

GOVERNANCE POLICIES

1. BOARD ROLES & RESPONSIBILITIES

The job of the Board is to represent the school's community in determining and demanding appropriate performance from the school.

Therefore trustees:

- (a) Are responsible for the link between the school and its community;
- (b) Produce written governance policies which address:
 - (i) Goals of the school
 - (ii) Boundaries for management activity and decision-making
 - (iii) How the board will do its job
 - (iv) How authority is delegated and how monitoring takes place
- (c) Develop, adopt, maintain, regularly update and abide by a governance manual designed to give effect to the Board's policies;
- (d) Ensure that appropriate risk management planning is in place;
- (e) Develop and implement a Board-led funding strategy to maximise non-govern-mental sources of funding for the school;
- (f) Use a range of means, including the school's website, to publicise its membership and functions; and
- (g) Ensure the performance of the Principal.

1.1 BOARD TASKS

- (a) Set strategic directions and long-term plans and monitor the board's progress against them
- (b) Protect the special character of the school
- (c) Monitor financial management of the school and approve the budget
- (d) Monitor and evaluate student achievement
- (e) Effectively manage risk
- (f) Ensure the board is compliant with its legal requirements
- (g) Attend board meetings and take an active role as a trustee
- (h) Approve major policies and programme initiatives
- (i) Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage
- (j) Approve and monitor Personnel policy and procedure. Act as good employers
- (k) Appoint, assess the performance of and nurture the Principal
- (l) Deal with disputes and conflicts referred to the board
- (m) Represent the school in a positive, appropriate manner
- (n) Oversee, conserve and enhance the resource base
- (o) Hand over governance to new board/trustees at election time

1.2 **BOARD / CHAIR / PRINCIPAL RESPONSIBILITIES**

Full Board	Board Chair	Principal
<ul style="list-style-type: none"> • Corporate entity; can act only as a group. • Continuous existence as the corporate board though individual membership changes. • Part-time. • Does not supervise the staff • Has ultimate responsibility -- with chair. • Typically not expert in education. • Volunteer. • Focuses on governance, not administrative matters. 	<ul style="list-style-type: none"> • Cannot officially act alone. • Changes annually in many schools. • Part-time. • Does not supervise the staff • Has ultimate responsibility -- with full board. • Typically not expert in education. • Volunteer. • Focuses on governance, not administrative matters. May discuss some major administrative issues if asked by principal 	<ul style="list-style-type: none"> • An individual. • Is temporary in the life of the school. Often serves longer than individual board directors. • Full-time. • Supervises other staff directly or through designee. • Has limited, immediate responsibility. • Typically is expert in education. • Salaried. • Focuses on administrative matters. Is involved in governance/policy matters -- advises board; offers recommendations; brings issues to board's attention.

1.3 THE ROLE OF THE STAFF TRUSTEE

(From NZSTA Nov 2003)

What is the role of the staff trustee?

The staff trustee is elected to represent the views of the staff of the school in the same way that parent trustees are elected to represent the views of the community. First and foremost the staff trustee is a trustee and like all trustees must act in the best interests of the students at the school.

This does not mean that the staff trustee is akin to a union representative or employment advocate that must take on every cause but that you may raise governance issues and take part in discussion and decision making based on a mixture of your personal views and the views of those who voted for you. Bringing issues to the attention of the board must be within the board's set procedures and must not undermine the role of the principal. There can be no surprises at board meetings, therefore raising issues as "general business" is to be avoided at all costs.

When it comes to trusteeship your main communication with the board should be through the board chair. In particular if you would like something included on the agenda, or if you want clarification about an issue, s/he is the person to talk to.

How the staff trustee participates is up to them, with some choosing to consult and report to the board on the staff's view of agenda items and others simply expressing their views as a staff member to balance discussions at board meetings.

The staff trustee is not expected to report to the board on any matter in the school unless specifically requested by the board to do so. Sometimes people expect the staff trustee to report to the board on all educational matters. Reports on curriculum, achievement, discipline etc are for the principal to obtain and present to the board (these may of course be written by other staff). Of course the board can ask any staff member to come to a board meeting and impart information on a topic.

Your role does not mean that you can bypass the usual avenues for staff to take specific complaints or employment problems to the board. If you are the bearer of a complaint, or act as an advocate for a complainant, then you are likely to be in a conflict situation. It is then inappropriate for you to be involved in the board's discussions and investigation of the matters raised. In the same way parent trustees should not bring a specific complaint from a member of the community to the board but should ask the complainant to follow the board's complaints policy.

As with the relationship between the principal and the student trustee the relationship between the principal and the staff trustee is slightly unusual. As a board member the staff trustee is a member of the employing body, however on a day to day basis he or she is still a staff member under the principal's management.

In practice this can lead to some awkward moments. The staff trustee should try to act on a "no surprises" basis with the principal. In other words if there is a matter you want put on the agenda for a board meeting it is only fair that the principal knows what it is. However as long as you have followed a good process and the issue you want discussed is a "governance issue" you do not need the principal's agreement to raise the matter.

Be aware that you are now a member of the employing body. You must keep confidential all items that are discussed in the “public excluded” part of the meeting.

In some instances this can be a difficult position, as the rest of the staff are unaware of the responsibilities that this role entails. It may be worthwhile documenting the responsibilities before the staff election so that everyone is clear on what being a staff trustee entails.

Staff Trustee’s Position Description

Position title:

Staff Trustee Board of Trustees

Primary purpose:

The role of the staff trustee is to present to the board of trustees the views of the staff and to report to the staff non-management related decisions of the board as per the minutes.

As a trustee the staff trustee has an obligation to serve the broader interests of the school and its students.

The staff trustee fulfils legislative requirements relating to board composition.

Key responsibilities:

- (a) To work within the board’s charter
- (b) To abide by the board’s governance and operational policies
- (c) The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times
- (d) The staff trustee is bound by the trustee code of conduct
- (e) To be accessible to staff members and to receive staff views, where appropriate, prior to board meetings
- (f) To fairly and accurately present staff views to the board
- (g) To fairly, accurately, and promptly report on the board meeting to the staff, in conjunction with the principal
- (h) It is not expected that the staff trustee act as a union delegate
- (i) It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board

1.4 ROLE OF THE CHAIRPERSON

The chairperson is the leader of the board and carries overall responsibility for the integrity of the board’s processes. The role involves the following responsibilities:

- (a) Oversee the general performance of the board
- (b) Ensure information about the financial performance of the organisation flows to the board
- (c) Establish and maintain systems for information flows to the board
- (d) Attend and chair board meetings
- (e) Make recommendations to board about prudent management of board matters
- (f) Establish and maintain an ongoing working relationship with the Principal
- (g) Deal with disputes and conflicts referred to the Chair
- (h) Act as Protected Disclosure Officer [see STA Link 2001/01]

2. CODE OF CONDUCT

(from Lesley Moffat)

- (a) Publicly represent the school in a positive manner
- (b) Respect the integrity of the principal and staff
- (c) Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school
- (d) Be diligent and attend board meetings prepared for full and appropriate participation in decision making
- (e) Ensure that individual trustees do not act independently of the board's decisions
- (f) Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
- (g) Avoid any conflicts of interest with respect to their fiduciary responsibility
- (h) Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff
- (i) Recognise that only the chairperson can speak for the board
- (j) Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools
- (k) Be available to undertake appropriate training

3. BOARD – PRINCIPAL RELATIONSHIP

3.1 APPOINTING THE PRINCIPAL

The Board will use the best process of appointment at the time to ensure the best candidate is chosen

3.2 EXPECTATIONS - BOARD-PRINCIPAL RELATIONSHIP

For a successful relationship both parties expect the following from each other

PRINCIPAL	BOARD
<p>The Principal shall provide</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> No surprises <input checked="" type="checkbox"/> Public support to the Board and its members <input checked="" type="checkbox"/> Relevant, timely and comprehensive information in advance of decision making <input checked="" type="checkbox"/> Warning and advanced notice of issues in the educational community <input checked="" type="checkbox"/> Leadership in ensuring that Board policy is followed. <input checked="" type="checkbox"/> Reports that enable the Board to monitor performance <input checked="" type="checkbox"/> Clear guidance on processes and procedures <input checked="" type="checkbox"/> Feedback on the performance of the Board <input checked="" type="checkbox"/> Recommendations for training and professional development <input checked="" type="checkbox"/> Opinions, alternatives and reasoning on relevant issues 	<p>The Board and Board Members shall</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Operate on a no surprises basis <input checked="" type="checkbox"/> Publicly support the Principal and the Board's decisions <input checked="" type="checkbox"/> Keep the Principal informed. <input checked="" type="checkbox"/> Thoughtfully consider recommendations and information offered by Principal and ask relevant questions <input checked="" type="checkbox"/> Remember the Principal perspective is internal, the board perspective should be externally driven <input checked="" type="checkbox"/> Back Principal decisions that are within legislation and the general policy direction of the board. <input checked="" type="checkbox"/> Provide warning and advance notice of issues in the broader community <input checked="" type="checkbox"/> Contribute their honest opinions and speak their mind <input checked="" type="checkbox"/> Attend ongoing Board professional development <input checked="" type="checkbox"/> Participate in committees <input checked="" type="checkbox"/> Follow a system for annual and ongoing performance evaluation

3.3 THE RELATIONSHIP BETWEEN THE BOARD AND THE PRINCIPAL

The performance of the organisation depends significantly on the effectiveness of this relationship and therefore a positive working relationship must be developed and maintained. The Board and the Principal form the leadership team and as such clear role definitions have been developed.

- (a) This relationship is based on mutual respect based on trust integrity and ability.
- (b) The relationship must be professional
- (c) The Principal reports to the Board as a whole rather than to individual board members

- (d) Day to day relationships between the Board and the Principal are delegated to the Chair
- (e) All reports presented to the Board by the staff arrive there with the Principal's approval and the Principal is accountable for the contents.
- (f) There are clear delegations and accountabilities by the board to the Principal through policy.
- (g) Neither party will deliberately hold back important information (no surprises)
- (h) Neither party will knowingly misinform the other
- (i) The board must maintain a healthy independence from the Principal in order to fulfill their role
- (j) The Principal should be able to share their biggest concerns with the Board

3.4 THE RELATIONSHIP BETWEEN THE CHAIR AND THE PRINCIPAL

One of the most effective means to ensure a good relationship is to set up formal practices or procedures that help both people in the roles discern between an organizational issue and a personal issue. The following suggestions are provided to help ensure a high-quality relationship between the board chair and Principal by establishing formal practices and procedures.

- (a) Have clearly written and approved procedures for evaluating the Principal and in an approach that ensures strong input from the Principal.
- (b) Have regular board training sessions that include overviews of the roles of board chair and Principal.
- (c) When a new board chair or Principal is brought into the organization, the two of them should meet to discuss how they can work together as a team.
- (d) The board chair can consult with the Principal when appointing (or suggesting to the board) chairs for various committees.
- (e) Rotate the board chair position every few years to ensure new and fresh perspectives in the role.
- (f) Have a board-wide discussion about the frequency and nature of meetings to be held between the Principal and board chair. Avoid frequent, one-on-one meetings that only include these two people. While it might intuitively seem that meeting with only these two to cultivate a strong relationship, the risk is too high that the relationship could become highly personalized and confusing to other board members. Always write down the highlights of meetings between the Principal and board chair and share these highlights with the entire board.
- (g) Ensure all board members are trained about the role of the board, its current committees and their charters and membership, and that the board chair has basic skills in meeting management.
- (h) The Principal and board chair should never conceal information from the rest of the board. The Principal should never conceal information from the board -- all board members have a right to any information about the organization.
- (i) Celebrate accomplishments, including by naming the key people involved in bringing about the successes. Often these people include the board chair and Principal.

3.5 EXPECTATIONS A PRINCIPAL HAS OF HIS OR HER BOARD

These expectations are core performance criteria for any board attempting to improve the relationship and working partnership it has with its Principal. Underlying each of these expectations are important basic assumptions about the culture of the board and the honesty, integrity and diligence of its directors.

- (a) A willingness and commitment to get to know the organisation and the environment in which it operates.
- (b) Regular attendance at meetings.
- (c) Adequate preparation for meetings.
- (d) Full participation in the governance process.
- (e) A commitment to teamwork.
- (f) A commitment to speak with one voice.
- (g) A collective commitment to improvement.
- (h) Sincere support for the Principal.

3.6 MONITORING PRINCIPAL PERFORMANCE

The Board will provide systematic and rigorous monitoring of Principal job performance.

- (a) Principal monitoring will be based on expected PRINCIPAL outcomes as expressed in the Principal job plan approved by the Board.
- (b) In every case, the standard for compliance shall be any reasonable interpretation of the Board policy being monitored.

The Board will acquire monitoring data by any of the following methods:

- (a) internal reports prepared by the Principal
- (b) external reports prepared by a third-party selected by the Board
- (c) direct inspection by a designated member or members of the Board, including inputs from selected community owners and staff.

All policies that instruct the Principal will be monitored at a frequency and by a method chosen by the Board. The Board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule.

3.7 DURING PRINCIPAL'S ABSENCE

The board delegates [and minutes] authority to the Deputy Principal, in the times of absence of the Principal, if required.

4. MEETING STANDING ORDERS

4.1 GENERAL

- (a) Meetings are held, at least twice a term, as per the annual agenda.
- (b) The quorum shall be more than half the members of the board currently holding office.
- (c) The Chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.
- (d) The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
- (e) Any trustees with conflict of interest (pecuniary interest) in any issue shall not take part in any debate or voting on such issues and may be asked to leave the meeting for the duration of the debate and voting.
- (f) Only trustees have automatic speaking rights.
- (g) The board delegates [and minutes] powers under Sections 16 & 17 of Education Act to the Disciplinary Committee
- (h) The board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.

4.2 TIME OF MEETINGS

- (a) Regular meetings commence at 7.00pm and conclude by 10.00pm.
- (b) A resolution for an extension of time not exceeding half an hour may be moved.
- (c) Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

4.3 SPECIAL MEETINGS

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

4.4 EXCLUSION OF THE PUBLIC

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

4.5 PUBLIC PARTICIPATION

Public participation is at the discretion of the Chairperson.

Public attending the meeting are given a notice about their rights to participation in the meeting.

4.6 MOTIONS/AMENDMENTS

- (a) All motions and amendments moved in debate must be seconded unless moved by the Chairperson.
- (b) Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- (c) No further amendments may be accepted until the first one is disposed of.

- (d) The mover of a motion has right of reply.
- (e) A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.

4.7 TERMINATION OF DEBATE

All decisions are to be taken by open voting by all trustees present.

4.8 SUSPENSION OF MEETING PROCEDURES

Standing Orders may be suspended by resolution of the meeting.

4.9 AGENDA

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

4.10 MINUTES

The minutes are distributed within 48 hours of the meeting.

5. **BOARD SELF ASSESSMENT**

Board Self Assessment Checklist	YES	NO	DON'T KNOW	DOESN'T APPLY
Our mission/vision/purpose statement clearly communicates what we want to achieve				
Our values and beliefs are clearly stated and reflected in all our programs and activities				
We have a strategic plan that guides our Board, staff and volunteers.				
Our board and committee meetings are well-attended				
Conflicts among trustees do not interfere with the Board's work.				
Most Board members attend our special events				
Our financial monitoring and control systems enable us to quickly identify errors and issues				
The Board's relationship with the Principal is one of mutual trust and respect				
The roles of Board members and Staff complement each other, and do not conflict.				
Our financial expenditures are in line with our objectives and priorities.				
Our stakeholders are kept aware of our major decisions and financial condition.				
The Board provides adequate orientation, training, and evaluation for Board members, staff, and volunteers.				
The Board has adequate measures to prevent conflicts of interest.				
Our personnel practices and procedures provide adequate protection from, and recourse for, acts of abuse or harassment.				
We have reason to be optimistic about our ability to deal with whatever the future brings in the next 3 years.				
I am proud to be a trustee of this organization.				

6. DELEGATIONS AND TERMS OF REFERENCE

6.1 GENERAL

- (a) Delegations shall be created as required by the Board.
- (b) All delegations shall be minuted, have a “terms of reference” and shall be entered into the Delegations Register.
- (c) The terms of reference along with a covering letter shall be provided to all people who hold delegations.
- (d) All delegations shall have a time limit, which shall be reviewed annually at the first Board meeting of the year

KAWAHA POINT SCHOOL - Disciplinary Committee Delegation

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, and its amendments, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

All members of the board, excluding the Principal. The chair of the committee is the board chairperson or in the chairperson's absence will be determined by the committee. The quorum for the committee shall be three trustees.

Duties and responsibilities:

The committee will:

- Act in fairness, without bias or prejudice and with confidentiality
- Act within legislation and the MoE guidelines
- Act only on written and agreed information, not verbal hearsay
- Use processes of natural justice in discipline hearing procedures
- Make recommendations on discipline matters to the board as necessary.

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis.

Delegated Authority:

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the Discipline Committee of the board of trustees

- Act in fairness, without bias or prejudice and with confidentiality
- Act within legislation and the MoE guidelines
- Act only on written and agreed information, not verbal hearsay
- Use processes of natural justice in discipline hearing procedures
- Make recommendations on discipline matters to the board as necessary.

KAWAHA POINT SCHOOL - Appointments Committee Delegation

Purpose:

To ensure that all processes relating to the appointment of permanent teaching position adhere to the requirements of Education Act 1989, and its amendments, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

Principal, 1 trustee and other staff member(s) as agreed by the Board of Trustees.

Duties and responsibilities:

The committee will:

- Act in fairness, without bias or prejudice and with confidentiality
- Act within legislation and the MoE guidelines
- Follow the appointment policy and procedures
- Appoint the most suitable applicant for the position

The board will be informed of the suitable applicant so the appointment can be ratified at the next board meeting.

Delegated Authority:

The Committee has delegated authority to:

- Appoint permanent teaching positions.
- Appoint the most suitable applicant for the position

KAWAHA POINT SCHOOL – Acting Chairperson Delegation

Purpose:

To carry out the role of the Chairperson if the Chairperson is unavailable within a reasonable timeframe to carry out their role

Personal:

Acting Chairperson as Appointed and Minuted by the Board of Trustees.

Duties and responsibilities:

The Acting chairperson will:

- Carry on the role, delegations and duties of the chairperson during their absence in accordance with the Governance Policies.

Delegated Authority:

The Acting Chairperson has delegated authority to:

- Perform the role, delegations and duties of the chairperson during their absence until the Chairperson becomes available to resume their role

KAWAHA POINT SCHOOL – Acting Principal Delegation

Purpose:

To ensure that there is on going management of the school during the Principal's prolonged absence

Personnel:

Acting Principal will be Appointed and Minuted by the Board of Trustees.

Duties and responsibilities:

The Acting Principal will:

- Carry on the role of the Principal during their absence in an accordance with the schools policies and procedures
- Act within legislation and the MoE guidelines

Delegated Authority:

That the powers conferred on the Board under Sections 75 of The Education Act 1989 be delegated to the Acting Principal.

- Carry on the role of the Principal during their absence until the Principal is becomes available to resume their role

KAWAHA POINT SCHOOL – Property Representative Delegation

Purpose:

To represent the Board of Trustees on matters relating to capital property projects

Personnel:

Property Representative as Appointed and Minuted by the Board of Trustees.

Duties and responsibilities:

The Property representative will:

- Represent the Board of Trustees with respect to capital property projects
- Liase with the MOE, Project Manager, Architect, Contractor and Council on capital expenditure property projects.

A monthly report is to be provided to the Board on each project. The report shall contain information on the physical and financial progress of the projects.

Delegated Authority:

The Property Representative has delegated authority to:

- Represent the Board of Trustees with respect to capital property projects
- Liase with the MOE, Project Manager, Architect, Contractor and Council on capital expenditure property projects.
- Can approve minor variations to an accumulated value of 10% of each project's value.

KAWAHA POINT SCHOOL - Signatories Delegation

Purpose:

To ensure that school expenditure is approved by 2 people with delegated signatory authority.

No one person will have control of ordering goods, approving expenditure and signing cheques.

Committee members:

Principal / Delegated Board of Trustee member(s) / Deputy Principal / Staff Trustee

Duties and responsibilities:

They will:

- Authorise any expenditure that is in accordance with the budget or has separate board approval.
- Confirm what the expenditure is for prior to signing
- Act within legislation and the MoE guidelines

The board will be kept informed of any planned expenditure that is not in accordance with the budget or has separate board approval.

Delegated Authority:

The Signatories have delegated authority to:

- Authorise any expenditure that is in accordance with the budget or has separate board approval in conjunction with one other delegated signatory.

KAWAHA POINT SCHOOL – Spokesperson Delegation

Purpose:

To speak on behalf of the Board of Trustees on school governance issues

Personnel:

Chairperson as Appointed by the Board of Trustees.

Duties and responsibilities:

The Spokesperson will:

- Act only on the instructions of the board
- Liase with the Principal and Board of Trustees before issuing any public statement.
- Represent the boards position without any bias or prejudice in the public arena
- Ensure media has not misconstrued the boards position and that media statements accurately reflect the boards position.

The board shall be kept informed at all times of any media statements issued by the spokesperson.

Delegated Authority:

The Spokesperson has delegated authority to:

- Be the public spokesperson on behalf of the Board in accordance with the board policy.

6.2 DELEGATIONS REGISTER

Date of Delegation (Date on Letter)	Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.	Delegated Authority See individual Committee Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board or if no date is ongoing	<u>Comment</u>
	Disciplinary Committee <ul style="list-style-type: none"> All trustees except the Principal 	That the Disciplinary Committee members are delegated authority to implement the Board's Disciplinary Committee Terms of Reference, as outlined in the Board's Governance Manual.	Current term of the BOT until next election	
	Acting Principal	That the Board directs that, except where the board, at its discretion, otherwise determines, the Deputy Principal shall, in the absence of the Principal from duty for periods of up to 2 weeks and for the period(s) of such absence, perform all the duties and powers of the Principal.	Current term of the BOT until next election	Refer Governance Policies Sec 3.7 during Principal's Absence
	Signatories to Bank Accounts <ul style="list-style-type: none"> Andrew Sinclair (Principal) Val Honeyfield (DP) Kelly Hemana (Chairperson) Val McHale (Staff Rep) 	That the Board directs that 2 signatories sign all cheques, automatic payments and direct debits in accordance with in the Board's Governance Manual.	Reviewed annually at the first meeting of the calendar year	2 signatories are required to sign cheques, automatic payments and direct debits
	Spokes Person <ul style="list-style-type: none"> Chairperson of the Board 	That the Chairperson shall be delegated authority to be spokesperson on behalf of the Board, as outlined in the Board's Governance Manual.	Reviewed annually at the first meeting of the calendar year	Acting Chairperson shall be spokes person in the absence of Chairperson The Principal can be a spokes person, with respect to day to day management of the school, in consultation with the Spokesperson. Refer to Governance Policy Sec 1.5
	Acting Chairperson <ul style="list-style-type: none"> John Hanlen 	That the Board directs that, except where the board, at its discretion, otherwise determines, the Deputy Chairperson shall, if the Chairperson is unavailable in a reasonable timeframe, perform all the duties and powers	Reviewed annually at the first meeting of the calendar year	Required if the Chairperson is not able to be contacted in a reasonable timeframe under the circumstances of the situation

		of the Chairperson.		
	Property Representative <ul style="list-style-type: none"> Steve Pittman 	That the Board delegates authority to the Property Representative to liaise with the Project Manager, Architect and Contractor on capital expenditure property projects. The Property Rep can approve minor variations to an accumulated value of 10% of each project's value. A monthly report is to be provided to the Board on each project on physical and financial progress	Reviewed annually at the first meeting of the calendar year	
	Appointments Committee <ul style="list-style-type: none"> Principal One elected Board member Other teaching staff as agreed by the Board 	That the Appointment committee members are delegated authority to appoint permanent teaching positions, in accordance with the Board's Appointment Committee Terms of Reference, as outlined in the Board's Governance Manual.	Reviewed annually at the first meeting of the calendar year	

NOTE:

1. Financial Control by Principal is included in Finance Policy.
2. Refer to Educations Act 1989 Sec 66 for delegation requirements
3. Each delegation must receive a terms of reference.