



ST IGNATIUS OF LOYOLA CATHOLIC

BOARD ROLES AND RESPONSIBILITIES POLICY

Outcome statement

The board is focused on governance that; safeguards and strengthens Catholic special character and Jesuit charism; fosters and supports the ongoing improvement of student progress and achievement; ensures that the school is a safe and inclusive place for all students and staff; gives effect to Te Tiriti o Waitangi.

Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school reflecting its Catholic special character and Jesuit charism, and governs via its policies, which it entrusts to the principal to implement.

Delegations

Accountability rests with the whole board, with no individual board member or committee having decision-making authority unless it has been delegated and documented. All sub delegations are approved by the board, as are revocations.

Expectations and limitations imposed

Board actions		Standard to be met/Expectation
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The school's strategic plan, policies and programmes reflect the philosophy and goals of Catholic education, and the Catholic special character and Jesuit Charism that its proprietor requires it to uphold
	1.2	The board leads the annual charter/strategic plan review process
	1.3	The board sets/reviews the strategic aims ensuring that the parental community are appropriately consulted
	1.4	The board approves the annual plan and targets and ensures the strategic plan is submitted to the Ministry of Education by 1 March each year
	1.5	Regular board meetings include a report on progress towards achieving strategic aims
	1.6	The strategic plan is the basis for all board decision making
2. Ensures the school gives effect to Te Tiriti o Waitangi	2.1	Plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori and the aspirations of local Katorika Māori
	2.2	The board engages with mana whenua regarding links between its iwi education plan and the school's strategic plan
	2.3	All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori
	2.4	The board works in partnership with whānau Māori so that Māori students achieve equitable educational and faith outcomes
	2.5	The board builds a relationship with whānau Māori so that they feel welcome and 'at home' in the school

3. Ensures that the school is a safe place for all students and staff.	3.1	Mindful of the Catholic social teaching on the dignity of the human person all reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination
	3.2	Students' rights under the Education & Training Act 2020 , the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 are honoured
4. Monitors and evaluates student progress and achievement, including students with differing needs.	4.1	The board approves an annual review schedule covering Catholic special character and Jesuit charism, curriculum and student progress and achievement reports
	4.2	Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success
	4.3	Information reported to the board is thoughtfully discussed, critiqued, and challenged.
	4.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
5. Monitors and reports on safeguarding and strengthening of Catholic special character	5.1	The board carries out an annual self-evaluation of its Catholic special character based on He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Katorika: Catholic Special
	5.2	Character Evaluation for Development document. Reports are received at each regular board meeting on the impact of Catholic schooling on the faith journey of students
	5.3	The board reports to and consults with the proprietor on all matters pertaining to Catholic special character
6. Appoints, assesses the performance of and supports the principal.	6.1	The board appoints a principal in accordance with the school's Integration Agreement and Schedule 6: Education and Training Act 2020
	6.2	The Principal Eligibility Criteria published in 2024 is utilised criteria for appointing a Principal (new)
	6.3	Principal's performance management system is in place and implemented
7. Approves the budget and monitors financial management of the school.	7.1	Budget is approved by the first meeting each year
	7.2	Sound stewardship of financial management against budget is in evidence
8. Effectively manages risk.	8.1	The board has an effective governance model in place
	8.2	The board remains briefed on internal/external risk environments and takes action where necessary
	8.3	The board identifies trouble spots in statements of audit and takes action if necessary
	8.4	The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action

9. Ensures compliance with legal requirements.	9.1	Board members are aware of and understand relevant legislation
	9.2	The board adopts policies to ensure compliance with legislation and the school's Integration Agreement
	9.3	The board receives regular reports on compliance and risks
	9.4	The board seeks appropriate advice when necessary
	9.5	New members read and understand the governance framework including policies, the school charter/strategic plan, Schedule 6: Education and Training Act 2020, the school's Integration Agreement, board induction pack and requirements and expectations of board members
	9.6	Accurate minutes of all board meetings are approved by the board and signed by the presiding member
	9.7	Individual staff/student matters are always discussed in public-excluded session
	9.8	Board meetings have a quorum
10. Ensures board members attend board meetings and take an active role.	10.1	All board members take an active role in safeguarding and strengthening Catholic special character
	10.2	Board meetings are effectively run
	10.3	Members attend board meetings having read board papers and reports and are ready to discuss them
	10.4	Attendance at 80% of meetings (minimum)
	10.5	No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer Education & Training Act 2020, schedule 23, clause 12 (1) (c))
11. Approves and adopts major policies and monitors effectiveness of programme initiative	11.1	The board develops and adopts policy
	11.2	The board establishes a regular cycle of policy review
	11.3	The board monitors implementation of programmes initiatives, and their effectiveness
12. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	12.1	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements) including those outlined in Schedule 6: Education and Training Act 2020 and the school's Integration Agreement.
	12.2	The board ensures there are personnel policies in place and they are adhered to
	12.3	The board ensures there is ongoing monitoring and review of all personnel policies
	12.4	The board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme)
13. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	13.1	The board works for fair just and restorative resolution to any disputes and conflicts referred is achieved
14. Represents the school in a positive, professional manner.	14.1	Code of Ethics for Staff and Boards of New Zealand Catholic Schools and the Board Code of conduct is adhered to

15. Oversees, conserves and enhances the resource base.	15.1	The board meets its property obligations as set out by the Proprietor Resources safeguard and strengthen Catholic special character, while meeting the needs of the school's aims
	15.2	
16. Effectively hands over governance to new board members at election time.	16.1	New board members are provided with induction that includes the goals of Catholic Education and an understanding of the Jesuit charism
	16.2	New board members are provided with a copy of the board's governance manual and any relevant Catholic special character documents (as listed in supporting documents)
	16.3	New board members are fully briefed on their responsibilities to safeguard and strengthen Catholic special character and able to govern following attendance at an orientation programme
	16.4	Appropriate delegations are in place as per the Education (School Boards) Regulations 2020, regulation 8
	16.5	All communications to board members are made by inputting individual email addresses.
17. Commit to ongoing professional learning and formation to enhance the governance and Catholic special character of the school	17.1	Board members participate in appropriate ongoing Catholic special character professional development and formation including the principles of Catholic social teaching and their application to board responsibilities.
	17.2	The Board engages in professional learning and formation on cultural competencies including an understanding of Te Tiriti o Waitangi and its application, te ao, tikanga, mātauranga, and te reo Māori.

School Procedures/supporting documentation

[Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools](#)

[Schedule 6: Education and Training Act 2020](#)

[NZCEO Quick Guide to Effective Governance in Your Catholic School](#)

[Catholic Education of School-Age Children \(New Zealand Catholic Bishop's Conference, 2014\)](#)

[He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika:](#)

[Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand](#)

[Code of Ethics for Staff and Boards of New Zealand Catholic Schools](#)

[Principles of Catholic Social Teaching](#)

Integration Agreement

Monitoring

- Board Annual Plan reflects responsibilities
- Annual assurance report by Principal

Legislative compliance

[Education & Training Act 2020](#)

[Treaty of Waitangi Act 1975](#)

[New Zealand Bill of Rights Act 1990](#)

[Public Service Act 2020](#)

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

[Human Rights Act 1993](#)

[Employment Relations Act 2000](#)

[Privacy Act 2020](#)

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