

## Introduction

The board of trustees of St Patrick's School is focused on the ongoing improvement of student progress and achievement within an environment that provides an inclusive, Catholic education.

*Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, the United Nations Convention on the Rights of Disabled People and The Catholic Education of School-Age Children.*

To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

## Governance and Management

The following are the board's agreed governance and management definitions which form the basis upon which both the working relationships and the board's policies are developed.

<b>Governance</b>	<b>Management</b>
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p>

In developing these definitions for St Patrick's School the board is mindful of the following excerpts from the Education Act 1989:

### **Education Act 1989, (Section 75, 72, 76, 65 and 66)**

The Education Act 1989 was revised on 13<sup>th</sup> June 2013 to better reflect the board's primary focus of student achievement. The legal and prime responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

#### **s.75 Functions and powers of boards**

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

#### **s.72 Bylaws –**

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

#### **s.76 Principals –**

- (1) A school's principal is the board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
  - (a) Shall comply with the board's general policy directions; and
  - (b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day to day administration.

#### **s.65 Staff**

....A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

#### **s66 Delegations**

- (1) The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
  - (a) a trustee or trustees:
  - (b) the principal or any other employee or employees, or office holder or holders, of the board:
  - (c) a committee consisting of at least 2 persons, at least 1 of whom is a trustee:
  - (d) any other person or persons approved by the board's responsible Minister:
  - (e) any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

In order to carry out effective governance of the school the board has developed the following policy framework: