



Learn, serve and grow in God

Board of Trustees

Effective Governance Framework



Cornerstone Christian School
Te Kura o Ihu Karaiti to tatou Tuapapa

Updated September 2020

Psalm 1:1-3

Blessed is the one
who does not walk in step with the wicked
or stand in the way that sinners take
or sit in the company of mockers,
but whose delight is in the law of the LORD,
and who meditates on his law day and night.
That person is like a tree planted by streams of water,
which yields its fruit in season
and whose leaf does not wither—
whatever they do prospers.

Table of Contents

1.. Introduction.....	1
2.. Special Character, NEGs, NAGs and Charter	3
3.. Governance and management definitions at CCS.....	4
4.. Governance Policy	6
4.1. The individual trustee’s roles and responsibilities	7
4.2. The Board’s roles and responsibilities	8
4.3. The Code of Conduct for CCS Board of Trustees	10
4.4. The Principal’s responsibilities and delegations	11
4.5. The relationship between the Board and the Principal.....	13
4.6. The Chairperson’s role.....	14
4.7. The relationship between the Chair and the Principal	15
4.8. The Principal’s performance appraisal	16
4.9. How to deal with concerns	17
4.10. Trustee remuneration and expenses.....	18
4.11. Conflict of interests.....	18
4.12. Meeting process	19
4.13. Meeting procedures	19
4.14. Committees.....	22
4.15. Board delegations.....	25
4.16. Governance policy review	26
4.17. Triennial review/Board planning schedule	27
4.18. Trustee register.....	28
5.. Operational Policies.....	29
5.1. Reporting to the Board (NAGs 1-8).....	29
5.2. Curriculum delivery (NAG 1)	30
5.3. Personnel (NAG 3)	31
5.4. Appointments (NAG 3).....	32
5.5. Disciplinary process in relation to Principal (NAG 3)	33
5.6. Budget and financial planning (NAG 4).....	33
5.7. Financial condition (NAG 4)	33
5.8. Asset provision and upkeep (NAG 4)	34
5.9. Fundraising	35
5.10. Health and safety (NAG 5)	36
5.11. Legal responsibilities.....	36
5.12. Enrolment	37
Appendix 1: Statement of Special Character	38
Appendix 2: NEGs and NAGs	39
Appendix 3: The Cornerstone Christian School Charter	44
Appendix 4: Statement of Faith	45
Appendix 5: Board agenda template	48
Appendix 6: Template for Board meeting evaluation	49
Appendix 7: Public attending Board meetings procedure	50

1 Introduction

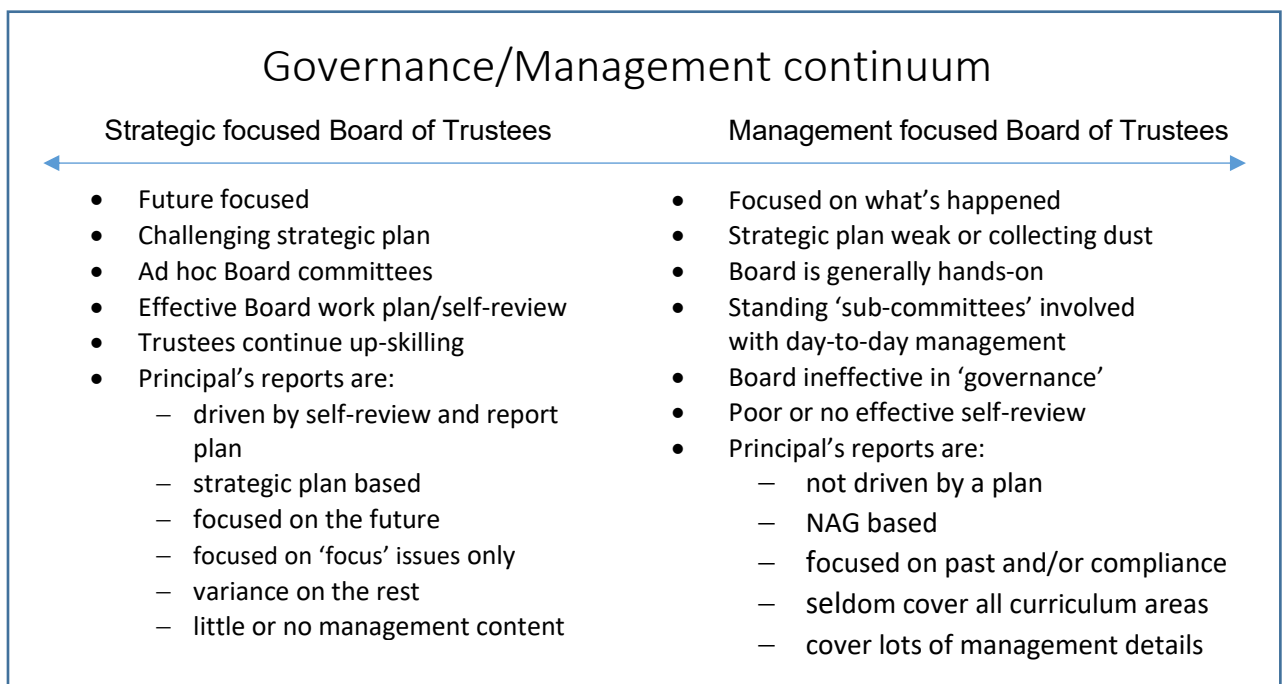
Emergent review

The school was reviewed by the Education Review Office in 2012. Part of the discussion with the review team centred on the Board's self-review. ERO noted that both the governance manual and the self-review model were detailed and focused on compliance. When the governance manual was printed in preparation for the 2013 Board elections the Board noted that the manual was large (2 volumes in excess of 170 pages each) and that it contained an extensive amount of procedural (management-level) documentation.

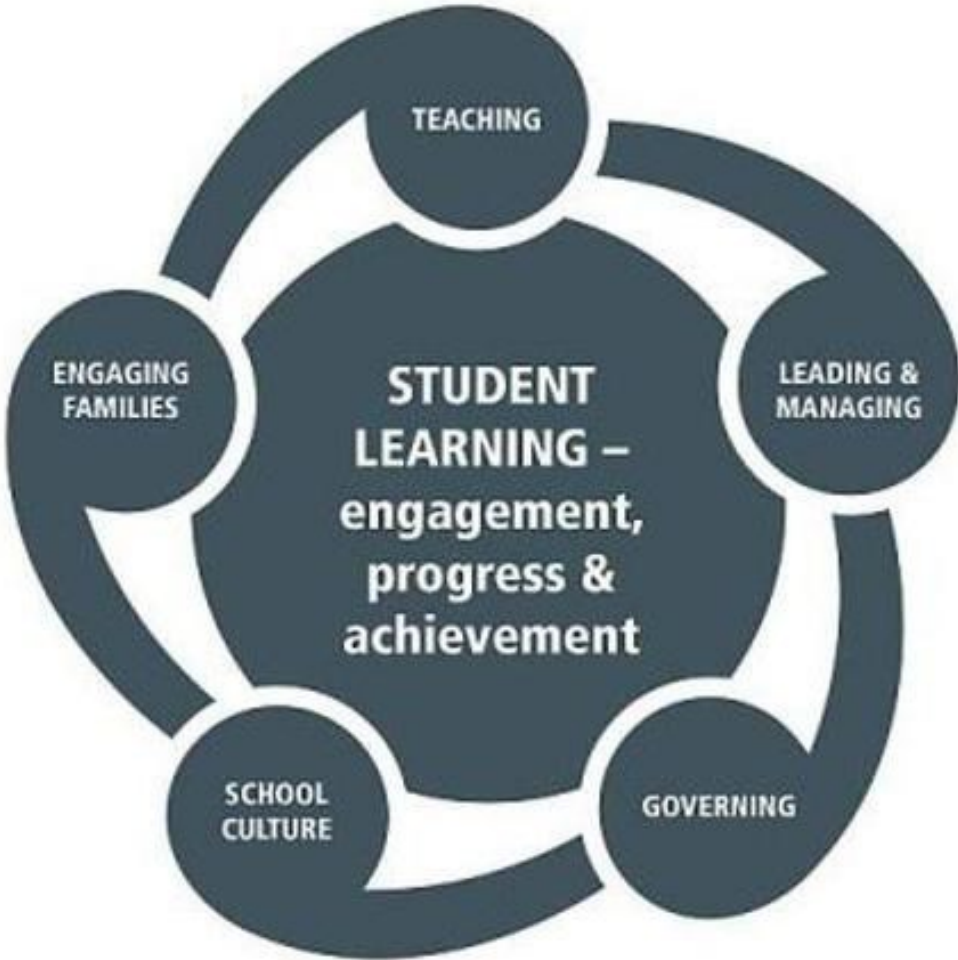
The Board undertook to review its governance model over a 24-month period. The review began with significant background research and included:

- The NZSTA policy framework (which was used as the basis for this governance framework)
- Other policy frameworks including those of Kingsway School, Middleton Grange School, Bethlehem College and the New Zealand Christian Proprietors' Trust model
- The Team Solutions model "*No more nagging doubts*" (University of Auckland)
- A private consultant, employed to assist with the process (Sharp Governance)
- A local researcher, employed to assist with writing and documenting the Cornerstone Christian School Board manual
- Board planning days held in 2013 and 2014 (separate from the regular Board meeting cycle)
- ERO's *Six Dimensions of a Successful School*

The Board resolved to move to a strategic-focused governance model as displayed below.



The governance framework that follows is the result of this significant review. Each policy will be reviewed on a regular cycle (in most cases on a three-yearly cycle). Emergent review of policy will be undertaken as required. Reviews will be underpinned with a focus on student learning and achievement and the understanding that all aspects of a school’s operation ultimately have their purpose in raising students’ learning and achievement as per the diagram below from the Education Review Office of New Zealand.



Ko te tamaiti te putake o te kaupapa (The child: the heart of the matter)

This whakatoki puts the focus on the preeminent aspect of education at Cornerstone Christian School. We believe that a strong link between the school, the whanau and the Lord constitutes “a cord of three strands which is not easily broken” (Eccl 4:12)

2 Special Character, NEGs, NAGs and Charter

Definitions

State-Integrated School with a Special Character

State-integrated schools teach the New Zealand Curriculum but have their own Special Character (usually a philosophical or religious belief) as part of their school programme. They receive the same operational funding for each student as other state schools but their buildings and land are privately owned by a Proprietor. The Proprietor may charge school parents a compulsory fee called 'attendance dues' to allow it to purchase, maintain and insure school property and buildings. The Proprietor has special accountability in terms of maintaining the Special Character and is entitled to have representatives on the Board of Trustees (Board).

The Proprietor of Cornerstone Christian School is the Cornerstone Christian Education Trust. The Special Character, as laid down in the Integration Deed of Agreement and updated in supplementary agreements, is included in Appendix 1.

National Education Goals (NEGs)

The National Education Goals (NEGs) are ten statements of desirable achievement that Boards of Trustees must work towards in partnership with government. The NEGs are seen by the government as being desirable outcomes that most New Zealanders wish for in the education of their children. The NEGs are listed in Appendix 2.

National Administration Guidelines (NAGs)

The National Administration Guidelines (NAGs) are the administrative framework which Boards must use to work towards the NEGs. The NAGs are listed in Appendix 2.

Charter

The Charter is the agreement between the Board and the Ministry of Education (MOE) which outlines the school's purpose, operations, strategic and annual plans and student achievement targets. It is updated each year and approved by the Board before being submitted to the MOE by 1 March. The Charter is included in Appendix 3.

3 Governance and management definitions at CCS

The Board of Trustees of Cornerstone Christian School is focused on the ongoing improvement of student progress and achievement together with the implementation of the school's Special Character.

To ensure effective school performance, the Board is committed to maintaining a strong and effective governance framework which incorporates legislative requirements and good practice and which reflects the Special Character of the school.

The following are the Board's agreed governance and management definitions which form the basis upon which both the working relationship between the Board and Principal and the Board's policies are based.

Governance

The Cornerstone Christian School Board of Trustees is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It sets the vision for the school (as documented in the Charter) and ensures compliance with legal and policy requirements including the delivery of Special Character.

The Board's influence is strategic. Board meetings primarily focus on strategic planning, student progress and achievement and school development.

Board members do not have any role in the day-to-day business of the school. Rather, they exert influence at a strategic level when they meet together as members of the full Board. If a Board member is doing something in the school, e.g. helping with maintenance or providing transportation for a classroom excursion, he/she is doing so as a volunteer rather than as a member of the Board. A trustee is not precluded from some paid contract work at the school (within boundaries as set by the Secretary of Education) but this would be strictly as a contractor at the school under the management of the school and any conflicts of interest at the Board table must be declared.

Board policies are at a governance level and outline clear delegations to the Principal. The Principal is the professional leader of the school and manages day-to-day business within the policy framework established by the Board. The Board expects the Principal to provide relevant assurance information and to alert the Board to risk and variance. The Board reassures itself that the Principal is leading and managing the school as it expects through the Principal's reports to the Board, through periodic review of the implementation of Board policy and by conducting an annual performance appraisal of the Principal.

The Principal reports to the Board as a whole rather than to individual trustees (including the Chair).

Management

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.

In summary,

The Board controls the management of the school by its general policy framework which is the guiding document in the school.

The general policy framework includes:

The Charter	The Charter is the core Board policy document. It outlines the school's vision and is reviewed periodically in consultation with key stakeholders.
The governance policy	The governance policy (section 4) outlines how the Board will function and sets standards and performance expectations that create the basis for the Board to monitor and evaluate its performance as part of ongoing monitoring and self-review.
Operational policies	Operational policies (section 5) define the Board's expectations for the management of the school. They are broad statements which focus, at this point, on compliance with the National Administration Guidelines (NAGs).

In developing the above definitions for Cornerstone Christian School the BOARD was mindful of the following excerpts from the Education Act 1989:

Education Act 1989, Section 75 and 76, and Section 65

The legal responsibility of Boards of trustees is determined by Section 75 of the Education Act 1989:

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.

Section 75: replaced, on 13/2013, by [section 16](#) of the Education Amendment Act 2013 (2013 No).

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

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

4 Governance Policy

The governance policy outlines how the Board will operate and set standards and performance expectations that create the basis for the Board to monitor and evaluate its performance as part of ongoing monitoring and review cycle.

Unless otherwise stated, review schedule occurs triennially.

4.1. The individual trustee's roles and responsibilities

The Board is made up of up to five (5) elected parent trustees, the Principal, a staff trustee, up to four (4) Proprietor's trustees (appointed by the Proprietor), one (1) student trustee and co-opted or appointed persons as required. The number of elected parent trustees must be greater than the number of appointed or co-opted trustees; this is to fulfil the spirit of the Education Act 1989 where schools are governed by the community for the community.

Each trustee fulfils legislative requirements relating to Board composition. The reason for having the various positions (e.g. staff/student/parent/Proprietor) is that each brings a particular perspective to Board decision making. However, trustees are not on the Board to be an advocate for any particular group within the school community. As a member of the Board, each trustee has an obligation to serve the broader interests of the school and its students with equal voice, equal vote, equal standing and equal accountabilities.

Requirements of the individual trustee:

The individual trustee's accountability measure	Performance Criteria/Expected Results
1. To uphold the Special Character	<ul style="list-style-type: none"> The Special Character is reflected in the trustee's conduct inside and outside of the school
2. To abide by the Board's governance and operational policies	<ul style="list-style-type: none"> The trustee has a copy of the governance manual and is familiar with all Board policies
3. To be bound by the Code of Conduct	<ul style="list-style-type: none"> The trustee signs the Code of Conduct at the beginning of every 3 yearly Board cycle or upon appointment The trustee acts within the Code of Conduct
4. To attend Board meetings and take an active role as a trustee	<ul style="list-style-type: none"> No unexplained absences at BOARD meetings. Three consecutive absences without prior leave result in immediate termination; Refer Education Act 1989, s104 (1) (c) In order to engage in Board discussion it is expected that trustees have read all material in the Board mail out prior to the meeting
5. To act in the best interests of all of the students at the school	<ul style="list-style-type: none"> The trustee accepts that he/she is there for all of the students at the school and not as an advocate for any group he/she may represent (e.g. staff, students) The staff/student/parent trustees do not bring staff/student/parent concerns to the Board
6. To up-skill in governance-related matters	<ul style="list-style-type: none"> The trustee is available to undertake training

Policy No: 4.1	Last Review Date: 2017	Next review date: 2021
----------------	------------------------	------------------------

4.2. The Board's roles and responsibilities

The Board	Performance Criteria/Expected Results
1. Sets the strategic direction and long-term plans and monitors the Board's progress against them	<ul style="list-style-type: none"> • The Board leads the Charter review process • The Board sets the strategic goals and approves the annual plan and targets in line with MOE expectations • Regular Board meetings include a report on progress towards achieving strategic aims
2. Protects the Special Character of the school	<ul style="list-style-type: none"> • The Special Character is clearly apparent in Board process, relationships and reporting
3. Monitors financial management of the school and approves the budget	<ul style="list-style-type: none"> • The budget is aligned with the school's strategic priorities • Satisfactory performance of the school against budget
4. Monitors and evaluates student progress and achievement	<ul style="list-style-type: none"> • The Principal's regular report to the Board includes updates on progress toward student achievement targets highlighting risks and successes • The Board sets targets in the annual plan and monitors and evaluates progress against these • The Board reviews student achievement against the National Standards annually and reviews progress towards the National Standards during the year
5. Effectively manages risk	<ul style="list-style-type: none"> • The Board remains briefed on internal/external risk environments and take action where necessary • The Board identifies 'trouble spots' through self-review and implements a plan of action as necessary • The Board expects that the Principal reports on all potential and real risks when appropriate
6. Ensures the Board is compliant with its legal requirements	<ul style="list-style-type: none"> • Board meetings have a quorum of more than half of the Board • Accurate minutes of all Board meetings are approved by the Board and signed by the Chair • Individual staff/student matters are always discussed 'in committee'
7. Approves major policies and programme initiatives	<ul style="list-style-type: none"> • Major policies and programme initiatives are approved and minuted
8. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	<ul style="list-style-type: none"> • Treaty of Waitangi implications are considered in Board decisions • The Board is culturally responsive and inclusive

<p>9. Approves and monitors personnel policy and procedures and acts as a good employer</p>	<ul style="list-style-type: none"> • The Board is familiar with employment conditions and acts as a good employer as defined in the personnel policy • Review of performance against personnel policy occurs within the normal 3 year timeframe
<p>10. Appoints, supports and evaluates the performance of the Principal</p>	<ul style="list-style-type: none"> • A robust performance management system is in place and is completed on an annual cycle • A kaupapa of 'no surprises' is upheld at Board meetings
<p>11. Deals with disputes and conflicts referred to the Board as per the school's 'how to deal with expressed concerns' policy</p>	<ul style="list-style-type: none"> • Successful resolution of any disputes and conflicts • Referral of any concerns given to the Board that are not in step with the procedures back to the complainant or appropriate member of staff in line with the policy
<p>12. Oversees, conserves and enhances the resource base</p>	<ul style="list-style-type: none"> • Property/resources meet the needs of the student achievement and discipleship aims
<p>13. Be an effective participant in Community of Learning (COL) activities as the COL develops and Cornerstone understands its place in this.</p> <p>Maintain a collaborative relationship with the other COL schools</p>	<ul style="list-style-type: none"> • Appoint lead principal • Be an active part of the consultation around achievement challenges • Receive and consider regular reports from the lead principal concerning learning progress from the COL
<p>14. Effectively hands over governance to new Board of Trustees at election time</p>	<ul style="list-style-type: none"> • The new Board is provided with an up-to-date governance manual and a satisfactory induction and orientation programme

Policy No: 4.2	Last Review Date: 2017	Next review date: 2021
----------------	------------------------	------------------------

4.3. The Code of Conduct for CCS Board of Trustees

Board members shall:

- Maintain Godly conduct in all respects appropriate to commonly held beliefs of the Christian faith (including those outlined in the Statement of Faith) and representative of the school’s Special Character
- Accept and recognise a responsibility to maintain and preserve the Special Character of the school
- Accept the responsibility to uphold the school, the staff and children in prayer
- Respect the integrity of the Principal and staff
- Recognise the lack of authority in any individual trustee or subgroup of the Board in any interaction with the Principal or staff
- Not act independently of Board decisions
- Act in a way that provides recognition of the Treaty of Waitangi and the unique role that Maori play in the continuing development of New Zealand’s multicultural society
- Recognise that only the Chairperson (working within the Board’s agreed Chairperson role description) or a delegate working under written delegation, can speak for the Board. In general circumstances only the Principal or the Board Chair may speak to the media on behalf of the school
- Publicly represent the school in a positive manner
- Maintain the confidentiality of any private or limited circulation information entrusted to them
- Disclose any interest or involvement in any organisation that may have financial dealings with the school and not vote in any decision involving any such organisation
- Speak with one voice through its adopted policies and ensure that any disagreements with the Board’s stance are resolved within the Board
- Be available to undertake appropriate trustee development
- Continually self-monitor their individual performance as trustees against the governance policy and any other current Board evaluation tools

Signed: _____

Date: _____

Policy No: 4.3	Last Review Date: 2017	Next review date: 2021
----------------	------------------------	------------------------

4.4. The Principal's responsibilities and delegations

The Principal is responsible for overseeing the implementation of Board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "Principal" for responsibility for implementation. The Principal is responsible for and/or delegated authority to:

1. Uphold the Special Character
2. Meet the requirements of the current job description
3. Meet the requirements of the Principals' Professional Standards
4. Act as the professional leader and day-to-day manager of the school within the law and in line with Board policies
5. Develop an annual plan that is aligned with the Board's strategic plan and meets Board legislative requirements and any MoE expectations and bring this to the Board for ratification
6. Implement the annual plan and give priority to the school's annual targets
7. Use resources efficiently and effectively
8. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place
9. Approve staff attestation for salary increments
10. Allocate pay units for management positions and other remunerated roles
11. Oversee staff appraisals and staff professional development
12. Hire, deploy and terminate relieving and ancillary staff positions
13. Hire teaching staff as per the appointments policy
14. Initiate and carry out disciplinary or competency proceedings with staff if needed
15. Communicate with the community on operational matters where appropriate
16. Limit public statements about the official position of the Board on controversial social, political, and/or educational issues to what the Board has formally adopted as positions of record
17. Keep the Board informed of information important to its role including any changes in legal and reporting requirements for the school
18. Report to the Board on the compliance, or lack thereof, with their policies
19. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
20. Prepare the draft annual budget in line with the strategic and annual plans and current needs analysis
21. Manage the school's finances in a fiscally responsible manner and report monthly to the Board of Trustees on variance against the budget
22. Authorise and manage all expenditure in the school
23. Purchase, use and manage resources efficiently in line with the strategic plan
24. Maintain effective stewardship of assets (financial and property)
25. Develop and implement systems and documentation within the school to ensure its effective operation and continuity e.g. Quality Management Systems and procedures regarding student welfare, student management, staff appraisal etc.
26. Report to the Board, Community of Learning updates and data related to the COL achievement challenges

Only decisions made by the Board acting as a Board are binding on the Principal. Decisions or instructions by individual Board members, committee chairs, or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure “no-surprises” at Board meetings.

The Principal is not restricted from using the expert knowledge of individual Board members acting as volunteers.

Policy No: 4.4	Last Review Date: 2017	Next review date: 2021
----------------	------------------------	------------------------

4.5. The relationship between the Board and the Principal

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. Clear role definitions have been developed. The relationship principles listed below are to be read in line with the following:

- The Board’s agreed governance and management definitions (3)
- ‘The Principal’s responsibilities and delegations’ policy (4.4)
- ‘The Board’s roles & responsibilities’ policy (4.2)
- The ‘Code of Conduct for CCS Board of Trustees’ (4.3)

Relationship principles:

1. Psalm 133: *How good and pleasant it is when God’s people live together in unity...For there the LORD bestows his blessing, even life forevermore.*
2. This relationship is based on mutual respect, trust and integrity
3. The Principal reports to the Board as a whole rather than to individual trustees
4. All reports presented to the Board by the staff are the Principal’s reports and the Principal is accountable for the contents
5. There are clear responsibilities and delegations by the Board to the Principal through policy
6. There should be no surprises at Board meetings
7. Neither party will deliberately hold back important information
8. Neither party will knowingly misinform the other

Policy No: 4.5	Last Review Date: 2017	Next review date: 2021
----------------	------------------------	------------------------

4.6. The Chairperson's role

The Chairperson of Cornerstone Christian School's Board of Trustees safeguards the integrity of the Board's processes. The Chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a Board decision reached. The Board's ability to meet its obligations, and the plans and targets it has set, are enhanced by the leadership and guidance provided by the Chair.

The Chair:

- 1 Welcomes new trustees, ensures that the conflict of interest disclosure is made and that the Code of Conduct is understood and signed and leads new trustee induction
- 2 Assists trustees' understanding of their role, responsibilities and accountability including the need to comply with the Code of Conduct
- 3 Leads the trustees and develops them as a cohesive and effective team
- 4 Ensures that the work of the Board is completed
- 5 Ensures that trustees act within Board policy and delegations at all times and do not act independently of the Board
- 6 Sets the Board's agenda and ensures that all trustees have the required information for informed discussion of the agenda items
- 7 Ensures that the meeting agenda content is only about those issues which according to Board policy clearly belong to the Board to decide
- 8 Effectively organises and presides over Board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant Board policies
- 9 Ensures all trustees have the opportunity to participate in Board discussions
- 10 Represents the Board to external parties as an official spokesperson for the Board except for those matters where this has been delegated to another person/s
- 11 Establishes and maintains a productive working relationship with the Principal
- 12 Ensures that the Principal's performance agreement and appraisal are completed on an annual basis

Policy No: 4.6	Last Review Date: 2017	Next review date: 2021
----------------	------------------------	------------------------

4.7. The relationship between the Chair and the Principal

The Chairperson (Chair) is the leader of the Board and works on behalf of the Board with the Principal. The relationship principles listed below are to be read in line with the following:

- The Board’s agreed governance and management definitions (3)
- ‘The Principals responsibilities and delegations’ policy (4.4)
- ‘The Board’s roles & responsibilities’ policy (4.2)
- ‘The Chairperson’s role’ policy (4.6)
- The ‘Code of Conduct for CCS Board of Trustees’ (4.3)

Relationship principles:

1. Psalm 133: *How good and pleasant it is when God’s people live together in unity...For there the LORD bestows his blessing, even life forevermore.*
2. A positive, productive working relationship between the Principal and the Chair is both central and vital to the school. This relationship is based on mutual trust and respect.
3. The Principal and Chair must work collaboratively and there should be no surprises at Board meetings. Each must be able to counsel the other on performance concerns.
4. The Chair and the Principal support each other in their respective roles. There is understanding/acceptance of each other’s strengths and weaknesses. Each agree not to undermine the other’s authority. There is agreement to be honest with each other. Each agree and accept the need to follow policy and procedures.
5. The Chair and the Principal will establish an annual Memorandum of Understanding (MOU) which outlines the jointly agreed principles for the relationship.
6. Agree and understand that the Chair has no authority except that granted by the Board in any specific delegation.

Policy No: 4.7	Last Review Date: 2017	Next review date: 2021
----------------	------------------------	------------------------

4.8. The Principal's performance appraisal

This policy should be read in conjunction with and reviewed against the Area School Principals' Collective Agreement. The Principal's performance is appraised on an annual basis with the objective of enhancing teaching, learning and discipline for the students of the school. This process will:

- 1 Ensure that the Principal's performance will be formally appraised on an annual basis by a competent professional contracted by the Board. At the Board's choice this could be either an independent consultant who specialises in education and is able to review the effectiveness of the education provided, or another suitable person. The identity of appraiser selected must be negotiated with the Principal.
- 2 Result in a written assessment of the Principal's performance on an annual basis, identifying strengths, areas of good practice and any training/professional development needs for the Principal to undertake.

There will be two meetings during the year between the Principal and Chair or delegate(s) to discuss progress.

The criteria for appraisal will be the objectives set in the performance agreement; these objectives are drawn from the school's strategic and annual operating plans, the Principal's job description and the professional standards.

Every endeavour shall be made by the Board and Principal to reach agreement on a performance agreement that is acceptable to both of them. Where this has not been achieved the Board or the Principal may seek professional advice to assist them. Where a performance agreement acceptable to both parties is still not achieved, the decision of the Board in relation to the contents of the performance agreement for that year will be final. In such circumstances the Principal shall have the right to attach written comments including any professional advice obtained under and/or noting any objectives that he/she considers unreasonable, to the performance agreement which shall be considered during the review or other proceedings.

With prior approval from the Board committee and the Principal, the appraiser 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. However, the report must not contain individual opinions but rather summarise trends.

The appraiser will, in consultation with the Principal, summarise the data acquired into the final appraisal report and will discuss the findings of the report with the Principal prior to its being seen by any other person. The Principal will be given a copy of the report prior to it being tabled for the Board and will be given opportunity to comment to the Board on the appraisal report in writing. The report and the Principal's written comment will be discussed in committee. The Board will make a written evaluative judgment on the results of the appraisal. The emphasis should be firstly on affirmation, recognition and appreciation for the year's work completed. It should then follow with suggestions where further improvements can be made.

The performance agreement and results of the appraisal remain the property of the appraisee. The Board may show the appraisal to other parties with the Principal's agreement.

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 an independent mediator to mediate. Ultimately the Board will have responsibility for any final decision. [refer to NZSTA guidelines]

Policy No: 4.8	Last Review Date: 2017	Next review date: 2021
----------------	------------------------	------------------------

4.9. How to deal with concerns

The general principle to be followed is that concerns are best dealt with at the lowest possible level.

People with a concern should refer to the procedures given in the “Communicating your Concerns” document.

Concerns with Board policy or direction should be expressed in writing to the Board and signed by the person concerned.

Unsigned written concerns will not be considered.

Concerns which have gone through the proper process and have come to the Board will be dealt with as such:

1. The letter is tabled at the next Board meeting (note agendas are set a week in advance)
2. The issue is discussed with the Principal, which may occur in committee
3. The Board may delegate further investigation to a committee
4. Decision made by the committee/Board on appropriate response
5. A formal reply, to the complainant from the Board Chair, is made.

Scriptural guidance:

- James 1:19 *My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry,*
- Matt 18:15: *If a fellow believer hurts you, go and tell him; work it out between the two of you. If he listens, you've made a friend.*
- Ephesians 2:13: *Do everything without grumbling or arguing, so that you may become blameless and pure, children of God without fault in a warped and crooked generation. Then you will shine among them like stars in the sky as you hold firmly to the word of life.*
- Matthew 7:3: *Why do you look at the speck of sawdust in your brother's eye and pay no attention to the plank in your own eye?*

Policy No: 4.9	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

4.10. Trustee remuneration and expenses

The Board has the right to set the amount that the Chairperson and other Board members are paid for attendance at Board meetings in recognition that these fees cover the expense of attending meetings. The Principal, as a member of the Board is entitled to the same payment as all other trustees except the Chairperson. Currently at Cornerstone Christian School:

- The Chairperson or acting Chair receives \$75.00 per Board meeting
- All other Board members receive \$55.00 per Board meeting
- There is no payment for any working group/committee meeting
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the Chairperson
- Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval for costs must first be sought from the Chairperson who will consult with the Principal regarding actual vs budget expenditure for Board professional development.
- All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring

Policy No: 4.10	Last Review Date: 2018	Next review date: 2021
-----------------	------------------------	------------------------

4.11. Conflict of interests

The standard of behaviour expected at Cornerstone Christian School is that all staff and Board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's integrity, and to protect the integrity and reputations of staff and Board members. Upon election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file.

In the course of meetings or activities, staff and 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 gain. After disclosure, the person making the disclosure will be asked to leave the room for the discussion and will not be permitted to vote on the question.

It should be noted that no trustee (or trustee's company) is permitted to enter into contracts with the school with a combined worth over \$25,000 per annum (incl. GST) without the expressed written permission of the Secretary for Education.

Policy No: 4.11	Last Review Date: 2018	Next review date: 2021
-----------------	------------------------	------------------------

4.12. Meeting process

The Board is committed to effective and efficient meetings that are focused at a governance level and provide the information the Board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the Chairperson. Sufficient copies of the agenda of the open (public) session will be made available at the meeting for the public.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have 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 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

Policy No: 4.12	Last Review Date: 2018	Next review date: 2021
-----------------	------------------------	------------------------

4.13. Meeting procedures

(* denotes legislative requirement)

General:

- Meetings are held as per the triennial review/Board planning schedule with dates confirmed each December for the following year.
- The quorum shall be more than half the members of the Board currently holding office.*
- 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.
- The Chairperson shall be elected at the first meeting of the year except in the Board election year where it will be at the first meeting of the newly elected Board.*
- Every question before the Board shall be decided by a majority of the votes cast on it by the trustees present.
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and shall 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. including those of a spouse or family member. 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.
- Only trustees have automatic speaking rights.
- The Board delegates (and minutes) powers under Sections 15 & 17 of Education Act to the Disciplinary Committee.
- The Board delegates (and minutes) authority to the deputy Principal in the times of absence of the Principal.
- All meetings will begin with devotions given by a trustee and end with a closing karakia.

- Board minutes will be taken by a non-trustee paid on a commercial basis.

Time of meetings:

- Regular meetings commence at 6.30pm and conclude by 9:30pm with a short break in the middle.
- A resolution for an extension of time may be moved.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings:

- A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees currently holding office.

Exclusion of the public:

- 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 unless specifically asked to stay. To initiate this a motion must be put and passed to exclude the public from either part of all of the meeting. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.

Public participation:

- The Board meeting is a meeting held in public rather than a public meeting. The public are welcome but should not sit at the Board table. Generally the public would not be speaking during a Board meeting.
- Public participation is at the discretion of the whole Board by voted motion.
- Public attending the meeting are given a notice by the Chair about their rights regarding attendance at the meeting - Public attending Board meetings procedure (Appendix 7)

Motions/amendments:

- 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.*
- Motions and amendments once proposed and accepted may not be withdrawn.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.

Tabling documents:

- Written information used in support of a discussion needs to be included in the mail out to ensure that all Board members have had opportunity to read and consider the material.
- A copy of written information used in support of a discussion is to be stored with the minutes.

Correspondence:

- 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.

Termination of debate:

- All decisions are to be taken by open voting by all trustees present.

Lying on the table:

- 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.

Points of order:

- Points of order 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.

Suspension of meeting procedures:

- The Board's normal meeting procedures may be suspended by resolution of the meeting.

Agenda:

- Agenda items are to be notified to the Chair 7 days prior to the meeting.
- Late items will only be accepted with the approval of the Board and in rare circumstances where a decision is urgent.
- A Board agenda template is included in Appendix 5.
- The order of the agenda may be varied by resolution at the meeting.
- Each matter requiring a decision of the Board is to be included on the agenda as a separate meeting item.
- All items in the agenda are to carry a recommended course of action and where appropriate will be supplemented by supporting material in the mail-out.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the Board Chair 7 days before the meeting.
- Mail-out will occur on the Thursday before the Tuesday Board meeting. Trustees are responsible for ensuring they receive the mail-out.

Minutes:

- The Principal is to ensure that secretarial services are provided to the Board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A set of minutes is to be compiled and sent to the full Board. Amendments will be agreed to at the following Board meeting.
- Amended minutes will be distributed by email to trustees within 7 days of the meeting.

Evaluation of meeting:

- An evaluation of meeting effectiveness is encouraged whenever trustees feel it necessary.

Policy No: 4.13	Last Review Date: 2018	Next review date: 2021
-----------------	------------------------	------------------------

4.14. Committees

Committee Principles

The Board may set up committees to assist the Board to carry out its responsibilities and due process, e.g. staff appointments, disciplinary, uniform.

The Education Act 1989, section 66 gives the Board the authority to delegate any of its powers to a special committee except the power to borrow money.

The Board must document in the Board minutes and in writing to each committee member the precise powers that are delegated to an individual committee. In addition the same delegation motion must name who has delegated authority. For example, the committee can:

- 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.

Board committees:

1. Are to be used sparingly to preserve the Board functioning as a whole when other methods have been deemed inadequate.
2. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee. The committee Chair must be a trustee chosen by the Board.
3. 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 or the Chair.
4. Help the Board (not the staff) do its work.
5. Must act through the Board and therefore can only recommend courses of action to the Board and have no authority to act unless they have the delegated authority of the Board. Examples where this may occur include the Board discipline committee and the Board personal appointment committee.
6. Assist the Board chiefly by preparing policy alternatives and implications for Board deliberation. Board committees are not to be created by the Board to advise staff.
7. Are to have terms of reference drawn up as required. The Board must determine the following at the time the committee is decided:
 - specific purpose
 - specific committee members involved and Chair of the committee
 - specific delegated authority and the limits of that
 - specific timeframe (in which the committee's purpose must have been completed) and any reporting deadlines

Operational policy review committee general guidelines:

Purpose:

To monitor compliance with Board policies and external legislation with a specific reference to the overall impact on student learning. This includes:

1. Supporting the Board to review the effectiveness of the Board's governance processes.
2. Reviewing the effectiveness of systems for the assessment and management of areas of risk.
3. Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.

4. Verifying that the Special Character is upheld in each area of school operations.
5. Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the Board.
6. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the Board.
7. Ensuring implementation of the triennial review programme.

Procedure

The committee will undertake a review of the specified area in consultation with the Principal and will formulate its report based on its findings and discussions with the Principal.

Follow on from review

The Board is to discuss the contents of the report and document what areas are considered non-compliant with Board policy. The Principal will be charged with implementing changes in procedures to ensure that compliance is achieved. It should be noted that it is not the Board's responsibility to decide on procedures, as that is the job of the Principal. The Board review's purpose is to point out areas which are not considered compliant with Board policy.

Committee members:

At least 2 trustees will be nominated to perform a review and write a report regarding compliance with Board policy in a given area.

Meets:

As required. The Chair of the committee will report to the Board as appropriate on the areas covered by the terms of reference and the triennial review programme.

Delegated authority:

The review committee is formally constituted as a committee of the Board within these approved terms of reference and the delegated authority in the delegations list.

The committee and the committee Chair shall be appointed by the Board. The Board may co-opt members to the committee if required.

The committee is to begin by making an appointment to meet with the Principal to discuss the area of policy under review. The Principal will be given two weeks' notice to allow him/her to bring together sufficient information to share with the committee. At the Principal's discretion other members of the management team may be included in this initial meeting. The activities of the committee will be facilitated by the Principal to ensure that interactions with staff are handled sensitively.

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 requested 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. (Note: NZSTA provides helpdesk and industrial advice free to trustees and Boards in addition to self-audit checklists and a myriad of other free assistance and tools).

No individual member of the review committee can act without the directive of the committee as a whole.

Disciplinary committee general guidelines:

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

The committee includes all members of the Board, or may be delegated to an ad hoc disciplinary committee. Due to the principle of natural justice the Principal cannot be a member of the committee. The Chair of the committee is the Board Chairperson or in the Chairperson's absence will be determined by the committee. The quorum for the committee shall be two trustees.

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. The committee will:

1. Act in fairness, without bias or prejudice and with confidentiality
2. Act within legislation and the MoE guidelines
3. Act only on written and agreed information, not verbal hearsay
4. Use processes of natural justice in discipline hearing procedures
5. 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 at each Board meeting by the Principal.

Policy No: 14.14	Last Review Date: 2018	Next review date: 2021
------------------	------------------------	------------------------

4.15. Board delegations

Cornerstone Christian School delegations list

Date of Minuted Delegation	Personnel	Delegated Authority	Term of Delegation
Insert date when a committee is convened	<p>Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee.</p> <p>Disciplinary committee</p> <p>All current trustees not including the Principal or an elected ad hoc committee</p>	<p>See individual committee terms of reference in the Board's governance manual.</p> <p>The disciplinary committee members are delegated authority to implement the Board's disciplinary committee terms of reference, as outlined in the Board's governance manual.</p>	<p>Delegation ceases at the date below, by earlier resolution of the Board or, if no date, is ongoing.</p>
28/08/18	Deputy Chairperson	In the absence of the Chairperson, the deputy Chairperson shall perform all the roles and responsibilities of the Board Chair.	
28/08/18	Cornerstone Fundraising Group	The Cornerstone Fundraising Group members are delegated authority to manage all school fundraising in line with the principles outlined in the Board's governance manual	

Policy No: 4.15	Last Review Date: 2018	Next review date: February 2021
-----------------	------------------------	---------------------------------

4.16. Governance policy review

Board Induction

The Board is committed to ensuring continuity of business and a smooth transition when trustees join the Board. Therefore,

1. New trustees will receive a welcome letter on their joining the Board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction meeting
 - The date of the next Board meeting
 - Chair and Principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
 - Governance and management definitions
 - Charter
 - Governance and Operational policies
 - Triennial review/Board planning scheduletogether with any other relevant material
3. Following the triennial election the whole Board will undertake induction to ensure that the Board remains unified in its understanding of its role. In instances where a new trustee is elected or appointed between triennial elections the Chairperson or delegate will meet with the new trustee to explain Board policy and other material in the governance manual
4. The Principal and Chairperson or delegate will brief all new trustees on the organisational structure of the school
6. Trustees are to be advised of the professional development that is available from NZSTA and other relevant providers
7. After three and six months on the Board, the effectiveness of the induction process is to be reviewed by the Chairperson with the new trustees

Governance Policy Review

Trustees will participate in the review of Board governance policy as per the triennial review/Board planning schedule.

The performance of the Board is measured by the outcomes from the annual report, the triennial review schedule, the ERO report and any other means deemed appropriate by the Board.

Chairperson Review

The Board Chair's position will be reviewed annually in December by a delegated committee of the Board. The Chairperson's role policy (4.6) will form the basis of this review. The results will be shared with the Chair and recommendations included in the verbal or written report that is presented to the Board.

Triennial review/Board planning schedule

The triennial review/Board planning schedule will be updated by the Board annually in February.

Policy No: 4.16	Last Review Date: 2018	Next review: 2021
-----------------	------------------------	-------------------

4.17. Triennial review/Board planning schedule

- All meetings**
- Principal’s report
 - Student achievement report
 - Attendance report
 - Financial report
 - Correspondence
- Term 1 mtg 1**
- Elect BOT chair (except in a BOT triennial election year when it occurs at the meeting following the election)
 - Appoint returning officers for BOT elections (student trustee elections occur annually, BOT triennial elections occur one year in three)
 - Plan full BOT induction as needed (specifically in the BOT triennial election year)
 - Approve Charter (including targets)
 - Plan community consultation on aspects of the strategic plan as needed
 - Timetable BOT policy reviews as per cycle (below) and appoint committees to carry out the reviews:
 - 2019: Curriculum delivery (5.2) | Property and Finance policies (5.6-5.9)
 - 2020: Health & Safety (5.10) | Reporting to the BOT (5.1) | Legal responsibilities (5.11)
 - 2021: Governance policies (4.1-4.18) Personnel (5.3-5.5)
- Term 1 mtg 2**
- Receive the previous year’s annual financial statements
 - Receive the previous year’s analysis of variance
 - Appoint the principal’s appraiser
 - Review the operation of the enrolment scheme to assess whether there is a continuing need for the scheme in its present form.
- Term 2**
- Approve the principal’s annual performance goals
 - Accept the Independent auditor’s report and the auditor’s letter to the BOT regarding the previous year’s annual financial statements
 - Consider staffing projections and needs for the following year
 - Appoint committees as required to action staff appointments
- Term 3**
- Review Charter (including strategic plan as necessary)
- Term 4**
- Approve the following year’s Annual Plan (minus targets)
 - Approve the following year’s budget
 - Approve the 10 year cyclical maintenance plan
 - Receive the Principal’s appraisal report

Policy No: 4.17	Last Review Date: 2018	Next review date: 2021
-----------------	------------------------	------------------------

4.18. Trustee register

Approved number of elected parent representatives = 5

Name	Phone/email	Position on Board	Type of Member	Start date	Term expires
Chris Mitchell	chris@cornerstone.ac.nz 027 765 4931	Member	Principal	Appointed 2020	Upon appointment of new principal
Glenn De Groot	Glenn.degroot@tandg.global 021 272 7869	Member	Proprietor's appointee		
Richard Tankersley	richard@fms.co.nz 027 654 801	Member	Proprietor's appointee		
Simon McCracken	simonm@lifechurchpn.co.nz 021 043 3025	Member	Proprietor's appointee		
Rachel Burn	ajandrach@xtra.co.nz 027 354 6025	Member	Proprietor's appointee		
Jo Auer	jo@cornerstone.ac.nz 027 477 2256	Chairperson	Elected parent trustee	Election 2014	Election 2022
Anthony Budd	anthony.budd@nzdf.mil.nz 021 217 9680	Member	Elected parent trustee	Election 2020	Election 2022
Braden Simpson	braden.simpson@gmail.com 021 115 6158	Deputy chair	Elected parent trustee	Election 2016	Election 2022
Laura Seigel	laurasiegel84@gmail.com 027 457 9701	Member	Elected parent trustee	Election 2019	Election 2022
Shannon King	shannon@cornerstone.ac.nz 027 276 5780	Member	Elected parent trustee	Election 2019	Election 2022
Heslia Swanepoel	heslia@cornerstone.ac.nz ; 027 240 8953	Member	Elected staff trustee	Election 2019	Election 2022
Conrad De Groot	conradd@student.cornerstone.ac.nz 027 584 5549	Member	Elected student trustee	Election 2020	Election 2021

Policy No: 4.18	Last Review Date: 2020	Next review date: 2021
-----------------	------------------------	------------------------

5 Operational Policies

The Principal shall not cause or allow any practice, activity or decision that is unlawful, imprudent or which fails to uphold the Special Character.

Review schedule occurs triennially.

5.1. Reporting to the Board (NAGs 1-8)

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; matters pertaining to Special Character and all matters having real or potential legal considerations and risk for our school. Thus the Board is supported in its strategic decision-making and risk management.

The Principal will:

1. Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's strategic aims are based.
2. At each monthly meeting of the Board:
 - a. report against goals scheduled in the annual plan
 - b. report against relevant compliance issues
 - c. report on current enrolment and attendance data
 - d. report on financial and property-related matters
 - e. report on the number of stand-downs, suspensions, exclusions and expulsions.
3. By 1 April each year, report to the BoT on the operation of the enrolment scheme over the past 12 months (as required by Section 11P of the Education Act 1989).
4. Periodically throughout the year other reports such as student achievement data will be brought to the Board as information becomes available
5. Inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
6. Seek Board approval for any requests for discretionary staff leave of longer than 5 days
7. Seek Board approval for any requests for staff travelling overseas on school business
8. Report and explain financial variance against the approved budget
9. Present information in a suitable form; not too complex or lengthy
10. Inform the Board when, for any reason, there is non-compliance with a Board policy
11. Recommend changes in Board policies when the need for them becomes known
12. Highlight areas of possible bad publicity or community dissatisfaction
13. Coordinate management/staff reports to the Board and present these to the Board. It should be noted that all reports brought to the Board which have been written by staff are the Principal's reports and the Principal is responsible for the details
14. Report on any matter requested by the Board and within the specified timeframe

Policy No: 5.1	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.2. Curriculum delivery (NAG 1)

Delivery of the curriculum shall foster student progress and achievement and shall meet all legislative requirements and MoE and Board expectations and shall uphold the Special Character. The school will:

1. Provide opportunities for success for all students (in years 1-13) in essential learning areas and skill areas of the New Zealand Curriculum where possible
2. Give priority to student achievement in literacy and numeracy (especially in years 1-8)
3. Give priority to regular quality physical activity that develops movement skills for all students (especially in years 1-6)
4. Report on progress and achievement of all students periodically throughout the year
5. Identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs
6. Ensure there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
7. Consult with the school's Maori community about the policies, plans and targets for improving the achievement of Maori students
8. Consult with the school's Pasifika community (Principally Tongan and Samoan) regarding the policies, plans and targets for improving the achievement of Pasifika students.
9. Provide career information and guidance for year 7 students and above
10. Seek Board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made
11. Ensure achievement of the Charter aims and targets
12. Ensure that the Special Character is integrated and upheld across the curriculum

Policy No: 5.2	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.3. Personnel (NAG 3)

The Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment contracts, identified good practice and the Special Character.

The Principal will:

1. Ensure that employees are not discriminated against and use job-related criteria, individual performance or qualifications in decision making
2. Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. Ensure that all teaching staff are registered or have a current Limited Authority to Teach
4. Ensure all non-teaching staff consent to and have a police check on appointment and at least every 3 years
5. Provide for all staff an employment agreement
6. Provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans and the needs of students
7. Carry out annual performance appraisals
8. Meet current employment legislation
9. Take reasonable steps to protect staff from unsafe or unhealthy working conditions
10. Meet the requirements of the Health and Safety in the Workplace Act 2015
11. Provide Protected Disclosure protection
12. All negotiations concerning employees to be conducted in accordance with the current collective agreements

Policy No: 5.3	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.4. Appointments (NAG 3)

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. The Principal will:

1. Meet legal requirements
2. Act as a good employer
3. Appoint the best person for the job in the opinion of the appointing committee
4. Appoint staff who are well placed to support and uphold the Special Character of the school.
5. Determine the composition of the various appointment committees according to the schedule outlined below:
 - (a) Appointment of the Principal is the responsibility of the Board which will determine the process.
 - (b) Appointment of all permanent teaching positions will involve an appointment committee consisting of the Principal, a parent trustee and a Proprietor trustee (to be nominated at the previous Board meeting) and any senior staff whom the Principal deems as important to the discussions.
 - (c) Unless determined otherwise by the Board, appointment of all other teachers and non-teaching staff will be the responsibility of the Principal in consultation with the Board Chairperson or delegate where deemed necessary. The Principal has the discretion to bring in people to assist with the interview process.

All appointees must have signed the 'Code of Conduct for CCS Staff members' and must abide by it for the duration of their tenure.

Policy No: 5.4	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.5. Disciplinary process in relation to Principal (NAG 3)

In the event the Board receives a complaint regarding the Principal or determines that policy violation(s) has (have) occurred and the Board judges the degree and seriousness of the concern or violation(s) to warrant initiating a disciplinary process, the Board shall seek free advice in the first instance from a NZSTA industrial adviser and will follow due process as set out in the Area Schools Principals Collective Agreement.

Policy No: 5.5	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.6. Budget and financial planning (NAG 4)

The Board of Trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the Principal. The Principal is responsible for bringing an annual operating and capital budget to the Board in the year previous.

The budget shall reflect the annual plan and cyclic maintenance plan and show a prudent level of cash flow forecasting.

The budget shall:

1. Reflect the financial objectives set by the Board
2. Reflect the priorities as established by the Board including those pertaining to the delivery of Special Character
3. Ensure adequate working capital
4. Ensure the school remains an effective financial entity in the long term

Significant expenditure outside of the broad parameters in the annual budget must be brought to the Board for consideration.

Policy No: 5.6	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.7. Financial condition (NAG 4)

The financial viability of the school must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the Principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event. Reference should be made to the Financial Information for Schools Handbook (FISH).

The Principal shall:

1. Monitor and control school expenditure
2. Adhere to generally accepted accounting practices or principles
3. Use tagged funds for the purposes intended
4. Ensure that expenditure in any fiscal year remains within the budgeted parameters unless the Board has approved additional expenditure
5. Ensure that all relevant government returns are completed on time
6. Ensure that no one person has complete authority over the school's financial transactions

Policy No: 5.7	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.8. Asset provision and upkeep (NAG 4)

The Proprietor (the Cornerstone Christian Education Trust) is responsible for major capital projects, major maintenance and modernisation and is required to maintain the school at a standard comparable to the wider state network. Two revenue streams the Proprietor has for this purpose are Policy One funding from the Ministry of Education and Attendance Dues.

The Board is like a commercial tenant using the land and buildings owned by the Proprietor. The Board is given operational funding from the Ministry of Education to maintain and insure the school's assets.

The Board of Trustees is responsible for overseeing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

Assets must be protected, adequately maintained and protected from unnecessary risk.

Accordingly the Principal must:

1. Insure school assets
2. Inform the insurer in a timely manner of any matter which could escalate and lead to legal action being taken against the school
3. Ensure that only authorised personnel handle funds or school property
4. Ensure that plant and equipment is maintained and used appropriately
5. Maintain a building WOF system to ensure completion of the annual building WOF
6. Maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1000
7. Implement a 10-year property maintenance plan
8. Engage property maintenance staff for the school within budget limitations
9. Conduct competitive tenders for contracts over \$5000
10. Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
11. Receive, process and disburse funds under controls that are sufficient to meet the Board-appointed auditor's standards
12. Invest and hold operating capital in secure accounts in government authorised institutions, maximising interest-bearing potential except where necessary to facilitate ease in operational transactions
13. Inform the Proprietor where there are Health and Safety related matters requiring the Proprietor's attention
14. Obtain Proprietor approval for additions/changes to buildings, etc., on the property

Policy No: 5.8	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.9. Fundraising

All school fundraising activities are to be managed by the Cornerstone Fundraising Group (CFG) which is a separate legal entity and not associated to Cornerstone Christian School's Board of Trustees.

Principles:

- The Board recognises and values having a group of volunteers who serve the school and has confidence delegating this important area to the CFG
- All school fundraising will uphold the Special Character
- All school fundraising is undertaken to benefit school families and care shall be taken not to burden them with constant fundraising
- Fundraising is not to include any association with the following: smoking, vaping, drugs, alcohol or any illegal substance
- All relevant legislation must be adhered to including health and safety and council regulations

Explanatory notes:

- Fundraising is solely for the purpose of supporting learning in the school. Whether this be in the classroom, outside the classroom, on the sports field or as class trips; learning is the focus
- The Board will appoint one trustee to sit on the CFG and report back to the Board on CFG activities
- The Principal, in consultation with the leadership team, will prepare a list of potential fundraising goals for the CFG annually The Principal, in consultation with the leadership team, may refer goals to the CFG which arise at shorter notice e.g. new sports trips
- No CFG activities should cost the school
- The CFG's detailed activities are to be covered under the CFG's constitution, a copy of which to be available for the Board at any stage

Policy No: 5.9	Last Review Date: 2018	Next review date: 2021
----------------	------------------------	------------------------

5.10. Health and safety (NAG 5)

The BOT of CCS has a standing H&S committee which meets every 6 months with the management of the school to discuss outstanding issues related to property management (health and well-being of staff and students will be dealt with in the principal's report (monthly). The committee is comprised of Jo Auer, Braden Simpson, Shannon King and will stand until the completion of the BOT's tenure.

Students and staff shall have a safe physical and emotional learning environment. The school shall:

1. Take all reasonable steps to provide students, staff and visitors to the school with a safe physical and emotional environment
2. Ensure there are effective processes in place for dealing with bullying
3. Promote healthy food and nutrition for all students
4. Comply with the provisions of the Health and Safety in the Workplace Act 2015 and any legislation that may be developed to ensure the safety of students and employees
5. Consult with the community every two years regarding the health programme being delivered to students
6. Ensure a risk analysis management system (RAMS) is carried out where and when appropriate
7. Seek approval from the Board for all overnight stays/camps attesting first to their compliance with (1) above
8. Provide privacy of personal documentation held at the school
9. Advise the Board Chair of any emergency situations as soon as possible
10. Be alcohol and smoke free at all times

Policy No: 5.10	Last Review Date: 2018	Next review date: 2021
-----------------	------------------------	------------------------

5.11. Legal responsibilities

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette

Policy No: 5.11	Last Review Date: 2018	Next review date: 2021
-----------------	------------------------	------------------------

5.12. Enrolment

The school's enrolment scheme outlines the basis for enrolment at Cornerstone Christian School. The Board of Trustees delegates the management of enrolment to the Principal. The Principal will:

1. Meet legal requirements (particularly Section 11 and Part 33 of the Education Act 1989)
2. Manage enrolments in line with the enrolment scheme
3. Uphold the special character of the school
4. Determine the composition of an enrolment committee consisting of the Principal (chair), Deputy Principals and a Proprietor trustee (or delegate). At the discretion of the Principal, the committee may consult with any staff deemed important to the discussions.

By 1 June each year, the enrolment committee will:

- (a) Set a closing date (or closing dates) for the pre-enrolment period
- (b) Determine the likely number of places that will be available for the following year, broken down by year level as required. In doing so, it will consider the following factors:
 - the school's maximum roll.
 - the importance of maintaining the proprietor's revenue stream (through attendance dues).
 - school property requirements, e.g. the impact of new enrolments on teaching spaces over the next 3-5 years.
 - the number of students that might reasonably be expected to leave the school before the end of the following year.
 - an estimate of the number of Zone 1 applications that might occur after the end of the enrolment period and before the end of the following year, since the Board is required to reserve spaces for preference students who move into the Area of reasonable convenience – Zone 1 after the conclusion of the pre-enrolment period.
 - staffing considerations.
 - teaching and learning considerations, e.g. limiting the number of students in any cohort that has or might be expected to have significant learning, wellbeing, or behavioural needs within it.

The Principal's decision will be final once matters have been given due consideration.

5. Inform the Board of Trustees of any concern that arises after the enrolment of a student which could lead to annulment on the grounds that, at the time of application, the parent/caregiver falsely claimed the student was living in Zone 1-2 or was entitled to a particular priority.
6. Proceed with annulment only at the Board's resolve and in line with the Ministry of Education guidelines.
7. If required by the Secretary of Education, re-enrol a student whose enrolment has been annulled (refer Section 11P, Education Act 1989).
8. By 1 April each year, report to the Board of Trustees on the operation of the enrolment scheme over the past 12 months (as required by Section 11P of the Education Act 1989).
9. By 1 May each year (unless exempt by the Secretary for Education for a period of up to 3 years), ask the Secretary whether he/she agrees with the BoT's assessment as to whether there is a continuing need for the scheme in its present form.

Policy No: 5.12	Last Review Date: 2020	Next review date: 2021
-----------------	------------------------	------------------------

Appendix 1: Statement of Special Character

The Statement of Special Character is taken directly from the Integration Deed of Agreement and supplementary agreements between the Proprietor and MoE. These documents form the basis of the school's integration into the state education system in accordance with the Private Schools Conditional Integration Act (PSCIA).

Statement of Special Character

Cornerstone Christian School is a Christian school established by and for parents choosing a God-centred education for their children.

The mission statement of the school is:

To provide, with parents, a balanced Christian education
to help children develop to their full potential in God

The Christian Special Character of the School is determined by the faith system made up of the Christian beliefs, biblical values and lifestyle as determined by the Trustees of the Cornerstone Christian Education Trust.

Because God is:

- the Creator of heaven and earth, of all things visible and invisible, sustaining and ruling over creation, including man.... and is
- the source of all wisdom and knowledge,

God the Father, Jesus His Son, and the Holy Spirit are relevant to every area of study and endeavour in the school.

The school reflects this by:

- (a) using the Bible as the basis for exploring God's world, and as a standard against which to compare and interpret all curriculum material.
- (b) teaching Christian values and behaviour through the process of acknowledgement of sin, repentance, and acceptance of Jesus' gift of grace.
- (c) using prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.
- (d) encouraging each child to give of their best because God creates and equips each person for their unique role in His service, and acknowledging achievement in accordance with the child's effort.
- (e) inextricably integrating knowledge of the world and Christian beliefs, through an integrated approach of an appropriate Christian curriculum and developed programme plans.
- (f) acting as a continuum and extension of the teaching provided in Christian homes.
- (g) providing an environment where children, parents, and teachers can experience Godly relationships, showing the Character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.

Appendix 2: NEGs and NAGs

The National Education Guidelines

The National Education Guidelines are defined by Sections 60A of the Education Act 1989. They have five components:

1. National Education Goals (NEGs) which are:
 - i. statements of desirable achievements by the school system, or by an element of the school system; and
 - ii. statements of government policy objectives for the school system
2. Foundation Curriculum Policy Statements
3. National Curriculum Statements
4. National Standards
5. National Administration Guidelines (NAGs) which are guidelines relating to school administration which may (without limitation) -
 - i. set out statements of desirable codes or principles of conduct or administration for specified kinds or descriptions of person or body, including guidelines for the purposes of section 61
 - ii. set out requirements relating to planning and reporting
 - iii. communicate the Government's policy objectives
 - iv. set out transitional provisions for the purposes of national administration guidelines

The National Education Goals

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

- NEG 1 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.
- NEG 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
- NEG 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
- NEG 4 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.
- NEG 5 A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
- NEG 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
- NEG 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
- NEG 8 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.
- NEG 9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- NEG 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The National Administration Guidelines (NAGs)

National Administration Guideline 1

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.

National Administration Guideline 2

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, Ngā Whanaketanga Rumaki Māori and/or National Standards*, aromatawai and/or 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.

National Administration Guideline 2A

Where a school has students enrolled in years 1–8, the Board of Trustees, with the Principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- a. report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement;
 - iii. planned actions for lifting achievement; and
 - iv. how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.
- d. report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

National Administration Guideline 3

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.

National Administration Guideline 4

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

- a. allocate funds to reflect the school's priorities as stated in the Charter;
- b. 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; and
- c. 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.

National Administration Guideline 5

Each Board of Trustees is also required to:

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

National Administration Guideline 6

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.

National Administration Guideline 7

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.

National Administration Guideline 8

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.

*Schools that have students in years 1–8 that use The New Zealand Curriculum must use National Standards for those students and schools that have students in years 1–8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.

Appendix 3: The Cornerstone Christian School Charter

The Charter is an agreement between the Board of Trustees and the Ministry of Education which outlines the school's purposes, operations, strategic and annual plans and student achievement targets.

The legislative requirements of the Charter are laid down in the Education Act:

1. section 61 (2) which states:

The purpose of a school Charter is to establish the mission, aims, objectives, directions, and targets of the Board that will give effect to the Government's national education guidelines and the Board's priorities.

2. section 61 (4) (b) which states:

A school Charter must include the Board's aims, objectives, directions, priorities, and targets in the following categories:

- (b) the Board's activities aimed at meeting Board's general government policy objectives for all schools, being policy objectives set out or referred to in national education guidelines, and specific policy objectives applying to that school

3. section 62 (2) which states:

A school Charter must be prepared and updated in accordance with national administration guidelines.

The Charter is updated annually in consultation with the school community.

Appendix 4: Statement of Faith

Key Christian Beliefs which are foundational to Cornerstone Christian School

(as determined by the Proprietor: Cornerstone Christian Education Trust)

About God

God is the creator and ruler of the universe. He exists in three persons – the Father, the Son, and the Holy Spirit. These three are co-equal and are one God.

| Genesis 1:1, 26, 27; 3:22; Psalm 90:2; Matthew 28:19; 1 Peter 1:2; 2 Corinthians 13:14

About Creation

God created the universe, earth and everything in it, according to the pattern set out in Genesis. Creation declares the glory of God. The incredible complexity of life gives proof to the existence of the creator.

| Genesis 1-2; Psalm 19; Romans 1: 18-25

About Us

Humans were made in the spiritual image of God, to be like him in character. Although we have tremendous potential for good, we are marred by an attitude of disobedience toward God called "sin." This attitude separates us from God.

| Genesis 1:27; Psalm 8:3-6; Isaiah 53:6a; Romans 3:23; Isaiah 59:1, 2

About Eternity

Humans are created to exist forever. We will either exist eternally separated from God by sin or eternally with God through forgiveness and salvation. To be eternally separated from God is hell. To be eternally in union with him is eternal life. Heaven and hell are places of eternal existence.

| John 3:16; 1 John 2:25; 1 John 5:11-13; Romans 6:23; Revelation 20:15; Matthew 25:31-46

About Jesus Christ

Jesus Christ is the Son of God. He is co-equal with the Father. Jesus lived a sinless human life and offered himself as the perfect sacrifice for the sins of all men by dying on a cross. He arose from the dead after three days to demonstrate His power over sin and death. He ascended to heaven's glory and will return again to earth to reign as King of Kings and Lord of Lords.

| Matthew 1:22, 23; Isaiah 9:6; John 1:1-5, 14:10-30; Hebrews 4:14, 15; 1 Corinthians 15:3, 4;
Romans 1:3, 4; Acts 1:9-11; 1 Timothy 6:14, 15; Titus 2:13

About Salvation and grace

Salvation is a gift from God to us. We can never make up for our sin by self-improvement or good works – only by trusting in Jesus Christ as God’s offer of forgiveness can we be saved from sin’s penalty. Eternal life begins the moment we receive Jesus Christ into our life by faith. Grace is freely given to empower us to live holy lives in the ongoing journey of life.

Romans 10:9; Romans 6:23; Ephesians 2:8, 9; John 14:6, 1:12; Titus 3:5; Galatians 3:26;
Romans 5:1; Ephesians 2:8-10; 2 Corinthians 12:9

About Adoption and our position in God

Acceptance of Jesus as our Lord and saviour is how we become adopted into God’s family. We become family together in Christ with God as our loving Father, and have the status of friends of Christ, included in His royal household.

Romans 8:15; Galatians 4:5; Ephesians 1:5; John 1:12; John 15:15; 1 Peter 2:9

About The Holy Spirit

The Holy Spirit is equal with the Father, and the Son, as God. He is present in the world to make us aware of our need for Jesus Christ. He also lives in every Christian from the moment of salvation. He provides the Christian with power for living, understanding of spiritual truth, and guidance in doing what pleases God. As Christians, we seek to live under his guidance daily.

2 Corinthians 3:17; John 16:7-13, 14:16, 17; Acts 1:8; 1 Corinthians 2:12, 3:16; Ephesians 1:13;
Galatians 5:25; Ephesians 5:1

About The Bible

The Bible is God’s word to all people. It was written by human authors, under the supernatural guidance of the Holy Spirit. It is the supreme source of truth for Christian beliefs and living. Because it is inspired by God, it is truth without any mixture of error.

2 Timothy 3:16; 2 Peter 1:20, 21; 2 Timothy 1:13; Psalm 119:105,160, 12:6; Proverbs 30:5

About The Church

There is one true universal Church made up of believers in Jesus Christ, and the local church is God’s primary expression of His universal church in our world. We believe in the necessity of believers to meet regularly together for fellowship, prayer, and teaching from the word of God.

Matthew 16:18; Ephesians 3:10, 20-21, 5:27; 1 Corinthians 14:12, 26; 1 Peter 2:17;
Hebrews 10:25

About Marriage and relationships

Marriage is ordained by God and ideally is a decision for life. Marriage is between one man and one woman as taught in the New Testament scriptures. Families are ordained by God and are to be encouraged, upheld and supported.

| Matthew 19:4-6; Ephesians 5: 22-33; Hebrews 13:4

About mission

Every believer has been commissioned and enabled to “go into the world to make disciples of every nation”. Every believer has been given talents and gifts to be empowered to minister, in their unique calling; to function and serve both within the Christian community and in the world.

| Matthew 28:19 20; Romans 12:1-8; 1 Corinthians 12:8-11, 28-29

About unity

We believe in the spiritual unity of all believers through Jesus Christ. This is seen through not only believer to believer unity, but also groups, gatherings and churches working together to enrich and advance the Kingdom of God in our community.

| Psalm 133:1-3, 1 Corinthians 1:10; Ephesians 4:11-13 Colossians 3:14;

Appendix 5: Board agenda template



Board of Trustees Meeting no. X
 Held at Cornerstone Christian School, 119 Mihaere Drive, Palmerston North
 Date, Time

Agenda

No.	Heading	Person initials	Attachments # if attached
1	DEVOTION		
2	PRAYER		
3	ATTENDANCE		
	Present –		
	Apologies –		
	Visitors – visitors are to be given a copy of Appendix 7: Public attending Board meetings procedure		
4	CONFIRM AGENDA		
5	DECLARE CONFLICTS OF INTEREST		
6	PRINCIPAL’S REPORT TO THE BOARD		
	As outlined in operational policy 5.1: Reporting to the Board		
7	GENERAL BUSINESS		
	Items with clear governance relevance, scheduled at least 10 days prior to the meeting		
8	POLICY REVIEW AND DEVELOPMENT		
	Regular review as outlined in governance policy 4.17: Triennial review/Board planning		
	Emergent review as scheduled by the Board at least one month prior to the meeting		
9	BOARD/COMMUNITY CONSULTATION – MAORI COMMUNITY		
	Report on any recent consultation with Maori whanau		
10	BOARD/COMMUNITY CONSULTATION – PASIFIKA COMMUNITY		
	Report on any recent consultation with Pasifika families		
11	BOARD/COMMUNITY CONSULTATION - OTHER		
	Report on any recent consultation with the generals school community		
12	PROPRIETOR’S REPORT		
	Info on matters related to buildings, Special Character definition, maximum roll increases etc., scheduled at least 10 days prior to the meeting		
13	FINANCIAL REPORT		
14	OUTSTANDING MATTERS		
15	AMENDMENT, CONFIRMATION AND SIGNING OF PREVIOUS MINUTES		
16	MATTERS ARISING FROM THE PREVIOUS MEETING		
17	BOARD INFORMATION AND TRAINING		
	Meeting dates for current year		
	Free to Board Training		
	Other information e.g. upcoming retreat/strategic planning dates		
18	CORRESPONDENCE		
19	MATTERS FOR NEXT MEETING		
20	CLOSE MEETING		
21	DATE AND VENUE OF NEXT REGULAR BOARD MEETING		
	The next CCS Board meeting will be held at:		

Appendix 6: Template for Board meeting evaluation

Evaluation of meeting on [date] Chaired by [name]

- 1 How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all

Very well

1 2 3 4 5

Comment:

- 2 How satisfied are you with how the team worked as a group?

Not at all

Very well

1 2 3 4 5

Comment:

- 3 How satisfied are you with your participation and contribution as an individual?

Not at all

Very well

1 2 3 4 5

Comment:

- 4 Is there anything that you believe would improve our meeting process?

Name: (Optional).....

Appendix 7: Public attending Board meetings procedure

Welcome to the Cornerstone Christian School Board of Trustees meeting. We welcome public presence at our meetings and hope that you enjoy your time observing our Board meeting.

In order that you understand the rules that apply to members of the public attending our meetings please read the following:

- 1 Board meetings are not public meetings but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
- 3 Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the Board.
- 4 Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 No more than 3 non-Board speakers on any one topic.
- 6 Speakers are not to question the Board and must speak to the topic.
- 7 Board members will not address questions or statements to speakers.
- 8 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 9 If the Chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff and parents of the school who are not trustees on the Board.