



QUICK GUIDE

*Effective governance in
your integrated school*



Special Character safeguarded and strengthened

Students, parents, whānau choose state integrated schools because of the special character the school was founded on. Maintaining the authentic special character in the school is an unending work. It requires constant initiative, both creative and traditional, if such an identity is going to enter into the human fabric of the school community. There are many ways in which special character can be eroded or diluted, as schools are constantly under pressure from the culture in which they are situated.

Integrated Schools are communities of partnership, the partners being the Proprietor of the school, the Ministry of Education and the Board. Each of these partners has a legal responsibility to safeguard and strengthen the school's special character.



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 a state integrated school the board, which includes proprietor appointees, must also safeguard and strengthen its special character. The board's role is one of strategic oversight, leadership, direction, and policy setting.

School boards must operate within a legal framework as set out in the Education and Training Act 2020. In particular section 125 of the Act states that:

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 130, the school's principal is the board's chief executive in relation to the school's control and management.

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. This will support the building of a positive school culture and environment for all.

What aspects of the special character are the board responsible for?

Everyone in the school community has a role to play in the safeguarding and strengthening of the special character. The board has key responsibilities in relation to integration and in particular must safeguard:

- Religious Education
- Property
- Employment
- 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/strategic plan, policies and annual plan reflect the philosophy of the school.

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 requirements 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 principal and the performance of the school 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.

The following diagram provides an overview of the board's key partnerships, processes and systems required to support students to achieve their potential.



The board must protect the rights of the Proprietor by safeguarding and strengthening these areas:

- | | | | |
|----------------------------|-----------------|------------------|-------------------|
| RELIGIOUS EDUCATION | PROPERTY | ENROLMENT | EMPLOYMENT |
|----------------------------|-----------------|------------------|-------------------|

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/strategic plan.

School Board

A board is a crown entity and body corporate. It consists of between three and seven parent representatives and up to four Proprietor Appointees.

There must be fewer proprietors' appointees than parent elected board members. 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 representative. A school with year 9 students and above, will also have a student representative. The presiding member (board chair) can be either an elected or appointed board member.

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 rights and responsibilities they have. The Proprietor's Appointee is their appointment on the board.

Legislation and key documents

Legislation or Document	Description	
Education and Training Act 2020	Schedule 6	State Integrated Schools
	Section 125	Board is governing body of school
	Section 127	Objectives of boards in governing schools
	Section 130	Role of the Principal
Integration Agreement		Ask your principal or proprietor for a copy of your Integration Agreement and any supplementary additions, or visit the MoE website .
Catholic BOT Handbook	Refer to NZCEO Handbook website	Handbook for Board of Trustees of NZ Catholic Integrated Schools
Role of Proprietor Appointee	Refer to APIS website	Role description for Proprietor Appointee
Governance Framework	Refer to Governance Framework in Handbook	Policy framework template for Catholic school boards
AIS Proprietor's Handbook	Refer to AIS website	Summary of the powers and obligations of the Proprietor under Education and Training Act 2020. See (Pg 6)
Reporting on compliance	Refer to Resources section of NZCEO website	Special Character Compliances required of School Boards
NZSTA Resources	Refer to NZSTA website for key resources for boards	Board support resources Meeting Agenda template Boards 3 year workplan

Hover over **bold red** text to find links

Sources of support and resources

New Zealand Catholic Education Office (NZCEO)

Contacts:

www.nzceo.org.nz
Phone: 04 496 1739
Email: 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

Please see website for national and regional contact information

New Zealand School Trustees Association (NZSTA)

Contacts:

www.nzsta.org.nz
Phone: Advisory and Support Centre
0800 782 435
Email: govadvice@nzsta.org.nz

Please see website for governance support resources

Association of Proprietors of Integrated Schools (APIS)

Contacts:

www.apis.org.nz
Phone: 04 496 1739
Email: nzceooffice@nzceo.org.nz

Association of Integrated Schools NZ (AISNZ)

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