



# Board of Trustees Policy & Governance Manual

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A copy of the Governance Manual

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Copy of minutes of previous meetings.

Copy of Conduct to sign

## Tauranga Waldorf School Policy and Procedural Framework

Governance Framework		Operational Management Procedural Framework	
Nag 1 Policy – Curriculum		<b>Student Learning</b>	<b>Health &amp; Safety</b>
Nag 2, 2A, 7 & 8 – Self Review	Charter Review processes	TWS Curriculum FRSNZ Learning Steps Assessment Schedule	Behavior Management Severe Behavior Reporting Child Abuse Safe School
Nag 3 – Employment		Reporting to Parents	Sun Sense Stand-down, Suspensions and Exclusions
Nag 4 Finance and Property		<b>Personnel</b>	Cyber Safety Searching Students Smoking & Drug Alcohol
Nag 5 Health and Safety		Appointments Police vetting Provisionally Registered Teachers	Confiscation of Pupils Property EOTC
Nag 6 Legislation and Compliance		Performance Management Competency	Crisis Management
Governance Policy	Principal Performance Management Board Roles and Responsibilities Trustee Code of Conduct. Board Meeting Process: Agenda and Reports Attendance & Conduct Minutes Meeting Procedures Decision Making Processes	Classroom Release Management Units Sexual Harassment Student Practicum Job descriptions Staff Interests Register Agreement On-site Music Tutors	<b>Legislation</b> Enrolment Attendance Privacy Communication Pathways Conflict Protocols Protected Disclosure
		<b>Finance</b>	
		Asset Management Theft and Fraud	

Minutes	Finance	Transport	Transport
Meeting Procedures	Asset Management	Conflict Protocols	Conflict Protocols
Decision Making Processes	Theft and Fraud	Protected Disclosure	Protected Disclosure
Confidentiality	Annual Budget		
Conflicts of Interest	Use of Credit Card		
Public Participation	Hospitality/Entertainment		
Exclusion of Public.	Cash Handling		
	Sensitive Expenditure		
Complaints & Problem Resolution			
Treaty of Waitangi			
<b>Tauranga Waldorf School Board of Trustee's</b>			
<b>Governance Policy</b>			

The Board emphasizes strategic leadership rather than administrative detail, has a clear distinction of board and staff roles and is pro-active rather than reactive.

All elected, appointed and co-opted trustees, whether they are parent, 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 or individual interests, but work for positive outcomes, for all concerned.

The Board of Trustees key areas of contribution are to:

- Set and, as needed, modify the school's vision, mission and values.
- Protect the special character of the school.
- Ensure a sensible and feasible strategic plan
- Approve and monitor the Annual Plan
- Develop and review the general policy direction
- Monitor and evaluate student achievement
- Appoint, and assess and provide the opportunity to foster the performance of the principal annually.
- Effectively manage risk
- Monitor financial management of the school
- school
- Deal with disputes and conflicts referred to the board.
- Ensure the board is compliant with its legal responsibilities.

The Board of Trustees will monitor the Principal's performance against the strategic plan, annual plan, professional standards and Board policies on operations. They will also monitor those parts of the principal's performance objectives that have been identified and agreed upon as part of the principal's annual performance agreement.

A timeline will be established for the principal's performance management with agreed dates for meeting negotiated by all parties concerned. The Board Chair will manage this process including any appointed consultant.

As part of the agreement, a professional learning plan will be agreed with any professional development required to achieve approved as part of the agreement. These expenses may include continuing education, books and periodicals, and attendance at professional conferences.

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At the conclusion of the annual process the Board will receive a summary report at a section of the board meeting where the public has been excluded. The performance agreement and summary results of the appraisal are confidential to the Principal, the board and their agents unless both parties agree to wider distribution.

Disciplinary Process: In the event the board determines that policy violation(s) has (or have) occurred and the board judges the degree and seriousness of the violation to warrant initiating a disciplinary process, the board shall seek advice and follow due process.

The Board is committed to effective and efficient meetings.

### **Agenda and Reports**

1. Meetings are based on a prepared agenda. The agenda preparation is the responsibility of the chairperson. Sufficient copies of the agenda will be available at the meeting for any members of the public who notify attendance in advance.
2. Meeting papers will be received by Trustees at least two working days before the scheduled Board meeting.

1 Attendance is an expectation for trustees. Where this is not possible apologies are to be received, in advance. Any trustee (except the principal) who misses three meetings in a row without prior leave of the board automatically ceases to be a board member. Prior leave must be formally requested by the trustee and approved by the board and minuted before the leave is taken.

2 Meetings are held with the expectation that trustees have prepared for them and will participate in all discussion at all times within the principles of acceptable behaviour. The Board's code of conduct will be upheld and it is expected that any substantive questions or questions requiring detailed or specific answers arising from meeting papers are communicated to the school management or relevant person prior to the meeting so that there are no surprises.

3 If and when the public has been excluded from any part of the meeting, this fact is recorded in the open meeting part of the minutes along with the reason and topic.

The minutes are the official record of the Board meeting and must be kept indefinitely.

1. Minutes should be brief, factual and accurate and include:
  - attendance of all trustees and visitors,
  - apologies,
  - a list of correspondence which is received and approved.
  - a record of decisions made, the motions put forward, who moved and seconded, any amendments made to the motion and the final decision
  - a list of agreed actions with timeframes
2. Permission to audio record meetings or parts of meetings shall be sought with the knowledge and consent of all Board members present. Should this be considered helpful or necessary, open display of the recording device is expected and the audio file in such cases, should be kept until the minutes move from draft to approved stage, at which point it should be destroyed.
3. The discussion and minutes of public-excluded meeting are confidential to the board. It is each Board member's obligation and responsibility to observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons any such information that might be harmful to the school.
4. These confidential minutes are kept in a separate file.
5. If anyone asks for copies of the agenda, non-confidential meeting documents or public minutes, they should be given a copy as soon as practicable. If the minutes have not

4. These confidential minutes are kept in a separate file.
  5. If anyone asks for copies of the agenda, non-confidential meeting documents or public minutes, they should be given a copy as soon as practicable. If the minutes have not yet been confirmed, they should be marked as draft or unconfirmed and the person requesting them informed that they may be altered before they are confirmed.
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1. Meetings are generally held on the 3<sup>rd</sup> Monday of the month or by agreement.
  2. The quorum shall be more than half the members of the Board currently holding office.
  3. The Chairperson shall be elected at the first meeting of the year except in the general election of the year where it will be at the first meeting of the newly elected Board.
  4. The Chairperson may exercise a casting vote in the case of equality of votes in addition to his/her deliberative vote.
  5. Regular meetings will commence at 5.30pm and conclude by 8.00pm
  6. A resolution for an extension of time not exceeding half an hour may be moved.
  7. Any business remaining on the agenda at the conclusion of the meeting will be transferred to the following meeting.
  8. A Special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees.

1. Decision-making can be made in various ways with consensus being one of these.
2. A trustee may ask that his or her vote on a particular matter may be recorded, if they voted against the Board's final decision and this request will be honored. Such a trustee is still bound by collective responsibility to abide by the board's final decision and should not say or do anything to undermine the board's decisions. Similarly abstentions to voting should be recorded as well as cases where the Chair uses a casting vote.

The community has a right to expect that any decision made by the board are free from conflicts of interest.

1. It is each Board member's obligation to immediately disclose to the Board any and all known potential or impending conflicts of interest. That member will then absent him or herself without comment from deliberation or decision-making of the related matter.
2. Responsibility for the identification of conflicts of interest may alternatively be shared by the full Board who may determine, that it is appropriate to exclude a Member from discussion or deliberation to mitigate risk. Such instances are determined by vote with a 2/3rds majority required to establish that such exclusion is appropriate.

It is each Trustee's obligation and responsibility to observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons any such information that might be harmful to the school.

Public will not normally be allowed free discussion during the meeting but may be invited to speak by the Chair in certain circumstances. Attendees will be given notice about their rights to participate in the meeting.

The Board may by resolution, exclude the public from the whole or any part of the proceedings of any meeting where good reason exists for withholding information from the public, in accordance with the *Local Government Official Information and Meetings Act 1987*.

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Every resolution excluding the public from any meeting shall state the general subject of each matter to be considered while the public are excluded, the reason for the passing of that resolution, and the grounds on which the resolution is based. Such resolutions shall be put at a time when the meeting is open to the public. The Board reserves the right to request individuals with relevant skills or knowledge remain present for in-committee discussion.

The Board may set up committees to help carry out its responsibilities with due process (e.g principal appointment, student disciplinary matters, internal audit or complaints processes). Such Board Committees:

- Shall hold a letter of delegation authorized by the full board.
- Are to be used sparingly to preserve the board functioning as a whole when other methods are deemed inadequate.
- May use non-trustees as sources of advice although 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 to conflict with authority delegated to the principal.
- Help the Board (not the management/administration) do its work.
- Assist the Board chiefly by preparing policy alternatives and advising of implications for board deliberation. Board committees are not to be created by the board to advise staff.
- Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
  - Purpose
  - Duties and responsibilities
  - Budget
  - Committee members
  - Reporting procedures/schedule

Trustees- shall annually evaluate their own contribution to the board and their individual effectiveness in discussion with the Chairperson. The basis of this review shall be the governance policies.

Chairperson-The Chair will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal.

Strategic Plan & Policy Framework- Annually the Chairperson will coordinate a review of the effectiveness of the board. A report will be provided on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic plan and policy framework.

Trustee Code of Conduct – appende



## BOARD OF TRUSTEES CODE OF CONDUCT

**Trustees shall:**

## **Trustees shall:**

- ensure that the needs of all children and their learning shall be paramount and that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence to reach their full potential.
- serve the school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities, representing the school in a positive manner
- respect the integrity of staff, principal, parents and students
- uphold and be loyal to the school and its charter,
- maintain the confidence and trust vested in them, ensuring strict confidentiality of papers and information related to the Board's position as employer
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- act as good employers, ensuring any issues relating to the employer position are resolved confidentially within the Board
- ensure that individual trustees do not act independently of the Board's decisions, ensure any disagreements with the Board's stance on matters is resolved within the Board and recognize that only the Chairman can speak for the Board.
- exercise their power of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

## **TAURANGA WALDORF SCHOOL**

### **Nag 1 CURRICULUM DELIVERY POLICY**

#### **'The Art of Education'**

As a state integrated school, Tauranga Waldorf School delivers programs of learning which meet the requirements of National Administration Guideline 1. The School's Integration Agreement also requires us to deliver the Waldorf/Steiner programs of learning central to the school's special character agreement.

The purpose of this policy is to foster the achievement of all students whilst also upholding the school's legal requirements.

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1. The TWS Local Curriculum outlines the basis on which programs of learning are developed and implemented. This curriculum which is founded in the Steiner Education Aotearoa NZ's Curriculum

1. The TWS Local Curriculum outlines the basis on which programs of learning are developed and implemented. This curriculum which is founded in the Steiner Education Aotearoa NZ's Curriculum Guidelines includes those aspects of the National Curriculum which define our learning philosophies, vision, principles, aims, attitudes and the competencies we seek to develop which reflect the special character, culture, values and priorities of our community. Curriculum implementation includes will account for any variations negotiated on our behalf by SEANZ with the Minister of Education.
2. A variety of learning and teaching styles and strategies will be employed within our teaching and learning programs as appropriate to the needs, age and developmental stage of students as outlined in Waldorf pedagogy. To this end TWS uses the arts – visual, physical, performing, and practical as primary teaching tools and provides procedures and operational policies to outline their implementation.
3. Student progress will be monitored and recorded against the schools Learning Steps using a range of assessment procedures, both formative and summative with observational assessment widely employed. These procedures are integrated into the teaching and learning programs.
4. The school will identify issues that cause barriers to students' learning and will seek to implement appropriate strategies to address these.
5. The school will identify students who are at risk of not learning and will seek means to address these.
6. The school will identify gifted and talented students and will implement strategies for these pupils to fulfill their potential.
7. Equal educational opportunities will be provided to all groups of learners and for individuals.
8. The school recognizes our responsibility to consider the implications of the Treaty of Waitangi and to foster the requirements set out in the Treaty.
9. Programs will draw upon the significant features of New Zealand's diverse ethnic and cultural heritage.
10. A self-review cycle will be implemented to ensure the relevance and efficacy of the curriculum,
11. This school recognizes the value of parents as educators and the role our community plays in the art of education.
12. Professional development of teachers will provide ongoing support to teachers to maintain a sound foundation for curriculum delivery.

Ratified by Board: June 19 2018

<p><b>Tauranga Rudolf Steiner School</b></p> <p><b>Self Review Policy for Nag 2 &amp; 2A &amp; 7 &amp; 8</b></p>
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National Administration Guideline 2 is concerned with the documentation that a school needs to show that it has the capability to be self managing..

1. The Board of Trustees, in conjunction with the Principal will develop and maintain a Charter, Strategic Plan and Annual Plans to document how the National Education Guidelines and the school's Special Character are given effect in the school,
2. Within the framework of the Strategic Plan, the Principal, in consultation with the Board of Trustees, will complete an annual update of its Charter and provide this to the Secretary of Education by March 1. (NAG 7) The charter will identify
  - Specific targets for the next / coming year including those for literacy and numeracy
  - Other review areas including policies, plans and programs.
  - A timeline for implementation
  - Any resource requirements
3. At the end of each school year, the Principal will formally report to the Board on:
  - Progress made against target goals set in the Charter with an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities or targets set out in the charter also provided to the Secretary of education or agents by March 1. In each year. (Nag 8)

between the school's performance and the relevant aims, objectives, directions, priorities or targets set out in the charter also provided to the Secretary of education or agents by March 1. In each year. (Nag 8)

- Reviewed plans and data gathered concerning school strengths and identified areas for improvement, including the basis for identifying these areas, will be presented along with any recommendations for future action. (Nag 2a)

4. The school will report to parents and where developmentally appropriate to students, on progress and achievement in relation to the school's Learning Steps, twice per year along with an end of year Waldorf narrative report which includes learning and development in the areas of wellbeing and social development.
5. The school will collate this data twice annually and present it to Board highlighting numbers and proportions of students school- wide who are at, above below or well below these steps and identifying both progress and achievement in this regard
6. The School community will be surveyed to provide feedback on the progress of the school and for input into the Charter and future Strategic and Annual Plans. The Board of Trustees will review the content of such surveys.

**Conclusion: Systematic and thorough school-wide self review at governance, management and classroom levels is essential to the continuous improvement process.**

Signed \_\_\_\_\_(Chair)

Date \_\_\_\_\_

**Tauranga Waldorf School's Board of Trustees**  
**Nag 3 Employment Policy**

The Tauranga Rudolf Steiner School Board of Trustees is committed to being a good employer as defined in the State Sector Act and with due regard to other relevant Acts also. Recognising that the quality of teaching has a potent impact on successful outcomes for students, the Board ensures that a structure is in place which facilitates

- (i) The development and implementation of sound personnel management procedures and practices.
- (ii) Clear definition of the roles and responsibilities of individuals
- (iii) Clear differentiation between management and governance functions.

Personnel procedures and practices in the Tauranga Rudolf Steiner School will ensure amongst other things:

1. Good and safe working conditions (see TRSS Staff Health and Safety statement)
2. Equal employment opportunities. (see TRSS EEO Programme statement)
3. Appointment of competent and suitably qualified staff. (TRSS Staff Appointments)
4. Recognition of the aims and aspirations of Maori, the employment requirements of Maori and the need for greater involvement of Maori in the education service. (see TRSS Treaty of Waitangi Policy)
5. Opportunities for the enhancement of the abilities of individual employees. (see TRSS Professional Development and Performance Management procedures.)
6. The recognition of the aims, aspirations and cultural differences of ethnic and minority groups; the employment requirements of women and disabled persons. ( Human Rights Act)
7. The development of productive employment relationships through the promotion of mutual trust and confidence in all aspects of the employment environment and of the employment relationship

7. The development of productive employment relationships through the promotion of mutual trust and confidence in all aspects of the employment environment and of the employment relationship by:

- (i) recognizing that employment relationships must be built on good faith &
- (ii) acknowledging and addressing the inherent inequality of bargaining power in employment relationships &
- (iii) promoting collective bargaining &
- (iv) protecting the integrity of individual choice &
- (v) promoting mediation as the primary problem-solving mechanism &
- (vi) reducing the need for judicial intervention.

Ratified \_\_\_\_\_ ( Signed)

Date \_\_\_\_\_

Tauranga Waldorf School Board Of Trustees

Nag 4: Finance and Property Policy

- To effectively manage the Board's financial resources and use them to achieve the goals outlined within the school's Charter and Strategic Plan.
  - To maintain accountability for and control of the Board's financial resources.
  - To ensure ongoing property development, maintenance and preventative maintenance occurs to support and enhance learning and health and safety of staff and students.
- 1) To produce an annual budget by the final Board meeting of each year in draft to be ratified subsequently at the first Board meeting of the following year. This will include the administration of the special character budget provided by the Waldorf Schools (BOP) Trust and ensure that appropriate financial resources are allocated towards the achievement of target goals and objectives specified in the annual plan. Once approved, the implementation of the budget is delegated to the Principal, subject to Board of Trustees approval being required for expenditure additional to original budget allocations.
- 3) The Boards expectations of this management will include:
- a) Ensuring that expenditure is contained within approved budget constraints
  - b) Reporting to the Board concerning year to date performance against budget and last year's data will occur monthly.
  - c) All reports complying with public sector accounting standards, with third party professionals providing checks and balances, and annual financial statements being presented to the auditor in timely fashion.
  - d) Records of financial transactions will be correct and up to date.
  - e) Parents understand that Pledges are voluntary donations which are received by the Waldorf Schools Trust to support the delivery of the special character education outlined in the school's Integration Agreement with the Crown.
  - f) The asset register is regularly maintained and updated.
- 1) After ratification of the annual budget and plan which will identify areas of priority , the maintenance and development of the school property and buildings is delegated to the Principal. The Board's expectations of this management will include a strong working partnership with the Waldorf School's Trust to be developed and maintained as well as:
- a) A long-term maintenance plan to be developed and updated regularly.
  - b) A program of preventative maintenance is to developed and reviewed annually with the WST.
  - c) A 10- year property plan in place addressing strategic issues for development in tandem with the Waldorf School's Trust Monthly reports as to maintenance of assets.
  - d) Reports on all the above including a management report will be provided and to be

- b) A program of preventative maintenance is to developed and reviewed annually with the WST.
- c) A 10- year property plan in place addressing strategic issues for development in tandem with the Waldorf School's Trust Monthly reports as to maintenance of assets.
- d) Reports on all the above and including progress on current projects will be received monthly by the Board, and will include those areas where responsibility is shared with the Waldorf School's Trust.

Ratified \_\_\_\_\_  
Chair

Date \_\_\_\_\_

Tauranga Waldorf School Board of Trustees

Health and Safety Policy ( Nag 5)

Tauranga Waldorf School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards and codes of practice. This is achieved by:

1. All staff having individual responsibility for health and safety
  - 2 All staff being informed of, understanding and accepting their responsibility for eliminating or minimizing the potential for harm to people at their workplace , including contractors, other staff, visitors being informed of any results of our monitoring their work area.
  3. Ensuring staff are consulted on, and given the opportunity to participate in health and safety management.
  4. Ensuring union and other employee representatives are consulted regarding health and safety management.
  5. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
    - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people
    - Minimizing the effects of hazards if they cannot be practicably eliminated or isolated.
  6. Creating and maintaining a safe work environment. This includes providing facilities for staff health and safety at work.
  7. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
  8. Providing appropriate orientation, training and supervision for all new and existing staff .
  9. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of visitors.
  10. Accurate recording, reporting and investigating injuries.
  11. Board of Trustees commitment to continuous improvement in Health and Safety.
  12. Board of Trustees commitment to comply with all relevant health and safety legislation
  13. Supporting the safe and early return to work of injured employees.
  14. Ongoing evaluation, review and updating of our compliance with our health an safety program and this policy

Signed \_\_\_\_\_ ( Chair)

Date \_\_\_\_\_

Signed \_\_\_\_\_ ( Chair)

Date \_\_\_\_\_

Tauranga Waldorf School Board of Trustee's  
Nag 6 Policy: Legislation, & Administration Requirements

Tauranga Waldorf School will comply with all general legislation and regulations concerning requirements for the operation of the school.

To ensure that all New Zealand requirements concerning schools are upheld, procedures and practices in all the following areas will be developed and regularly reviewed and monitored.

1. Attendance: All legal requirements relating to the length of school day and year will be effectively managed and will include procedures and programs to monitor, review and manage the issues of truancy and tardiness. Where applicable attendance procedures may include school bus transport or other transport provision.
2. Enrolment: Student Entrance procedures will document the process by which parents can meet the special character requirements dictated by the school's Integration Agreement with the Crown and which form the legal basis for enrolment in the school. Additionally these will include the use of the Board's Form of authority under Section 71 (1) of the Education Act 1989, developed in respect of the Memorandum of Agreement made between the Federation of Steiner/Waldorf Schools in New Zealand and the Minister of Education. Enrolment procedures will also extend to provision for International students.
3. Privacy: The 12 principles of NZ Privacy Law are upheld via procedures and practices which determine proper collection, accuracy, use, storage, retention, access and limits on disclosure of information and which include the provision of a privacy officer.
4. Protected Disclosures – Practices and procedures will ensure that protected disclosures can be made and effectively dealt with.
5. Copyright – The Board will maintain a copyright license that enables teachers to make use of appropriate material within legal limits. The principal will ensure that all staff members are aware of their responsibilities under NZ Copyright Law.

Signed \_\_\_\_\_

Date \_\_\_\_\_

(Chair)

- 1 **Tauranga Waldorf School** recognises that mutually respectful and productive relationships between parents/caregivers, staff, board members, students and the wider community are important for the continued success of the school. To that extent, the school is committed to working to resolve any complaints transparently, fairly, objectively and with full regard to natural justice.
- 2 Any complaints, concerns, misunderstandings and/or disagreements concerning the school or its staff are to be taken seriously, and every effort should be made to ensure that effective management and problem resolution procedures are implemented.
  - 1.
- 3 This policy, and the procedures set by it, apply to all complaints concerning the school or its staff members. Complaints concerning the school may involve parents, students, staff, Board of Trustee members or the wider community; or school policies or operations; or an incident or event that has occurred.
- 4 The procedures established by this policy detail how complaints are to be raised and ultimately resolved.
- 5 This policy is to be read in conjunction with other related policies, procedures and legislation, including: Harassment and Bullying Policy, Equal Opportunity Policy, Staff Individual Employment Agreements, Health and Safety Policy, the Education Act 1989, the Employment Relations Act 2000, the Official Information Act 1982 and the Privacy Act 1993.
- 6 If the complaint relates to a stand-down or suspension decision, the Education Act 1989 and the rules specify timeframes and procedural requirements that must be followed.
  - 2.
- 7 To develop procedures that will ensure complaints are dealt with in a confidential, consistent, co-operative and courteous manner; and which will ensure complaints are properly investigated and resolved on the basis of sound evaluation.
- 8 To ensure that any individuals involved in a complaints procedure are treated fairly and respectfully; and that they are provided with opportunities to express their full and frank concerns, with support as required. Individuals involved in complaints must be accorded natural justice: they must have the facts put to them; be given a full and fair opportunity to respond; and the decision-maker must take their response into account.
- 9 To ensure that the school has appropriate tools to resolve concerns or complaints as close to their source as possible, and as expeditiously as possible, reducing the need for escalation and/or further action. All stages of investigating and resolving a complaint should be carried out in a timely manner and as expeditiously as possible
  - 3.
- 10 To assist with the identification of potential complaints and adopt management techniques that will advance the likelihood of potential complaints being resolved in a quick and effective manner, and help reduce the incidence of similar complaints recurring.
- 11 All staff employed by the school are accountable to: the Board of Trustees as their employer; and to the New Zealand Teachers Council, who shall be responsible for investigating any teacher conduct, convictions or competence issues, and if necessary exercising disciplinary functions.

#### 4.

### **Making a Complaint**

- 12 Informal complaints can be made to a staff member. That staff member should listen respectfully, seek clarification of the details of the complaint, investigate and resolve the complaint, if possible. The staff member must record the complaint and resolution in writing and provide a

- 12 Informal complaints can be made to a staff member. That staff member should listen respectfully, seek clarification of the details of the complaint, investigate and resolve the complaint, if possible. The staff member must record the complaint and resolution in writing and provide a copy to the principal.
- 13 A formal complaint should be made to the principal. The principal is open to hear informal concerns; but the procedure set out below applies only when a formal written complaint is made.
- 14 If a formal complaint is first raised with a staff member, that staff member must promptly refer the complaint to the principal. The complainant should be advised that the complaint will be referred to the principal.
- 15 If a complaint is first made in writing to the Board of Trustees, and it is not about the principal or the Board of Trustees, the Board should refer the complaint to the principal to investigate and resolve in the first instance.
- 16 The principal must consider the nature of the complaint and determine the proper procedure for resolution. As a first step, the principal should speak to the complainant and any other parties involved. The principal should make contact with the complainant in a timely manner.
- 17 If the complaint relates to a student attending the school, the student's parent/caregiver and teacher must be informed of the complaint to ensure the student's safety and well-being.
- 18 If appropriate, the principal may convene a meeting between all parties involved in the complaint. All parties will be invited to bring a support person. At the meeting, all parties will have the opportunity to speak freely about any concerns so that attempts can be made to resolve the complaint. Somebody else, other than the principal should attend the meeting to take notes and record courses of action and/or agreed outcomes. A copy of these notes should be given to the parties at the end of the meeting and a copy retained by the school.
- 19 If an agreed resolution is reached, the principal must record the agreement in writing including any timeframes, and ask each party to sign the agreement confirming its accuracy. After the agreement has been signed by all parties, the complaint will be considered resolved in full. All discussions and agreed outcomes are to be kept confidential between the parties.
- 20 If a meeting between the parties does not result in an agreed resolution, the principal must further investigate the full circumstances of the complaint. A further investigation into a complaint may involve further meetings with the parties involved, interviews with any other parties, and/or investigations by external agents, and the seeking of professional, including legal, advice. If further meetings are held, all parties must be invited to have a support person, have the opportunity to speak freely; and a record should be taken, in line with the process set out in the preceding paragraphs.
- 21 A staff member who is the subject of a complaint should be advised of their right to seek union or legal assistance.
- 22 After any investigation is completed, the principal must consider the findings and make a decision on how to resolve the complaint. That decision must be made within five working days of the results of any and all investigations being received by the principal. The decision must be provided, in writing, to all parties involved. Any decision by the principal in regards to a resolution shall be strictly confidential between the parties involved.
- 23 If the complaint is about a staff member and it is found to be upheld, a copy of all documentation relating to the complaint will be kept, confidentially, on that staff members personnel file. Any disciplinary action taken will be in line with accepted employment practices and the Employment Relations Act 2000 and New Zealand Teachers Council procedures.
- 24 If a complainant is not satisfied with the procedure or decision of the principal a complainant may make their complaint to the Chairperson of the Board of Trustees. The complaint must be made in writing.

- 24 If a complainant is not satisfied with the procedure or decision of the principal a complainant may make their complaint to the Chairperson of the Board of Trustees. The complaint must be made in writing.
- 25 At any stage the [**School Coordinator or Principal**] may refer a complaint to the Board to investigate and resolve because of its of its seriousness or for any other reason.
- 26 The Board must acknowledge any complaint in a timely manner; and set out the procedure they will use to investigate and resolve the complaint.
- 27 The Board investigates the complaint afresh, and is free to hear from the complainant or any other party again. Although the Board can determine its own procedure, it shall use its best endeavours to contact all the parties concerned at first instance, inviting them to explain what they consider to be relevant matters in relation to the complaint, and any concerns about the decision reached, before commencing its investigation into the complaint.
- 28 A staff member who is the subject of a complaint should be advised of their right to seek union or legal assistance.
- 29 The Board of Trustees may form a Complaints Committee to deal with the complaint. A Complaints Committee shall consist of at least two current Board members and the principal unless the principal is the subject of the complaint or subject to a conflict of interest.
- 30 Any Board member who has a child taught by a staff member that is the subject of the complaint must not be involved in investigating the complaint.
- 31 If the Board/Complaints Committee considers that a meeting would assist with the resolution of the complaint, the Board/Complaints Committee will invite all parties involved to a formal meeting to discuss the complaint. All parties will be entitled to bring support persons to a meeting with the Board/Complaints Committee. The Board/Complaints Committee may decide to appoint an independent mediator to attend or facilitate any such meeting.
- 32 After any meeting has taken place and the new investigation has been completed, the Board must consider the complaint, any new information obtained, the results of the investigation by the Board/Complaints Committee, any professional, including legal, advice received, and any recommendations made. The Board must then make a final decision on the complaint which shall be provided to all parties in writing. After the decision has been issued to the parties involved, the resolution will be considered final.
- 33 A copy of the decision must be kept by the Board of Trustees and the principal. Any decision or corrective action taken will remain confidential to the parties, the Complaints Committee, the Board of Trustees, any support persons and any external agents involved in resolving the complaint.
- 34 The Board of Trustees may seek guidance from the New Zealand Schools Trustees Association at any time about a complaint.
- 35 If a complaint concerns the principal the complaint may be made in writing to the principal who must promptly report the complaint to the Chairperson of the Board of Trustees; or made directly to the Chairperson of the Board of Trustees. The Board of Trustees will have responsibility for investigating and resolving the complaint, following the procedure set out above.
- 36 If the complaint relates to a member of the Board of Trustees, the complaint should be made in writing to the Chairperson of the Board of Trustees. The Chairperson of the Board will be responsible for managing the resolution of the complaint, following the procedure set out above. If a complaint concerns the Chairperson of the Board, the complaint should be handled by a designated Board member, using the procedure set out above. Alternatively, and at the Board's discretion, the complaint may be referred by the Board to the Federation of Rudolf Steiner Waldorf Schools in New Zealand for resolution.
- 37 If a complainant remains dissatisfied with a decision of the Board of Trustees, he/she may request

37 If a complainant remains dissatisfied with a decision of the Board of Trustees, he/she may request that the matter is referred to the Federation of Rudolf Steiner Waldorf Schools in New Zealand.

38 A complainant may also complain to the Ombudsman about a decision of the Board of Trustees. The website of the Office of the Ombudsman is: [www.ombudsman.parliament.nz](http://www.ombudsman.parliament.nz)

39 If the complaint concerns a staff member and all the above options have been exhausted, the complainant may refer the matter to the New Zealand Teachers Council. The form for making a complaint to the New Zealand Teachers Council is available online at [www.teacherscouncil.govt.nz/content/conduct-competence/making-complaints-and-reports](http://www.teacherscouncil.govt.nz/content/conduct-competence/making-complaints-and-reports)

## Tauranga Waldorf School Board Of Trustees

### Treaty of Waitangi Policy

Māori are acknowledged as the Tangata Whenua of Aotearoa and their language and culture are therefore a living part and central underpinning of New Zealand society.

All New Zealanders should therefore recognize and understand and live the dual cultural heritage of New Zealand.

- To enable our children to understand, respect, show sensitivity toward, and experience Tikanga Māori-the values, attitudes, behaviour and language
- To develop a close relationship between the school, its Māori families and its whanau Group, and the wider community
- To use community resources where relevant to add to the curriculum
- To recognize our obligation, as a school and school community, to the Treaty of Waitangi

1. Te Reo and Tikanga Māori will be part of the values and curriculum at Tauranga Waldorf School.
2. Staff development will include Tikanga Māori, Te Reo Māori, and cultural sensitivity.
3. The Whanau Group will be consulted as an advisory group to the school on appropriate issues relating to the school.
4. The school will support the Whanau Group to be active and to participate in Māori

2. Staff development will include Tikanga Māori, Te Reo Māori, and cultural sensitivity.
3. The Whanau Group will be consulted as an advisory group to the school on appropriate issues relating to the school.
4. The school will support the Whanau Group to be active and to participate in Māori issues.
5. The school will provide a welcoming atmosphere for all staff, parents, and children by reflecting both Māori and tau iwi cultures.
6. Instruction for all children must cherish their unique identity and cultural values.

Tauranga Waldorf School will recognize the duality of the New Zealand culture and acknowledge that it underpins the learning environment of our school.

Tauranga Waldorf School will strive to be a Waldorf School living and learning within the culture of New Zealand and embracing Te Ao Maori as a central part of that.

Signed \_\_\_\_\_  
(CHAIR)

Date \_\_\_\_\_

TOW Policy 2013

**Tauranga Waldorf School  
Communication Plan**

The Board is committed to open and transparent communication and identifies key actions to ensure stakeholders are kept informed of progress and achievements.

FOCUS	REASON	BOARD ACTIONS
Governance	Accountability  Strategic responsibility  Teambuilding.	Each Trustee has a handbook containing policies. An induction process is offered to new trustees including process for signing code of conduct. A website BOT presence is updated regularly with minutes of meetings available. Newsletters include a BOT profile
Principal	Skilled Input into strategic planning  Feedback on progress  To operate with full information Feedback on compliance  Appraisal & Support	Board receives information at each meeting on annual plan progress, issues of non-compliance and alerts.  Board receives reports according to work & self review schedules.  Board receives discussion and meeting preparation documents as required. Board receives memos between meetings where updating information is important. Requires meetings with Chair as necessary Appraise annually.
Staff	Board as employer role	Seek annual feedback about Board as Employer  Attend events- where practicable Consult on strategic plan 3-5 years Review annual plan yearly

Employer role		Attend events- where practicable Consult on strategic plan 3-5 years Review annual plan yearly Feedback to teachers where appropriate Send thank you cards for particular service
Parents	Legal requirements Update decisions Consultations	Advertise Board Meetings, time and place Publish Board Minutes on website. Consult on strategic plan, written surveys
	Reporting	Report in writing twice a year, including information around national standards/learning steps.

**Tauranga Board of Trustees  
Risk Management Plan**

The Board needs to have an oversight of risk – those situations which may interfere and prevent progress and achievement of the mission. See potential risks identified with tools to manage these in the table below.

Types Of Risk	Examples	
Strategic risks- impacting on the direction of school	Changes in Legal Requirements	Full strategic planning process every 3-5 years A review and update of plan annually Monitor & review progress toward strategic goals and refocus as necessary
	Environment	Scan environment for trends and events that could impact continually.
	Technology	Maintain supportive and cooperative relationship with Proprietors Trust.
Operational Day to day risks that could impact	Health & Safety Resource Allocation	Follow relevant code of practice even if not law. Ensure internal controls in place to minimize risk of fraud, theft or data loss. Ensure boards policy set direction for the organization's work and development of procedures that ensure all staff and board members have access to and understand their application.
	Natural Catastrophes	
	Information Systems	
Financial risks	Poor decisions	Secure Board's liability insurance.
	Cash flow	Maintain sound procedures for bill payment and accounts receivable.
	Interest rates	Prepare budget projections and compare actual to budget regularly. Engage auditors annually Determine and monitor key financial risk ratios.
Knowledge- risks related to the development / preservation of intellectual capital; and use of others	Human resources knowledge and competencies of the organization's and people	Have confidentiality agreements signed as necessary ( BOTcode of conduct) Provide training so people have knowledge and skill to fulfill responsibilities. Label proprietary printed material with copyright wording. Have a copyright practice and license.
Compliance Risks related to obeying laws.	Timely and accurate govt reports Following accepted accounting procedures Due diligence by bot members/ staff	Written procedures for record keeping and reporting. Conduct internal audits on regular basis. Have CEO attest to compliance certificates Have board members declare potential and actual conflict of interests and record.
Reputational Risk	Ethical breaches Miscommunication	Identify the organization's communication values and actively manage to ensure these

Reputational Risk	Due diligence by bot members/ staff Ethical breaches Miscommunication Cultural Impropriety Discrimination	Have board members declare potential and actual conflict of interests and record. Identify the organization's communication values and actively manage to ensure these upheld. Coordinate leadership messages to ensure governance and management alignment & consistency.
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Tauranga Waldorf School  
Board Work Program 2018

Day	Date	Board work Plan during month prior	Reports/ Documents
Tues	February	Prepare Annual report Prepare Analysis Of Variance Prepare Health & Safety Review Roll returns Communication Protocols disseminated with Community reps.	Principals' Report Accident report Draft Annual Report/ Charter Student Achievement targets confirm Nag 2a reporting Trustees Code of Conduct Delegations Annual Budget
Tues	March	Personnel status update registration Prepare statement on the delivery of the Health Curriculum following consultation. Facilitate development of Whanau Group Annual Plan Annual Books to Auditor March 31 Board professional development	Principals' Report Accident report Feb Financial Accounts Self Review Schedule 2014 National Assessment project student achievement report.
Tues	May	Community development parent code of conduct. workshop	Principals' Report Accident report March Financial Accounts Parent Survey Report
Tues	June	Interim Annual Plan Status report with Nag Portfolio holders Prepare student interim student achievement data Roll return.	Principals' Report Accident report April/ May Financial Accounts Student Achievement Report Annual Plan Status Report
Tues	August		Principals' Report Accident report June/ July Financial Accounts
Tues	Sept	Annual Plan Status report	Principals' Report Accident report August Financial Accounts
Tues	October	Trustee Self -Review Meeting	
Tues	November	National Assessment Project. Development of Learning support Data Attendance Data collated	Principals' Report Accident report Sept/Oct Financial Accounts
Tues	December	1 <sup>st</sup> Draft of 2019 Budget Prepare Student Achievement reports	Principals' Report Accident report November Financial Accounts Annual Plan Status Report- including target data. Year 1 Student Achievement Report Attendance and engagement Report

Reviews will be undertaken by Portfolio holders as per schedule and will be added to the schedule.

- Nag 1            Review
- Nag 2            Documentation and review
- Nag 3            Personnel
- Nag 4            Finance
- Nag 5-          Health and Safety
- Nag 6            Compliance

Nag 4	Finance
Nag 5-	Health and Safety
Nag 6	Compliance

Resolutions for the First Board Meeting of the Year



**BOARD OF TRUSTEES**  
**Schedule of Delegations**

This Schedule of Delegations (the Schedule) was approved by the Board of Trustees of Tauranga Waldorf School at its meeting on \_\_\_\_\_ and became effective at this date.

The purpose of the Schedule is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the School’s executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the Board’s expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable.

If these principles are observed then the Board can be certain its responsibilities in terms of the Education Act 1989, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.

Motion: \_\_\_\_\_ Seconded: \_\_\_\_\_

That the powers conferred on the Board under The Education Act 1989 be delegated to the principal in the respect of all operations of the day to day management of the school.  
Carried

Motion: \_\_\_\_\_ Seconded: \_\_\_\_\_

That the Board directs that, except where the Board, at its discretion, otherwise determines, the Associate Principal shall, in the absence of the Principal from duty and for the full period or periods of such absence, perform all the duties and powers of the Principal.  
Carried

Motion: \_\_\_\_\_ Seconded: \_\_\_\_\_

That the Board directs that, except where the Board, at its discretion, otherwise determines, the Assistant Principal shall, in the absence of both the Principal and Deputy Principal from duty and for the full period or periods of such absence, perform all the duties and powers of the Principal.  
Carried

Tauranga Waldorf School Board of Trustees  
Annual Attestation: Personnel

1. All staff, teaching and non- teaching have an employment agreement

1. All staff, teaching and non- teaching have an employment agreement
2. All teaching staff are registered or have a current limited Authority to Teach.
3. All staff have undergone an annual performance appraisal within the last 12 months as is appropriate for their position and according to the Performance Management System
4. Staff are informed of the grievance process
5. Equal Opportunity requirements are met.
6. Privacy Act requirements are met and the personnel files are secure
7. The school is a smoke free environment.

I attest that the above legal personnel requirements have been met

Principal \_\_\_\_\_

Date \_\_\_\_\_

Tabled at Board Meeting Date \_\_\_\_\_

Signed \_\_\_\_\_  
( Chair)