

NORTHERN SOUTHLAND COLLEGE



BOARD OF TRUSTEES POLICIES 2013

Northern Southland College will provide the foundation for learning for life by providing a caring, sharing and safe environment in which our children will have the opportunity to maximise their potential abilities in all areas.

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INTRODUCTION

These policies guide the operation of the school in our pursuit of the National Education Goals and the objectives outlined in the Northern Southland College strategic plan & charter. They provide the framework within which the school's procedures and practices will be formulated and carried out.

These policies show our commitment to the National Administration Guidelines for sound school governance and management practices involving curriculum, planning and self-review, employment, finance and property, health and safety, and legal compliance.

Responsibilities

While the Board is responsible for school policy overall, the Principal is responsible on a day by day basis for what happens in the classroom as well as for the ongoing smooth organisation and administration of the school.

Under section 75 of the Education Act 1989, Boards control the management of schools:

"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 76 of the Act outlines the Principal's role:

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) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration."

Supporting documents

The Northern Southland College policies should be read in conjunction with the following supporting documents:

- Northern Southland College Management Procedures
- Northern Southland College Charter & Strategic Plan
- Board of Trustees Governance Manual
- NZSTA Trustee Handbook

Status

These policies shall remain effective until the date of their next amendment by the Board. The policies contained in this document supersede all previous Northern Southland College policies.

NSC POLICIES 1 - CURRICULUM

National Administration Guideline 1

The Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

The Board, through the Principal and staff, is required to:

- a. Develop and implement teaching and learning programmes
 - To provide all students with opportunities to achieve for success in all areas of the national curriculum
 - Give priority to student achievement in literacy and numeracy
 - Give priority to regular quality physical activity that develops movement skills for all students
- b. Gather information that is sufficiently comprehensive through a range of assessment practices, to enable the progress and achievement of students to be evaluated, giving priority first to
 - Student achievement in literacy and numeracy
 - 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. Identify students and groups of students on the basis of good quality assessment information
 - Who are not achieving
 - Who are at risk of not achieving
 - Who have special needs (including gifted and talented)Identify related 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. Develop and make known to the school's community its policies, plans and targets for improving the achievement of Maori students, in consultation with the school's Maori community.

College Policies

Curriculum design and delivery

- 1.1 The College, as an inclusive school, will develop and implement teaching and learning programmes
 - to provide all students with opportunities to achieve for success in all areas of the national curriculum
 - that give priority to student achievement in literacy and numeracy

- that give priority to regular quality physical activity that develops movement skills for all students as outlined in the College Curriculum Plan
- 1.2 The College will develop and implement an EOTC plan to provide quality learning experiences at all year levels, according to the College EOTC Plan.
 - 1.3 The College, as an inclusive school, will develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 1.5 below, by implementing modern New Zealand developed pedagogy and by building the delivered curriculum on Key Competencies and Curriculum Principles.

Assessment of student achievement

- 1.4 The College will gather information that is sufficiently comprehensive through a range of assessment practices, to enable the progress and achievement of students to be evaluated, giving priority first to
 - Student achievement in literacy and numeracy
 - 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 as outlined in the College Curriculum Plan
- 1.5 The College will identify students and groups of students on the basis of good quality assessment information
 - Who are not achieving
 - Who are at risk of not achieving
 - Who have special needs (including gifted and talented)
 and identify related aspects of the curriculum which require particular attention by regularly applying rigorous analysis procedures to student assessment outcomes.

Consulting with Windsor North Maori community.

- 1.6 The College will consult regularly with its Maori community through a clearly identified Maori Action Group (MAG).
- 1.7 The College will develop and make known to the school's community its policies, plans and targets for improving the achievement of all students of all cultural groups, in consultation with the school's wider community.

Curriculum Policy relates to:

- College Charter
- College Annual Plan
- Annual National Standards analysis
- Annual NCEA analysis
- New Zealand Curriculum document

Curriculum Policy relates to these Procedures / Plans:

- Curriculum Delivery

- Literacy
- Numeracy
- Assessment
- Maori consultation
- Community consultation
- Teacher Planning
- Student Inclusion
- Class Management
- SWPB4L
- Staff Appraisal
- ESOL
- Student support and guidance
- Including students with high needs
- EOTC
- Sports procedures
- Cultural and performance procedures
- Homework
- Parental contact with the College

Curriculum Policy relates to these Department Handbooks:

- English
- Mathematics
- Science
- Social Studies and Humanities
- Technology
- Physical Education and Health
- Arts
- Maori
- Economics and Accounting

NSC POLICIES 2 - PLANNING, ASSESSMENT AND SELF-REVIEW

National Administration Guideline 2

The Board of Trustees, with the principal and teaching staff, is required to

- 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, national standards, assessment and staff professional development
- Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement
- 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 Maori students against the plans and targets referred to in 1 (e) above

Our commitment:

The Northern Southland College board of trustees will ensure that our teaching and learning programmes are appropriate and effective at meeting the needs of all our students.

Charter and Strategic Plan

- 2.1 The Board of Trustees, together with the staff and the school community, will develop and maintain
- A College Charter outlining the characteristics of the school, including its mission, vision, core beliefs and values, and obligations.
 - A Strategic Plan outlining how the school intends to work towards its vision while fulfilling its mission and meeting other obligations.
 - Current and medium term goals for student achievement and objectives for school capability development.

Monitoring, reporting and self-review

- 2.2 The Principal and teaching staff will follow a programme of self-review that includes Staff Appraisal, analysis of student learning outcomes and achievement, consultation with staff, students and community, review of College Policies, Departmental Reviews and annual Department reports.
- 2.3 The Board of Trustees and Principal will regularly evaluate progress towards strategic goals and school capability objectives, looking for areas that require special attention and implementing measures to deal with them, by referring to and analysing the College Charter and Strategic Plan.
- 2.4 The Principal, staff and students will report to the Board at Board meetings on a regular basis, including through the Principal's, Department, Staff representative and Student representative reports

School policies and procedures

- 2.5 The Board of Trustees will establish, maintain and review policies to guide the operation of the school in its pursuit of the National Education Goals and the objectives outlined in the Northern Southland College Strategic Plan and Charter.
- 2.6 The Principal will establish, maintain and review management procedures that give effect to the board's policies and other obligations.

The Planning and Assessment and Self-review Policy relates to:

- The College Charter
- The College Annual Strategic Plan

The Planning and Assessment and Self-review Policy relates to these Procedures:

- Student assessment procedures
- Reporting to parents
- Staff appraisal
- College Departmental Review
- Curriculum plan
- National Standards plan
- Maori consultation
- Community consultation
- Student consultation

The Planning and Assessment and Self-review Policy relates to these Department Handbooks:

- English
- Mathematics
- Science
- Social Studies and Humanities
- Technology
- Physical Education and Health
- Arts
- Maori
- Economics and Accounting
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NSC POLICIES 2A - REPORTING TO PARENTS

National Administration Guideline 2A

The board of trustees with the principal and teaching staff is required to use national standards to

- a. Report to students and their parents on the student's progress and achievement in relation to national standards. Reporting to parents in plain language in writing must be a least twice a year.
- b. Reporting school-level data in the Board's annual report on national standards under three headings:
 - school strengths and identified areas for improvement
 - The basis for identifying areas for improvement
 - Planned actions for lifting achievement.
- c. Reporting in the board's annual report on:
 - The numbers and proportions of students at, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach an individual's privacy).
 - How students are progressing against standards as well as how they are achieving.

College Policies

- 2a.1 The Board of Trustees with the Principal and teaching staff will use national standards to report to students and their parents on students' progress and achievement in relation to national standards.
- 2a.2 Reporting to parents on national standards will take place in plain language in writing twice a year, in Terms 1 and 3.
- 2a.3 The Board will report on national standards in its annual report under three headings:
 - School strengths and identified areas for improvement
 - The basis for identifying areas for improvement
 - Planned actions for lifting achievement.
- 2a.4 The Board will report on national standards in its annual report on:
 - The numbers and proportions of students at, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach an individual's privacy).
 - How students are progressing against standards as well as how they are achieving

The Reporting Policy relates to these Procedures:

- Reporting to parents

- National Standards analysis
- Maori consultation
- Community consultation
- Student consultation

The Reporting Policy relates to these Department Handbooks:

- English
- Mathematics
- Science
- Social Studies and Humanities
- Technology
- Physical Education and Health
- Arts
- Maori
- Economics and Accounting

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NSC POLICIES 5 - HEALTH AND SAFETY

National Administration Guideline 5

The Board of Trustees is required to:

- Provide a safe physical and emotional environment for students.
- Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

College Policies

- 5.1 The College Board of Trustees will ensure that the school's physical and emotional environment is safe and healthy for students, staff and visitors
- 5.2 The Principal is responsible for managing the safety and well-being of staff, students and visitors on a daily basis
- 5.3 The Principal will report at Board meetings on monthly College absentee, accident and student welfare statistics
- 5.4 The Board, through the Principal, will monitor and approve all school trips
- 5.5 The Board approves, manages and controls all overseas trips where the College is represented

Adoption of Policies

The adoption of Northern Southland College Policies 5.1 through 5.5 was minuted during the Board meeting held on 26 November 2012.

The Health and Safety Policy relates to:

- The College Charter
- The College Annual Strategic Plan

The Health and Safety Policy relates to these Procedures and Guidelines:

Accidents and Medical:

- Accident prevention
- Administering medicine
- Pandemic plan
- Infectious / contagious illnesses, including blood-borne viruses
- Student vision and hearing testing
- Recording and reporting of accidents
- Grief management and support
- Crisis management

Student safety (child protection procedures):

- Reporting child abuse

- Cyber Safety and Acceptable Use of the Internet
- Sun protection and Hats
- Banned substances and dangerous items
- Healthy food
- Code of Practice for the Pastoral Care of International Students
- Accommodation for International Students

Staff safety:

- Complaints
- Protected disclosures
- Police vetting

Civil Defence:

- Emergency preparedness
- College Emergency procedures
- Threat analysis
- Civil Defence

Supervision

- SWPB4L
- Student behaviour
- Student use of vehicles
- School trip applications and RAMs forms
- Visitors register
- Exeat/sign-out book

Property:

- Animal welfare
- Smoke free
- Shady school
- Annual property audit
- Hazard identification and elimination

The Health and Safety Policy relates to these Department Handbooks:

- English
- Mathematics
- Science
- Social Studies and Humanities
- Technology
- Physical Education and Health
- Arts
- Maori
- Economics and Accounting

NSC POLICIES 6 - LEGISLATIVE COMPLIANCE

National Administration Guideline 6

The Board of Trustees is 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.

College Policies

- 6.1 The Northern Southland College Board of Trustees will comply with all relevant legislation and regulations concerning requirements for the operation of the school.

Enrolments, attendance and year of schooling

- 6.2 The Principal will ensure that accurate records of student admissions and attendance are maintained, and will take all reasonable steps to ensure that students who are required to attend school do so.

Ensuring legislative compliance

- 6.3 The Principal will monitor the College's management procedures for compliance

The Legislative Compliance Policy relates to:

- The College Charter
- The College Annual Strategic Plan
- Animal Welfare Act 1999
- Building Act 1991
- Civil Defence Act 1983
- Copyright Act 1994
- Education (School Attendance) Regulations 1951
- Education Act 1989
- Education Standards Act 2001
- Employment Relations Act 2000
- Health (Immunisation) Regulations 1995
- Health and Safety in Employment Act 1992
- Human Rights Act 1993
- Local Government Official Information and Meetings Act 1987 (Part VII)
- New Zealand Bill of Rights Act 1990
- Official Information Act 1982
- PPTA Collective Agreement (current)
- Privacy Act 1993
- Protected Disclosures Act 2000
- Public Finance Act 1989
- Smoke-Free Environments Act 1990
- State Sector Act 1988

The Legislative Compliance Policy relates to these Procedures:

- Student Enrolment
- Student Attendance

- Reporting Child Abuse
- Copyright
- Visitors
- Police vetting
- Timetabling
- Reporting to parents
- Consulting with Maori
- Consulting with the community
- Teacher registration

The Legislative Compliance Policy relates to these Department Handbooks:

- English
- Mathematics
- Science
- Social Studies and Humanities
- Technology
- Physical Education and Health
- Arts
- Maori
- Economics and Accounting

NSC POLICIES 7 - COLLEGE CODES

College Codes

The Board and College Management set College Codes. Students are expected to adhere to these Codes as a condition of enrolment at the College.

- 7.1 Students will present themselves at school in correct uniform according to the College Uniform Code.
- 7.2 Students will behave within the guidelines of the College Code of Conduct.
Appendix B
- 7.3 Students will adhere to the College Code for Tattoos and Adornments.
Appendix C
- 7.4 Students travelling on school buses will sign and abide by the College Bus Code.
Appendix D
- 7.5 Students driving cars, or who are passengers in cars driven by students, will sign and abide by the College Car Code
Appendix E

Uniform – Refer to current uniform in Enrolment tab on the Website

APPENDIX B - COLLEGE CODE OF CONDUCT

College expectations

College expectations are that we will show

- respect for self
- respect for others
- respect for property

Our Rights and Responsibilities

Rights of the school community:

- Parents and guardians have the right to share in, and be involved in, their child's education
- Everyone has the right to
 - work in an environment which enables them to learn
 - be treated respectfully and courteously
 - be in a safe and clean environment

Responsibilities of the school community: we

- Support the College staff as they uphold high standards
- Support the College student management system which is based on common sense and good conduct
- Behave in ways that support and encourage learning
- Treat each other with respect and courtesy
- Ensure that theft, vandalism and littering are unacceptable behaviours
- Manage confrontation in a respectful way that seeks resolution
- Act in ways that promote the good standing of the school
- Participate in the full life of the school

General expectations

- Stay in the grounds during the school day
- Be correctly dressed
- No illegal substances (including alcohol, tobacco, drugs and weapons)
- No offensive, destructive or dangerous behaviour
- Be courteous, considerate and punctual
- Hands off property that is not yours
- No littering

Classroom expectations

- The teacher is in charge – follow instructions
- Arrive on time
- Eating or chewing is not allowed
- Have the equipment you need with you
- Respect other people, their property and school property
- Stay in your place unless movement is part of the class activity
- Talk only when appropriate
- No putdowns or offensive language

- Let others learn – don't disrupt

Town Visits

- Students who need to go into town to run errands or for appointments must have this confirmed by their parent/guardian by text, email or phone call to the office before they leave school
- All students leaving school during the school day must sign out and in again in the school exit book at the office

APPENDIX C - CODE FOR TATTOOS AND ADORNMENTS

College Code for Tattoos

- Visible tattoos are not allowed as part of the Northern Southland College uniform.
- Body tattoos that would normally be hidden by school uniform must be adequately covered during sport/PE situations if wearing sports uniform makes them visible.
- Students wishing to get cultural tattoos must consult with the Principal before proceeding.

College Code for Adornments

Hair – Only natural hair colours allowed. No radical styles. Hair longer than shoulder length needs to be tied up (including rats tails).

Hair Ties/Head Bands – Any colour but need to be plain (no embellishments).

Make-up/Jewellery – NO make-up allowed except on mufti days. Any plain keepers or studs allowed, providing they are 5mm or less, (maximum 2 per ear). NO other jewellery unless prior approval is obtained from the Principal.

Mufti Days – No open-toed shoes to be worn in Science Labs, FTY, DTY or Art (for health and safety reasons). Tops/skirts need to be a respectable length.

APPENDIX D - BUS CODE OF CONDUCT



NORTHERN SOUTHLAND COLLEGE 2018 BUS CODE OF CONDUCT

..... TO BE RETURNED TO SCHOOL

In relation to our school philosophy of Respect for Self, Others and Property, between Northern Southland College,

_____ and _____
(student) (parent/caregiver)

The parent/caregiver and student must ensure that they have read and understood this document, which is to be adhered to for the safety of the bus driver and all students travelling on the school bus. The safety and comfort of everyone on the bus depends on a standard of behaviour and consideration for others that is expected of our students. We hope that parents/caregivers will support the school in maintaining high standards of behaviour.

I, _____ (student), agree to abide by the behavioural expectations described below, in order to

- respect the bus driver and other students and their property at all times,
 - not engage in any behaviour that will put the driver and other students at risk.
1. I will remain in my seat for the entire journey, and only get out my seat when the bus reaches my designated stop.
 2. I will not eat or drink or smoke on the bus.
 3. I will not be in possession of illegal items or substances on the bus
 4. I will not throw any objects inside or out of the bus.
 5. I will not have any part of my body out of a window.
 6. I will not do anything that may distract the driver.
 7. I will use acceptable language when speaking with the driver and/or other students.
 8. I will remain properly dressed and wearing shoes while travelling on the bus.
 10. I will follow the instructions of the bus driver and bus controller (teacher) at all times.
 11. I will not get off the bus at any point other than at my scheduled stop.
 12. I will not do anything that may result in damage to the bus

Agreement: I agree to abide by the conditions of this Code of Conduct and understand the consequences if I do not.

My Bus Route is : _

My Rapid Number is: _

My Address is : _

Signed : _____
Student Parent/Caregiver Bus Controller for NSC
Date: Date: Date:

Action in the event of the Code of Conduct being broken :

1. First incident: a recorded verbal warning. The verbal warning is recorded by the driver and acknowledged by the signature of the student and/or a witness. The school is advised by the next working day.
2. Second incident: a written warning, sent to the school by the following morning, to be forwarded to the parents/caregivers. The school will contact the parents/caregivers to discuss the incident and warn about consequences of further incidents.
3. Third (and any subsequent) incident: the bus service is suspended for the student for a minimum of one week and a maximum of one year as soon as verbal notification is received by the parents/caregivers. Written notification will follow.
4. In cases where student behaviour is judged to have put the driver and passengers at risk, the bus service may be terminated immediately for the student for the rest of the year without a series of warnings.

APPENDIX E - CAR CODE OF CONDUCT

NORTHERN SOUTHLAND COLLEGE 2018

CAR CODE OF CONDUCT: ALL STUDENT DRIVERS OF MOTOR VEHICLES

I, (full name, printed) _____ agree that

1. I will sign out/in at the school office if I use my vehicle during school hours.
2. I will follow the Road Code.
3. My contraventions of the Road Code while in school uniform will be reported to the Police.
4. I will have a valid driver's licence that I carry with me.
5. My vehicle will have a valid WoF and Registration displayed on the vehicle.
6. I will only park in designated student parking areas.
7. I will not have illegal items (eg alcohol, drugs, tobacco, pornography, weapons) in my vehicle.
8. I will only carry passengers in my vehicle if I and they have written permission from our respective parent(s)/guardian.
9. I know that all student vehicles are out-of-bounds during school hours.
10. My privilege to park my vehicle in the College car-park can be withdrawn if I do not adhere to this Code of Conduct.

Driver's Licence: Restricted / Full (circle one) Licence number _____

I declare that I have full permission to drive particular vehicles to school

Signed (student): _____ Year level: _____ Date: _____

Permission to carry passengers (full licence only) :

I, _____ parent / guardian of _____

hereby give permission for him/her to carry passengers in this car.

Signed: _____ Date : _____

APPENDIX F - STAFF CODE OF CONDUCT

This Code of Conduct refers to the

- NZ Teachers' Council Code of Ethics
- NZPPTA Code of Ethics
- NZEI Code of Ethics

1. The professional interactions of Teachers are governed by 4 fundamental principles:
 - a. Autonomy - to treat people with rights that are honoured and defended
 - b. Justice - to share power and prevent the abuse of power, and act without prejudice
 - c. Responsible care - to do good and minimise harm to others
 - d. Truth - to be honest with others and self

and also include paying particular attention to the rights and aspirations of Maori

2. Commitment to learners

The primary professional obligation of teachers is to those they teach

Teachers are expected to:

- a. Develop and maintain professional relationships with learners based on the learners' best interests
- b. Base professional practice on continuous professional learning and best practice, and knowledge about their learners
- c. Present subject matter from an informed and balanced viewpoint
- d. Encourage learners to think critically about significant social issues
- e. Cater for the varied learning needs of diverse learners
- f. Promote the physical, emotional, social, intellectual and spiritual wellbeing of learners
- g. Protect the confidentiality of information about learners that is obtained in the course of professional service, consistent with legal requirements

3. Commitment to parents/guardians and family

Teachers are expected to

- a. Recognise that they work in collaboration with the parents/guardians and family of learners
- b. Establish open, honest and respectful relationships with parents/guardians
- c. Involve parents/guardians in decision-making about the care and education of their children
- d. Respect lawful parental/guardian authority, and rights to information about their children
- e. Make professional decisions weighted towards the best interests of their learners

4. Commitment to the College and community

Teachers are expected to

- a. Be trustworthy and responsible
- b. Help prepare learners for life in the community

- c. Work collegially to develop the College as an appropriately democratic community
 - d. Teach and model widely-accepted positive values (including respect, accountability, integrity)
 - e. Accept responsibility for their own actions and judgements
 - f. Encourage community participation in the College
 - g. Ensure that the College is a safe place
5. Commitment to the profession
- Teachers are expected to
- a. Engage in continuing professional development
 - b. Contribute to the development of an open and reflective professional culture
 - c. Treat colleagues and associates with respect
 - d. Work collegially and cooperatively with colleagues and associates to promote student learning
 - e. Respect confidential information about colleagues, unless disclosure is required legally
 - f. Assist new teachers in the profession

NORTHERN SOUTHLAND COLLEGE

BOARD CODE OF CONDUCT

Board Members agree to abide by the following:

1. Members work together positively for the good of the school, through the contribution of their service on the Board
2. Members treat each other with courtesy and mutual respect
3. Members are loyal to the Board and school by supporting decisions, once they are made
4. Board members maintain the boundary between governance and management (ie at Board level for governance issues, or Principal level for management issues) and the distinction between them is respected
5. Confidences are respected
6. Specific issues (especially contentious or controversial issues) are to be raised with both the Board Chair and Principal for placement on the agenda, in order to maintain a climate of respect and collaboration between the Board and Principal (ie no surprises)
7. Only the Board Chair speaks publicly on behalf of the Board, unless a delegation of authority has been made
8. Members demonstrate practical and moral support for the school and its staff wherever possible (eg attendance at major events, etc)

Adopted 21 May 2013