



**BETHLEHEM
COLLEGE**

**EXCELLENCE
through CHRIST**

BOARD OF TRUSTEES GOVERNANCE MANUAL



**EXCELLENCE
through
CHRIST**

FOR THE PERIOD

2022 - 2024

The Board of Trustees Governance Manual

Introduction

This manual is based on NZ School Trustees Association and ERO advice.

Its aim is to define what Governance means for the Board of Trustees at Bethlehem College in a form that is easy to understand and refer back to.

It has five parts:

Part 1 – [Charter / Strategic Plan](#)

Part 2 – [Governance Policies and Processes](#)

Part 3 – [Operational Policies](#)

Part 4 – [Appendices](#)

Other Information and Resources useful to Trustees

1. Useful websites:

- New Zealand School Trustees Association www.nzsta.org.nz
- Ministry of Education www.minedu.govt.nz
- Education Review Office www.ero.govt.nz

2. NZSTA helpdesk phone: 0800 782 435

3. NZSTA Handbook

4. STA News

Part 1 – Charter & Strategic Plan

- a. [2019 Charter](#)
- b. [2019 Strategic Plan](#)

Part 2 – Governance Policies & Processes

	Page
1. Board Roles and Responsibilities	6
2. Trustees' Code of Behaviour	8
3. Conflict of Interest	9
4. Chairperson's Role	11
5. Staff / Student Trustee Role Description	12
6. Relationship Between the Board and the Principal	13
7. Principal's Performance Appraisal	14
8. Relationship Between the Chairperson and the Principal	15
9. Meeting process	15
10. Meeting procedures	17
11. Board Review of Governance and Board Induction	20
12. Board Committee Principles:	21
a. Finance Committee - Terms of Reference	21
b. Student Discipline Committee - Terms of Reference	22
c. Audit Committee - Terms of Reference	23
d. Policy Committee - Terms of Reference	24
13. Finance	25
14. Reporting to Stakeholders	27

Effective Practice for Improvement and Learner Success

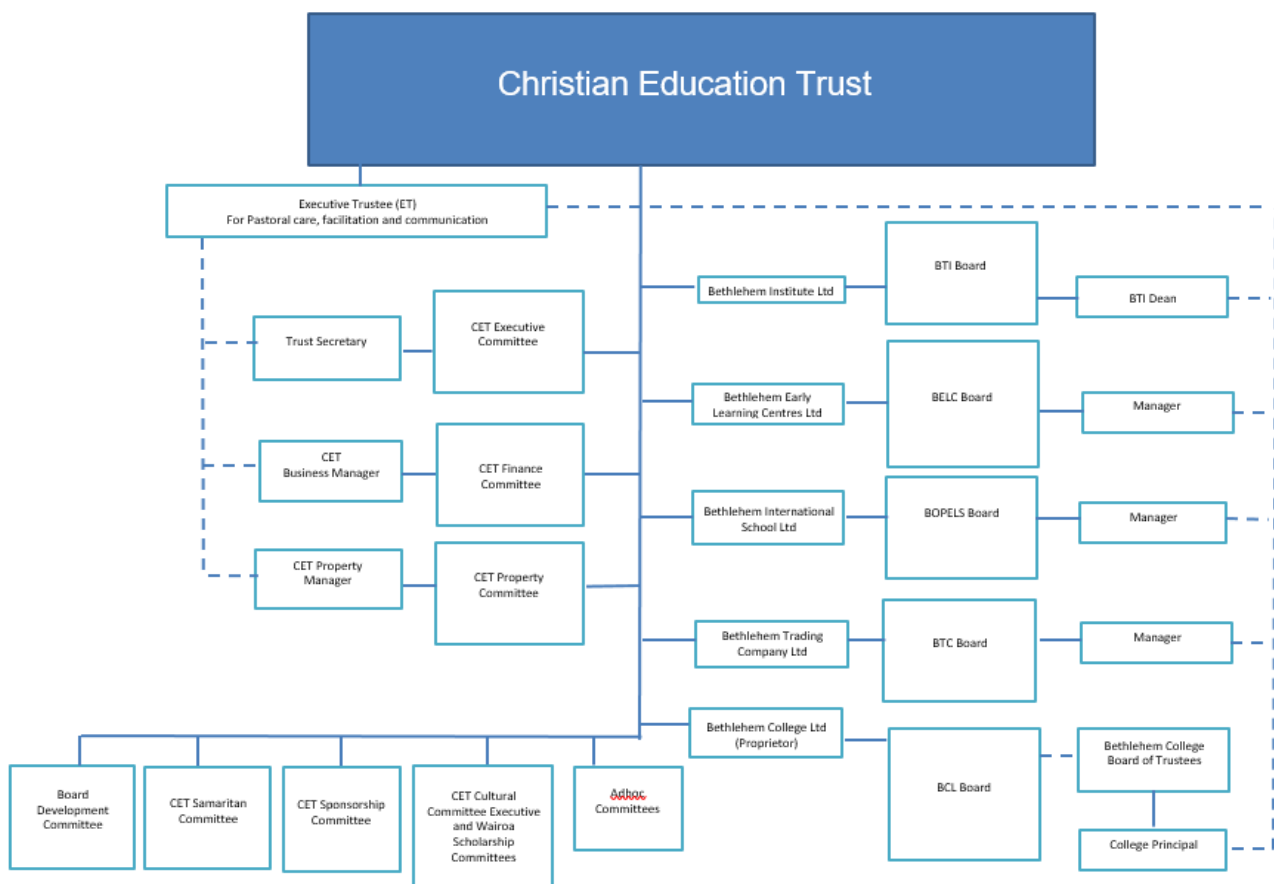


Governance Structure

Governance is about the big picture - strategic direction and policy setting. It is not about management, which deals with the details, procedures and action plans for putting that strategy and action into place. Management however, is accountable to Governance. To be able to govern we need to have processes and systems in place that we implement in a planned and focussed way.

At all times **‘Education with Christ at the centre - enhancing student achievement’** is to be our main focus and we are to work on behalf of the stakeholders of the College.

Bethlehem College forms part of the CET structure as per this diagram:



Board Governance Policies

1. Board Roles and Responsibilities

The Board of Trustees key areas of contribution are:

- **As the Employer of staff**
- **Representation of the BC community**
- **Leadership of the College**
- **Accountability for the outcomes**
- **Protecting the Special Character**

The Board	Standard
1. Protects the Special Character of the College	1.1 Special Character is deliberately considered in all Board decisions 1.2 A Special Character report is included at every Board meeting as part of the Principal's report
2. Sets the strategic direction and long-term plans, and monitors the Board's progress against them	2.1 The Board oversees the Charter review process 2.2 The Board sets the strategic aims and approves the annual plan and targets, in line with MoE expectations 2.3 Regular Board meetings include a report on progress towards achieving strategic aims 2.4 The Charter is a guide for all Board decision making
3. Monitors financial management of the College and approves the budget	3.1 Satisfactory performance of College against budget 3.2 Budget approved by December for the following year.
4. Monitors and evaluates student progress and achievement	4.1 Principal reports at each regular Board meeting on progress against annual plan, with risks and successes highlighted 4.2 Meets targets in annual plan, sets curriculum policy and monitors performance of curriculum priorities 4.3 The Board review schedule covers curriculum and student progress across all levels of the College. Learning Area Reports are prepared for the Board.
5. Effectively manages risk	5.1 Board members attend meetings prepared to discuss papers and documents having read them in advance of the meeting 5.2 Board remains briefed, and is vigilant with internal/external risk environments, and takes action where necessary 5.3 Identifies any 'trouble spots' and/or 'weaknesses' when auditing/reviewing and takes action, if necessary 5.4 Ensures that the Principal reports on all potential and real risks and ensures appropriate action is taken

6. Ensures compliance with legal requirements	<p>6.1 New members have read and understood the Governance Manual which sets out the requirements of Board members</p> <p>6.2 New and continuing members are kept aware of any changes in legal and reporting requirements for the College. Board has sought appropriate legal advice when necessary</p> <p>6.3 Accurate minutes of all Board meetings approved by Board and signed by the Board Chair</p> <p>6.4 Individual staff/student matters are always discussed in public excluded session</p>
7. Attend Board Meetings and take an active role as a Trustee	<p>7.1 Attendance at 80% of meetings (min.)</p> <p>7.2 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)</p> <p>7.3 Board papers read prior to attending Board meetings with an inquiry intent</p> <p>7.4 Adopts a “no surprises” approach – sensitive matters are communicated with BOT Chair and/or Principal before meeting to discuss the approach</p>
8. Approves major policies and programme initiatives	8.1 Approved and minuted.
9. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage	9.1 The Treaty of Waitangi is considered in Board decisions
10. Approves and monitors personnel policy and procedures and acts as a good employer	<p>10.1 Becomes and remains familiar with employment conditions of College, staff employment agreements and award arrangements</p> <p>10.2 The Board conducts personnel audits</p> <p>10.3 Build appropriate connections with staff in order to value and support them</p> <p>10.4 That two BOT members be part of any appointments panel</p>
11. Appoints the Principal in consultation with the Proprietor. Board of Trustees assesses the performance of and supports the Principal	<p>11.1 Principal’s performance management system in place and implemented</p> <p>11.2 Supports the Principal in a robust and gracious manner</p>
12. Deals with disputes and conflicts referred to the Board as per the College’s concerns and complaints procedures	12.1 Aims at successful resolution of any disputes and conflicts
13. Represents the College in a positive, professional manner	13.1 Code of Behaviour Policy adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the strategic intent and achievement goals
15. Effectively hands over governance to new Board/Trustees at election time	<p>15.1 New Trustees provided with Governance Manual</p> <p>15.2 New Trustees fully briefed and able to participate following attendance at an induction meeting</p>

2. Trustee Code of Behaviour:

The Board is committed to ethical conduct in all areas of its responsibilities and authority.

Trustees shall:

- Protect the Special Character of the College
- Seek to honour God in all decisions, processes and communications
- Maintain, understand and honour the values and mission of the College
- Ensure that the needs of all students and their achievement is paramount
- Publicly represent the College in a positive manner
- Respect the integrity of the Principal and staff
- 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 College
- Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
- Ensure that individual Trustees do not act independently of the Board's decisions.
- Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board
- Avoid any conflicts of interest with respect to their Trusteeship responsibility
- Recognise the lack of authority in any individual Trustee or subgroup of the Board in any interaction with the Principal or staff
- Recognise that only the Chairperson can speak for the Board. (This includes the Media)
- Continually self-monitor their individual performance as Trustees against policies and against any other current Board evaluation tools
- Be available to undertake appropriate training

The Code of Behaviour policy is to be read and signed by each Board member, annually.

3. Conflict of Interest:

- The standard of behaviour expected at the College is that Board Members effectively manage conflicts of interest between the College on one hand, and their personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceived conflicts of interest.
- In the course of meetings or activities, Board Members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or financial gain. After disclosure, the Board Chair may require the person making the disclosure to leave the room for the discussion and will not allow the person to vote on the issue.

The Education Act 1989 contains the legislation relating to conflicts of interest. Within the Act there are two main types of conflicts of interest:

- Outside influence on a Trustee
 - A Trustee who has any interest that “may reasonably be regarded as likely to influence” them when carrying out their duties and responsibilities as a Trustee must exclude themselves from any meeting of the Board while it discusses, considers, considers anything relating to, or decides, the matter.
 - In these cases, how the situation may be perceived by an outsider is as important as the reality. The only way for a Trustee to ensure that no doubt is raised about a Board’s decision is to declare their interest and exclude themselves from any discussion or decision making on the issue.
- Pecuniary interest of a Trustee.
 - A Trustee has a “pecuniary interest” where they stand to benefit from the actions of the board, regardless of the nature or dollar value of the board’s actions. The test recommended by the Office of the Auditor General is “A pecuniary interest exists where the matter would, if dealt with in a particular way, give rise to an expectation of gain or loss of money”. If a pecuniary interest exists, or might be perceived to exist, the Trustee should declare their interest and exclude themselves from any meeting of the Board while it discusses, considers, considers anything relating to, or decides the matter.

The Education Act does not prohibit a board from making contracts with Trustees or people associated with Trustees - so long as the Trustee concerned declares their interest and excludes themselves from meetings when the matter is being considered.

However, the Act does state the where the financial interest of a Trustee exceeds \$25 000 in a financial year, whether it be the Trustee personally or between the board and a company owned or controlled by the Trustee, the Board must seek approval from the Secretary of Education prior to entering into the contract.

Definition

A conflict of interest arises where a prospective or existing Trustee has an interest which conflicts (or might conflict, or might be perceived to conflict) with the interest of the Board itself. The key question to ask when considering when an interest might create a conflict is:

“Does the interest create an incentive for the Trustee to act in a way which may not be in the best interests of the school?”

If the answer is “yes”, a conflict of interest exists. The existence of the incentive or a perception of bias is sufficient to create a conflict. Whether or not the individual concerned would actually act on the incentive is irrelevant.

Perceived Conflicts of Interest

Labelling a situation as a “conflict of interest” does not mean that corruption or some other abuse of public office has in fact occurred. Usually, there is no suggestion that the person concerned has actually taken advantage of the situation for their personal benefit, or that the person has been influenced by improper personal motives or acted improperly due to pressure by a third party. But a perception of the possibility for improper conduct - no matter how unfair to the individual - can be detrimental to the image of the College. Impartiality and transparency in administration are essential to maintain the integrity of the College’s operations.

Types of Conflicts of Interest

A conflict of interest may arise from:

- Family relationships
- Existing professional or personal relationships
- Directorships, Principalships or other employment
- Interests in business enterprises or professional practices
- Share ownership
- Beneficial interest in trusts
- Professional associations or relationships with other organisations, including appointing bodies
- Personal associations with other groups or organisations
- Decisions taken which may have a benefit to the decision-maker

Trustees will need to assess the risk of a conflict of interest on a case-by-case basis, but there are some situations that can be highlighted, including:

- Involvement in meetings where decisions relating to close relatives are being discussed;
- Attendance at meetings by principals or staff representatives where any matter relating to their own employment is being discussed; and
- Attendance at meetings by the student representative where any matter relating to that student is being discussed.
- Where a Trustee has a child at school where any matter specifically relating to their child is being specifically considered at the meeting.

Not all potential conflicts of interest will be clear-cut in terms of how serious they are and how (or if) they can be managed. In considering these issues, those involved should take into account the nature and extent of the conflict and any relevant legislative provisions.

An important rule of thumb for Trustees to use is ‘if in doubt, opt out!’ When there is any doubt about whether a conflict of interest exists, or whether an outside observer could reasonably perceive that such a conflict exists, it is safer for both the Board and the Trustee if the Trustee declares the interest and excludes themselves while the Board discusses the matter. This is particularly important when a Trustee feels passionately about an issue - if he or she declares their interest and excludes themselves from the Board there can be no subsequent allegations that the board’s decision making was tainted.

4. Chairperson's Role

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The following are the key responsibilities:

1. To provide leadership for the Board by:
 - Honouring God in the way decisions are made and implemented
 - Operating using Biblical principles, in a spirit of love and inclusion
 - Ensuring that he/she acts within Board of Trustees policy and delegations at all times and does not act independently of the Board of Trustees
 - Following correct procedure, and by providing guidance for the Board so that it can achieve its goals
 - Having a clear understanding of the Board and its processes
 - Having a clear understanding of the vision of the Founders and the goals of the College.
 - Forming good relationships with other entities under the CET, particularly with BCL as the College proprietor
 - Supporting the leadership of subcommittees of the Board
2. To ensure that the work of the Board is completed.
 - Work is done on time
 - All Trustees have contributed as required
3. To effectively organise and chair Board meetings.
 - Effectively organises and presides over Board of Trustees' meetings, ensuring that such meetings are conducted in accordance with the Education Act 1989,⁽¹⁾ the relevant sections of the Local Government Official Information and Meetings Act 1987,⁽²⁾ and any relevant Board of Trustees policies
 - Meetings run smoothly, in a timely fashion and according to procedures set down by the Board
 - Trustees conduct themselves appropriately
 - The Board acts as a unified body
 - The agenda is prepared and available before meetings. (Meet with Principal prior to meeting to discuss the agenda)
 - Ensures that the content of the meeting agenda is only about those issues which fall within the Board of Trustees' mandate
 - All Trustees feel included in discussions, and their opinions are valued
 - Welcomes new members, ensures that the Conflict of Interest disclosure is made, and the Code of Behaviour is understood and signed.
 - Leads the new Trustee induction process
4. To ensure that the Board works as a team.
 - All Trustees know what they are there for and what they are trying to achieve
 - Assists Board of Trustees members to understand their role, responsibilities and accountability, including the need to comply with the Trustees' Code of Behaviour policy
 - All Trustees are included in decision making
 - All Trustees opinions are heard, and they feel valued for the contribution they bring to the team
 - All Trustees feel supported in their role, are kept well informed and upskilled where necessary
 - Work flow is delegated across BOT members so as to make commitments manageable and fair.

- Trustees' giftings and abilities are utilised well, to make a cohesive and effective governance team
 - Ensures that they act within Board of Trustees' policy and delegations at all times and do not act independently of the Board of Trustees
5. To be spokesperson for the Board.
 - Communicates College policy and appropriate Board decisions to the College community
 - Attends College ceremonies and significant events e.g. Prize givings, annual productions, services, graduations and speaks on the Board's behalf when required
 6. To establish and maintain an ongoing, positive, working relationship with the Principal (see Policy 2.8).
 - The Chairperson supports and acts as a sounding board for the Principal and vice versa, when necessary and appropriate
 - The Chairperson should pray with the Principal on a regular basis.
 - Each agree not to undermine the other's authority
 7. To ensure the Principal's Performance Appraisal Agreement is completed on an annual basis.
 - Process is developed and agreed to. Timelines adhered to
 8. To promote good communication between the Board and wider community.
 - Ensures that the Board has processes in place and strategies developed to enable it to understand and give effect to the aspirations of the Bethlehem College community
 - Ensures that concerns and complaints are dealt with according to the College's concerns and complaints procedures
 - Ensures that any potential or real risk to the College or its name is communicated to the Board of Trustees. This includes any concern or complaint
 9. To be active in personnel appointments and processes.

5. Staff/Student Trustee Role

The Staff/Student Trustee fulfils legislative requirements, relating to Board composition. The role of the Staff Trustee is to bring the staff perspective to Board decision making and the Student Trustee to bring a student perspective.

As a Trustee the Staff/Student Trustee has an obligation to serve the broader interests of the College and its staff/students and has equal voice, vote, standing and accountability as other Trustees.

The Student Trustee is not expected to act as a student advocate nor is the Staff Trustee expected to act as a staff advocate or union delegate. Any staff/student 'issues' that the Board needs to be made aware of should be discussed with the 'Principal' first, or if necessary, the BOT Chair.

Staff/Student Trustee accountability measure	Standard
1. To work within the Board's Charter	1.1 The Charter is obviously considered in Board decisions
2. To abide by the Board's governance and operational policies	2.1 The Staff/Student Trustee has a copy of the Governance Manual and is familiar with all Board policies
3. The Staff/Student Trustee is first and foremost a Trustee and must act in the best interest of the students of the College at all times	3.1 The Staff/Student Trustee is not a staff/student advocate 3.2 The Staff/Student Trustee does not bring staff/student concerns to the Board in the first instance, rather to the Principal
4. The Staff/Student Trustee must act with discretion	4.1 As with all Trustees, Board discussions and comments by individuals at the meetings are considered to be confidential
5. The Staff/Student Trustee is bound by the Trustee Code of Behaviour	5.1 The Staff/Student Trustee acts within the Code of Behaviour
6. It is not expected that the Staff Trustee acts as a union delegate	6.1 The Staff Trustee does not bring staff issues to the Board

6. Relationship Between the Board and the Principal

The purpose of this policy is to ensure a professional, working and respectful relationship is established and maintained between the Board and the Principal so that effective and productive leadership of the College may ensue.

The performance of the College depends significantly on the effectiveness of this relationship and, as such, a positive, productive, working relationship should be developed and maintained. The Board and the Principal form the governance leadership team, and as such, clear role definitions have been developed.

Guidelines

The Responsibilities of the Principal and Responsibilities of the Board policies, along with the Board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust and integrity.
2. The relationship must be professional.
3. The Principal formally reports to the Board as a whole rather than to individual Trustees.
4. Day to day relationships between the Board and the Principal are delegated to the Chair.
5. All reports presented to the Board by the staff arrive there with the Principal's approval, and the Principal is accountable for the contents.
6. There are clear delegations and accountabilities by the Board to the Principal through policy.

7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The Board members can hold a different view from the Principal, and should not be intimidated by the Principal, as the professional educator.
11. The Principal can expect to have the confidence of the Board, and be able to share openly.

7. Principal's Performance Appraisal

The Principal's performance is appraised on an annual basis with the objective of ensuring high-quality, educational opportunities for the students of the College. This process will provide:

1. Assurance to the Board that the College is operating within policy and legislative requirements.
2. Feedback to the Principal on his/her effectiveness in leading and managing the College.
3. Feedback to the Board regarding meeting annual, strategic goals.
4. Assurance to the Board that the Principal is meeting the requirements of his/her job description.
5. A basis for planning the Principal's on-going professional development.

Guidelines

1. The Principal's performance will be formally appraised on an annual basis by an Appraiser(s). This may be the Board Chairperson, a suitable Trustee, appointed delegate(s) or a combination of the aforementioned. The delegate should be an independent consultant who specialises in education, and is able to review the effectiveness of the education provided.
2. The Appraiser(s) will produce a written assessment of the Principal's performance, identifying any training or professional development required for the Principal.
3. There will be at least three informal meetings during the review period between the Principal and Appraiser(s) to discuss progress.
4. The criteria for appraisal will be the objectives set in the performance agreement; the objectives being drawn from the strategic and annual operating plans of the College, the Principal's job description, professional standards and operational policies of the Board.
5. If there is any disagreement between the Principal and the Board as to the objectives, the Board, after considering the Principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The Board's decision will be final.
6. The Appraiser(s) may seek feedback on the Principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the Principal has performed.
7. The Appraiser(s) will report back formally to the Board on the results of the appraisal. This will be discussed in committee with the Principal absent.
8. The performance agreement and results of the appraisal are confidential to the Principal, the Board and the Appraiser(s), unless the parties agree to wider distribution.
9. In the event of a dispute relating to the appraisal results, the Board may choose to exercise its right to make a final decision or appoint a Proprietor mediator. Ultimately, the Board will have responsibility for any final decision.

8. Relationship Between the Chairperson and the Principal

The Chairperson is the leader of the Board and works on behalf of the Board on a day-to-day basis with the Principal. Each must work within the parameters set out in the policies listed below. In order to effect a positive and productive relationship, the Chair and Principal must work as a professional team built on mutual respect, trust and transparency.

The Board Chair and Principal should work in harmony with each other, exercising respect, openness and grace. Any breakdown in relationship should be quickly restored by meeting together and seeking peace, and forgiveness if necessary.

Relationship Principles

1. A positive, productive working relationship between the Principal and the Chair is both central and vital to the College.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The Chair and Principal mutually support each other, and when differences arise they are worked out in a God-honouring manner.
7. There is an understanding of, and a commitment to work with each other's strengths and weaknesses.
8. Each must agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each must agree and accept the need to follow policy and procedures.
11. Each must agree not to hold back relevant information.
12. Each must agree and understand that the Chair has no authority except that granted by the Board.
13. The Chair should act as a sounding board for the Principal, both supporting and challenging, in order to hold the College to account for achieving the goals and targets that have been set.

9. Meeting Process

The Board is committed to effective and efficient meetings.

1. Meetings are based on a prepared annual agenda. The agenda preparation is the responsibility of the Chairperson and will be posted on the Board of Trustees web site. Hard copies will be available on request.
2. Meetings are held with the expectation that Trustees have read the agenda and are prepared to participate in discussions at all times.
3. The Board has the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and

Meetings Act. Decisions by the Board are fully recorded but may remain confidential. The Board needs to:

- make the reasons for excluding the public clear
- reserve the right to include any non-board member it chooses

4. Meetings are conducted in a manner that ensures that all participants:
 - a. display loyalty to the Mission and Special Character of the College
 - b. display respect to Bethlehem College, the Proprietors and the CET
 - c. display loyalty to other Board members
 - d. display respect for each other's opinions, and feel their opinions are respected
 - e. feel it is safe to question or disagree with each other in Board meetings
 - f. feel that it is safe to discuss intercultural issues
 - g. make all reasonable efforts to avoid conflicts of interest
 - h. declare potential conflict of interest before substantive discussion of an agenda item begins
 - i. never participate in Board decisions where there is a declared conflict of interest
5. Board members always express the agreed view of the Board once an issue has been decided upon and must not discuss individual opinions expressed at Board meetings.
6. The Board retains the right to go into committee at any time by resolution of the meeting. When moving into committee, the Board:
 - a. explains why confidentiality is required
 - b. reserves the right to include or exclude any non-Board member it so chooses and
 - c. makes all practicable efforts to signal any 'in committee' session in the agenda or at the beginning of the meeting.
7. Board members:
 - a. attend every Board meeting, unless a satisfactory explanation is given in advance for their absence
 - b. participate fully in Board meetings in an informed and constructive manner
 - c. consistently behave in accordance with Bethlehem College Special Character
8. From time to time, through the Chair, staff and other people might be invited to the meeting by the Board to present an issue or provide information or advice.
9. Minutes are kept of all Board meetings, with particular reference to:
 - a. any decisions made by the Board and
 - b. any actions required by the Board.
10. All practicable steps will be taken to keep 'in committee' session minutes confidential to the Board.

10. Meeting Procedures

1. General:

- 1.1 Meetings are held on the second Monday of each month, with dates confirmed in December for the following year.
- 1.2 The quorum shall be more than half the members of the Board currently holding office.
- 1.3 Only apologies received from those who cannot be present must be recorded. Trustees 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 Trustee must request leave from the Board at a Board meeting and the Board must make a decision.
- 1.4 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.
- 1.5 The Chairperson may exercise a casting vote in the case of an equal number of votes, in addition to his/her deliberative vote.
- 1.6 Any Trustees 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 Trustee may be financially advantaged or disadvantaged as a result of decisions made by the Board. e.g. contracts, pay and conditions etc. A conflict of interest is when an individual Trustee could have, or could be thought to have, a personal stake in matters to be considered by the Board.
- 1.7 Only Trustees have automatic speaking rights.
- 1.8 The Board delegates [and minutes] powers under Sections 15 & 17 of the Education Act to the Disciplinary Committee.
- 1.9 The Board delegates [and minutes] authority to the Associate Principal (Admin) in the times of absence of the Principal.
- 1.10 The amount the Chairperson and other Board members are paid for attendance at Board meetings is set by the Board. Currently the Chairperson receives \$75.00 per Board meeting and Board members receive \$55 per Board meeting. There is no payment for committee or working party meetings.
- 1.11 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Trustees and \$825 for the Chairperson.
- 1.12 Board minutes will be taken by a non-Trustee paid on a commercial basis on contract.

2. Time of meetings:

- 2.1. Regular meetings commence at 7pm and conclude by 10.30pm.
- 2.2. A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- 2.3. Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

3. Special meetings:

- 3.1 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. Exclusion of the public:

- 4.1 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.

5. Public participation:

- 5.1 The Board meeting is a meeting held in public rather than a public meeting.
- 5.2 Public participation is at the discretion of the Chairperson.
- 5.3 Public attending the meeting are informed about their rights regarding attendance at the meeting.

6. Motions/amendments:

- 6.1 A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the Chairperson and are then open for discussion.
- 6.2 Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- 6.3 No further amendments may be accepted until the first one is disposed of
- 6.4 The mover of a motion has right of reply
- 6.5 A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

7. Tabling documents:

- 7.1 When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

8. Correspondence:

- 8.1 The Board should have access to all correspondence. Correspondence that requires the Board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that Trustees can read it if required.

9. Termination of debate:

- 9.1 All decisions are to be taken by open voting by all Trustees present, unless pertaining to sensitive or personal matters.

10. Lying on the table:

- 10.1 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.

11. Points of order:

- 11.1 Are questions directed to the Chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

12. Suspension of meeting:

- 12.1 The Chairperson has the authority to suspend the meeting should this be required and reconvene at a later time. Such action would require notification to the Proprietors.

13. Agenda:

- 13.1 Agenda items are to be notified to the Chair no later than six days prior to the meeting
- 13.2 Late items will only be accepted with the approval of the Board.

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

13.4 All matters requiring a decision of the Board are to be listed as separate meeting items and appropriate background material given to enable informed decisions to be made.

13.5 All items in the agenda are to carry a recommended course of action.

13.6 The agenda is to be collated with the agenda items placed in the agenda order.

13.7 Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

13.8 Papers and reports are to be sent to the Board three working days before the meeting.

14. Minutes:

14.1 The Principal is to ensure that secretarial services are provided to the Board.

14.2 The minutes are to clearly show resolutions and action points and who is to complete the action.

14.3 Minutes are to record factual statements not personal opinions expressed during discussions.

14.4 A draft set of minutes is to be completed and sent to the Chair for approval within six (max) working days of the Board meeting before being distributed to Trustees within eight working days of the meeting.

Meeting Agenda

A typical agenda will be as follows:

Board of Trustees Meeting Agenda – date	
1	Administration Matters
1.1	Welcome/Devotions/Prayer
1.2	Apologies
1.3	Declaration of conflict of interest
2	Educational Report (as per Annual Agenda)
3	Reports
3.1	Principal
3.2	Finance
3.3	Policy
3.4	Audit
4	Correspondence
5	Minutes
6	In-Committee
7	General Business

11. Board Review of Governance and Board Induction

As part of the Board's Triennial Review programme the Governance Policies will be reviewed by the Board's Audit Committee with a report coming to the Board.

Trustees are also encouraged on a regular basis throughout the year to evaluate their own contribution to the Board and their individual effectiveness as Trustees against the Board's Role and Responsibilities, and against the Trustee's Code of Behaviour Policy, and to discuss any concerns they may have with the Chairperson. Review of meetings should take place at regular intervals throughout the year.

11.1 Board Orientation / Induction

The Board is committed to ensuring continuity of business and a smooth transition when Board personnel change.

Board Induction Process

1. New Trustees will receive a welcome letter on their joining the Board which includes:
 - When and how they can access SharePoint
 - The suggested date of the induction
 - The date of the next Board meeting
 - Chair and Principal contact details
2. New Trustees will be given access to SharePoint which will include:
 - Charter – including the strategic and annual/operational plans
 - Policies
 - The current budget
 - The latest ERO report
 - The latest annual report
 - The triennial review programme
 - Any other relevant material
3. The Chairperson or delegate will meet with new Board members to explain Board policy and other material relevant to the role.
4. The Chairperson or delegate, will brief all new members on the organisational structure of the College.
5. The Chairperson or delegate will conduct a site visit of the College, if requested.
6. New Board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the Board, the effectiveness of the induction process is to be reviewed by the Chairperson with the new members.

12. Board Committees

The Board may set up committees to help carry out its responsibilities and due process. Section 66 of the Education Act 1989 gives the Board the authority to delegate any of its powers to a special Committee of Trustees except the power to borrow money.

Guidelines

1. The Board should define in its Governance Documentation powers that are delegated to a committee of Trustees, whether the number on that committee is one or several. In addition, a delegation motion must name the members or how it will be constituted and the length of time the delegation is for.

Typical delegations could include:

- a. Investigate and report their findings to the Board.
- b. Investigate and make any recommendations based on those findings to the Board.
- c. Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the Board what they did.

It is recommended that the Student Disciplinary Committee should always be given delegation **c**.

It is also recommended that the delegation to any personnel/appointments committee be considered carefully.

2. Board Committees are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.
3. Committees may use non-Trustees as sources of advice, but only Trustees can be part of the decision-making process. All co-options must be reported to the Board for endorsement and be for a limited time with a specific purpose.
4. Board Committees 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.
5. Committees are to have terms of reference as defined below.

The current committees of the Bethlehem College Board of Trustees are:

- a. Finance
- b. Student Discipline
- c. Audit
- d. Policy
- e. Staff Appointment

a. Finance Committee

Terms of Reference

Purpose

To monitor on the Board's behalf, responsible stewardship of the Boards finances
This includes:

- Providing information and recommendations in a timely manner to enable the Board to make sound decisions.

- Monitoring and reporting on the financial performance of the College and ensure accountability of the Principal.
- Preparing an annual budget and the annual accounts.
- Ensuring that an annual audit is undertaken.
- Working cooperatively with financial services to achieve all of the above.

Committee Members

The Chair and members of the Finance committee are elected by the Board. In the event of the Chair being absent, the Chair or the Principal will delegate responsibility to another member. Members include the CET General Manager, the Accountant (BOT/BTI) and the Principal.

Meets

Every month, at least one week prior to the BOT meeting.
The minutes/report of the Finance Committee meetings should be formally recorded and submitted to the Board at its next meeting.

The Finance Chairperson will report to the Board as appropriate on the areas covered by the terms of reference.

Authority

The Finance Committee is formally constituted as a committee of the Board with approved terms of reference.

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

Members of the Senior Leadership Team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The Committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the Board. [Note: NZSTA provides Help Desk and Industrial advice free to trustees and boards.]

No individual member of the Finance Committee can act without the directive of the Finance Committee as a whole.

b. Student Discipline Committee

Terms of Reference

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

The Chair and members of the Student Discipline committee are elected by the Board. In the event of the Chair being absent, the Chair or the Principal will delegate responsibility to another member.

Duties and responsibilities

The committee will:

- Act in fairness, without bias or prejudice and with confidentiality.
- Act within legislation and the Ministry of Education 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 as part of the Principal's report.

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.

Guidelines for Student Discipline Committee process are available on the [Ministry of Education website](#)

Please note - It is important that this committee always has the correct delegations of authority in place and that they are minuted, otherwise a suspension meeting could be invalid. The motion required is ...

"That the powers conferred on the Board under Sections 16 and 17 of The Education Act 1989 be delegated to the Discipline Committee of the Board of Trustees, and the quorum for the Committee shall be three trustees." Moved: Seconded: Carried

and for the Deputy Principal to be able to suspend students in the Principal's absence the motion is ...

"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 and for the full period or periods of such absence, perform all the duties and powers of the Principal." Moved: Seconded: Carried

It is advisable to ensure all delegations in place are correct, at the first Board meeting of each College year and at other times throughout the year when there have been changes in personnel.

c. Audit Committee

Terms of reference

Purpose

To monitor on the Board's behalf, compliance with Board policies and external legislation.

This includes:

- Supporting the Board to review the effectiveness of the Board's Governance processes.
- Overseeing the Principal's Appraisal process
- Reviewing the effectiveness of systems for the assessment and management of material areas of risk. E.g. EOTC, cyber safety, workshops/labs
- Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other

- Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the Board
- Reviewing adherence to management procedures and directives
- Ensuring implementation of the Triennial Review Programme
- Ensuring Board policies are reviewed regularly and kept up to date
- Exit interviews to be conducted with all staff who have served for one year or longer.

Committee members

The Chair and members of the Audit committee are elected by the Board. In the event of the Chair being absent, the Chair or the Principal will delegate responsibility to another member.

Meets: Monthly on the first Wednesday following the Board meeting and as required

The minutes/report of the Audit Committee meetings should be formally recorded and submitted to the Board at its next meeting.

The Audit Chairperson will report to the board as appropriate on the areas covered by the terms of reference and the Triennial Review Programme.

Authority

The Audit Committee is formally constituted as a committee of the Board with approved terms of reference.

The Committee shall be appointed by the Board. The Board may co-opt additional Trustees to the Committee as and when required.

Members of the Management Team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The Committee is authorised by the Board to investigate any activity within its Terms of Reference. It is authorised to seek any information it requires from any Trustee or employee and all Trustees and employees are directed to co-operate with any request made by the Committee. The Principal will be informed in advance of any such requests.

The Committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the Board. [Note: NZSTA provides Help Desk and Industrial advice free to trustees and boards.]

No individual member of the Audit Committee can act without the directive of the Committee as a whole.

d. Policy Committee

Terms of reference

Purpose

To undertake the work of developing policy on behalf of the Board.

This includes;

- Providing guidance to the Board in regard to governance policy

- Monitoring the Board's adherence to legislation and the regulatory environment
- Preparing policies for Board adoption
- Undertaking research with regard to policy direction
- Reviewing and updating policies according to their review schedule.

Committee Members

The Chair and members of the Policy committee are elected by the Board. In the event of the Chair being absent, the Chair or the Principal will delegate responsibility to another member.

Meets

As required, normally monthly.

The minutes/report of the Policy committee meetings should be formally recorded and submitted to the board at its next meeting. The Policy chairperson will report to the board as appropriate. All new updated policies must be presented to the Board for ratification and the Policy Chairperson ensure the updated version is uploaded to BC SharePoint in an appropriate time frame.

Authority

The Policy Committee is formally constituted as a committee of the Board with approved terms of reference.

The Committee shall be appointed by the Board. The Board may co-opt additional Trustees to the Committee as and when required.

Members of the Management Team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The Committee is authorised by the Board to investigate any activity within its Terms of Reference. It is authorised to seek any information it requires from any Trustee or employee and all Trustees and employees are directed to co-operate with any request made by the Committee. The Principal will be informed in advance of any such requests.

The Committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the Board. [Note: NZSTA provides Help Desk and Industrial advice free to trustees and boards.]

No individual member of the Policy Committee can act without the directive of the Committee as a whole.

13. Finance

The Board of Trustees has a sober obligation to the Crown and to the College community to ensure the responsible stewardship of the finances of Bethlehem College. Financial resources must be faithfully managed to enable the provision of the Special Character education for which Bethlehem College was established.

In accordance with National Administration Guideline 4, the Board shall ensure that College funds are well managed in order to achieve the College's purposes and objectives. The financial viability

of the College must be protected at all times. There must be safeguards and robust, clear procedures in place to protect against the possibility of fraud and theft. Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH).

Guidelines

1. The Board shall establish a Finance Committee which will:
 - Provide information in a timely manner to enable the Board to make sound decisions.
 - Monitor the financial performance of the College and ensure accountability of the Principal.
 - Prepare budgets and annual accounts.
 - Ensure that an annual audit is undertaken.
2. The Board will contract for the provision of financial services with the College's Proprietors, BCL and the Christian Education Trust.
3. The Chair of the Finance Committee will present the monthly financial report to the Board at each meeting.
4. The budget should not neglect to:
 - Reflect the result sought by the Board
 - Reflect the priorities as established by the Board
 - Comply with the Board's requirements of a balanced budget
 - Ensure adequate working capital
 - Demonstrate an appropriate degree of conservatism in all estimates
5. The Principal shall not:
 - Incur unauthorised debt
 - Violate generally accepted accounting practices or principles
 - Use tagged funds for purposes other than those approved
 - Spend more funds than have been allocated in the fiscal year without prior Board approval
 - Fail to ensure all money owed to the College is collected in a timely manner
 - Fail to make timely payment to staff and other creditors
 - Sell or purchase unauthorised property
 - Fail to ensure that all relevant government returns are completed on time
 - Fail to ensure that no one person has complete authority over the College's financial transactions
 - Make any purchase:
 - of over \$1,000 without having obtained comparative prices and quality
 - of over \$1,000 without an adequate review on ongoing costs, value and reliability
 - of over \$5,000 on a single item without first seeking Board approval

General Information

The Auditor is William Buck.

Cheque signatories are two of the following Eoin Crosbie, Tom Jarrett, Tim Collins, Heather Booth and Paul Shakes.

BOT Meeting Remuneration: Standard fees in accordance with NZSTA. Chairperson receives \$75 per meeting. Trustee Members \$55 per meeting. Annual total to be no more than \$825 – Chairperson or \$605 – Trustee Members, otherwise it is liable for tax.

14. Reporting to Stakeholders through

- Annual Report
- Board Minutes
- Audit reports: internal & ERO
- Regular updates in the College journal

Board Documentation

1.1	The Charter
1.2	Strategic Plan

Governance Policy

Policy Number	Policy Name
2.1	Board Roles and Responsibility
2.2	Trustee Code of Behaviour
2.3	Conflict of Interest
2.4	Chairperson's Role
2.5	Staff/Student Trustee Role
2.6	The Relationship Between the Board and the Principal
2.7	Principal's Performance Appraisal
2.8	The Relationship Between the Chairperson and the Principal
2.9	Meeting Process
2.10	Meeting Procedure
2.11	Board Review of Governance
2.12	Board Committee
2.13	Finance
2.14	Delegations to The Principal

[Governance Policies](#) can be accessed from the Board of Trustee's SharePoint:
<https://bethlehemcollege.sharepoint.com/Policies%20%20Procedures/Forms/AllItems.aspx?id=%2FPolicies%20%20Procedures%2FPolicies%2FGovernance>

Part 3 Operational Policies

Operational Policies

Policy Number	Policy Name
3.1	Curriculum
3.2	Assessment
3.3	Reporting
3.4	EOTC
3.5	Fraud and Theft Prevention
3.6	Enrolment
3.7	Student Behaviour
3.8	Anti-Bullying
3.9	Principal's Employment
3.10	Staff Special Leave
3.11	Staff Appointment
3.12	Staff Conduct and Discipline
3.13	Maori Students
3.14	Responding to Suspected Abuse
3.15	Timetabling, Release Time and Unit Allocation
3.16	Staff Performance and Appraisal
3.17	Protected Disclosure
3.18	Use of School Property
3.19	International Students
3.20	Overseas Trips
3.21	School Uniform
3.22	
3.23	
3.24	Sensitive Expenditure
3.25	Complaints
3.26	Sport Representation
3.27	Health and Safety

[Operational Policies](https://bethlehemcollege.sharepoint.com/Policies%20%20Procedures/Forms/AllItems.aspx?id=%2FPolicies%20%20Procedures%2FPolicies) can be accessed from the Board of Trustee's SharePoint:
<https://bethlehemcollege.sharepoint.com/Policies%20%20Procedures/Forms/AllItems.aspx?id=%2FPolicies%20%20Procedures%2FPolicies>

Part 4 – Appendices

- A. [Glossary and other definitions](#)
- B. [Integration Deed](#)
- C. [Statement of Belief](#)
- D. [Statement of Special Character](#)
- E. [The CET position on all matters of sexuality](#)
- F. [NZSTA Trusteeship – a guide for school trustees 2018](#)
- G. [MOE Guidelines for Student Discipline](#)
- H. [Trustee Register](#)
- I. [Triennial Review Programme](#)
- J. [Annual Agenda](#)
- K. [Boards and Legislation](#)

A. Glossary and other definitions

National Organisations

ERO - Education Review Office

Government department whose purpose is to evaluate and report publicly on the education and care of students in Colleges and early childhood services.

ISG - Internet Safety Group - Responsible for providing resources for safety on the internet

MOE - Ministry of Education

NZEI - New Zealand Educational Institute

Education union representing the majority of teachers and workers in early childhood and primary education sectors and support staff in the early childhood, primary and secondary sectors.

NZEC - New Zealand Education Council

Professional body for all registered teachers working in early childhood, primary, secondary, tertiary and other teaching situations.

NZQA - New Zealand Qualifications Authority

Independent body responsible for setting and regularly reviewing standards for qualifications including administering external examinations.

NZSTA - New Zealand School Trustees Association

National body of school trustees.

PPTA - Post-Primary Teachers Association

Professional association that represents teachers in secondary schools as well as some other areas of education.

SFWU - Service and Food Workers Union

Represents caretakers and cleaners and some support staff in schools

SPANZ - Secondary Principals' Association of New Zealand

Autonomous national association for secondary school principals.

SSC - State Services Commission

Watch dog role with respect to all government employment matters. SSC has delegated authority to the Secretary of Education to act as the employer party in negotiations over collective agreements for primary and secondary teachers, school caretakers and cleaners.

Special Education

GSE - Group Special Education

Is part of the Ministry of Education and they offer a New Zealand wide service of advice, guidance, and specialist support for the benefit of people with special educational and developmental needs.

IEP's - Individual Education Plan.

A programme developed for a student with special education needs. It outlines the student's goals and the teaching strategies, resources, monitoring, support and the evaluation needed to enable the student to meet those goals.

NCE - New Zealand Certificate in Foundational Skills for Living

ORS - Ongoing Resourcing Scheme

Funding scheme from the Ministry for individual students who have "high" or "very high" special education needs.

PATH - Planning Alternative Tomorrows with Hope

SEG - Special Education Grant

Funding received through operations grant to all schools to provide additional assistance and resources for special education needs for students who are not in the ORRS category

SENCO - Special Education Needs Coordinator

SPEC - South Pacific Educational Courses

In Secondary a learning programme focused on developing key competencies, which leads to NZ Certificate in Foundational Skills for Living.

Other

COOL - Communities of Online Learning

COLs - Communities of Learning (Kahui Ako)

Decile Rating (or band)

Decile 1 schools draw their students from communities of greatest socio-economic disadvantage while Decile 10 schools draw their students from communities of greatest socio-economic advantage.

e-asTTle - Assessment Tools for Teaching and Learning
(online) Assessment tools that teachers can use to test reading, writing and mathematics skills in Years 5-10

eLearning - Incorporation of ICT in the teaching and learning process

eLper - eLearning helper

ECE - Early Childhood Education

EEO - Equal Employment Opportunity

ESOL - English for Speakers of Other Languages

FTTE - Full Time Teacher Equivalent
What the Ministry base their staffing to schools on. They calculate it by adding together class contact hours, dividing by 25 and rounding to two decimal places.

GloSS - Global Strategy Stage (Assessment Tool)

ICT - Information and Communication Technology

IEPs - Individual Education Programmes

IKAN - Individual Knowledge Assessment for Numeracy (Assessment Tool)

KPI - Key Performance Indicator

NAGs - National Administration Guidelines
Guidelines specifically for Boards of Trustees which list requirements that will enable Boards to follow sound governance and management practices to ensure that the National Education Goals are met.

NCEA - National Certificate of Educational Achievement

NEGs - National Education Goals
Goals set by the Government of desirable achievement by the school system.

NELP - National Education and Learning Priorities

NETS - Non-enrolment truancy service
Finds non-enrolled young people and helps them to re-enrol in a school or move into a training course or job.

NQF/NZQF - National Qualifications Framework/New Zealand Qualifications Framework

NumPA - Numeracy Project Assessment (Assessment Tool)

OTJ - Overall Teacher Judgement

PAT - Progress and Achievement Test

PD/PL - Professional Development/Professional Learning

PEP - Pasifika Education Plan

PISA - Programme for International Students Assessment

RTLb - Resource Teacher: learning behaviour

Focussing on behaviour issues of students and provides support and strategies for classroom teachers to manage a student's behaviour in the classroom setting.

SAC - Special Assessment Conditions

SATIS - Student Attitudinal Information System

A testing system developed to measure a student's attitude towards learning.

SMS - Student Management System (e.g. PCS – PC School, KAMAR)

STAnews - Magazine produced 10 times per year by NZSTA to keep boards informed of issues relating to being Trustees.

STAR - Supplementary Tests of Achievement in Reading (Assessment Tool)

TKI - Te Kete Ipurangi (The basket of knowledge)

Bethlehem College Specific

All curriculum areas are identified by a three letter code e.g. AGR - Agriculture, HIS -History, ENG - English.

AHOC – Assistant Head of Chapman

AHOP – Assistant Head of Primary

AHOSjc – Assistant Head of Secondary, Junior Curriculum

AHOSjp – Assistant Head of Secondary, Junior Pastoral Care

AHOSsc – Assistant Head of Secondary, Senior Curriculum

AHOSsp – Assistant Head of Secondary, Senior Pastoral Care

BCC – Bethlehem College Chapman

BCL - Bethlehem College Limited (The Proprietor)

BELC - Bethlehem Early Learning Centres

CET - Christian Education Trust

DOA – Director of Administration

DP - Deputy Principal

ELT – Executive Lead Team

HOBF – Head of Biblical Foundations

HOC – Head of Chapman

HOD - Head of Department

HOP – Head of Primary

HOS - Head of Secondary

JS – Junior Secondary

P – Primary

PLT – Primary Leadership Team

SLT - Secondary Leadership Team

SS – Senior Secondary

T&L - Teaching & Learning

TIC -Teacher in Charge of a curriculum area

B. Integration Deed

[Can be viewed here](#)



C. STATEMENT OF BELIEF

I BELIEVE IN:

1. The Unity of the Father, the Son and the Holy Spirit in the Godhead.
2. The Sovereignty of God in creation, revelation, redemption and final judgement.
3. The divine inspiration and trustworthiness of Holy Scripture, as originally given, and its supreme authority in all matters of faith, practice and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering man subject to God's judgement and condemnation.
5. Redemption from the guilt, penalty, pollution and the power of sin only through the sacrificial death of the Lord Jesus Christ, the incarnate Son of God.
6. The working of the Holy Spirit in the individual's life to bring about justification and reconciliation to God by repentance and faith in Christ alone.
7. The Deity and Humanity of Jesus Christ; His bodily resurrection from the dead; His ascension; His mediatorial work and His personal return in power and glory.
8. The indwelling and sanctifying work of the Holy Spirit in the believer, developing each individual in their personal ministry to the Lord.
9. The One, Holy, Universal Church, which is the Body of Christ, to which all true believers belong and in which they are united through the Holy Spirit; and the importance of each local church in the life of the individual.
10. The bodily resurrection of the dead and life everlasting.
11. Christ's Commission to His people as expressed in Matthew 28:18-20.
12. The honour due to the Jewish people and the land of Israel in the light of Scripture, typically, Isaiah 54:10; Jeremiah 32:37-42; Romans 11:28-29.

****NB: To be signed annually by Board members***



D. STATEMENT OF SPECIAL CHARACTER

1 CONTEXT

- 1.1 The Christian Education Trust founded Bethlehem College in 1988 for parents seeking an evangelical, non-denominational, Bible-based, Christ-centred education for their children. To this end, it has required all staff and the curriculum of the College, to honour the Statement of Belief as set out in its Trust Deed and annexed hereto.
- 1.2 The Christian Education Trust's goal is for quality Christian education from the "cradle to eternity". To date, therefore, the Christian Education Trust has developed an organisation incorporating early childhood centres, a combined primary and secondary school, an English language school and tertiary training to degree level in teaching and counselling.
- 1.3 The Christian Education Trust has established Bethlehem College Limited as Proprietor (as defined in the Private Schools' Conditional Integration Act) to oversee, audit and supervise the maintenance of the Special Character in the school for the age groups from Year 0 to Year 13.
- 1.4 All staff of other entities operated by the Christian Education Trust, are also required to support the Statement of Belief. The supervision of the special character of these entities is monitored by the General Manager of the Trust, on behalf of the Trust.

2 SPECIAL CHARACTER OF CAMPUS

- 2.1 The campus and facilities are shared co-operatively between the College and other entities operated by the Christian Education Trust to assist in the development of seamless Christian education. This includes providing Bethlehem Tertiary Institute the right of involvement in the early childhood centres and College to prepare Christian educators and counsellors and to actively and critically engage in research associated with Christian education and family life.

3 SPECIAL CHARACTER OF CURRICULUM – Bethlehem College

- 3.1 The curriculum, resources and teaching personnel are always to honour the Statement of Belief.
- 3.2 In honouring the Statement of Belief, the Christian worldview which the College presents helps each student to recognise that:
 - a. God is the author of all creation and that all creation is subordinate to the Will of God as expressed in the scriptures;
 - b. All truth finds its meaning and centre in God;
 - c. God gives purpose and hope to individuals, and to all creation by virtue of the redemptive work of Jesus Christ;
 - d. It is the redemptive work of Jesus Christ, communicated by the Holy Spirit and operating in the human individual that gives substance to intellectual, physical, spiritual, ethical, emotional, social, and aesthetic development of the student.

- 3.3 Students are encouraged to evaluate critically all experience and viewpoints in the light of such a Christian worldview.
- 3.4 The College outworks the Christian worldview through encouraging students to a personal Christian way of life, based on Biblical answers to contemporary challenges. Through the policies and practices of the College and its staff, Biblical attitudes such as love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control are taught and modelled.
- 3.5 The Christian worldview requires a curriculum that includes opportunities to share the Christian faith, ideals and activities, locally, nationally, and internationally.
- 3.6 The College is a caring, learning community with an environment that is openly Christian. All fields of study and endeavour are permeated with a Biblical perspective. Although the Christian worldview is paramount, students also learn to understand and respect those of differing faiths and creeds as well as those of different abilities, races, and backgrounds.
- 3.7 The College believes that each child has been created in the image of God and as such is the object of God's redemptive work through Christ. This gives hope that students will be able to fulfill God's purpose and plan for their lives. The College desires to see students:
- a. Aspire to excellence in every endeavour, and in particularly in their areas of giftedness.
 - b. Develop a commitment to:
 - God – responding to the Holy Spirit.
 - Others – seeking to serve their fellow man with Christ-like humility.
 - Creation –acting as responsible stewards of their environment.

4 PROTECTION OF SPECIAL CHARACTER

- 4.1 The Proprietor reserves the right to determine from time to time the interpretation of "Special Character" and the safeguards necessary to establish, preserve and maintain it and to audit periodically the implementation of the Special Character within the College.

5 IMPLEMENTATION OF SPECIAL CHARACTER

- 5.1 The Bethlehem College Board of Trustees, principals and staff are responsible for implementing the Special Character throughout the College. Because the Christian worldview encompasses and permeates all aspects of College life, it is expected that all staff and members of the Board of Trustees will demonstrate a commitment to the Statement of Belief and to the College's Special Character.
- 5.2 All Bethlehem College students and their families are expected to demonstrate a commitment to the College's Special Character.
- 5.3 All staff employed by other operating entities owned by the Christian Education Trust (including support staff), are required to demonstrate a commitment to the Special Character, and the Statement of Belief.

E. The CET position on all matters of sexuality

We hold to a biblical standard in all matters of sexuality and believe in the sanctity of marriage as being ordained by God, and described in Holy Scripture as a sacred, exclusive and intended life long bond between a man and a woman (Matthew 19:5-6; Romans 1:26-28)

F. NZSTA Trusteeship – a guide for school trustees 2018

https://bethlehemcollege.sharepoint.com/:b:/g/BOT/ERs6nW9T8p5GhpyaLZcy3MAB1FBXSV-D-IFuB_W97Ww3-1q

G. Guidelines for Student Discipline (MOE)

<http://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Stand-downs-suspensions-exclusions-and-expulsions-guidelines/SuspensionGoodPracticeWEB.pdf>

H. Trustee Register

<https://bethlehemcollege.sharepoint.com/BOT/BOTDocuments/BoT%20Register%20-%20June%202019.pdf>

I. Triennial Review

The table below shows the board's responsibilities and how they will be reviewed over a three-year period.

OPERATIONAL POLICY	GOVERNANCE POLICY
<ul style="list-style-type: none"> 3.1 Curriculum 3.2 Assessment 3.3 Reporting 3.4 Education Outside Classroom 3.5 Fraud & Theft Prevention 3.6 Enrolment 3.7 Student Behaviour 3.8 Anti-Bullying 3.9 Principal's Employment 3.10 Staff Special Leave 3.11 Staff Appointment 3.12 Staff Conduct & Discipline 3.13 Maori Students 3.14 Child Protection 3.15 Timetabling, Release & Unit Allocation 3.16 Staff performance & Appraisal 3.17 Protected Disclosure 3.18 Use of School Property 3.19 International Students 3.20 Overseas Trips 3.21 School Uniform 3.22 3.23 3.24 Sensitive Expenditure 3.25 Complaints 3.26 Sport Representation 3.27 Health and Safety 	<ul style="list-style-type: none"> 2.1 Board Roles and Responsibility 2.2 Trustee's Code of Behaviour 2.3 Conflict of Interest 2.4 Chairperson's Role 2.5 Staff/Student Trustee Role 2.6 The Relationship Between the Board and the Principal 2.7 Principal's Performance Appraisal 2.8 The Relationship Between the Chairperson and the Principal 2.9 Meeting Process 2.10 Meeting Procedure 2.11 Board Review of Governance 2.12 Board Committee 2.13 Finance 2.14 Delegations to The Principal
CHARTER	
<ul style="list-style-type: none"> C1 College vision, mission, values, structure and ideals (sections 1-6) C2 Strategic intent, annual plan for previous year and their variance reports against targets. C3 Annual Plan for following year, (Section 10) 	

Triennial Review Programme (Month shown is month Board receives report)

2019	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Charter	Annual Plan/Strat Plan										
Governance Policy		2.6	2.14 2.8	2.13	2.4	2.1	2.2	2.3	2.7	2.5 2.11	
Operational Policy		3.1 3.2	3.3	3.4	3.5	3.6	3.7 3.8	3.9	3.20 3.21		
Curriculum Reports	Learning Area Reviews										
Other	Primary Curriculum, Principals Delegations	Review NCEA, Library	Chapman Review, Gov. Manual	Head of Primary, Meet external auditors, Annual Report	Junior Sec, Careers Report	Christian Education/ Missions	Head of Sec	Pastoral Care, Budget Assumptions	Budget Presentation	Service & Leadership, Budget Approval	Principal Appraisal Report

2020	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Charter	Annual Plan/Strat Plan										
Governance Policy		2.6	2.8	2.12		2.6			2.7		
Operational Policy			3.10 3.11	3.12 3.13	3.15 3.16	3.14	3.17 3.25	3.18	3.19	3.27	
Curriculum Reports	Learning Area Reviews										
Other	Primary Curriculum, Principals Delegations	Review NCEA, Library	Chapman Review Gov. Manual	Head of Primary, Meet external auditors, Annual Report	Junior Sec, Careers Report	Christian Education/ Missions	Head of Sec	Pastoral Care, Budget Assumptions	Budget Presentation	Budget Approval	Principal Appraisal Report

2021	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Charter	Annual Plan/Strat Plan										
Governance Policy		2.6	2.8		2.9 2.10	2.4			2.7		
Operational Policy				3.24			3.26				
Curriculum Reports	Learning Area Reviews										
Other	Primary Curriculum, Principals Delegations	Review NCEA, Library	Chapman Review Gov. Manual	Head of Primary, Meet external auditors, Annual Report	Junior Sec, Careers Report	Christian Education/ Missions	Head of Sec	Pastoral Care, Budget Assumptions	Budget Presentation	Budget Approval	Principal Appraisal Report

Annual Agenda

<https://bethlehemcollege.sharepoint.com/BOT/BOTDocuments/2019%20Board%20Annual%20Agenda.pdf>

J. Boards and Legislation (from NZSTA Trustee handbook)

Under the Education Act 1989, Board of Trustees are responsible for overseeing the management of their school. In practice, Boards work with principals, senior management, and staff to ensure that requirements are met.

The National Education Guidelines are made up of five components:

A. National Education Goals [NEGS]

- statements of desirable achievements by schools
- statements of government policy objectives for the school system.

This is where the Government lays out national priorities for education which, among issues of local importance, the board must take into account when preparing a charter.

- a. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
- b. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
- c. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
- d. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
- e. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge & skills) in literacy and numeracy, science and technology and physical activity.
- f. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual needs.
- g. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
- h. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
- i. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

- j. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

B. Foundational curriculum policy statements

Foundation curriculum policy statements are statements of policy concerning teaching, learning and assessment that are made for the purposes of underpinning and giving direction to:

- the way in which curriculum and assessment responsibilities are to be managed in schools
- National Curriculum statements and locally developed curriculum.

C. National Curriculum Statements

The National Curriculum statements describe achievement objectives for students including:

- the areas of knowledge and understanding to be covered by students
- the skills to be developed by students
- desirable levels of knowledge understanding, and skill, to be achieved by students during the years of schooling.

D. National Standards

- National Standards aim to lift achievement in literacy and numeracy (reading, writing, and mathematics) by being clear about what students should achieve and by when.

E. National Administration Guidelines

The National Administration Guidelines ('the NAGs'), set out:

- the broad regulations about teaching and assessment, staffing, health and safety, and financial affairs that a board must observe in governing the school
- requirements relating to planning and reporting and, in more detail, what a school's charter should cover.

In order to ensure that the National Education Goals are met, Board of Trustees and principals, respectively, are required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools. Further details of these requirements are found in the relevant legislation, appropriate employment agreements and, for time to time, guidelines promulgated by the Secretary of Education.

These guidelines are specifically for Board of Trustees and list requirements that will enable Boards to follow sound governance and management practices to ensure that the National Education Goals are met.

These guidelines cover six areas of school operations:

- NAG 1 - curriculum requirements
- NAG 2 - documentation and self-review
- NAG 3 - employer responsibilities
- NAG 4 - financial and property management
- NAG 5 - health and safety
- NAG 6 – administration
- NAG 7 – Charter Update
- NAG 8 - Variance Reports

Although these guidelines are specifically addressed to Boards, it is with the involvement of Principals, senior management, and staff that they will be met.

NAG 1 - Curriculum requirements

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*. Each board, through the principal and staff, is required to:

- (a) develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
- (c) on the basis of good quality assessment information, identify students and groups of students:
 - i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG 2 - Documentation and self-review

Each board of trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

NAG 2A - Reporting on Student achievement

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- (b) report school-level data on National Standards in the board's annual report under three headings:
 - i. school strengths and identified areas for improvement
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement.

In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

NAG 3 - Employer responsibilities

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4 - Financial and property management

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- Allocate funds to reflect the school's priorities as stated in the charter.
- Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.
- Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5 - Health and safety

Each Board of Trustees is also required to:

- Provide a safe physical and emotional environment for students.
- To promote healthy food and nutrition for all students.
- Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6 - Administration

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7 - Charter Update

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8 - Variance Reports

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.