



Goldfields Board of Trustees Governance Manual 2021

Our Vision



Creating a love of learning within a safe, caring, respectful, sustainable environment where individual excellence and diversity is valued.

Our Values

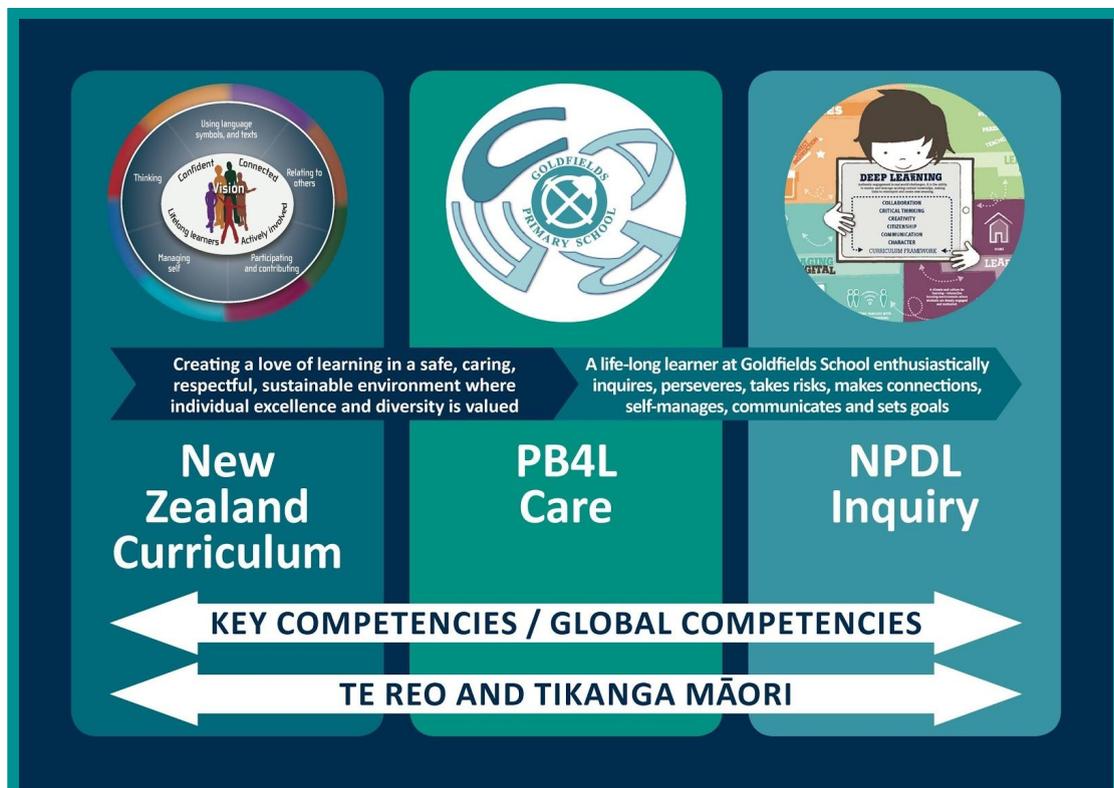
Goldfields School is founded on C.A.R.E values



- C – Care for others and our place
- A – Attitude
- R – Respect
- E – Excellence

The C.A.R.E values are integral to everything we do at Goldfields School.

Our Pillars of Learning



Achievement of Equity and Excellence

What we want for our Year 6 leavers sits at the centre of what we do.



The Year 6 leavers profile was created with input from all stake holders. Students, teachers, Board of Trustees and parents have been consulted about the skills and attributes a student at Goldfields should have by the time they leave our kura.

The pillars of learning support our curriculum delivery providing a strong foundation for learning.

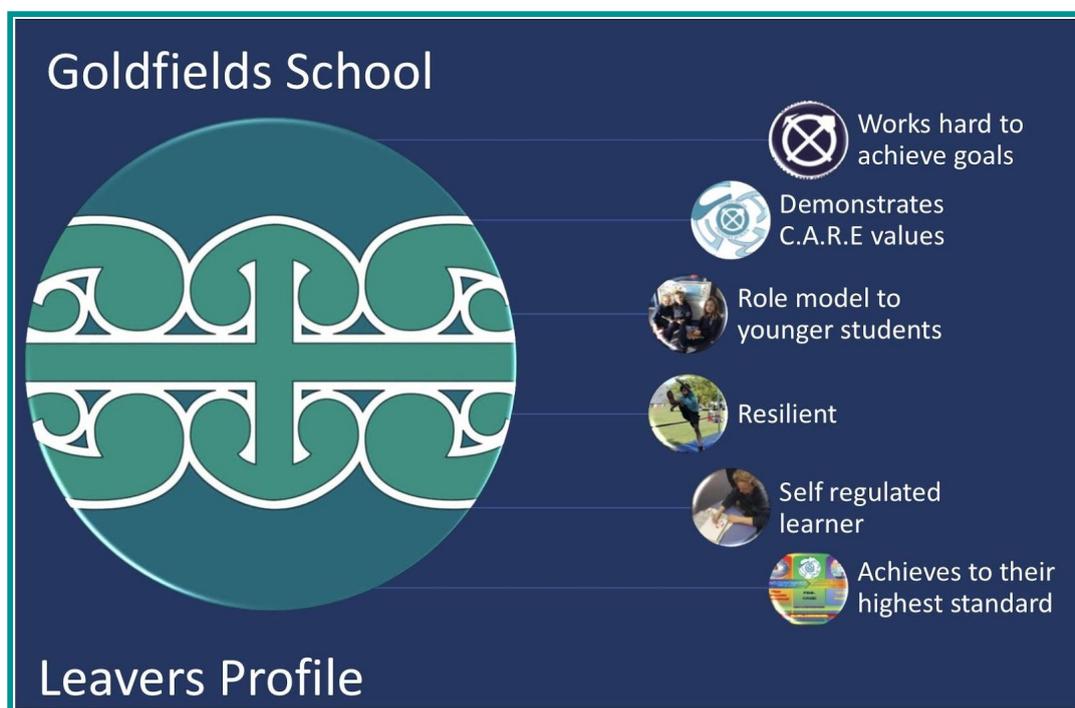
The curriculum delivery provides information about how Goldfields School will provide learning opportunities through the New Zealand Curriculum.

The strategic plan is developed as a living document that identifies our goals and priorities through analysis of school wide assessment data, consultation with students, teachers, parents and the Board of Trustees.

Quality Teaching is assured through a rigorous appraisal process and focus on Professional Learning and Development for all teachers.

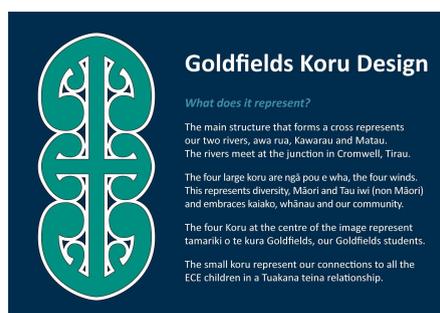
Reporting on achievement and progress toward strategic goals is included in all Board of Trustees meetings and this information is shared with our parent community. Written reports on student achievement are provided to parents twice a year. Reports are forwarded to the Ministry of Education as required. Data from assessment and reporting is used to help with reflection about priorities and next steps.

Year 6 Leavers Profile



This profile sits at the heart of what we do. This graphic is a simple, visual representation to help us keep the profile upper most in our minds.

The Goldfields Koru represents our school community and is a fitting symbol for our Y6 students



Elements of the profile:

Works hard to achieve goals – our students have agency, set goals for learning, understand their next steps and work toward meeting academic, social, cultural and sporting goals.

Demonstrates C.A.R.E values – our students understand the school values and demonstrate them in all settings i.e. at school, at sports events, on camp and during EOTC activities.

Role model to younger students – our students value the tuakana teina relationship they have with our younger students and take opportunities to be big buddies and lead whānau group activities.

Resilient – our students take risks and understand that learning isn't always easy.

Self regulated learner – our students understand themselves as learners and know the conditions they need for success in learning.

Achieves to their highest standard – our students achieve their academic goals.

Consultation and Communication

Goldfields school has an open-door policy and welcomes connections with parents and the wider community. We work hard to keep our parent community on our journey with us and value parent feedback that helps us to reflect and consider future directions for our school.

The school community is kept informed about school happenings, successes and events through a range of print and digital tools:

- Weekly newsletters - available in hard copy, [website link](#) emailed to all families, posted on Facebook, posted on School Loop.
- [School website](#)
- School and class [Facebook](#) pages
- School Loop App
- Seesaw
- Class sites

Connections are made with the wider Education community through:

- Participation in the Kahui Ako ō nga Awanui
- Combined whānau hui
- Transition programmes with ECE and Secondary school

There are regular opportunities for consultation through:

- Annual student surveys
- Annual parent surveys
- Whānau hui
- Feedback surveys after school events e.g. camp and EOTC weeks, athletics
- Feedback surveys to gauge opinion on school practices e.g. report formats
- Parent meetings for BYOD, transition to school etc.

Connections are made with the wider community through:

- Participation in community events e.g.
 - Jump jam team performing at events
 - Kapahaka group performing at community events
 - School teams competing in the Cromwell half marathon relay
- Regular contact with the elderly through groups and classes visiting Care and Friendship
- Regular contact with ECE through the buddy programme promoting Tuakana – Teina
- Involvement in community projects like the Mokihi Trust community garden project
- Building learning partnerships through inquiry and NPDL including but not limited to:
 - Cooking at the Polytech
 - Visits to local businesses
 - Connection with the Mayor and CODC while taking community actions

Board of Trustees 2020

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Structure of the Board

The Goldfields board of trustees is made up of a cross-section of the community and represents the school's stakeholders. These stakeholders are not just current students and their families and whānau but also the wider school community. Staff, past students, potential future students, community groups and organisations, local businesses, the Ministry of Education, and other government agencies that have an interest in the school.

The board includes:

- **The principal**, who is a full member of the board as well as the educational leader of the school, the chief executive, and an employee of the board
- **A staff trustee**, who is nominated and elected by the school's teaching and non-teaching staff
- **Parent-elected trustees** who, whether or not they are actually parents of students at the school bring a parent/community perspective.

Our board also has

- **Co-opted trustees**, who have been co-opted because of their expertise, perspective or to bring balance to the board

It is important to remember that all board members, whether elected, selected, co-opted, or appointed, have the same voting rights and are on the board to ensure the best possible outcomes for all students. They must base any decisions on all the information at hand and are then collectively responsible for the board's decisions.

Governance and Management

The board governs the school on behalf of the Crown. The board is a legal and Crown Entity.

As governors of the school, the board sets the direction for the school in its strategic plan and policy framework and monitors progress toward achieving our expectations. The principal is delegated responsibility for how the school will achieve the board's expectations, working within the law and the board's policy framework. The principal may in turn delegate some of that responsibility to other staff members.

The board and the principal have a clear understanding of their respective roles and responsibilities and work in partnership. The principal may make recommendations to the board, but it is the board that makes the final governance decisions. The board can delegate responsibility but cannot delegate accountability.

The principal-board relationship is based on trust and respect, and recognises that the common goal is to get the best possible outcomes for students. The relationship is based on open dialogue for an effective working relationship.

Board Responsibilities

The Board has four areas of responsibility:

Leadership

Boards provide strategic leadership and direction to schools through the strategic plan and policy framework which give direction to guide all school activities and decisions. Leadership involves setting direction, vision and strategy to ensure that every student achieves their educational potential.

Representation

School boards, and individual trustees, are elected to act in an independent stewardship on behalf of those who cannot sit around the board table. This includes effective succession planning, options for governing, the importance of effective and meaningful community consultation and engagement.

Accountability

The board takes its accountability for the performance of students and the school seriously to ensure that the school is well managed, well prepared and on track to achieving its aims, objectives and targets.

Employer role

The board is the employer of all staff at the school and is responsible for a range of decisions and tasks that arise during the employment relationship. This involves ensuring there are policies, plans, programmes in place to meet all requirements related to this role. This includes being what a good employer means, the appointment of key staff, dealing with staff concerns and complaints and staff performance management.

Trustee Roles

All trustees regardless of how they came to be board members, have an equal voice, equal vote, equal accountability, and equal responsibility. They are elected, selected, appointed, or co-opted to make decisions in the best interests of all the students at the school.

Trustees must bring their individual judgement to board decisions and not take direction from any individual or group. They must avoid any potential conflict of interest arising from any link with an individual or group. Conflicts can arise in relation to financial decisions, complaints, or staff discipline.

The presiding trustee – Board Chair

The board is required to appoint a trustee to preside at board meetings. This is outlined in schedule 6 of the Education Act 1989. This appointment must be made at the first board meeting in any year, unless it is an election year, in which case it must be at the first meeting after the election. Any trustee can be elected as Chair, **except** the principal and staff trustee.

The Chair is responsible for developing and maintaining a productive working relationship with the principal. The Chair also has a casting vote in board decisions.

The staff trustee

Sections 94 and 97 of the Education Act 1989 set out the legislative requirements for staff trustees. All state and state-integrated schools must have a staff trustee.

The staff trustee is elected to bring a staff perspective to the board. The staff trustee must act in the best interests of the students. They have the same responsibilities and are bound by the same codes of conduct as the other trustees. They are part of the board team, rather than representing a single group.

Sub-committees

The board may from time to time decide to form sub-committees to preside over particular aspects of board work and these may include:

- Finance – checking monthly financial reports with the principal
- Property – cyclic maintenance, 5YA and 10 PP
- Health and safety – checking RAMS, hazard register

Any sub-committees will report to the full board. All decisions will be made by the full board.

Meetings

Board meetings are held on the third Wednesday of each month at 6:00pm in the school staffroom. Meetings are scheduled for two hours and business should be concluded by 8:00pm.

Board meetings are not public meetings – but they are held in public so that members of the community can attend. The board has discretion to grant speaking rights to people attending the meeting.

Board meetings are where the board receives information needed to be assured that the school is on the right track. It is a time to discuss educational or school matters from a governance perspective and to make any required governance decisions.

Public can be excluded from a meeting when a motion to discuss a matter ‘in committee’ is made. Matters discussed ‘in committee’ are done so under strict criteria to protect:

- Privacy of an individual or group
- Commercially sensitive information

The annual agenda is approved at the first meeting of the year and describes the reports that will be presented and items to be discussed over the year. The annual agenda is closely linked to the Strategic and Annual plans and has a strong focus on student achievement.

The meeting agenda is set by the Chair in consultation with the principal. The meeting agenda, principal’s report, curriculum, assessment and any other documentation will be circulated to the board at least five days before the scheduled meeting. The agenda will be available on the school website.

The principal reports on progress toward achieving strategic goals and achievement targets at each meeting.

The staff representative and a representative from the Friends of the school group are asked to provide a brief report to each meeting.

Minutes

Minutes of meetings, including public-excluded meetings are the official record of the board’s meeting process and the decisions made.

Minutes include:

- Record of attendance
- Reports presented
- Motions put and decisions made

As a Crown entity, the board is subject to the Official Information Act 1982. Having clear, accurate minutes is very important if the board is challenged about a decision. Any member of the public has the right to inspect and request a copy of the minutes under Section 51 of the Local Government Official Information and Meetings Act 1987.

Reviewing Performance

Self Review

National Administration Guideline (NAG 2) requires the board along with the principal and teaching staff, to maintain an ongoing programme of self-review focussed on continually raising student achievement.

Strategic review relates to the Strategic and Annual plans and includes community expectations, values, vision and strategic aims for the current year and for a 3-year cycle.

Regular review is cyclical and includes things that occur each year:

- Budget
- Policy and procedure review
- Student progress and achievement

Emergent review occurs when there are unplanned issues to examine or new initiatives e.g.

- Change in government policy
- New local initiatives
- Incident or event that indicates current policy needs to be urgently reviewed

As part of the process for continuous improvement the board:

- Sets challenging but achievable aims and targets based on evidence
- Plans
- Takes action
- Evaluates outcomes
- Uses outcomes to plan for next steps

Monitoring progress and achievement

Using data to effectively improve culturally responsive leadership and teacher practices is critical to ensuring that all students achieve educational success. The key to success is how data is used to inform what we do next. This applies to the board, senior leadership and staff at the school.

Questions to inform review:

- **What** did we decide to do and how?
- **So what** do the results tell us?
- **Now what** are we going to do about it?

Effective self review relies on receiving good quality information and data in the reports from the principal.

Policy Review

The school is moving to 'School Docs' in 2019 to manage the cyclic review of policy and procedure for our school community.

Conflict of interest policy

Outcome statement

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

Scoping

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

Expectations and limitations

All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.

Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any trustee who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

Any trustee who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Procedures/supporting documentation

Disclosure of interest statements

Monitoring

Board members need to ensure they monitor and disclose any new conflicts that arise

Legislative compliance

Reviewed: February 2020

Next review: February 2021

Trustee code of behaviour policy

Outcome statement

The board will act in an ethical and respectful manner

Scoping

Every member of the board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and board policy.

Expectations and limitations

As members of an effective governance team, each member of the board of trustees shall:

- ensure the needs of all students and their achievement is paramount
- be loyal to the school and its mission
- maintain and understand the values and goals of the school
- protect the special character of the school
- publicly represent the school in a positive manner
- respect the integrity of the principal and staff
- observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the board's decisions
- speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board
- in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
- recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation can speak for the board
- continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
- be available to undertake appropriate professional development.

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

[Education Act 1989](#)

Reviewed: February 2020

Next review: February 2021



Goldfields School Board of Trustees - Annual Agenda - Self Review and Activity Calendar 2021

Please note: All policies, procedures and Codes of Conduct will be reviewed as per the School Docs review cycle that ensures we meet legislative requirements and all documents are reviewed in the correct time frames

SWA means school wide assessment - this will be presented by the staff member who compiled the report at the meeting. The report will be circulated with BOT docs prior to the meeting

CR means curriculum report - and will be a report on programmes, review and achievement in that area

Meetings	NAG 1 Curriculum	NAG 2 Documentation & Review	NAG 3 Personnel	NAG 4 Property & Finance	NAG 5 & 6 Legislation Health & Safety	NAG 7&8 Charter Reporting
January Wed 18.1.21	Approve Achievement targets 2021 SWA EOY data reading, writing, maths Target reports PB4L - EOY Music internal eval	Approve Annual Agenda Policy review timetable - School Docs	Approve Professional growth cycle Approve Process for allocation of Management Units 2021	5YA update Approve Finalise budget and amendment to cyclic maintenance plan 2021		Approve Strategic Plan & Annual Plan 2021 Analysis of Variance Annual Plan & Targets 2020
February Wed 24.2.21		Review policies Home Learning Finance and property management	Assure EEO Police vetting	Assure 10YPP	Review BOT interests register Governance manual	
March Wed 24.3.21	SWA Obs survey Jan20-Dec20 Consult H&PE curriculum		Report Management unit allocation 2021	Submit Draft annual accounts for audit	Present March roll return Assure Reporting and recording injury Risk Management	Submit Strategic & Annual plan to MOE
May Wed 26.5.21	CR - PB4L SWA STAR reading			Submit Annual a/c's & annual financial report to MOE	Assure Abuse reporting Emergency evacuation kit School bus	
June Wed 23.6.21	SWA PAT Maths	Review policies Reporting to parents Protected disclosure Visitors		Assure Cybersafety Finance & prop. Management SUE report		
August Wed 25 August	SWA Mid yr data Reading Writing Maths CR - Ach. targets	Review Annual plan progress		Report Mid year property and budget	Present July roll return Assure Student attendance	
September Wed 22.9.21	CR - Pathways/ Leavers profile/ Competencies	Review policies Concerns and complaints Behaviour management	Assure Principal appraisal		Assure Physical restraint Sun protection Surrender & retention of property and searches	
November Wed 17.11.21	CR - Integrated Inquiry SWA STAR SWA PAT math		Assure Professional growth cycle Attestation PCTs Teacher rego	Report Annual MOE property visit		
December Wed 8.12.21 (The week before the final week)	SWA - EOY data Reading Writing Maths CR - Ach. targets Assure Reading recovery	Review policies Harassment	Report Professional growth cycle meetings Assure Appointment procedure Finalise staffing 2020	Assure SUE report	Assure Length of school year	

	School Wide Assessment (SWA) & Curriculum reporting 2019-2021 updated June 2020		
Learning Area	2019	2020	2021
Reading	SWA: 6 yr Obs survey analysis - Mar SWA: STAR reading - May SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec	SWA: 6 yr Obs survey analysis - Mar SWA: STAR reading - Nov SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec	SWA: 6 yr Obs survey analysis - Mar SWA: STAR reading - May SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec
Writing	SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec	SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec	SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec
Mathematics	SWA: PAT maths - June SWA: Statistics SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec	SWA: PAT maths - Nov SWA: Geometry and Measurement - Nov SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec	SWA: PAT maths - June SWA: Statistics SWA: Mid year achievement & targets - Aug SWA: End of year achievement & targets - Dec
Integrated Inquiry Learning & NZC Essential Learning Areas	Report: PB4L - May & Dec Report: Key competencies - Sept Report - Integrated Inquiry - Nov SWA: Physical Education - Oct SWA: The Arts - Dance - Oct	Report: PB4L - June & Dec Report: Key competencies - Sept Report - Integrated Inquiry - Nov SWA: Physical Education - Oct SWA: The Arts - Music - Oct	Report: PB4L - May & Dec Report: Key competencies - Sept Report - Integrated Inquiry - Nov SWA: Physical Education SWA: The Arts - Visual Art
Curriculum Review Topics Curriculum delivery Digital Technologies Curriculum Review of the Goldfields Curriculum Delivery plan started in 2018 with: <ul style="list-style-type: none"> ● Review of Pillars of Learning ● Development of Year 6 Profile ● Development of achievement of Equity and Excellence statement ● Whole school PLD for inquiry Learning and New Pedagogies for Deep Learning 	Review will continue over the next three years with <ul style="list-style-type: none"> ● COL PLD for digital technologies curriculum ● Whole school PLD New Pedagogies for Deep Learning ● Principal Appraisal goals linked to curriculum development Documentation will be developed that links with pillars of learning, year 6 profile and achievement of equity and excellence statement and shows: <ul style="list-style-type: none"> ● An overview of curriculum design with links to information ● A focus on Key Competencies and the six Global Competencies ● Links to curriculum statements for each Essential Learning Area in NZC <ul style="list-style-type: none"> ○ Links to expectations & resources for teachers ● Links to Inquiry and New Pedagogies for deep learning <ul style="list-style-type: none"> ○ Links to expectations & resources for teachers Curriculum review reports will be presented to the Board of Trustees throughout the process at least three times a year i.e. April, September, December		

Please note:

Due to COVID-19 some school wide assessment and curriculum reports did not get completed in 2020.

STAR and PAT maths tests were not completed in 2020. We will resume this regular use of standardised tests in 2021 and will report on them in May and June respectively.

Internal evaluation reports were not completed in regard to Key competencies and Inquiry learning - although both these items were clearly covered in reports in regard to the COVID-19 response from our school which was reported to the board in June 2020.

Internal evaluation reports for both Physical education and Music for 2020 are to be presented to the board in January 2021. In 2021 key competency reporting will be in line with the Goldfields pathways for the Leavers profile as this is the document that describes how the competencies are addressed and progressed at our school.

2021 is the end of this three year cycle and a full review will be undertaken to develop the next strategic plan.

