

5.



GOVERNANCE POLICY

This policy documents how Ruru Specialist School Board will ensure that it meets its obligations under the

EDUCATION AND TRAINING ACT 2020:

SECTION 125

Board is governing body

1. A board is the governing body of its school.
2. A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
3. Under section 130, the school's principal is the board's chief executive in relation to the school's control and management.

SECTION 127(1)

1. A board's primary objectives in governing a school are to ensure that—
 - a) every student at the school is able to attain their highest possible standard in educational achievement; and
 - b) the school—
 - i) is a physically and emotionally safe place for all students and staff; and
 - ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - c) the school is inclusive of, and caters for, students with differing needs; and
 - d) the school gives effect to Te Tiriti o Waitangi, including by—
 - i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - iii) achieving equitable outcomes for Māori students

SECTION 134(1)(A)

A board must give the Secretary:

- 1) a statement of variance by a date fixed by the Secretary each year.

SECTION 138(1)-(2)

1. A board must have the following strategic planning documents for its school:
 - a. a strategic plan, for each 3-year period or for a shorter period determined by the Secretary, that sets out the board's strategy for achieving (or making progress towards achieving) its objectives during that period; and
 - b. an annual implementation plan for each year that sets out how the board intends to implement that strategy during the year.
2. A board must prepare its first strategic plan and annual implementation plan when required by regulations made under [section 639](#) to do so.

Annual reports are required to include a statement of variance which set out any variance between the school's performance and the achievement of the school's objectives set out in its strategic plan and annual implementation plan; and any matters required by regulations.

SECTION 139 (1-3) PREPARING A STRATEGIC PLAN

1. A board must prepare a strategic plan for every 3-year period, or for a shorter period determined by the Secretary, and submit it to the Secretary in accordance with regulations made under [section 639](#).
2. The strategic plan must comply with any regulations made under [section 639](#) relating to the form and content of strategic plans.
3. In preparing a strategic plan, the board must:
 - a. consult:
 - i. the school community; and
 - ii. the school's staff; and
 - iii. where appropriate, the school's students.

The school community includes the parents, families and whānau of the school's ākongā the Māori community associated with the school and any other relevant person or persons the board considers is relevant.

SECTION 143 PREPARING ANNUAL IMPLEMENTATION PLAN

1. A board must prepare an annual implementation plan that sets out how the board intends to implement that strategy during the year.
2. The plan must:
 - a. contain the information required by regulations made under [section 639](#); and
 - b. be prepared in accordance with those regulations.

SECTION 165(4)

The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under [section 639](#).

NATIONAL EDUCATION LEARNING PRIORITIES (NELP):

The NELP is a key strategic component that will help to ensure the education system meets the needs of all learners/ākonga in Aotearoa New Zealand, no matter who they are or where they come from.

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

Priority 5:

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

THE BOARD WILL IMPLEMENT THE FOLLOWING PROCEDURES

- Strategic Planning
- Quality Governance
- Self Review
- Consultation and Reporting to the Community

This policy was formally adopted by the Ruru Specialist School Board



Signed: Board Presiding Member

09/08/2023

Board Meeting Date

To be Reviewed Triennially: Term 2 2025