance, property and compliance matters. This Policy contributes to achieving the Policies relating to spiritual, academic and personal development (above).

General policy directions to the Principal

1. Manage finances, property and other matters with the aim of helping to achieve the purpose of being the best Catholic Primary School that we can be, and the mission of educating our children within a Catholic environment to achieve their full spiritual, academic and personal potential.
 2. Meet the Board's expectations for finance, including the expectations set out in the Charter.
 - a. Optimise the efficient gathering of funds, and the effective management and use of those funds in furthering the Board's priorities, and manage financial risks in a pragmatic and cost-effective manner.
 - b. Raise revenue and spend in accordance with financial delegations agreed by the Board and in alignment with the Board's approved budgets for revenue and expenditure.
 - c. Refrain from engaging in major revenue-generating activities without Board approval.
 - d. Do not exclude students from activities if they cannot pay on the grounds of financial hardship.
 - e. Ensure that the school meets public sector expectations for management of conflicts of interest.
 - f. Take responsibility for protecting the school's resources, both physical and financial, by adopting appropriate theft and fraud prevention procedures.
 - g. Prudently manage term deposits at a registered bank to meet cash flow needs of the school.
 3. Maintain a long-term property maintenance plan, and maintain the property in light of the plan, within the available maintenance budget.
 4. Comply with the law, and of the requirements of the Ministry and Archdiocese of Wellington, relating to the Board's obligations in relation to finances, property and other compliance matters including the NAGs and, in particular, comply with the respective requirements of the
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Archdiocese of Wellington and the Ministry concerning capital expenditure involving the school land.

5. Give priority to the strategic and annual goals that are specified in the Charter
6. Report to the Board on finances and resources as required by the Charter.

Board governance policy

7. The Board will review this Policy triennially.
 8. The Board will maintain a sustainable funding strategy, will review it every three years, and will take that strategy into account when agreeing the annual budget for operating and capital expenditure.
 9. The Board will agree the annual donation that the Principal will seek from parents on behalf of the Board.
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POLICY 6 – HEALTH AND SAFETY



Purpose and overview of obligations

The Board is committed to ensuring the health and safety of all workers (including contractors), students, volunteers, visitors and other persons by complying with the Health and Safety at Work Act 2015 ("the HSWA Act") and other relevant legislation, including the Vulnerable Children's Act 2014, National Administration Guideline 5, section 77A State Sector Act 1988, and relevant regulations, NZ standards and codes of practice. An overview of the key legislation and its purpose is attached in the appendix to this policy.

Collectively, the Board is the **PCBU** (person conducting a business or undertaking) under the HSWA Act and holds the primary duty of care to ensure the health and safety of everybody involved with the school "so far as is reasonably practicable".

The Board will consult, cooperate and coordinate with other PCBUs on matters when there are overlapping health and safety duties. For that reason this policy and the school's operating procedures can also be applied where an adequate policy does not exist in other workplaces. (Examples of the school consulting with other PCBU's are when: running a school camp with external providers; consulting with the proprietor, The Archbishop of Wellington, who provides the land and buildings for the school; engaging contractors to carry out work at the school.)

Individually, Board members (including the Principal) are "**Officers**" under the HSWA Act, responsible for exercising due diligence to ensure the school is meeting its health and safety obligations. The Board must ensure that the school has appropriate policies, procedures and resources in place and regularly monitor them.

Although ultimate accountability sits with the Board, the Board delegates responsibility to the Principal for the development and implementation of health and safety procedures.

Below are the Board's general policy directions to the Principal under section 76 of the Act, in relation to health and safety. This Policy contributes to achieving the Policies relating to spiritual, academic and personal development (above).

General policy directions to the Principal

1. Manage the health and safety of everybody involved with the school (workers (including contractors), students, volunteers, visitors and other persons) with the aim of helping to achieve the purpose of being the best Catholic Primary School that we can be, and the mission of educating our children within a Catholic environment to achieve their full spiritual, academic and personal potential.
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2. Meet the Board's expectations for health and safety, including the expectations set out in the Charter through:
 - a. Making health and safety a key part of the school's role;
 - b. Providing health and safety induction, information, training and supervision for all new and existing workers;
 - c. Engaging with workers to support the continuous improvement of our school's health and safety systems and performance;
 - d. Doing everything reasonably practicable to eliminate or minimise the risk of injury or illness;
 - e. Making sure all hazards are reported and recorded in the appropriate place;
 - f. Making sure all accidents, incidents, injuries and near misses (physical and emotional) are reported and recorded in the appropriate place;
 - g. Investigating all accidents, incidents, injuries and near misses (physical and emotional), and reducing the likelihood of them happening again;
 - h. Having emergency plans and procedures in place;
 - i. Providing support for the safe return to work of injured or ill workers;
 - j. Making sure that contractors or sub-contractors working in the school operate in a safe manner;
 - k. Maintaining a secure, healthy and safe physical and emotional school environment for students and staff;
 - l. Promoting healthy food and nutrition for all students;
 - m. Ensuring "workers" under the HSWA Act (which means employees, including the Principal, contractors, volunteer workers and anyone working for the school) take reasonable care of their own health and safety, and make sure that their acts or omissions do not adversely affect the health and safety of others. Encouraging workers to play a vital and responsible role in maintaining a safe and healthy workplace through:
 - i. Being involved in improving health and safety systems at work;
 - ii. Following all instructions, rules, procedures and safe ways of working;
 - iii. Reporting any pain or discomfort as soon as possible;
 - iv. Reporting all hazards or health and safety concerns;
 - v. Reporting all accidents, incidents, injuries and near misses;
 - vi. Helping new workers, staff members, trainees and visitors to the school to understand the safety procedures in place and why they exist;
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- vii. Wearing protective clothing and equipment as and when required to minimise exposure to any hazards in the school.

 - n. Ensuring “other persons” in the workplace under the HSWA Act (which means anyone in the school environment including students, parents and caregivers, visitors, casual volunteers and members of the public) take reasonable care of their own health and safety and make sure that their acts or omissions others do not adversely affect the health and safety of others. Encouraging other persons to:
 - i. Follow all instructions, rules, procedures while in the school grounds;
 - ii. Report all hazards or health and safety concerns;
 - iii. Report all accidents, incidents, injuries and near misses;
 - iv. Wear protective clothing and equipment as and when required to minimise exposure to any hazards in the school.

 - o. Ensuring students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.
3. Report to the Board on health and safety compliance and practice as required by the Charter.

Board governance policy

- 4. The Board will review the school’s performance in relation to this policy on a regular basis.
- 5. The Board will review this Policy triennially.

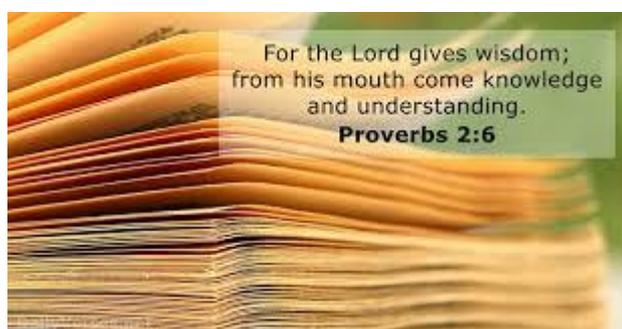
Other health and safety operational matters the Board is required to have assurance on:

- 6. Attached in the appendix to this policy is a summary of the underpinning procedures and processes that are in place through the School Docs online platform.
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POLICY 7 – BOARD GOVERNANCE



“People drawn to search for faith do not all search in the dark. Some have light to guide them. They know their life means something; they can see faith in others – and that can often cause them to seek faith for themselves. They know their life could be more fulfilled and they seek a stronger connection with a community of believers.” Father James Lyons 2018



General policy directions to the Principal

Below are the Board’s general policy directions to the Principal under section 76 of the Act in relation to school governance. This governance Policy underpins all the other Policies.

1. Lead the school in its purpose of being the best Catholic Primary School that we can be, and its mission of educating our children within a Catholic environment to achieve their full spiritual, academic and personal potential.
2. Promote the school’s purpose, vision, mission and values set out in the Charter.
3. Comply with the Board’s obligations to the Ministry, the Archdiocese of Wellington and the Catholic Education Office under the law in accordance with good practice.
4. Report to the Board about the success of the school in accordance with the Charter.
5. Keep the Board informed in a timely way of any significant risks of liability or underperformance against the Charter, and the steps the Principal is taking to address those risks.

Board governance policy

6. The Board will review this Policy triennially.
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Charter

7. The Charter is the Board's strategic plan for the school, and includes annual areas of focus. The Board will review the Charter annually. The Board expectations in the Charter are directions under section 76 of the Education Act 1989. The Charter forms a basis for the Ministry of Education's assessment of the Board.

Principal performance and development

8. The Chair will sign an annual performance and development plan with the Principal, and will appraise the performance of the Principal in accordance with good practice. The chair, in consultation with the Board, will take steps necessary to manage any performance issues.

Board of Trustees' membership

9. The Board shall have 5 parent representatives, 4 Proprietor representatives, the Principal, a staff representative, and up to 4 persons co-opted by the Board.

Board trustee roles and responsibilities

Each Board trustee:

10. Jointly with the other trustees, is responsible for the overall performance of the Board.
11. Jointly with other trustees, is aware of the Board's legislative obligations and the requirements of the Ministry and Archdiocese of Wellington, and is aware of their responsibilities as trustees under Part 9 and Schedule 6 of the Act.
12. Will comply with the Code of Conduct for the State Services.
13. Will seek to achieve the purpose and mission of the school, and act consistently with its values.
14. Has no authority to act on behalf of the Board except with the explicit mandate of the Board.
15. Attends Board meetings ready to critically discuss the Board papers.
16. Attends at least 80% of meetings, and explains all absences. Where a trustee, without prior leave of the Board, is absent from 3 consecutive meetings of the Board, the trustee's office becomes vacant (see section 104 of the Act).

The Chair:

17. Attends all meetings (or appoints an alternate when unable to attend).
 18. Maintains the Board's processes, ensures that a quorum attend Board meetings, and ensures the good conduct of the meetings.
 19. Is responsible for handling any complaints about the Board or any Board trustee or the Principal, in accordance with Ministry's guidelines.
 20. Will seek a mandate before acting on behalf of the Board, but where necessary may act prudently on behalf of the Board and seek the Board's endorsement at the next opportunity.
 21. Reports to the Board on a regular basis on the Chair's activity.
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The Principal

22. Manages the school in accordance with the Board's Policies, Charter, the Act, and relevant law.
23. Circulates Board papers 5 days prior to meetings, including draft agenda approved by the chair.
24. Prepares draft minutes of Board meetings for the Board's confirmation.

Board Meetings

25. The Board will agree its meeting times. Currently, the Board meets eight to ten times a year. The chair will propose an agenda for each meeting. The Board meeting agendas generally include the following:
 - A time of prayer – (5-10 minutes)
 - Strategic Item – (60-90 minutes)
 - Curriculum reports – (20-30 minutes)
 - Strategic Monitoring – update from Principal and update from Chair on any key developments or issues that require the Board's attention at that meeting – (20-30 minutes)
 - Administration - minutes, apologies, correspondence, transactional matters requiring approval (20 min)
26. The Board will agree the strategic and curriculum items for the Principal to report on at each meeting. The strategic items relate to the governance domains in the Charter.
27. The public is excluded from observing Board discussion relating to individual staff or students.

Policy reviews

28. The board of trustees, with the principal and teaching staff will maintain a comprehensive programme of self-review including:
 - a. Plans and programmes;
 - b. Evaluation of student achievement information;
 - c. Implementation audits and reports; and
 - d. A triennial review of policies and procedures.
 29. The Board will review each Policy triennially, at the same time as it receives the annual report on the strategic or curriculum area relating to that Policy. The Board can supplement its Policies by deciding at a Board meeting to ask the Principal to do something. In addition to the Policies, the Board may ask the Principal to do something at a Board meeting, but significant and ongoing matters should be reflected in the written Policies.
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Appendix—Overview of Health & Safety Legislation

NAG 5	Health & Safety at Work Act 2015	Children, Young Persons and their Families Act 1989-section 15 (CYPF Act)	Vulnerable Children’s Act 2014 sections 18, 19 and Part 3	State Sector Act 1988-section 77A
<p>Holistic focus on the physical and emotional needs of the student and as a learner.</p> <p>Obligations to:</p> <ul style="list-style-type: none"> • Provide a safe physical and emotional environment for students • Promote healthy food and nutrition for students • Comply with the law to ensure the safety of students & employees 	<p>Ensure the health and safety of everyone involved with the school (staff, other workers (including contractors), students parents, volunteers and other visitors) “so far as reasonably practicable”.</p> <p>Focus is on actively managing risks by either eliminating or minimising the risks.</p> <p>Focus is on the conduct of work not just the physical workplace.</p>	<p>Any person who believes that any child has been or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived may report the matter to a social worker or constable.</p> <p>Disclosures are protected unless disclosed or supplied in bad faith</p>	<p>Adopt and require child protection policies on the identification and reporting of child abuse and neglect in accordance with section 15 of CYPF Act.</p> <p>People employed or engaged in work that involves regular or overnight contact with children must be “safety checked” every 3 years</p>	<p>Operate a personnel policy to be a good employer</p> <p>Provide staff with good safe working conditions</p>

Underpinning Procedures and Processes

Emergency Planning Procedures for:

- Earthquakes, fire, storms, bomb threat, evacuation, lockdown, emergency kit, disaster management, tsunami, school closure, civil defence emergency management, pandemic management.

Regular (at least annually) audits of:

- Updating caregiver and emergency contact details.
- Make sure appropriate number of staff are trained in first aid.
- Building WOF, grounds, playground, fencing, electrical plant, fire alarms and equipment, any protective equipment, first aid equipment, emergency kit, other plant and machinery, hazards.

Registers: hazard/risk register, accident, illness and near misses (physical and emotional), Induction and training, visitors.

EOTC Plans and Procedures

Procedural Polices and Processes:

- Worker engagement and participation: health and safety is a regular item on staff meeting agenda and board meeting agenda.
 - Risk management: identify, assess and control risks, evaluate the controls.
 - Induction, training and supervision: to be provided to all workers including contractors and volunteers about our health and safety procedures.
 - Safety Management System:
 - Accident, illness and near misses: covering prevention; management; first aid; notifying parents; reporting and recording; dealing with illness, medicines, asthma.
 - Return to work/injury illness support and rehabilitation
 - Staff working alone after hours
 - Stress in the workplace – other steps include one-on-one meeting between staff and principal; release days; senior staff mentoring junior staff.
 - Contractors working at school – outlines our shared responsibilities about health and safety; information to be provided to contractors; steps they must take and vetting of contractors.
 - Visitors and parent involvement at school.
 - Separated parents and guardians.
 - Student safety and welfare – including safe practices and professional development; care and management of students; behaviour management; surrender/retention of property.
 - Missing student protocol.
 - Abuse recognition and reporting – principal is the designated child protection person.
 - Police vetting of people engaged in work at school.
 - Harassment.
 - Plant and machinery safety
 - Storage of hazardous substances.
 - Alcohol, drugs, other harmful substances and smoking.
 - Digital technology and cyber safety (including cellphones).
 - Animal ethics.
 - Playground supervision.
 - Sun protection.
 - Road patrol.
 - Head lice.
 - Lunches.
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