

Jireh Christian School

We are a Christ centred community where learners are nurtured to glorify God

Policy Framework

The following documentation outlines the Board of Trustees' **governance** framework and is aligned with the school's Charter Values and Christian Special Character



The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance.

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Introduction

1 Curriculum/Student Achievement

NAG	Policy	Review Date Due	Review Cycle
1.1	The Curriculum	22.6.24	3 years
1.5	Treaty of Waitangi	22.6.24	3 years
1.5	English for Speakers of Other Languages (ESOL)	3.8.23	Annually

2 Strategic Plan

NAG	Policy	Review Date Due	Review Cycle
2.1	Relationship Between Presiding Member and Principal	22.2.24	Annually
2.1	Board Roles and Responsibilities Policy	25.2.26	3 years
2.1	Presiding Member's Role	22.2.24	Annually
2.1	Responsibilities of the Staff Board Member	25.5.24	3 years
2.1	Relationship Between Board and Principal	22.2.24	Annually
2.1	Board Members' Code of Conduct	22.2.26	3 years
2.1	Board Members' Remuneration and Expenses	25.5.24	3 years
2.3	Community Consultation and Communication	25.5.24	3 years
2.4	Performance Management & Appraisal	30.11.24	3 years

3 Employment

NAG	Policy	Review Date Due	Review Cycle
3.1	Equal Employment Opportunities	13.10.23	3 years
3.1	Responsibilities of the Principal	13.10.23	3 years
3.1	Principal Performance Management	3.8.23	Annually
3.1	Principal Reporting to the Board	13.10.23	3 years

3.1	Disciplinary Process in Relation to the Principal	13.10.23	3 years
3.1	Privacy	13.10.23	3 years
3.2	Staff Use of Laptops	13.10.23	3 years
3.2	Personnel Management	13.10.23	3 years
3.2	Concerns and Complaints	13.10.23	3 years

4 Financial and Property

NAG	Policy	Review Date Due	Review Cycle
4.1	Financial Management – Budgets	1.12.23	3 years
4.1	Sensitive Spending	1.12.23	3 years
4.2	Financial Controls and Reporting	1.12.23	3 years
4.2	Principal’s Professional Expenses	1.12.23	3 years
4.2	Theft and Fraud Prevention	1.12.23	3 years
4.3	Asset Management	24.5.23	Annually
4.3	School Donations	24.5.23	Annually

5 Health and Safety

NAG	Policy	Review Date Due	Review Cycle
5.1	Health & Safety - General	3.8.24	3 years
5.1	Behaviour Management	29.3.25	3 years
5.1	Bullying	23.6.23	3 years
5.1	Smoke-Free Environment	23.6.23	3 years
5.2	Health & Safety in the Workplace	23.6.23	3 years
5.2	School Cyber Safety	23.6.23	3 years
5.2	Staff IT Equipment Audit	23.6.23	3 years
5.2	Emergency Evacuation - Fire	23.6.23	3 years
5.2	Emergency Procedures - General	23.6.23	3 years
5.2	Civil Defence Emergency	23.6.23	3 years
5.2	Accident Reporting and Investigation	23.6.23	3 years
5.2	Education Outside the Classroom	23.6.23	3 years

5.2	Communicable Diseases	23.6.23	3 years
5.2	Administering Medication	23.6.23	3 years
5.2	Child Protection	23.6.23	3 years
5.2	Police Vetting	23.6.23	3 years
5.2	Sun Protection	25.5.24	3 years

6 Legislation

NAG	Policy	Review Date Due	Review Cycle
6.1	Attendance	1.9.23	3 years
6.1	Board Meeting Process & Procedures	1.9.23	3 years
6.1	Conflict of Interest	1.9.23	3 years
6.1	Privacy Act	1.9.23	3 years
6.1	Protected Disclosure	1.9.23	3 years
6.1	Physical Restraint	1.9.23	3 years
6.1	Delegations of Authority	29.3.23	Annually
6.1	Stand Downs and Suspensions	1.9.23	3 years
6.1	International Students' Accommodation	TBC	3 years
6.1	International Students' Enrolment and Fee Protection	TBC	3 years
6.1	International Students' Group Students	TBC	3 years
6.1	International Students' Medical and Travel Insurance	16/10/24	3 years
6.1	International Students' Refund Conditions	TBC	3 years

7 Charter

NAG	Policy	Review Date Due	Review Cycle
7			

8 Reporting/Analysis of Variance

NAG	Policy	Review Date Due	Review Cycle
8			

Introduction

The Board of Jireh Christian School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education. **Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.**

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

Governance and Management

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

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

In developing the above definitions for Jireh Christian School, the Board is mindful of the following excerpts from the Education Act 1989 and the Education Amendment Act 2017:

The Education Act 1989 was revised on 13th June 2013 to better reflect the Board's primary focus of student achievement. The legal and prime responsibility of Boards is determined by Section 75 of the Education Act 1989:

Education (Update) Amendment Act 1997

An Act to make provision for the conditional and voluntary integration of private schools into the State system of education in New Zealand on a basis which will preserve and safeguard the special character of the education provided by them.

s.75 Functions and powers of Boards

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

s.72 Bylaws

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

s.76 Principals

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

s.65 Staff

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

Delegations

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

All policies are to be read in conjunction with the following:

- Education Act 1989
- Education (Update) Amendment Act 1997
- Handbook for Boards of Trustees of State Integrated Schools
- NZSTA Policy Framework
- NZSTA Trustees Handbook
- Privacy Act 1991
- Employment Relations Act 2000
- Human Rights Act 1993
- Protected Disclosures Act 2000
- State Sector Act 1988
- New Zealand Teachers Council (Making Reports and Complaints) Rules 2004

In order to carry out effective governance of the school the Board has developed a policy framework.