

PROGRAMME ON RACISM
CONFERENCE OF CHURCHES IN AOTEAROA
NEW ZEALAND
P.O. BOX 9573, NEWMARKET, AUCKLAND

THE SCHOOL CHARTER

Every Board of Trustees will help prepare
the school charter.

A copy of the charter framework is attached.

8/3/89

Note: This Charter Framework may be subject to minor alteration before being sent to boards of trustees.

SCHOOL CHARTER

UNION OF SIMPSONS
SCHOOL CHARTER
UNION OF SIMPSONS
UNION OF SIMPSONS

1. AGREEMENT

1.1. This Charter is an agreement between the Board of Trustees and the Minister of Education.

1.2. The operation of the school and its progress in meeting its charter objectives will be monitored and reviewed regularly by the Review and Audit Agency.

1.3. The Charter contains the school's paramount purpose, guiding principles, the broad goals and objectives of the school, more detailed operational goals and objectives, the obligations of the Board of Trustees and procedures for the review and amendment of the Charter.

1.4. For State Integrated Schools this document is to be subject in every respect to the Private Schools Conditional Integration Act 1975 and any Integration Agreement in respect to this school.

1.5. The....<name of the school>..... Board of Trustees agrees to administer the school in such a manner as to ensure that the school's operation will reflect both the contents and the spirit of this Charter.

1.6. The Minister of Education upon approving this Charter undertakes to provide services and funding to a formula as determined by the Minister from time to time, to enable the Board of Trustees to meet the requirements of the Charter.

1.7. This Charter will remain in force until such time as it is amended in accordance with the specified procedure, or withdrawn by the Minister of Education.

Signed:.....
(Chairperson, Board of Trustees)

Date:.....

Signed:.....
(Minister of Education)

Date:.....

8/3/89

2. TABLE OF CONTENTS:

3. DEFINITION OF TERMS:

- 3.0. **Attached Units/Teachers** - Attached units or teachers are those providing a service to schools beyond the school to which they are attached.
- 3.1. **Curriculum** - All the intended activities, events, and experiences that take place in the school. This includes "extra-curricular activities", and provision for the personal welfare of the students.
- 3.2. **Designated Special Schools** - are schools in which each student's eligibility to enrol must be assessed according to special criteria. They include schools for students with disabilities.
- 3.3. **Enrolled Students** - are those students eligible to enrol at the school in terms of the legislation, or in terms of any enrolment policy agreed to between this Board of Trustees and the Minister of Education, and who have enrolled at the school.
- 3.4. **Equity** - is the application of the principles of fairness and natural justice. In schools it involves the provision of unequal resources to students so that fair outcomes can be achieved.
- 3.5. **Goals** - Goals are statements of intended outcomes. They are broad aims or longterm statements of intent.
- 3.6. **Governance** - "is to direct, guide or regulate actions and affairs". This is different from managing which is to do with the "running, conducting or actioning."
- 3.7. **Home Zone** - A geographical area within which all resident students will be guaranteed enrolment at the school in that area.
- 3.8. **Integrated Schools** - are schools which have deeds of agreement under the Private Schools Conditional Integration Act 1975.
- 3.9. **Kaupapa āiāori**- (to be defined by working group)
- 3.10. **Maximum Roll** - Is the maximum number of students a school may enrol.
- 3.11. **National Curriculum Objectives** - are official objectives issued from time to time by the Ministry of Education.
- 3.12. **Objectives** - Objectives are targets that are designed so that you can achieve your goals. They specify an action to be done and the time by which it must be completed. They may also state a standard which will be used to measure current performance and outcomes and conditions required for successfully achieving the objective.
- 3.13. **Programmes & Policies** - These are the means of achieving your objectives.

4. PARAMOUNT PURPOSE

The needs of children and their learning shall be paramount and therefore the Boards of Trustees must ensure that all students are provided with an education which respects their dignity, rights and individuality and challenges them to reach their full potential. All school activities should be designed to advance these purposes.

5. GUIDING PRINCIPLES:

5.1. Treaty of Waitangi.

The Board of Trustees accepts an obligation to develop policies which are consistent with the spirit of partnership in the Treaty of Waitangi.

5.2. The Board of Trustees of this school accepts an obligation to adhere to all relevant Acts of Parliament, national guidelines for education, integration agreement, industrial awards and agreements, and regulations as they relate to<name of school>.....

The Board of Trustees will also meet Public Sector Accounting Standards.

5.3. Equity.

The Board of Trustees acknowledges that equity objectives underpin all activities in this school.

The Board of Trustees will ensure that this school's policies and practices seek to achieve equitable outcomes for students of both sexes, for rural and urban students, for students from all religions, ethnic, cultural, social, family and class backgrounds, and for students irrespective of their ability or disability.

The Board of Trustees will ensure that any disadvantage experienced in the school by students, parents, or staff members because of gender, religion, ethnic, cultural, social or family background is acknowledged and addressed.

5.4. Equal Educational Opportunity.

The Board of Trustees will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will have regard to the school's curriculum and to the way the school distributes resources. They will include programmes that redress existing inequities and address the current and future needs of students, particularly:

- a Gender Issues
- b Maori
- c Pacific Islanders
- d Other ethnic groups
- e Students with disabilities
- f Students with other special needs

The aim will be to ensure equal opportunity to participate and succeed in the full range of school activities for all students.

6. DESCRIPTION OF "THE COMMUNITY":

<Board of Trustees to provide>

7. DESIGNATION AND DESCRIPTION OF THIS SCHOOL.

- 7.1. This school is a <general state school, state integrated, special case>
 <co-educational, single sex(boys)(girls)>
 <new entrant to standard 4>
 <new entrant to form 2>
 <form 1 to form 2 (intermediate)>
 <form 3 to form 7 (secondary)>
 <new entrant to form 7 (area)>
 <form 1 to form 7>
 <community school>
 <other>

with ...<name of attached unit>... as an attached unit/teachers.

The proprietor is ...<name and address of proprietor>...(for Integrated Schools only).

7.2. General Description of the School

<Board of Trustees to provide>

8. THE EDUCATIONAL PURPOSE AND GOALS8.1. Purpose or Mission Statement.

- 8.1.1. The needs of children and their learning shall be paramount and therefore the Boards of Trustees must ensure that all students are provided with an education which respects their dignity, rights and individuality and challenges them to reach their full potential. All school activities should be designed to advance these purposes.

8.1.2. <Board of Trustees to provide>

8.2. General Goals.

- 8.2.1. <Board of Trustees to provide. More specific goals and objectives to achieve the goals stated in this section are to be provided by Boards of Trustees in section 9 "Operational Goals and Objectives". Goals in this section must make reference to the more specific goals of Section 9 which have been set by the Board of Trustees to achieve each general goal.>

8.3. Priorities.

<Board of Trustees to provide>

9. OPERATIONAL GOALS and OBJECTIVES:9.0 Treaty of Waitangi Goal

- 9.0.1 To fulfill the intent of the Treaty of Waitangi makers and partners, and to value our dual cultural heritage.

Objective:

Every year prepare a statement on how the board will

- a *make equitable provisions in the curriculum for Maori language and culture, including the special instructional needs of Maori children;*
- b *make the curriculum reflect Maori perspectives;*
- c *develop personnel policies to equip the school to meet the partnership intent of the Treaty partners in all policy decision making;*
- d *fully recognise Maori values in the provision of resources and facilities within the school.*

9.1. Community Partnership Goals

- 9.1.1. To establish a partnership with the school's community and to be responsive to its educational needs and wishes.

Objective:

- a *Every year prepare a policy statement on how the board will consult with the school's community.*

- 9.1.2. To provide opportunities for parents who wish to have their students learn the Maori language.

Objective:

- a *Every year implement a plan which will provide opportunities for students who wish to learn the Maori language.*

- 9.1.3. To provide opportunities for parents who wish to have their children be educated through the Maori language.

Objective:

- a *Every year prepare a statement outlining how provision will be made for students whose parents wish them to be educated through the Maori language. This could be, for example, through the provision of local or distance education and may include the use of language and cultural resources of the Maori community;*

- 9.1.4. <Board of Trustees to provide more if they wish>

9.2. Curriculum Goals and Objectives.

9.2.1. To enhance children's learning.

Objective:

- a At all times accept the obligation to meet national curriculum objectives;
- b Every year choose from the optional subjects in the national curriculum;
- c At all times specify local curriculum goals and objectives;
- d Every year approve a plan that details how the school will deliver the curriculum. This plan will include time allocation, resources, staff preparation, and options and progressions available to students.

The board of trustees shall also require the school staff to develop learning and teaching programmes to implement the curriculum; these will be attached to and read as part of the charter. These programmes must include specific learning objectives and outcomes defined by age and stage, and realistically stated in terms of a range of achievement.

9.2.2. Local School Curriculum Goals and Objectives.

9.2.2.1. Introductory Statement:

<Board of Trustees to provide>

9.2.2.2. Goal. <Board of Trustees to provide>

Objectives:

9.2.2.3. Goal. <Board of Trustees to provide>

Objectives:

9.2.2.4. Goal. <Board of Trustees to provide>

Objectives:

9.3. Equity Goals

- 9.3.1. To ensure that any disadvantage experienced at the school by students, parents, or staff members because of gender, religion, ethnic, cultural, social or family background is acknowledge and addressed.

Objectives:

- a Every year review programmes in the light of any observed or expressed claims of disadvantage and;
- b Every year determine and implement strategies for overcoming those disadvantages.

- 9.3.2. To ensure that this school's policies and practices seek to achieve equitable outcomes for students of both sexes, for rural and urban students, for students from all religions, ethnic, cultural, social, family and class backgrounds and for students irrespective of their ability or disability.

Objectives:

- a By the end of 1990 and once each year thereafter, identify groups of students that do not experience successful outcomes from the school, or who are prevented or discouraged from participating in the full range of activities at the school.
- b By the end of 1990 and once a year thereafter budget for the purchase of other special education services by the school as the need arises;
- c By the end of the first term in 1991 have developed and implemented a programme which aims to achieve equitable outcomes for students identified in objective a above and which involves the allocation of additional resources to those students.
- d By the end of 1991 and once each year thereafter, to evaluate and report to its community on the extent to which the programme has been successful, and to review and amend the programme accordingly.

- 9.3.3 To ensure the curriculum is non-sexist and non-racist.

Objectives:

- a By the end of 1990, to have stated a policy on equity regarding teaching programmes and learning materials to meet the requirements of the national curriculum objectives for education.
- b By the end of 1990, to establish a policy on equity regarding access by all students to learning programmes and physical resources.
- c Comply at all times with the policies stated as a consequence of objectives a and b.

d Review and update the policies annually:

- 9.3.4. To develop policies and procedures which aim to eliminate sexual harassment of students, parents, or staff members in the school and to provide appropriate and proper grievance procedures to handle complaints of sexual harassment.

Objectives:

- a By the end of 1990, publish a clear statement of the policies and procedures which will be followed in this school to safeguard against sexual harassment, including procedures for making and handling complaints.*

- 9.3.5. To provide role models of women and people from different ethnic groups in positions of leadership and authority so that children can understand the meaning of equity in the behaviour they observe from day to day.

Objectives:

- a By the end of 1990 and every year thereafter, make a record of school decisions and procedures including decisions such as appointments, invitations to guest speakers.*
- b By the end of 1990 and every year thereafter, report to the community on the role models which were provided to students throughout the year.*
- c Annually review the decisions and procedures with regard to the provision of role models to students.*

9.3.6 Local Equity Goals and Objectives

<Board of Trustees to provide>

9.4. Personnel Goals.

Staffing Goals.

9.4.1. To staff the school with ancillary/support staff and teachers to meet curriculum objectives.

Objectives:

- a *Appoint sufficient teachers to maintain, at all times, teacher - student ratios within the maxima and minima specified in the national guidelines for education.*
- b *Appoint teaching and non-teaching staff to meet, at all times, the national and local curriculum, and the special needs of individual children.*

9.4.2. To be a good employer, abide by industrial awards and endeavour to maintain harmonious industrial relations.

Objectives:

- a *Comply, at all times, with the principles outlined in the State Sector Act 1988, Section 79.*
- b *Comply, at all times, with all current industrial awards that apply to the teaching and non-teaching staff of the school.*

9.4.3. To develop sound personnel policies, covering the appointment, dismissal, appraisal, discipline and rewarding of staff, which treat staff fairly, protect students and promote staff performance and the effective use of resources.

Objectives:

- a *Comply at all times with appointment, dismissal, appraisal and discipline procedures established in the relevant awards and regulations for all teaching and non-teaching staff.*

Personnel Development Goals

- 9.4.4. To approve and support a staff development programme to enhance the educational opportunities of students and improve the capabilities of all staff.

Objectives:

- a *Every year adopt a staff development programme which specifies clear outcomes and aims for achieving them on the advice of the principal.*
- b *Every year allocate funds for the staff development programme.*
- c *Before approving the staff development programme each year ensure that there is a component in the programme to equip staff to implement equity objectives including sexual harassment.*

- 9.4.5. To provide training opportunities for trustees.

Objectives:

- a *Every year prepare a statement of training priorities for trustees.*
- b *Every year ensure that board training includes a component to equip trustees to implement equity objectives including sexual harassment.*
- c *Budget for the purchase of training services as required.*

Equal Employment Opportunities Goals

- 9.4.6. To provide equal access, consideration and equal encouragement in areas of recruitment, selection, promotion, conditions of employment and career development.

Objectives:

- a *Every year, develop, publish and implement an Equal Employment Opportunities programme, as required by the State Sector Act 1988, after consultation with its employees.*
- b *Every year report to its community on the extent to which the Equal Employment Opportunities programme has been met.*

8/3/89

12

9.5. Finance Goals.

Budgeting, (Income and expenditure)

- 9.5.1. To link resource use to charter objectives by allocating funds to reflect the school's priorities.

Objectives:

- a *Every year prepare an annual budget which reflects charter objectives and priorities.*
- b *By the beginning of each school year, adopt procedures to be used in planning and preparing the annual budget.*

Audit requirements

- 9.5.2. To prepare annual accounts which must be audited by the Audit Office.

Objectives:

- a *Every year prepare annual accounts acceptable to the Audit Office.*

- 9.5.3. To monitor and control the school's resources.

Objectives:

- a *Monitor expenditure regularly so that over expenditure of the budget does not occur, at any time, without the board's prior approval.*

School development

- 9.5.4. <Board of Trustees to provide>

9.6 Property Goals.

9.6.1. To maintain and use the school as a good learning environment.

Objectives:

- a *Every year state a policy which will ensure that the school is kept in a clean, tidy, safe and healthy/hygienic condition.*
- b *Comply, at all times, with the policy stated in a and with local body and other safety and health regulations in regard to the school's equipment, buildings and grounds.*
- c *By the end of 1990 and once each year thereafter have developed and implemented a programme which aims to encourage safe practices and reduce hazards.*
- d *At all times, occupy the property and premises described in the schedule to the attached property occupancy agreement and abide by the conditions of that agreement.*
- e *By 1 October 1990, develop a plan for major and minor maintenance which will include painting the school buildings; cleaning and caretaking; maintenance of the grounds; plumbing, carpentry and electrical repairs; and the supply, maintenance and replacement of equipment, furniture and stores.*
- f *By 1 October in each subsequent year to review the maintenance plan.*

9.7. Goals for Attached Units/Teachers

<Ministry of Education and Board of Trustees to negotiate where appropriate>

10. REPORTING10.1. Reporting to the Community.

The Board of Trustees will report regularly to its community on how well it has achieved the following:

- a community partnership objectives
- b equity objectives
- c curriculum, including national objectives and local school objectives
- d staffing, including Equal Employment Opportunity, and staff development objectives
- e finance, including budgets, auditing, investments and borrowing, school development, and resource-linking objectives
- f property objectives

10.2. Method and Frequency of Reporting.

- 10.2.1. The Board of Trustees will ensure that the principal reports regularly to parents/caregivers on the progress of their sons and daughters.

10.3. Reporting to the Government.

<to be provided>

11. THE BOARD OF TRUSTEES

11.1. Code of Conduct.

Each Board of Trustees is charged with governance of its institution. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Boards of Trustees throughout New Zealand and apply to all members.

Trustees shall :

- 11.1.1 Ensure that the needs of children and their learning shall be paramount;
- 11.1.2. honour the principles of the Treaty of Waitangi through exercising its powers of governance reasonably and in good faith;
- 11.1.3. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to reach their full potential;
- 11.1.4. serve their institution and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities;
- 11.1.5. respect the integrity of staff, the principal, parents and students;
- 11.1.6. be loyal to the institution and its Charter;
- 11.1.7. maintain the confidentiality and trust vested in them;
- 11.1.8. ensure strict confidentiality of papers and information related to the collective employer position;
- 11.1.9. act as good employers;
- 11.1.10. not act independently of the Board's decisions;
- 11.1.12. ensure that any disagreements with the collective stance on matters relating to the employer position are to be resolved in-house;
- 11.1.13. use the Maori community's own processes to consult with the Maori community;

11.2. Meeting Procedures.

11.2.1. Meetings of Board of Trustees should be open to the public, with copies of the agenda to be made available. Times and places of board and committee meetings should be published with at least 10 working days notice Dec 46 Local Govt Official Information Act 1987.

11.2.2. Resolution or motion may be made to exclude the public from the whole or part of the proceedings of any meeting, in terms of Section 47 of the Local Government Official Information and Meetings Act 1987.

11.2.3. Under this section the public may be excluded from this part of the meeting because the Trustees wish to discuss personal matters, and for the reason that discussion of this matter in public would infringe the privacy of natural persons under Section 9(2)(a) of the Official Information Act 1982.

11.2.4. Bona fide reporters for any newspaper or news service are deemed to be members of the public and are entitled to attend any meeting or any part of a meeting for the purpose of reporting the proceedings for any newspaper or news service. They must withdraw with other members of the public when the Board of Trustees goes into committee.

11.2.5. Minutes of meetings are to be available at the Institution office and the office of the servicing agent/authority for public scrutiny.

11.2.6. Any member of the public may inspect the minutes of any meeting, or part of any meeting of the Board of Trustees (not being a meeting or part of a meeting from which the public were excluded) and may take notes therefrom.

11.2.7. Any member of the public so inspecting any such minutes who requests a copy of any part and tenders the prescribed amount (if any) shall be given such a copy.

11.2.8. The secretary of the Board of Trustees should take such precautions as may be necessary to ensure that no person inspecting any such minutes shall inspect or see the minutes of the part of the meeting from which the public was excluded.

12. THE PRINCIPAL

- 12.1. The Principal is the professional leader of the school and is responsible to the Board of Trustees.

The responsibilities of the principal will be stated in another document held by the school and available for public inspection.

12.2. The Principal's Code of Conduct.

The Principal, in carrying out the duties prescribed will:

- 12.2.1. abide by any statutory obligations.
- 12.2.2. be loyal to the Charter so that the Principal's activities will reflect the spirit and the objectives of the Charter.
- 12.2.3. demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each student's dignity, rights, and uniqueness.
- 12.2.4. respect the integrity of staff, members of the Board of Trustees, Parents and Students.
- 12.2.5. demonstrate a commitment to continuing personal and professional growth and staff development.
- 12.2.6. work co-operatively with the school staff, but will have the final responsibility for making decisions within the principal's authority.
- 12.2.7. freely divulge all information on a student to any person with legal rights to the information and who also requests it.
- 12.2.8. respect confidentiality by keeping information on students from people who have no right to it.
- 12.2.9. not vote in Board of Trustees decisions in relation to the Principal's employment.
- 12.2.10. have an understanding and commitment to the elimination of sexism and racism both with respect to equal educational opportunities and equal employment opportunities.

13. ENROLMENT POLICIES AND PROCEDURES

- 13.1. For all schools, except designated Special Schools, and Integrated Schools (Special Character Schools):
- 13.2. This school's Board of Trustees will accept for enrolment all students who are of an eligible age, or otherwise as determined by the Ministry of Education, and who are permanent residents of New Zealand.
- 13.3. If this school is unable to accommodate all students who wish to enrol, then the school's Board of Trustees will negotiate with the Ministry of Education for the establishment of the standard enrolment scheme.
- 13.4. The maximum roll for this school has been set at ..<number>...
- 13.5. The threshold roll (if applicable) has been set at<number>.....
- 13.6. Attendance of Enrolled Students
 - 13.6.1. Regular attendance of enrolled students is the responsibility of the Board of Trustees.
 - 13.6.2. The Board of Trustees will adopt policies and practices that encourage students to attend school regularly. These practices will range from positive guidance-oriented approaches and use of support services, to the initiation of prosecutions.
 - 13.6.3. The Board of Trustees must notify the Ministry of Education within <subject to legislation> days if a student leaves the school or becomes no longer enrolled.

14. REVIEW AND/OR AMENDMENT OF THE CHARTER.

- 14.1. The Board of Trustees will consider any formal request to amend the Charter. Upon the receipt of such a request the Board of Trustees will decide either to continue with the amendment process or to decline to proceed. In either case the Board of Trustees will notify its community (as defined in this Charter), of its decision.
- 14.2. For Integrated Schools any amendment shall not jeopardise or override the Integration Agreement pursuant to the Private Schools Conditional Integration Act 1975.
- 14.3. The Board of Trustees will take the following steps to amend this Charter. It will:
 - 14.3.1. consult with its community on the proposed amendment/s.
 - 14.3.2. alter the proposed amendment/s as it considers necessary.
 - 14.3.3. inform its community of any alterations to the proposed amendment/s.
 - 14.3.4. submit the proposal to the Ministry for its consideration and approval.