



New Plymouth Girls' High School
Te Kura Taitamawāhine o Puke Ariki

Governance Framework

The following documentation outlines the Board's governance framework and aligns with the school's strategic objectives and values.



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Introduction

The Board of New Plymouth Girls' High School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

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.

Governance

- The ongoing improvement of student progress and achievement is the Board's focus.
- The Board acts in a stewardship role and is entrusted to work on behalf of all stakeholders.
- The Board is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.
- Board policies are at a governance level and outline clear delegations to the Principal.
- The Board and Principal form the leadership of the school, with the role of each documented and understood.
- The Principal reports to the Board, with committees used sparingly and only when a need is identified in order to contribute to Board work.
- The Board is proactive in its operation and decision-making. It does not involve itself in the day-to-day running of the school.

Management

- The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.
- The Principal must ensure compliance with both the Board's policy framework and New Zealand law.



In developing the governance and management definitions for New Plymouth Girls' High School the Board is mindful of the following excerpts from the Education and Training Act 2020. Amendment Bill 2025 to receive royal assent in Nov 2025.

127 Objectives of boards in governing schools

- (1) A board's primary objectives in governing a school are to ensure that—
- (a) every student at the school is able to attain their highest possible standard in educational achievement; and
 - (b) the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - (c) the school is inclusive of, and caters for, students with differing needs; and
 - (d) the school gives effect to Te Tiriti o Waitangi, including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
- (a) have particular regard to the statement of national education and learning priorities issued under section 5; and
 - (b) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
 - (c) perform its functions and exercise its powers in a way that is financially responsible; and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
 - (e) comply with all of its other obligations under this or any other Act.

s.126 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.130 Principal is chief executive of board in relation to school's control and management

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.128 Staff

A Board may from time to time, in accordance with the Education and Training Act 2020, appoint, suspend, or dismiss staff.



s131 Board has complete discretion

1. A board has complete discretion to perform its functions and exercise its powers as it thinks fit.
2. (2)

Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

Navigating the governance framework

In order to carry out effective governance of the school the Board has developed the following policy framework. The framework is divided into four parts:

Part A

The section is required to be reviewed and updated annually and includes the school charter / strategic plan (which is the most important governance document), Board member register, Board workplan and delegations list.

Part B

Section B includes the governance policies which defines how the Board functions and works. Policies included in this part of the governance framework include roles and responsibilities for the Board and individuals, Board code of behaviour, Board member remuneration and expenses, key relationships, and the Principal performance management policy. These policies are subject to a three-yearly review process

Part C

The section outlines the processes and procedures associated with the school's governance that support the Board to be as effective as possible including meeting protocols, committee principles, committee terms of reference, Board member induction processes, complaints processes and internal evaluation processes. These guidelines and processes are subject to a three-yearly review process

Part D

Section D of the governance framework includes all the operational policies of the school and these policies serve to outline the expectations the Board has for the management, control and performance of the school. These policies are subject to a three-yearly review process



Part A: Annually updated section

Strategic Plan

Note this is the most important document that guides the Board in all its work. Refer to the school website for the most update to date Strategic Plan and Annual Implementation Plan.



Board member register

The Board member register will be updated when there is any change of Board membership and reviewed annually as part of succession planning.

Name	Position on Board Presiding Member, Deputy Presiding Member, member	Type of member parent elected, selected, co-opted, staff member, student member, proprietor's appointee, Principal	Date started	Current term	Current term expires
Jacqui Brown	• Board Member	Principal	N/A	N/A	N/A
Orenia Williams	• Board Member	Student elected	17 Sept 2025	1 year	Nov 2026
Stuart Hoare	• Board Member	Staff elected	17 Sept 2025	3 years	Sept 2028
Josh Maniam	• Board Member	Parent elected	17 Sept 2025	3 years	Sept 2028
Kelly Marriner	• Presiding Member	Parent elected	17 Sept 2025	3 years	Sept 2028
Belinda Randall	• Board Member	Parent elected	17 Sept 2025	3 years	Sept 2028
Paora Rauputu	• Deputy Presiding Member	Parent elected	17 Sept 2025	3 years	Sept 2028
Rebecca Williamson	• Board member	Parent elected	17 Sept 2025	3 years	Sept 2028



2026 Board Annual Workplan

2026	30 January – 2 nd April		20 th April – 3 rd July		20 th July – 25 th September		12 th October – 11 th December	
Portfolio Area	February 9 th	March 23 rd	May 11 th	June 15 th	August 3 rd	September 7 th	October 19 th	November 23 rd
Strategy and Reporting	1 January – annual implementation plan effective from. Current Strategic Plan continues Appointment of Board and sub-committee positions Review conflicts of interests	31 March deadline for Annual implementation plan to be published	Annual Report (to MoE by 31 May) including Analysis of variance, Statement of Kiwisport funding, Financial statements, Board Statement of Responsibility, Audit report signed and dated by the Board NCEA Results Analysis				Review of strategic plan	Board 2027 workplan ratification
A Focus on Learning	Approval of Annual Implementation Plan if not approved in November 2025	Curriculum – Annual Implementation Plan	Attendance - Annual Implementation Plan	Career Education - Annual Implementation Plan	Focus on Curriculum - Annual Implementation Plan	Teaching Attendance - Annual implementation plan	Career Education - Annual Implementation Plan	Annual Implementation Plan
Policy Ratification	Annual Governance Framework ratification 4.5 Koha and Gift 4.8 Sponsorship	3.2 Privacy 1.4 International Students Governance policies	1.1 Curriculum 1.2 Assessment	5.3 Police Vetting of Non-teaching staff 4.4 Travel	4.2 Theft and Fraud Prevention	5.4 Search Surrender and Retention 5.5 Child Protection	4. 6 Financial Planning and Condition	3.4 Timetable 3.4a Allocation of Management Units and Allowances
Property and Finance		Approve annual Maintenance Plan P&F report Annual Audit – draft financials sent to auditor by 31 March	P&F report Ratify audited financial statements	P&F report Mid-Year Budget Review	P&F report Table audit management response letter.	P&F report	P&F report Presentation of draft budget	P&F report Approval of 2027 budget (Beth Parsons)
Assurance	Length of School Year Provisionally Certificated Teachers	School Planning and Reporting Teacher Registration, Certification, and Police Vetting	Safety Management System Equal Employment Opportunities (EEO)	Physical Restraint	Reporting and Recording Accidents, Medicines, Managing Minor/Moderate Injury, Illness	Digital Technology and Cybersafety, Cyberbullying Student Attendance	Staff Usage and Expenditure (SUE) Reports (in Expenditure)	Emergency Evacuation/ Emergency Kit
Personnel		Plan Principal's PGC Review policies to ensure reflects Professional growth Cycle for Principal		PPGC feedback				Annual PGC confirmation by endorser
Hostel		Termly Hostel Reporting		Termly Hostel Reporting		Termly Hostel Reporting Review draft hostel plan and annual goals	Feedback on hostel plan and goals	Termly Hostel Reporting



School delegations list

Date of minuted delegation	Delegation / Sub-Committee	Delegated authority	Term of delegation
20 October 2025	Personnel and Student Behaviour Committee Kelly Marriner (Chair) Belinda Randall (Member) Rebecca Williamson (Member) All parent members of the Board are to be available for meetings as needed.	That the personnel and student behaviour committee members are delegated authority to be members of the Board's personnel and disciplinary committee acting under the terms of reference for this committee.	February 2026 Board meeting.
20 October 2025	Finance and Property Committee Josh Maniam (Chair) Stuart Hoare (Member) Paora Rauputu (Member) Jacqui Brown (Principal)	That the finance and property committee members are delegated authority to be members of the Board's finance and property committee acting under the terms of reference for this committee.	February 2026 Board meeting.
20 October 2025	Hostel Committee* Stuart Hoare (Chair) Paora Rauputu (Member) Vacant position (elected start of 2026 from boarding families) (Parent Representative – not a Board Member) Jacqui Brown (Principal)	That the hostel committee members are delegated authority to be members of the Board's hostel committee acting under the terms of reference for this committee.	February 2026 Board meeting.



Part B: Governance Policies

No.	Policy	Outcome statements	Ratified	Next review
G1	Board roles and responsibilities policy	The Board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.	March 2023	April 2026
G2	Board member code of behaviour policy	The Board will act in an ethical and respectful manner.	March 2023	April 2026
G3	Board member remuneration and expenses policy	Remuneration and reimbursement of expenses to Board members is transparent, fair and reasonable.	March 2023	April 2026
G4	Conflict of interest policy	The Board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of Board decisions and reputation of Board members.	March 2023	April 2026
G5	Presiding Member role description policy	The Board is effectively led.	March 2023	April 2026
G6	Staff/student Board member role description policy	The staff representative brings a staff perspective to Board discussion and decision making.	March 2023	April 2026
G7	Relationship between Presiding Member and Principal policy	The relationship between the Presiding Member and the Principal is based on trust, integrity and mutual respect.	March 2023	April 2026
G8	Relationship between Board and Principal policy	The relationship between the Board and the Principal is based on trust, integrity and mutual respect.	March 2023	April 2026
G9	Principal performance management policy	A fair and transparent performance management process recognises the professionalism of the Principal and the accountabilities of the Board.	March 2023	June 2026



Board Roles and Responsibilities Policy

Outcome statement

The Board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.

The Board's areas of contribution are focused on four outcome areas:

- Representation
- Leadership
- Accountability
- Employer Role

Scoping

The Board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The Board sets the strategic direction for the school and governs via its policies, which it entrusts to the Principal to implement.

Delegations

Accountability rests with the whole Board, with no individual Board member or committee having decision-making authority unless it has been delegated and documented.

Expectations and limitations

#	Board actions	Standards
1.	Sets the strategic direction and long-term plans and monitors the Board's progress against them.	<ul style="list-style-type: none">• The Board leads the strategic plan review process.• The Board sets/reviews the strategic aims by February each year.• The Board approves the annual implementation plan and ensures the strategic plan is submitted to the Ministry of Education by 1 March each year.• Regular Board meetings include a report on progress towards achieving strategic aims.• The strategic plan is the basis for all Board decision making.

#	Board actions	Standards
2.	Monitors and evaluates student progress and achievement	<ul style="list-style-type: none"> • The Board approves an annual review schedule covering curriculum and student progress and achievement reports. • Reports are received at each regular Board meeting from the Principal on progress against the annual implementation plan, highlighting risk/success. • Information reported to the Board is thoughtfully discussed, critiqued and challenged. • Targets in the annual implementation plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities.
3.	Appoints, assesses the performance of and supports the Principal.	<ul style="list-style-type: none"> • Principal's performance management system is in place and implemented.
4.	Approves the budget and monitors financial management of the school	<ul style="list-style-type: none"> • Budget for the following year is approved by the final meeting of the previous year. • Satisfactory performance of financial management against budget is in evidence.
5.	Effectively manages risk.	<ul style="list-style-type: none"> • The Board has an effective governance model in place. • The Board remains briefed on internal/external risk environments and takes action where necessary. • The Board identifies trouble spots in statements of audit and takes action if necessary. • The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action.
6.	Ensures compliance with legal requirements.	<ul style="list-style-type: none"> • New members read and understand the governance framework including policies, the strategic plan, Board induction pack and requirements and expectations of Board members • New and continuing members are kept aware of any changes in legal and reporting requirements for the school. • The Board seeks appropriate advice when necessary • Accurate minutes of all Board meetings are approved by the Board and signed by the Presiding Member. • Individual staff/student matters are always discussed in public-excluded session. • Board meetings have a quorum.
7.	Ensures Board members attend Board meetings and take an active role.	<ul style="list-style-type: none"> • Board meetings are effectively run. • Board members attend Board meetings having read Board papers and reports and are ready to discuss them. • Attendance at 80% of meetings (minimum). • No unexplained absences at Board meetings (three consecutive absences without prior leave results in immediate step-down).
8.	Approves major policies and programme	<ul style="list-style-type: none"> • The Board approves programme initiatives as per policies. • The Board monitors implementation of programme initiatives.

#	Board actions	Standards
9.	Fulfills the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.	<ul style="list-style-type: none"> • The Treaty of Waitangi is always considered in Board decisions. • The Board, Principal and staff are culturally responsive and inclusive.
10.	Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	<ul style="list-style-type: none"> • The Board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements). • The Board ensures there are personnel policies in place and they are adhered to (code of behaviour). • The Board ensures there is ongoing monitoring and review of all personnel policies.
11.	Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures.	<ul style="list-style-type: none"> • Successful resolution of any disputes and conflicts referred is achieved.
12.	Represents the school in a positive, professional manner.	<ul style="list-style-type: none"> • Board's code of behaviour is adhered to. • Key stakeholders' concerns, views and priorities are respectfully represented in decision making.
13.	Oversees, conserves and enhances the resource base.	<ul style="list-style-type: none"> • Property/resources meet the needs of the student achievement aims. • Property/resources are put to use in the most optimal manner.
14.	Effectively hands over governance to new Board/ members at election time.	<ul style="list-style-type: none"> • New Board members are provided with induction and a copy of the Board's governance manual. • New Board members are fully briefed and able to govern following attendance at an orientation programme. • Appropriate delegations are in place. • Board and Board members participate in appropriate ongoing professional development.

Legislative compliance

[Education and Training Act 2020](#)

[Employment Relations Act 2000](#)

[State Sector Act 1989](#)

[Education \(School Boards\) Regulations 2020](#)

Reviewed and ratified: Triennially

Next review: April 2026



Board Member Code of Conduct for State School Board Members

- The Board complies with the Code of Conduct for State School Board Members issued by the Minister of Education under the Education and Training Act 2020.

Legislative compliance

[Education and Training Act 2020](#)

<https://www.education.govt.nz/education-professionals/schools-year-0-13/administration-and-management/code-conduct-school-boards>

https://web-assets.education.govt.nz/s3fs-public/2024-08/Code-of-Conduct-for-State-School-Board-Members-A4-ENG_AW.pdf?VersionId=3czEf29of7loAQ9OYvCMGQD.q6L9U6Ng



Board Member Remuneration and Expenses Policy

Outcome statement

Remuneration and reimbursement of expenses to Board members is transparent, fair and reasonable.

Scoping

The Board exercises its right to set the amount that the Presiding Member and other Board members are reimbursed for attendance at Board meetings. These honoraria cover the expense of attending Board meetings and are not payment for work undertaken. The Principal, as a member of the Board, is entitled to the same payment as all other Board members except the Presiding Member. Any other payments or reimbursements are at the discretion of the Board.

Expectations and limitations

Currently at New Plymouth Girls' High School:

- The Presiding Member receives \$75 per Board meeting
- Elected Board members receive \$55 per Board meeting
- There is no payment for working group/committee meetings
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Board members and \$825 for the Presiding Member
- Costs associated with attendance at professional development sessions may be met by the Board but prior approval must be sought
- All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring.

At each Board members discretion, they can elect to donate their remuneration to the Tumanako programme.

Compliance

[Income Tax Act 2007](#)

[IRD Honoraria payments to school Board members](#)

Reviewed and ratified: Triennially

Next review: April 2026



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 maintain 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 by Board members in BoardPro as their circumstances change, or a new member joins the Board. It should be reviewed at the start of each school year and following Board member 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 Board member who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a Board member must be excluded from any meeting while the Board discusses, considers, considers anything relating to or decides on the matter.
- Any Board member who is a member of the Board's staff must be excluded from any meeting while the Board discusses or considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.
- Any Board member 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.
- During 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.

Reviewed and ratified: Triennially

Next review: April 2026



Presiding Member Role Description Policy

Outcome statement

The Board is effectively led.

Scoping

- The Presiding Member is the leader of the Board and works on behalf of the Board with the Principal on a day-to-day basis.
- The Presiding Member establishes and nurtures a positive professional working relationship with the Principal.
- The Presiding Member represents the Board to the broader community and works in partnership with the Principal to safeguard the integrity of the Board's processes.
- The Presiding Member often represents the Board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the Board.
- The Presiding Member presides over Board meetings and ensures that each Board member has a full and fair opportunity to be heard and understood by the other members of the Board and that decisions that are in the best interest of the school, its students and staff are reached.

Delegations

The Board delegates management of the relationship between the Board and the Principal to the Presiding Member.

Expectations and limitations

The Presiding Member:

- Is appointed by election at the first Board meeting of the year except in a triennial Board election year where it shall be at the first meeting of the Board*
- Always acts within Board policy and delegations and not independently of the Board
- Leads the Board members and develops them as a cohesive and effective team
- Welcomes new members, ensures that disclosure of any conflicts of interest is made and the code of behaviour is understood (and signed) and leads new Board member induction
- Assists Board members' understanding of their role, responsibilities and accountability, including the need to comply with the Board member code of behaviour policy
- Ensures the work of the Board is completed
- Sets the Board's agenda and ensures that all Board members have the required information for informed discussion of the agenda items
- Ensures the meeting agenda content is only about those issues that, according to Board policy, clearly belong to the Board to decide
- Effectively organises and presides over Board meetings, ensuring that such meetings are conducted in accordance with the Education and Training Act 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987* and any Board protocols and policies

- Ensures interactive participation by all Board members
- Represents the Board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person
- Is the official signatory for the Board, including for annual accounts*
- Is responsible for promoting effective communication between the Board and wider community, including communicating appropriate Board decisions
- Establishes and maintains a productive working relationship with the Principal
- Ensures the Principal's performance agreement and review are completed on an annual basis
- Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
- Ensures any potential or real risk to the school or its name is communicated to the Board. This includes any concern or complaint.

*Legislative requirement

Procedures/supporting documentation

Governance policies

Legislative compliance

[Education and Training Act 2020](#)

[Local Government Official Information and Meetings Act 1987](#)

Reviewed and ratified: Triennially

Next review: April 2026



Staff/Student Board Member Role Description Policy

Outcome statement

The staff/student representative brings a staff/student perspective to Board discussion and decision making.

Scoping

As a Board member, the staff/student representative is elected by their peers to serve the interests of the school at governance level. They have equal voice, vote, standing and accountability to any other Board member.

Expectations and limitations

	Staff/Student representative accountability measures	Standards
1.	To work within the Board's strategic plan	<ul style="list-style-type: none">The strategic plan is considered in Board decisions.
2.	To abide by the Board's governance and operational policies.	<ul style="list-style-type: none">The staff/student Board member has access to the governance manual and is familiar with all Board policies.
3.	The staff/student Board member is first and foremost a Board member and must always act in the best interests of the students at the school.	<ul style="list-style-type: none">The staff/student Board member is not a staff/student advocate.The staff/student Board member does not bring staff/student concerns to the Board.
4.	The staff/student Board member is bound by the Board member code of behaviour.	<ul style="list-style-type: none">The staff/student Board member acts within the code of behaviour.
5.	It is not necessary for the staff/student Board member to prepare a verbal or written report for the Board unless specifically requested to by the Board.	<ul style="list-style-type: none">No regular reports are received unless a request has been made by the Board on a specific topic.

Reviewed and ratified: Triennially

Next review: April 2026



Relationship Between the Board Presiding Member and Principal Policy

Outcome statement

The relationship between the Board's Presiding Member and the Principal is based on trust, integrity and mutual respect.

Scoping

A positive, productive working relationship between the Principal and the Presiding Member is both central and vital to the school.

The Presiding Member and Principal should act as sounding Boards, both supporting and challenging, in order to hold the school to account for achieving the goals and targets that have been set.

The Presiding Member has no authority except that granted by the Board. The Presiding Member does not act independently of the Board.

Expectations and limitations

- The Presiding Member and Principal must work as a team, and there should be no surprises.
- The relationship must be professional.
- Each must be able to counsel the other on performance concerns.
- The Presiding Member supports the Principal and vice versa as appropriate.
- Each agrees not to undermine the other's authority.
- There is agreement to be honest with each other.
- Each agrees and accepts the need to follow policy and procedures.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.

Reviewed and ratified: Triennially

Next review: April 2026



Relationship Between Board and Principal Policy

Outcome statement

The performance of the school depends significantly on the effectiveness of the relationship between the Board and the Principal and as such a positive, productive working relationship must be developed and maintained.

Scoping

The Board and the Principal form the governance team and as such clear role definitions have been developed. The Principal's job description and Responsibilities of the Board Policy, along with the Board's agreed Code of Behaviour should be read alongside this policy.

Expectations and limitations

- This relationship is based on mutual respect, trust, integrity and ability.
- The relationship must be professional.
- The Principal reports to the Board as a whole rather than to individual Board members.
- Day to day relationships between the Board and the Principal are delegated to the Presiding Member.
- All reports presented to the Board by the staff (unless specifically requested by the Board) arrive there with the Principal's approval and the Principal is accountable for the contents.
- There are clear delegations and accountabilities by the Board to the Principal through policy.
- The two must work as a team and there should be no surprises.
- Neither party will deliberately hold back important information.
- Neither party will knowingly misinform the other.
- The Board must maintain a healthy independence from the Principal in order to fulfil its role.
- The Board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
- The Principal should be able to share their biggest concerns with the Board.

Reviewed and ratified: Triennially

Next review: April 2026



Principal's Performance Management Policy

Outcome statement

A fair and transparent performance management process recognises the professionalism of the Principal, and the accountabilities and the legal and contractual obligations of the Board. This is aligned with the Professional Growth Cycle (PGC) which determines if the Principal has met the requirements of Standards for Teaching Profession \ Ngā Paerewa mō te Umanga Whakaakoranga.

Scoping

An annual performance agreement will be established between the Board and Principal and be in place at the beginning of each school year. The basis for the annual appraisal is the Principal's Performance Agreement in which key considerations are:

- The Secondary Principals' Collective Employment Agreement
- The Job Description
- The Professional Growth Cycle (PGC), developed annually by the Principal and shared with the Presiding Member
- The managerial, administrative, and 'chief executive' functions of professional leaders which are outside the Standards for the Teaching Profession \ Ngā Paerewa mō te Umanga Whakaakoranga

The Principal's performance against the agreement will be reviewed throughout the year, and a final summary will be prepared by the Personnel Committee. The Committee will report the outcome to the Board at the end of the year. Clear guidelines regarding appraisal will allow aspects of governance and management to operate positively and with respect to the Principal's performance will provide feedback, identify focus areas for attention, affirm success and support professional development.

A budget for professional expenses and for professional development will be established annually in accordance with the Principal's Professional Development Plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the Board, except for overseas trips for professional development, that must be approved by the Board at least one term in advance of the event (where possible). Professional development expenses may include but are not confined to continuing education, books and periodicals, mentoring and attendance at professional conferences.

Delegations

The Personnel and Student Behaviour Committee will ensure an annual performance review is carried out in accordance with this policy.

Expectations and limitations

- The review process will occur annually, providing a written record of how the Principal has performed, as per the terms of the performance agreement and identifying professional development needs.
- The Principal's performance will be formally reviewed on an annual basis by duly delegated members of the Board and, optionally at the Board's choice, an independent consultant who specialises in education performance appraisal.
- There will be one interim review, at the end of Term 2, between the Principal and delegate(s) to discuss progress.
- The Principal will be reviewed on the criteria set out in the performance agreement, specifically - performance objectives based on the managerial, administrative, and 'chief executive' functions of the Principal.
- If the Principal and the Board disagree on the performance objectives, the Board, after considering the Principal's input, will amend the disputed objectives or confirm the unchanged objectives. The Board's decision will be final.
- The delegate(s) and consultant may gather information from staff, parents or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
- The Principal and delegate(s) will meet for a formal review to discuss whether the performance agreement has been satisfied, with the Principal given the opportunity to discuss and comment on each criterion. A final summary will be drafted by the delegate(s) and sent to the Principal. The Principal can accept the summary or dispute the summary. If the summary is disputed, the delegate(s) will consider the Principal's views before deciding to either amend the report in accordance with the Principal's views or let the report stand with the Principal's comments attached.
- The delegate(s)/consultant will present the final summary back to the full Personnel Committee of the Board with the result of the review. The outcome of the annual review will be shared with the full Board at the end of the school year. The Principal may/may not be present at the presentation and/but will have the opportunity to address the Board. If further discussion is required, the Presiding Member will ask the The Principal to leave the meeting, and further discussion may continue among the Board.
- The Principal will be informed personally and in writing of any changes to the summary following the discussion.
- The performance agreement and results of the review are confidential to the Principal, the Board and their agents unless both parties agree to wider distribution.

Reviewed and ratified: Triennially

Next review: June 2026



Part C: Governance processes and procedures

This section focuses on the ways the Board ensures effective governance through sound processes and procedures.



Board meeting protocols

The Board of New Plymouth Girls' High School is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of Board meetings.

Timing of meetings

- Dates and times of meetings will be set in the Board workplan and agreed at the beginning of each year.
- Board meeting dates and times will be made available online in the school calendar.

Agenda and meeting papers

- The Presiding Member is responsible, in liaison with the Principal, for the preparation of an agenda prior to each meeting.
- The Principal is to ensure that meeting support services are provided to the Board.
- Agenda items are to be notified to the Presiding Member seven working days prior to the meeting.
- The agenda and Board papers will be circulated to Board members at least five working days prior to the meeting.
- The Board should have access to all correspondence. Correspondence that requires the Board to take some action will be made available in the Board OneNote prior to the meeting. Other correspondence can be listed and tabled so that Board members can read it if required.
- The agenda for the part of each meeting that is open to the public and is available from the Board Secretary 48 hours prior to the meeting.
- Late items will only be accepted with the approval of the Board and in circumstances where a decision is urgent.
- The order of the agenda may be varied by resolution at the meeting.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- The agenda is to be collated with the items placed in order and marked with an agenda item number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

Public participation

- The Board meeting is a meeting open to the public rather than a public meeting.
- Only Board members have automatic speaking rights.
- Public participation is at the discretion of the Board.

Exclusion of the public

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The Board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*
- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The Board must pass a resolution that they may remain.



Conduct of meetings

- A quorum of more than half the members currently holding office is required.*
- Board members will declare any conflict of interest at the beginning of the meeting.
- Any Board members with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a Board member may be financially advantaged or disadvantaged as a result of decisions made by the Board (contracts, pay and conditions). A conflict of interest is when an individual Board member could have or could be thought to have a personal stake in matters to be considered by the Board.
- The Presiding Member shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected Board.*
- The elected Presiding Member (or, in their absence, a non-school-based Board member) presides at meetings.
- Only apologies received from those who cannot be present must be recorded. Board members who miss three consecutive meetings without the prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave, a Board member must request leave from the Board at a Board meeting, and the Board must make a decision whether or not to grant it.*
- Points of order are questions directed to the Presiding Member that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.
- The Board's normal meeting procedures may be suspended by resolution of the meeting.

Decision-making process

- All decisions are to be taken by open voting by all Board members present.
- In the event of tied voting on a resolution, the Presiding Member may exercise a casting vote in addition to their deliberative vote.*
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the Presiding Member and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.
- When a matter cannot be resolved or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Minutes

- Board meeting minutes will be taken by a paid minute taker who is not a member of the Board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- Minutes are sent to the Board for checking within 3 working days and an updated version (if required) will be distributed electronically to the Board within 7 working days. Requests for corrections or amendments should be submitted by email to the entire Board membership as soon as possible to ensure accurate minutes can be confirmed at the next meeting.
- Minutes to be tabled for approval should be included in documentation made available to all Board members prior to the meeting.



Special meetings*

- A special meeting may be called by delivery of notice electronically to the Presiding Member signed by at least one-third of Board members currently holding office.
- Meetings can be held via audio or video communication providing:
 - all Board members who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

* Legislative requirement

Public attending Board meetings

The Board welcomes public presence at Board meetings and hopes that members of the public enjoy their time observing Board meetings. Members of the public include staff, students and parents of the school who are not members on the Board.

These procedures will be provided to members of the public attending meetings so that they understand the rules that apply and will be followed unless otherwise authorised by the Board:

- Board meetings are not public meetings but meetings held in public.
- If the meeting moves to exclude the public (usually to protect the privacy of individuals), members of the public will be asked to leave the meeting until this aspect of business has been concluded.
- Members of the public may request speaking rights on an item on the agenda. Public participation is at the discretion of the Board.
- Speakers are not to question the Board and must speak to the topic.
- Board members will not address questions or statements to speakers.
- Speakers shall not be disrespectful or offensive or make malicious statements or claims.
- If the Presiding Member believes that any of these have occurred or the speaker has gone over time, they will be asked to finish.

This procedure approved by the Board on: 31st October 2022 Last reviewed Nov 2025



Meeting agenda

Refer to the Board Pro application (www.boardpro.com) for the meeting agenda template.

Committee principles

The Board may set up committees/working parties to assist it to carry out its responsibilities and due process (e.g. staff appointments, finance, property, disciplinary).

The Education and Training Act 2020 section 131) gives the Board the complete discretion to perform its functions and exercise its powers as it thinks fit.

Board committees:

- Are to be used sparingly to preserve the Board functioning when other methods have been deemed inadequate
- Can include non-Board members but at least one must be a Board member
- 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 not to conflict with authority delegated to the Principal or the Presiding Member
- Assist the Board chiefly by preparing policy alternatives and implications for Board deliberation
- Are intended to assist the Board and not to advise or carry out the work of staff
- Must act through the Board and can only recommend courses of action unless they hold delegated authority to act on the Board's behalf
- Are to have terms of reference drawn up as required, usually containing information as to their:
 - purpose
 - membership
 - delegated authority.

The Board of New Plymouth Girls' High School currently has the following standing committees

- Personnel and Student Behaviour committee
- Finance and Property committee
- Hostel committee

Any other committees established for special purposes should conform to the above principles.

This procedure approved by the Board on: 31st October 2022 Last reviewed Nov 2025



Personnel and Student Behaviour Committee Terms of Reference

Responsibility of the Board:

The New Plymouth Girls' High School Board is committed to being a good employer and has responsibility for providing a legally compliant, safe and fair environment for its students and staff.

The Board has overall responsibility for the school but delegates the day-to-day management of employees and students within the school to the Principal and their delegates.

Purpose:

The purpose of the Personnel and Student Behaviour Committee is:

1. To ensure that all processes relating to the suspension of students adhere to the requirements of the Education and Training Act 2020, **Education (Stand-Down, Suspension, Exclusion, and Expulsion) Rules 1999** and the Guidelines for Principals and Boards on Stand downs, Suspensions, Exclusions and Expulsions; and,
2. To ensure that New Plymouth Girls' High is a good employer and that all processes relating to the staff disciplinary matters, the handling of staff complaints and concerns and review of staffing structures, roles and responsibilities, employment and management of staff adhere to the requirements the Employment Relations Act 2000, Education and Training Act 2020, and all Employment Agreements relating to the engagement of school staff.

Responsibilities:

For all matters relating to Personnel and Student Behaviour the committee will:

- a) Act in fairness, without bias or prejudice and with confidentiality.
- b) Act within legislation and the Ministry of Education guidelines.
- c) Act only on written and agreed information, not verbal hearsay.
- d) Use processes of natural justice in discipline hearing procedures.
- e) Decide the outcome of any student behaviour or personnel matter, except where the delegation requires the matter to be presented to the Board for ratification.

For matters relating to student behaviour the Committee will act in accordance with the procedures at Appendix A.

For matters relating to personnel the Committee will act in accordance with all relevant employment and education legislation and Ministry guidelines.

Committee Members:

The Personnel and Student Behaviour Committee shall be appointed by the Board. The Board may co-opt additional Board members to the Committee as and when required.

The Committee is made up of a minimum of three Board members. The Committee shall appoint its



Chairperson and a quorum is considered to consist of two committee members.

The Principal shall not be a member of the Committee but may be called upon to support the operation of the Committee where appropriate to do so.

Meeting and reporting

The Committee shall meet as needed.

The Committee shall report to the Board, 'in committee' if further information is needed in addition to the principal's report. .

Responsibility of the Principal

The Principal may stand down or suspend a student in accordance with the school stand-down policy/procedure and section 80 of the Education and Training Act 2020.

The Principal shall report to the Board the number of stand-downs, suspensions, exclusions and expulsions at each Board meeting.

Key References:

Education and Training Act 2020, www.legislation.govt.nz
www.legislation.govt.nz Education (Stand-Down, Suspension, Exclusion, and Expulsion) Rules 1999,
www.legislation.govt.nz Employment Relations Act 2000, www.legislation.govt.nz

Stand-down's, suspensions, exclusions and expulsions -
<https://www.education.govt.nz/school/managing-and-supporting-students/student-behaviour-help-and-guidance/stand-downs-suspensions-exclusions-and-expulsions-guidelines/>

This terms of reference was approved by the Board on: 31st October 2022 Last reviewed Nov 2025



Appendix A – Procedure relating to Student Behaviour.

1. The powers conferred on the Board under sections 81 and 83 of the Education and Training Act 2020 are delegated to the Personnel and Student Behaviour Committee.
2. The criteria as specified in the Education (Stand-down, Suspension, Exclusion, and Expulsion) Rules 1999 and Guidelines for Principals and Boards on Stand downs, Suspensions, Exclusions and Expulsions will be followed.
3. The principles of natural justice will apply.
4. To meet the principle of natural justice that the person “bringing the charge” shall not also be the final arbiter, the Board shall make its decision without the vote of the Principal. They may consult the Principal before making that decision.
5. Each matter will be heard on its merits.
6. Before the start of any meeting Board members should determine and declare if there are any potential conflicts of interest.
7. All meetings of the Committee are held “in committee”
 - 7.1 All reports and written material to be considered by the committee will be made available to the student, their caregivers and/or representatives at least 48 hours prior to the hearing.
 - 7.2 Students and their caregivers / representatives are informed of their rights and responsibilities at the outset of the process.
 - 7.3 The Chairperson shall introduce all those present explain the format and procedures to followed at the meeting.
 - 7.4 The Principal and or his/her delegate shall report as to the alleged circumstances of the incident.
 - 7.5 An opportunity shall be given to the pupil and those accompanying him/her to be heard about the alleged circumstances of the incident/s and any background circumstances or other relevant matters. If new material is tabled, the committee may need to adjourn so that it can be considered.
 - 7.6 The committee shall then adjourn for a decision. Before reaching that decision, the committee must consider each of the four options available to it:
 - 7.6.1 lift suspension without conditions;
 - 7.6.2 lift suspension with conditions;
 - 7.6.3 extend suspension with conditions; or,
 - 7.6.4 exclude/expel.
8. In situations where a decision is complex it can be deferred to a full Board meeting. The Committee decision is binding on the Board, effectively the Committee decision equals the Board decision. The decision shall be communicated to the parents and caregivers of the



pupils as soon as possible. The decision shall be confirmed in writing.



Finance and Property Committee Terms of Reference

Responsibilities of the Board:

The Board has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the Principal.

The Board has overall responsibility for the property management of the school, but delegates certain aspects of property management to the Principal.

As a committee of the Board, the Finance and Property Committee are responsible for providing guidance and strategic direction to the Principal on financial and property matters.

Purpose:

The Finance and Property Committee is formed to provide guidance and strategic direction to the Principal in the financial management and property management of the school.

Responsibilities:

The Finance and Property Committee is responsible to the Board for:

- recommending, in association with the Principal, an annual operating and capital budget, including professional development budget allocation for the Principal and the staff;
- monitoring and reporting on the annual budget via the Principal;
- reviewing on behalf of the board accounts passed for payment by the school;
- advising on additional funding sources;
- assisting the Principal to prepare a financial results report, including variance, where appropriate, which is to be provided to the Board by the Principal at every board meeting;
- recommending changes to financial policy;
- overseeing the preparation of the annual accounts for Board approval;
- assisting the Principal in reporting financial and property performances to parents and the community;
- providing input into the school's strategic plan;
- preparing special reports for consideration by the Board;
- reviewing audit reports and recommendations to respond accordingly, where necessary;
- assessing and making recommendations to the board on requests for spending on individual items outside of budget;
- collaborating with the Principal to recommend the proposed five-year property plan and funding to best support the students and teachers;
- reviewing progress against the property plans agreed with the Ministry of Education (MoE);
- ensuring asset management plans and maintenance plans are in place and adequately funded and ensuring these are being actioned appropriately;
- assisting the Principal to prepare a property report for the Board;
- recommending changes to the five-year property agreement with the MoE and property maintenance programmes and any other appropriate funding sources;
- annually reviewing the school's insurance cover; and
- assisting the Hostel Committee and management on finance and property matters as required

This terms of reference was approved by the Board on: 31st October 2022 Last reviewed Nov 2025



Hostel Committee Terms of Reference

Responsibility of the Board:

The school Board has responsibility for providing a safe emotional and physical environment for students accommodated in a hostel.

Purpose:

The Purpose of the New Plymouth Girl's High School Hostel Committee is to support the Hostel Manager and Principal in the strategic management and operation of hostel including fulfilling regulatory requirements as set out in the Education (Hostels) Regulations 2005 (and any subsequent legal direction).

Responsibilities:

The Hostel Committee is responsible for:

- a) Ensuring the Principal has met the Hostel license requirements as per the Education (Hostels) Regulations 2005.
- b) Annual monitoring of the Hostel's compliance with the Education (Hostels) Regulations 2005.
- c) Annual monitoring of the Hostel's compliance with ERO hostel assurance statements and recommendations.
- d) Developing and ensuring policy and procedures are reviewed and consistent with legislative requirements.
- e) Recommending to the Board a Hostel Strategic Plan and Annual Goals.
- f) Termly monitoring of progress against the Strategic Plan and Annual Goals.
- g) Monitoring of Boarder and parent satisfaction and voice.
- h) Receiving reports about health and safety, property or student welfare / discipline issues that can be perceived as less than minor and result in more than minimal disruption to the operations of the Hostel.
- i) Receiving complaints or concerns from students or parents that relate to the Hostel.

The Hostel Committee shall meet its responsibilities through:

- a) Receiving and discussing a termly report prepared by the Hostel Manager.
- b) Receiving information from the Principal or Hostel Manager about the Hostel's legal compliance (including but not limited to health and safety, property, policy and finance).
- c) Providing reporting to the Board once per term.
- d) Making recommendations to the Board.

Committee members:

The New Plymouth High School Hostel Committee shall be appointed by the Board. The Board may co-opt additional Board members to the Committee as and when required.



The Committee is made up of a minimum of four members - the Principal, a Board appointed representative, the Hostel Manager and a Parent Representative. The Board's Presiding Member shall also be a standing member of the Committee and attend meetings where required.

Meeting and reporting:

The Hostel Committee shall meet once per term.

The Hostel Committee minutes are reported to the Board.

The Hostel Committee may provide additional reporting to the Board, where necessary or requested.

Key Documents:

Education Review Office. School Hostels. <http://www.ero.govt.nz/how-ero-reviews/ero-reviews-of-schools-and-kura/school-hostels/>

Ministry of Education. 2017. The Education (Hostels) Regulations 2005. September 2017.
<https://www.education.govt.nz/assets/Documents/School/Running-a-school/Hostel-Regulations/2017-Hostel-Guidelines.pdf>

This terms of reference was approved by the Board: 31st October 2022 Last reviewed Nov 2025



Board Member induction process

The Board is committed to ensuring continuity of governance and a smooth transition when Board members join the Board.

New Board members will receive a welcome letter on their joining the Board which includes:

- Login information into BoardPro to access governance information
 - The suggested date of the induction and an outline of what will be covered in the induction meeting
 - The date of the next Board meeting
 - Presiding Member and Principal contact details
 - Request to confirm eligibility of appointment ([Education and Training Act 2020](#))
 - Request for photo and brief bio for NPGHS website.
-
- New Board members will find the following documents on the school website or on BoardPro.
Strategic and annual implementation plans
 - Policies
 - Current budget
 - Last ERO report
 - Last annual report
 - Board workplan
 - Minutes of the last three Board meetings
 - Any other relevant material.

New Board members will be invited to attend an induction, facilitated by the Presiding Member or delegate, which will include:

- Explaining Board policy and other material in the governance framework
- Code of behaviour – During the first meeting of the year, it will be minuted that Board members have been made aware of the Board's code of conduct and a resolution will be put forward by the Presiding Member seeking confirmation that all Board members agree to abide by the code.
- Overview of the requirements of the Board Presiding Member role with reference to policy
- Introduction to the strategic plan and explanation of its importance
- Summary of any opportunities or risks facing the Board
- Advise of professional development from NZSTA
- Overview of first (usually February) Board meeting of the year – election of Board Presiding Member, Deputy Presiding Member, sub-committee appointments and delegations
- The Principal and Presiding Member or delegate will brief all new members on the organisational structure of the school. The Principal or delegate will conduct a site visit of the school
- Discuss options around Board meeting payments, including the ability to donate the payment back to the school, or attaining bank account information for Board meeting payments
- Complete Fit and Proper Person Form for Scotlands Hostel
- Complete NZSTA member registration process
- Review requirement for time-keeping and monthly reporting of time to Board Secretary

After three months on the Board, the effectiveness of the induction process is to be reviewed by the Presiding Member with the new members.



This procedure was approved by the Board: 31st October 2022 Last reviewed Nov 2025

Concerns and complaints process

Refer to NPGHS Complaints Policy in Part D: Operational policies section below and also on the school website.

Board concerns and complaints checklist

Once a letter of concern or complaint has been received, the Board Presiding Member should ensure the following process is followed:

	Notes/date completed
1. Ensure the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the Principal or Board.	
2. Verify with the Principal that any staff (or others) identified in the complaint are aware of the situation and that there has been discussion and attempts to reconcile.	
3. If the complaint or action is employment related or has potential industrial relations implications, contact the NZSTA employment advisory and support centre. For all other complaints, contact the NZSTA governance advisory and support centre.	
4. Alert the school's insurance broker.	
5. Acknowledge the letter of complaint within 7 days and advise the Board process, or redirect the complainant to Principal, syndicate leader or staff member as appropriate. Report to the Board without names or detail at the next meeting.	
6. Once confirmed as a complaint, forward it confidentially to all Board members for consideration.	
7. Board request to Principal to present full written report outlining all actions taken, advice received, meetings held and justified decisions made.	
8. Board determines whether the above fully satisfies them of full and fair process. If so, the Board supports the Principal and advises the complainant.	
9. If not satisfied, the Board meets and discusses in committee, determines whether to formally meet the	



	Notes/date completed
complainant and delegates responsibility to Board member(s) as deemed appropriate.	
10. Board delegates meet with the complainant and discuss the complaint more fully, verifies, investigates and clarifies. Support persons should be confirmed as welcome to attend.	
11. Board delegates report back to full Board and recommend actions/decisions.	
12. Board takes appropriate actions, records and formally minutes decisions.	
13. Board advises complainant in writing of its provisional decisions and factors considered in reaching them, within 21 days of complaint receipt, unless otherwise agreed by all parties. Complainant is given opportunity to comment before the Board's final decision is reached and given.	
14. Board endeavours to convene follow-up meeting within 1 month of step 9.	



Internal evaluation process

A planned process for internal review enables continuous improvement in the governance and performance of the school. The Board uses the NZSTA internal evaluation tool to support a robust review process.

Review schedule: Triennially (next review 2025)



Part D: Operational policies

This section includes all the operational policies of the school and these policies serve to outline the expectations the Board has for the management, control and performance of the school. These policies are available on the school's website.

Policy Index

POLICY DESCRIPTION		Last Review	Next Review
NAG 1: CURRICULUM, TEACHING & LEARNING			
Reviewed by Senior Leadership and Board			
1.1	Curriculum	May 2023	May 2026
1.2	Assessment	May 2024	May 2026
1.3	Gifted and Talented Students	June 2024	June 2027
1.4	International Students	Sept 2022	March 2026
NAG 2: PLANNING, REPORTING, SELF-REVIEW			
Reviewed by Senior Leadership & Board			
2.1	Planning and Reporting	July 2024	July 2027
NAG 3: EMPLOYMENT & PERSONNEL			
Reviewed by Board			
3.1	Personnel	July 2024	July 2027
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3.3	Concerns and Complaints	May 2025	May 2028
3.3a	International Student Complaints	Sept 2025	Sept 2028
3.4	Timetable	Nov 2023	Nov 2026
3.4a	Allocation of Management Units and Allowances	Nov 2023	Nov 2026
3.5	Hostel Rights, Relationships & Responsibilities	March 2025	March 2028
3.6	Online Safety	June 2025	May 2027
3.7	Protected Disclosure	May 2025	May 2028
3.8	Appointments and Recruitment	Sept 2024	Sept 2027
NAG 4: FINANCIAL & PROPERTY MANAGEMENT			
Reviewed by Finance and Property Committee and Board			
4.1	Delegations of Authority	March 2025	March 2028
4.2	Theft and Fraud Prevention	Nov 2023	Aug 2026
4.3	International Students Refund and Fee Protection	Sept 2025	Sept 2028
4.4	Travel	May 2023	June 2026
4.5	Koha and Gift	Feb 2024	Feb 2026
4.6	Financial Planning and Condition	Nov 2023	Oct 2026
4.7	Asset Protection	Feb 2024	March 2027
4.8	Sponsorship	Feb 2023	Feb 2026
NAG 5: HEALTH & SAFETY			
Reviewed by Health & Safety Committee, Audit & Risk Committee and Board			
5.1	Health and Safety	April 2024	April 2027
5.2	Sport and Recreation	Aug 2024	Aug 2027
5.3	Police Vetting of Non-teaching staff	June 2023	June 2026



POLICY DESCRIPTION		Last Review	Next Review
5.4	Search Surrender and Retention	Sept 2023	Sept 2026
5.5	Child Protection	Sept 2023	Sept 2026
5.6	Anti-Bullying	May 2025	May 2028
5.7	School and Hostel Security	Feb 2025	Feb 2028
5.8	Education Outside of the Classroom	Oct 2024	Oct 2027
NAG 6: COMPLIANCE			
Reviewed by the Board			
6.1	Attendance Management	Feb 2025	Feb 2028