



# QUICK GUIDE

*Effective governance in  
your integrated school*



## Special Character safeguarded and preserved

Students, parents and whānau choose state integrated schools because of the Special Character the school was founded on. Every integrated school has an Integration Agreement with the Crown. The state integrated school shall on integration continue to have the same right to reflect through its teaching and conduct, the education with a Special Character provided by it. The Proprietor determines that Special Character and ensures it is protected. The governing body of the school is the Board of Trustees. Together the Proprietor and Board ensure the maintenance and preservation of the Special Character.

### How do we safeguard and preserve the Special Character of our school?

Everyone in the school community has a role to play in the protection, maintenance, and enhancement of the Special Character. The board has key responsibilities in relation to integration and in particular must safeguard:

- Special Character philosophy or faith
- Staffing
- Property
- Student Enrolment

In addition to these key areas the board is required to communicate any issues and report annually to the proprietor. The board ensures the charter, policies and plans reflect the Special Character schooling.





## What is the role of the board?

The role of the board is to ensure that all students achieve their highest possible educational outcomes. In an integrated school the board, which includes proprietor appointees, must also safeguard and maintain its Special Character. The board's role is one of strategic oversight, leadership, direction, and policy setting.

The Education Act 1989 outlines the legal responsibilities of the board as follows:

"A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed" (Schedule 6 Part 2 S4). The Act allows each board to define its own model of governance. This means there is no single right or correct way to govern, it is up to the board to decide.

One of the key responsibilities of the board is to place Special Character at the centre of all plans, policy and procedures.

## What is governance?

Governance is how the board is controlled and run. The board develops a policy framework and processes for decision making, ensures compliance with legal requirements, and puts in place structures for the principal to effectively manage day to day operations.

A key document for the board is the strategic plan. The strategic plan is built around the Special Character foundation the school was established on and includes key features of the integration agreement. The board sets out in the strategic plan its vision, aims and the targets it intends to meet, and how it will monitor and report on progress.

Through an effective self review programme the board monitors the performance of the school and principal against the plans, aims and targets set. It also ensures the Special Character reporting requirements to the Proprietor are met.

**The work of the board is to ensure that every student achieves their highest possible educational outcomes supported by the Special Character context of the school.**

This diagram provides an overview of the key partnerships, processes and systems required to support students to achieve their potential.



**The board must safeguard and preserve:**

- |  |                 |                  |                 |
|--|-----------------|------------------|-----------------|
| <b>SPECIAL CHARACTER AND RELIGIOUS EDUCATION</b> | <b>PROPERTY</b> | <b>ENROLMENT</b> | <b>STAFFING</b> |
|--|-----------------|------------------|-----------------|

## Who sits around the board table?

Effective governance begins with well-defined roles and responsibilities, and clear parameters around how these relationships will work.

All Board members have responsibility for the protection of the Special Character of the school as set out in the school's integration agreement and charter.

### Board of Trustees

A board is a crown entity and body corporate. It consists of between three and seven parent trustees and up to four Proprietor Appointees. There must be fewer proprietors' appointees than parent trustees. The ratio is 5:4, with change only being made with the approval of the Proprietor. The board also includes the Principal and a staff trustee. A school with year 9 students and above, will also have a student trustee. The board chair can be either an elected or appointed trustee.

### Proprietor's Appointees

Proprietor's Appointees on the Board are full members of the Board with all the same rights and obligations of other Board members. These trustees assist in preserving the Special Character and property of the school and are required to report to the Proprietor.

### Principal

The principal is the board's chief advisor and the professional leader of the school. The day to day management of the school is delegated to the principal within a clear policy.

### Proprietor

Although they do not sit around the board table it is important to know your Proprietor and understand what responsibilities they have. The Proprietor's Appointee is their appointment on the board.

## Legislation and key documents

Legislation or Document		Description
<b>Education Act 1989</b>	Part 33 Schedule 6. Part 2, Section 4	State Integrated Schools Board is <b>governing body</b> of school <b>Functions and Powers of board</b>
	Section 76	<b>Role of the Principal</b>
<b>Integration Agreement</b>		Ask your Principal or Proprietor for a copy of your integration agreement and any supplementary additions.
<b>Catholic BOT Handbook</b>	Refer to NZCEO website	<b>Handbook for Board of Trustees of NZ Catholic Integrated Schools</b>
<b>Role of Proprietor Appointee</b>	Refer to NZCEO website	<b>Role description</b> for Proprietor Appointee
<b>AISNZ Proprietor's Handbook</b>	Refer to APIS website Pg 6	<b>Summary</b> of the powers and obligations of the Proprietor under Education Act (see page 6)
<b>Reporting on compliance</b>	Refer to NZCEO website	<b>Special Character Compliances</b> required of Boards of Trustees of Integrated Schools 2010
<b>NZSTA Resources</b>	Refer to NZSTA website for key resources	Governance support overview of <b>resources</b> <b>Board support resources</b> <b>Governance Framework</b> (policy framework template ) Meeting Agenda <b>template</b> Boards 3 year <b>workplan</b>

Hover over bold text to find links

## Sources of support and resources

### **New Zealand Catholic Education Office (NZCEO)**

#### **Contacts:**

[www.nzceo.org.nz](http://www.nzceo.org.nz)

Phone: 04 496 1739

Email: [nzceooffice@nzceo.org.nz](mailto:nzceooffice@nzceo.org.nz)

*Please see the resources section of the website for templates, forms, resources and handbooks.*

### **Ministry of Education**

#### **Contacts:**

[www.education.govt.nz](http://www.education.govt.nz)

Please see website for national and regional contact information

### **New Zealand School Trustees Association (NZSTA)**

#### **Contacts:**

[www.nzsta.org.nz](http://www.nzsta.org.nz)

Phone: Advisory and Support Centre

0800 782 435

Email: [govadvice@nzsta.org.nz](mailto:govadvice@nzsta.org.nz)

Please see website for governance support resources

### **Association of Proprietors of Integrated Schools (APIS)**

#### **Contacts:**

[www.apis.org.nz](http://www.apis.org.nz)

Phone: 04 496 1739

Email: [nzceooffice@nzceo.org.nz](mailto:nzceooffice@nzceo.org.nz)

### **Association of Integrated Schools NZ (AISNZ)**

#### **Contacts:**

[www.aisnz.org.nz](http://www.aisnz.org.nz)

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