WESLEY COLLEGE POLICY SUITE

Introduction

This Governance Framework provides the Wesley College Board with a clear structure for governing the College in accordance with its legal responsibilities, Methodist Special Character, Integration Agreement and strategic priorities.

The framework distinguishes governance from operational management. The Board governs by setting the long-term outcomes to be achieved, establishing the boundaries within which the Principal operates, and monitoring organisational performance. Responsibility for the day-to-day leadership and management of the College is delegated to the Principal.

As a Methodist State Integrated School, Wesley College is committed to providing an education that enables every student to flourish academically, spiritually, socially, emotionally, physically and culturally. The Board recognises that effective governance creates the conditions in which students are safe, valued and able to achieve their potential.

The Board is committed to child-centred governance. In every decision, the safety, wellbeing and best interests of students are paramount, and governance reflects the College's Christian values of justice, compassion, service and stewardship.

The purpose of this Governance Framework is to:

- distinguish governance from operational management;
- define the long-term outcomes the Board expects Wesley College to achieve;
- establish the operational boundaries within which the Principal exercises delegated authority;
- clarify the relationship between the Board and the Principal;
- promote effective stewardship of the College's Special Character, people, resources and reputation;
- ensure compliance with legislative obligations; and
- support continuous improvement in governance practice.

The Four Policy Categories

This Governance Framework is organised into four interconnected policy sections.

1. Impact Policies

Impact Policies describe the long-term outcomes the Board expects Wesley College to achieve for its students. They define **what** the College exists to accomplish rather than **how** those outcomes are achieved.

2. Operational Expectation Policies

Operational Expectation Policies establish the boundaries within which the Principal exercises delegated authority. They define the standards that must always be met while allowing professional discretion in operational leadership.

3. Board–Principal Relationship Policies

These policies define how authority is delegated by the Board, how organisational performance is monitored, and how the Board and Principal work together to achieve the Board's strategic intent.

4. Governance Culture Policies

Governance Culture Policies describe how the Board governs itself, including the standards of conduct, stewardship and accountability expected of Board members.

Continuous Improvement

This Governance Framework is a living document. The Board will review its policies every three years or as required to ensure they remain aligned with legislation, best practice, the College's Special Character and the aspirations of the Wesley College community.

Through effective governance and evidence-informed decision-making, the Board seeks to ensure Wesley College remains a learning community where every student is known, safe, valued and equipped to flourish.

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Wesley College Board Commitment

As members of the Wesley College Board, we are committed to governing with integrity, wisdom and stewardship in the best interests of every student and the wider College community.

As governors of a Methodist State Integrated School, in partnership with the Trust Board Proprietors (Hostels), we recognise that our role is to provide strategic leadership, protect the College's Special Character, and ensure that every student is safe, valued and able to flourish. We acknowledge that safeguarding is fundamental to our governance responsibilities and commit to placing the safety, wellbeing and rights of children at the centre of every decision we make.

In fulfilling our responsibilities, we commit to:

- Place children first by ensuring their safety, wellbeing and best interests are paramount in all Board decisions.
- Promote a child-safe culture where children are respected, their voices are heard, risks are actively managed, and concerns are responded to promptly, fairly and appropriately.
- Protect and promote Wesley College's Methodist Special Character, ensuring our Christian values of faith, compassion, justice, service, integrity and respect are reflected in our governance and decision-making.
- Honour Te Tiriti o Waitangi by promoting equitable outcomes for learners and valuing the diverse identities, cultures and aspirations of our community.
- Govern strategically by focusing on long-term educational excellence, student wellbeing, sustainability and faithful stewardship of the College's resources.
- Work collaboratively by acting with integrity, respecting the distinction between governance and management, and supporting the Principal through clear delegation, accountability and professional trust.
- Strengthen our governance through continuous learning, evidence-informed decision-making and regular reflection on our effectiveness as a Board.

Together, we are committed to ensuring Wesley College is a community where every student is safe, belongs, grows in faith and character, achieves personal excellence, and is equipped to serve others with courage, compassion and hope.

This commitment is to be signed annually by all Board members.

Section One	**Impact Policies**		
Policy Owner	Wesley College School Board		
Presiding Member	Mrs Patisepa Tālai'manū	**Signature**	
Approved Date:	27 August 2026	**Review Date**	December 2029

Introduction

Impact Policies are the cornerstone of the Board's governance framework. They express the board's expectations about the strategic difference Wesley College will make for learners, other stakeholders, and at what cost or priority.

These policies describe the outcomes that students should experience rather than the programmes or activities used to achieve them. Responsibility for determining how these outcomes are achieved is delegated to the Principal within the Board's Operational Expectation Policies.

Impact Policies are:

- **Outcome-focused**: They define the desired outcomes for learners, particularly in terms of achievement, wellbeing, inclusion, and cultural responsiveness.
- **Community-driven**: They reflect the values, needs, and priorities of the school's community, especially those identified through engagement during strategic planning.
- **Hierarchically structured**: Starting with a broad, overarching vision of success, they cascade into more specific outcomes that guide leadership decisions and resource allocation.
- **Accountability anchors**: They serve as the basis for monitoring the Principal's performance, ensuring alignment between governance, strategy, and results.

Together with the school's Strategic Plan, the Impact Policies create a coherent focus for school leadership, enabling the board to govern for equity, excellence, and the long-term success of all learners. These policies are reviewed every three years or as required to ensure they align with the evolving aspirations of the community and the school's strategic priorities.

The Board will monitor progress towards these impacts through strategic reporting, student achievement data, wellbeing information, Special Character assurance, safeguarding assurance and other evidence it considers appropriate.

General Impact Policy

Every student at Wesley College will flourish academically, spiritually, socially, emotionally, physically and culturally through an education grounded in Christian faith. They will leave Wesley College equipped with the knowledge, character, skills and values to make a positive contribution to their whaanau, church, community, Aotearoa New Zealand and the wider world.

These outcomes will be achieved:

- within the resources available to the Board;
- in a physically and emotionally safe learning environment;
- through high quality teaching and learning;
- in partnership with whaanau, iwi, church and community;
- while giving authentic effect to Te Tiriti o Waitangi and the College's Special Character.

1.1 Fulfilment of Educational Potential

Every student will be supported to achieve their personal excellence and leave Wesley College prepared for successful participation in further education, employment and life.

Students will demonstrate:

a) high levels of literacy, numeracy and digital capability

b) curiosity, creativity, critical thinking and problem-solving

c) resilience, perseverance, adaptability and confidence

d) effective communication and collaboration skills

e) leadership and service to others

f) healthy relationships founded on respect, integrity and compassion

g) the ability to think ethically and make wise decisions

h) preparedness for tertiary study, vocational pathways and lifelong learning

i) appreciation of cultural diversity and inclusion

j) an understanding of their responsibilities as citizens of Aotearoa New Zealand and the global community.

1.2 Safe, Inclusive and Thriving Learning Community

Every student has the right to learn in an environment where they are safe, respected, included and able to thrive. All members of the learning community value learning and human rights and support the learning and rights of others.

Students will experience:

a) physical, emotional, psychological, cultural and spiritual safety;

b) relationships characterised by trust, respect and care;

c) adults who consistently act in the best interests of children;

d) a culture where safeguarding is everyone's responsibility;

e) confidence to raise concerns knowing they will be listened to and responded to appropriately;

f) learning environments free from abuse, neglect, bullying, discrimination, harassment and intimidation;

g) equitable opportunities regardless of identity, culture, gender, disability, faith or background.

The Board expects that every decision made throughout the College reflects a child-centred approach in which the wellbeing, rights and safety of children are paramount.

1.3 Respect for te Tiriti o Waitangi

Wesley College recognises te Tiriti o Waitangi as a founding document of Aotearoa New Zealand and is committed to honouring its obligations through governance, leadership and educational practice.

Students will:

a) understand the significance of Te Tiriti o Waitangi;

b) develop knowledge of Aotearoa New Zealand's bicultural heritage;

c) value te reo Maaori and tikanga Maaori;

d) appreciate maatauranga Maaori alongside other knowledge systems;

e) recognise the importance of partnership, participation and protection;

f) demonstrate respect for Maaori identity, language and culture.

The Board will seek to ensure governance decisions reflect meaningful engagement with mana whenua, whaanau Maaori and the aspirations of Maaori learners.

1.4 Methodist Special Character

As a Methodist State Integrated School, Wesley College will nurture young people who understand that Christian discipleship is demonstrated through love, justice, service, integrity and the protection of the vulnerable.

Students will:

a) experience a community where every person is treated with dignity because they are created in the image of God;

b) understand that safeguarding and caring for others are expressions of Christian faith;

c) develop compassion, courage and moral responsibility;

d) learn to advocate for justice and protect those who are vulnerable;

e) participate in a College community where faith is expressed through relationships, service and stewardship.

The Board expects the College's Special Character to strengthen a culture of safeguarding, inclusion, belonging and restorative relationships.

1.5 Student Wellbeing and Safeguarding

The Board expects Wesley College to be recognised as a child-safe organisation where safeguarding is embedded within governance, leadership, culture and everyday practice.

Every student will:

a) be known, valued and protected;

b) have their rights, dignity and voice respected;

c) receive timely and appropriate support when concerns arise;

d) learn within a culture that actively prevents harm rather than simply responding to it;

e) be supported by adults who understand their safeguarding responsibilities and consistently place children's best interests at the centre of decision-making.

The Board expects that safeguarding is evident through:

a) leadership that models a child-safe culture;

b) continuous improvement of safeguarding systems and practice;

c) meaningful engagement with students and whaanau;

d) early identification of risk and vulnerability;

e) accountability, transparency and learning from incidents;

f) ongoing assurance that the College continues to meet recognised child safeguarding standards.

1.6 Community, Service and Leadership

Students will actively contribute to their communities through leadership, service and responsible citizenship.

Students will:

a) demonstrate servant leadership;

b) contribute positively to College life;

c) participate in cultural, sporting, artistic and service opportunities;

d) develop confidence to advocate for themselves and others;

e) understand the importance of stewardship of people, resources and the environment;

f) act with integrity both within and beyond the College.

1.7 Stewardship of Resources

The Board expects that all resources entrusted to Wesley College will be managed wisely in order to maximise positive outcomes for current and future students.

Resources will be used to:

a) improve educational outcomes;

b) strengthen student wellbeing;

c) sustain the College's Special Character;

d) provide equitable opportunities for all learners;

e) ensure long-term financial sustainability;

f) maintain safe, welcoming and future-focused learning environments.

Section Two	Operational Expectation Policies		
Policy Owner	Wesley College School Board		
Presiding Member	Mrs Patisepa Tālai’manū	**Signature**	
Approved Date:	27 August 2026	**Review Date**	December 2029

Introduction

Operational Expectation Policies define the boundaries within which the Principal exercises delegated authority. They describe the standards of leadership, decision-making and organisational practice that the Board expects in managing the day-to-day operations of Wesley College.

The Board delegates authority for the management of the College to the Principal but expects that this authority will always be exercised:

- lawfully;
- ethically;
- prudently;
- consistently with the Methodist Special Character of the College;
- with the safety and wellbeing of children as the first priority.

These policies establish the limits within which the Principal may exercise professional judgement. Within these boundaries, the Principal has the authority to determine the operational systems, procedures and practices necessary to achieve the Board's Impact Policies.

General Operational Expectation Policy

The Principal shall not cause or allow any practice, activity, decision or circumstance that is unlawful, unsafe, unethical, inconsistent with the College's Special Character, or contrary to the Board's Impact Policies.

The Principal shall ensure that all operational decisions place the safety, wellbeing and best interests of children at the centre of decision-making.

The Principal shall promote an organisational culture that:

a) encourages respectful relationships;

b) values children's voices;

c) encourages speaking up;

d) supports professional curiosity;

e) learns from incidents and near misses;

f) actively prevents harm rather than merely responding to it.

The Principal shall not fail to ensure every student experiences an education that is safe, inclusive, equitable and responsive to their learning and wellbeing needs.

Students shall experience:

a) belonging;

b) high expectations;

c) respect;

d) inclusion;

e) pastoral care;

f) equitable access to learning;

g) culturally sustaining practice;

h) protection from bullying, harassment and discrimination.

2.1. Expectations with students

The Principal will not fail to ensure the wellbeing of students in our care, so they belong, thrive, and achieve.

a) The Principal will ensure that there are procedures in place to protect all students and to prevent child abuse and neglect.

b) The safety and wellbeing of the student is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

c) The Principal will take all reasonable steps to recognise the rights of each student, including ensuring each student attends the school when it is open, and not cause or allow conditions, procedures, or decisions that are contrary to students' rights, or are unsafe, untimely, undignified, or unnecessarily intrusive to any student.

2.1.1 Child Safety and Safeguarding

The Principal shall not fail to establish, maintain and continuously improve a child-safe organisational culture in which every child is protected from harm and safeguarding is understood to be everyone's responsibility.

Accordingly, the Principal shall ensure that:

a) the safety and wellbeing of children is the first consideration in all operational decision-making;

b) child safeguarding procedures comply with legislation, recognised best practice and Methodist Church safeguarding expectations;

c) responsibilities are clearly understood by all staff, volunteers, contractors and Board members;

d) safeguarding systems are regularly reviewed to promote continuous improvement;

e) safeguarding risks are proactively identified, monitored and mitigated;

f) students are supported to understand their rights, personal safety and how to seek help;

g) students' voices are heard and considered in matters affecting their wellbeing and safety;

h) concerns, disclosures and allegations are responded to promptly, fairly and in accordance with approved procedures;

i) child safeguarding information is reported to the Board through regular assurance reporting;

j) safeguarding remains a visible and embedded part of the College's culture.

2.1.1.1 Child Safety Reporting

The Principal shall ensure that every concern regarding the safety or wellbeing of a child is taken seriously.

No employee, volunteer or contractor shall be discouraged from reporting concerns.

The Principal shall ensure:

a) immediate action where children may be at risk;

b) compliance with mandatory reporting obligations;

c) appropriate liaison with Police, Oranga Tamariki and other agencies;

d) appropriate pastoral support for affected students;

e) appropriate communication while maintaining confidentiality.

2.1.1.2 Reducing distress and minimising physical restraint

The Principal will ensure that will ensure the implementation of and operational compliance with s99 the Act and the 2024 Physical Restraint Rules and Guidelines, including the completion of best practice training by all staff who are authorised to use physical restraint.

2.1.1.3 Board to authorise

The Principal shall ensure that all non-teaching staff who may use physical restraint on a student have been authorised by the board and have undertaken appropriate training as required by Rule 12.

2.1.1.4 Use of physical restraint

Except as authorised under this policy, no staff member may use any form of physical restraint on our students.

Our Principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

2.2. Expectations with employees

The Principal will not fail to ensure that employment practices comply with all relevant legislation and uphold the board's obligation to be a good employer.

Accordingly, the Principal must not cause or allow working conditions that are:

a) Inconsistent with the principles of a good employer as defined in the Public Service Act 1988 and the Education and Training Act 2020.

b) Unfair, undignified, disorganised, unsafe, or unclear.

c) Inconsistent with the terms and conditions set out in any applicable collective or individual employment agreements.

2.2.1 Good Faith

a) The Principal will maintain a position of good faith in all interactions with staff. The Principal will not fail to:

b) Ensure that employees are not discriminated in a way prohibited by the Human Rights Act 1993.

c) Ensure all employees have their rights to personal dignity, safety, and access to an approved and fair internal grievance process.

d) Ensure that staff are aware of their responsibilities as school employees, to their colleagues, and to their employer.

e) Provide Protected Disclosure procedures.

2.2.2 Equal Employment Opportunities

The Principal will not fail to develop and execute an EEO programme that is available to all employees and report to the board on its implementation and compliance.

2.2.3 Remuneration and Benefits

The Principal will not fail to have an employment agreement for all employees. If a position is covered by a collective agreement, the provisions that apply to that position as prescribed in the collective agreement must be used. For positions for which there is no collective agreement available, an individual agreement is in place.

2.2.4 Safe Recruitment

The Principal shall not employ or engage any person who has not been subject to appropriate safety checking and recruitment processes.

Recruitment practices shall promote child-safe behaviours and values.

2.3 Teaching and Learning

The Principal shall ensure that teaching and learning programmes:

a) are evidence-informed;

b) are inclusive;

c) provide equitable opportunities for success;

d) reflect Wesley College's Special Character;

e) give authentic effect to Te Tiriti o Waitangi;

f) support excellence for all learners;

g) respond to individual learning needs.

These programmes must comply with any expectations for teaching and learning programmes in the Education and Training Act 2020, especially s127 and s90.

2.4 Methodist Special Character

The Principal shall not allow the College's Special Character to diminish or become tokenistic.

Accordingly, the Principal shall ensure:

a) Christian faith is authentically expressed throughout College life;

b) Methodist values inform relationships and decision-making;

c) chaplaincy and worship are supported;

d) the Integration Agreement is fulfilled;

e) staff understand their responsibilities regarding Special Character;

f) students have meaningful opportunities for faith formation and service.

2.5 Financial Stewardship

In relation to the actual, ongoing financial conditions and activities of the school, the Principal will not cause or allow the development of financial jeopardy or material deviation of actual expenditures from board priorities established in Impact Policies.

2.5.1 Financial Planning/Budgeting

Budgeting will not fail to reflect the board's Impact policies, risk financial jeopardy nor fail to show a generally acceptable level of foresight. Thus, the budget should not neglect to:

a) Reflect the impacts sought by the board.

b) Reflect the priorities as established by the board.

c) Comply with the board's requirement of a balanced budget.

d) Ensure adequate working capital.

e) Demonstrate an appropriate degree of conservatism in all estimates

2.5.2 Financial Condition

The financial viability of the school must be protected at all times. Therefore, the Principal will not:

a) Incur unauthorised debt.

b) Violate generally accepted accounting practices or principles.

c) Use tagged funds for purposes other than those approved.

d) Spend more funds than have been allocated in the fiscal year.

e) Fail to ensure all money owed to the school is collected in a timely manner.

f) Fail to make timely payment to staff and other creditors.

g) Sell or purchase unauthorised property.

h) Spend on single items beyond a board-established limit.

i) Fail to ensure that all relevant government returns are completed on time.

j) Fail to ensure that no one person has complete authority over the school's financial transactions.

k) Make any purchase:
   i. over $xxxx without having obtained comparative prices and quality.
   ii. over $xxxx without an adequate review on ongoing costs, value and reliability

2.5.3 Impact Focus of Grants or Contracts

The Principal will not enter into any grant or contract arrangements that fail to emphasise primarily the meeting of Impacts and, secondarily, the avoidance of unacceptable means.

2.6 Asset Protection

The Principal shall not cause or allow school assets to be unprotected, inadequately maintained, or unnecessarily risked. Therefore, the Principal will not:

a) Fail to insure assets.

b) Allow unauthorised personnel to handle funds or school property.

c) Subject plant and equipment to improper wear and tear, insufficient maintenance, or inappropriate use.

d) Fail to ensure the implementation of the 10-year property maintenance plan.

e) Fail to protect intellectual property, information, and files from loss or significant damage or unauthorised access or duplication.

f) Receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.

g) Invest or hold operating capital in insecure accounts, or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

2.7 Communication and Support to the Board

The Principal will not cause or allow the board to be uninformed or unsupported in its work.

Regular assurance reporting shall include:

a) student achievement;

b) attendance;

c) safeguarding;

d) wellbeing;

e) Special Character;

f) financial performance;

g) strategic plan progress;

h) health and safety;

i) risk management;

j) complaints;

k) legislative compliance.

2.8 Emergency Principal Succession

To protect the board from sudden loss of Principal services, the Principal will not permit fewer than one other senior leader to be sufficiently familiar with board and Principal issues and processes to enable them to take over with reasonable proficiency as an Acting Principal.

2.9 Risk Management

The Principal shall maintain effective systems for identifying, assessing and managing strategic and operational risk, including safeguarding, health and safety, cybersecurity, privacy, reputation, finance and property.

2.9.1 Health & Safety

The Principal will not fail to ensure that all reasonable steps are taken to provide a safe physical and emotional environment for all students, staff, volunteers, contractors, and visitors.

Accordingly, the Principal must:

a) Develop, implement, and maintain a comprehensive Health and Safety system that complies with all relevant legislation, including the Health and Safety at Work Act 2015.

b) Ensure systems are in place to identify, assess, and proactively manage health and safety risks.

c) Promote a culture of shared responsibility for health, safety, and wellbeing across the school.

d) Ensure all staff are trained and supported to meet their health and safety obligations.

e) Respond appropriately and in a timely manner to all health and safety incidents, hazards, and near misses.

f) Regularly evaluate and improve the school's health and safety practices.

g) Provide the board with scheduled assurance reports, including evidence of compliance, incident summaries, and actions taken to address any areas of concern.

The board delegates operational responsibility to the Principal while retaining governance-level accountability as the PCBU. Regular reporting enables the board to meet its due diligence obligations and maintain confidence that the school is a safe and supportive environment for all.

2.9.2 Workers Participation

The Principal will not fail to maintain a Health and Safety System that will ensure workers are regularly made aware of opportunities to participate in improving health, safety and wellbeing, including through health and safety representatives and the Health and Safety Committee.

The Principal will also ensure workers can raise any health and safety concerns directly with them.

2.9.3 Property and Equipment

The Principal will have systems that ensure all school property and equipment are well-maintained and safe to use, that staff are trained to use any school property or equipment appropriately, and that individuals are provided with the appropriate PPE wherever necessary.

2.9.4 Emergency Plans including evacuations

The Principal will ensure that the Health and Safety System includes plans for responding to emergencies affecting the school, including weather-related events, natural disasters and other threats to health and life. The Principal is delegated the authority to deal with all aspects of such events, including decisions to close the school if it is deemed unsafe to remain open.

2.9.5 Health and Wellbeing

The Principal will engage closely with staff and students to support a proactive approach to health and wellbeing with specific health and wellbeing programmes.

2.9.6 Induction, training and information

The Principal will not fail to ensure that a programme of induction is provided for all new employees and that staff receive professional development in health and safety that will strengthen the capability of staff to maintain a safe and happy work environment, including how to keep themselves as safe as possible.

2.9.7 EOTC provisions

The Principal will ensure that the Health and Safety System includes specific systems for ensuring that all EOTC events, including sports events, are safe for all participants and appropriately supervised.

2.10 Concerns and Complaints

The Principal shall maintain fair, transparent and child focused processes for receiving, responding to and learning from concerns and complaints

The rights, dignity and wellbeing of children shall remain paramount throughout every complaints process.

The Principal will ensure:

a) that the principles of natural justice are always adhered to, and all parties have a right to be heard and a right to be treated fairly.

b) that the process for raising concerns or complaints is clearly communicated and posted on the school website;

c) Staff are empowered and supported to respond to concerns and complaints effectively, including de-escalating situations where appropriate without minimising the concerns raised;

d) Advice is given to members of the learning community on how to formulate concerns and complaints;

e) that a complainant has previously followed the school's concerns and complaints procedure before a complaint is escalated to board level;

f) complainants are advised that concerns regarding the Principal's handling of a complaint, including whether the matter has been managed fairly, reasonably, and in accordance with board policy and legal requirements, may be referred to the board.

Section Three	**Board–Principal Relationship Policies**		
Policy Owner	Wesley College School Board		
Presiding Member	Mrs Patisepa Tālai'manū	**Signature**	
Approved Date:	27 August 2026	**Review Date**	December 2029

Introduction

As a Methodist state integrated school, the School Board, in partnership with the Trust Board Proprietors (Hostel), governs Wesley College on behalf of the Crown (Ministry of Education), the Methodist Church of New Zealand – Te Haahi Weteriana o Aotearoa, students, whaanau and the wider College community.

The Principal is the Board's Chief Executive and is responsible for the leadership and management of the College within the authority delegated by the Board.

These policies define the relationship between governance and management, establish the Board's delegation to the Principal, and describe how the Board will monitor organisational performance while supporting the Principal to succeed.

The Board is committed to a relationship characterised by:

a) mutual trust and respect;

b) transparency and integrity;

c) shared commitment to the College's vision and Special Character;

d) child-centred decision-making;

e) constructive challenge;

f) continuous improvement;

g) clearly defined roles and responsibilities.

The Board recognises that effective governance depends upon a strong professional relationship between the Board and the Principal.

General Board–Principal Relationship Policy

The Principal is a board member and, as the board's chief executive, brings specific professional knowledge and expertise to board discussion and decision-making to support their board colleagues in the governance of the school. The board's official connection to the operational organisation of the school, its achievements, and its conduct will be through the Principal. The Board's sole formal relationship with the operation of Wesley College is through the Principal.

The Board delegates authority for the management of the College to the Principal and will not interfere in operational matters except where required by legislation or Board policy.

The Principal is accountable to the Board for achieving the Board's Impact Policies while operating within the Board's Operational Expectations.

The Board expects that every exercise of delegated authority reflects:

a) the best interests of students;

b) the Methodist Special Character of the College;

c) the principles of Te Tiriti o Waitangi;

d) sound educational leadership;

e) lawful, ethical and prudent practice.

3.1 Board–Principal Employment Relationship

The Board shall act as a good employer and foster a professional relationship that enables the Principal to lead effectively. The board will ensure there is an employment agreement for the Principal and will adhere to all parts of the current collective agreement.

The Board shall not:

a) undermine the Principal's delegated authority;

b) place unreasonable or conflicting expectations upon the Principal;

c) direct staff other than through the Principal;

d) involve itself in day-to-day management.

The Board shall:

a) provide clear strategic direction;

b) support the Principal's professional growth;

c) maintain open and honest communication;

d) undertake regular performance review;

e) provide appropriate wellbeing support.

3.1.1 Principal Wellbeing

The Board recognises that effective leadership depends upon the wellbeing of the Principal.

Accordingly, the Board will, through the Presiding Member:

a) actively monitor workload and wellbeing;

b) encourage professional supervision, mentoring and leadership development;

c) ensure the Principal has appropriate support during significant organisational challenges;

d) promote sustainable leadership practices.

3.2 Governance and Management

The Board governs. The Principal manages.

Accordingly:

The Board is responsible for:

a) strategic direction;

b) policy;

c) stewardship;

d) financial oversight;

e) legislative compliance;

f) appointment and appraisal of the Principal;

g) monitoring organisational performance.

The Principal is responsible for:

a) educational leadership;

b) operational management;

c) staffing;

d) curriculum;

e) student wellbeing;

f) safeguarding systems;

g) implementation of Board policy;

h) day-to-day decision-making.

Neither party shall assume responsibilities delegated to the other.

3.3 Board Authority

The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. Only officially passed motions of the board are binding on the Principal.

- Individual board members' decisions or instructions, officers' decisions, or committee instructions are not binding on the Principal except in rare instances when the board has delegated explicitly that authority to them.
- In the case of board members or board committees requesting information or assistance without board authorisation, the Principal can refuse such requests that require, in the Principal's opinion, a material amount of staff time or funds, or are disruptive.

3.4 Accountability of the Principal

The Principal is the board's only formal link to the operation of the school, so that all authority and accountability of staff is through the Principal.

The Principal is accountable for school performance.

The board will view school performance as an indicator of Principal performance in so far as it is reasonable. Achievement of board-stated Impacts within Operational Expectations is a measure of Principal performance.

3.5 Delegation to the Principal

The Board delegates authority through written policy that prescribe the organisational impacts to be achieved, broad operational expectations, organisation situations allowing the Principal to use any reasonable interpretation of these policies.

Subject to Board policy, the Principal has full authority to:

a) establish operational procedures;

b) allocate resources;

c) make management decisions;

d) lead staff;

e) implement educational programmes;

f) determine organisational structures;

g) respond to operational matters.

The Board shall not unnecessarily limit professional discretion beyond that required through Board policy.

3.5.1 Delegation to Achieve Board Impacts

The Principal is delegated authority to determine the most effective means of achieving the Board's Impact Policies.

The Board will monitor results rather than prescribe operational methods except where specific legislative or governance requirements apply.

3.5.2 Delegation within Operational Expectations

Operational Expectation Policies define the limits within which the Principal may exercise delegated authority.

Provided these boundaries are observed, the Principal may exercise professional judgement in determining operational practice.

3.5.3 Reasonable Interpretation

As long as the principal uses any reasonable interpretation of the board's Impact and Operational Expectation policies, the principal is authorised to establish all further policies and procedures, make all decisions, take all actions, establish all practices, and pursue all activities. The principal's decisions shall have full force and authority as if decided by the board.

3.5.4 Amendments to Delegation

The board may review and change its Impact and Operational Expectation policies, thereby shifting the boundary between board and principal decision-making.

3.6 Monitoring and Assurance

The Board will monitor College performance through systematic and rigorous assurance processes rather than operational involvement.

Monitoring will be against:

- expectations as described in the Impact and Operational Expectation policies
- the board’s Strategic Plan and Principal's Annual Implementation Plan.

It will establish:

- whether Board Impacts are being achieved;
- whether Operational Expectations are being met;
- whether organisational risks are effectively managed;
- whether delegated authority continues to be exercised appropriately.

Monitoring exists to strengthen governance, organisational learning and continuous improvement rather than to assign blame.

3.6.1 Sources of Assurance

The board will acquire monitoring information by one or more of three methods:

a) By internal report, in which the Principal discloses interpretations and compliance information to the board.

b) By external report, in which an external, disinterested third party assesses compliance with board policies.

c) By direct board inspection, in which a delegated member or members of the board assess compliance with the appropriate policy criteria.

3.6.2 Board Judgements

In considering monitoring information, the Board will evaluate:

a) whether the Principal's interpretation of Board policy is reasonable;

b) whether sufficient evidence has been provided;

c) whether Board expectations have been met;

d) whether any additional governance response is required.

The Board will focus on organisational improvement rather than operational detail.

3.6.3 Reasonable Interpretation

When monitoring, the standard of compliance will be any reasonable interpretation of the board policies by the Principal. The board is the final arbiter of reasonableness but will always judge with a "reasonable person" test rather than with an interpretation favoured by board members or by the board as a whole.

3.6.4 Monitoring Schedule

The Board shall adopt an annual assurance schedule ensuring that every Board policy is monitored at an appropriate frequency.

Monitoring shall be proportionate to risk and strategic importance, with particular emphasis on:

a) child safeguarding;

b) student attendance and wellbeing;

c) educational achievement;

d) Special Character;

e) financial sustainability;

f) health and safety;

g) strategic priorities.

Section Four	Governance Culture Policies		
Policy Owner	Wesley College School Board		
Presiding Member	Mrs Patisepa Tālai'manū	**Signature**	
Approved Date:	27 August 2026	**Review Date**	December 2029

Introduction

Governance Culture Policies describe how the Wesley College Board governs, how it exercises stewardship of the College, and the standards of conduct expected of Board members.

The School Board recognises that governance is both a statutory responsibility and an expression of Christian stewardship. The School Board (School), in partnership with the Trust Board Proprietors (Hostels) are entrusted with protecting the long-term future of Wesley College, promoting its Special Character, ensuring excellent educational outcomes and safeguarding the wellbeing of every child.

Governance Culture Policies ensure that:

- The board operates as a cohesive and strategic governance body, not as a group of individuals.
- Board members act in accordance with legal, ethical, and fiduciary responsibilities, including those outlined in the Education and Training Act 2020 and associated regulations.
- The Presiding Member and individual board members are empowered to act within defined parameters to support strong governance and productive working relationships.
- The board's processes, behaviour, and decision-making are transparent, inclusive, and community focused.

These policies give the Presiding Member and board members the clarity to make any reasonable interpretation of the board's expectations when fulfilling their governance role. They enable the board to focus on strategic leadership while ensuring it models the values and behaviours expected throughout the college.

Governance Culture Policies underpin the board's effectiveness, enabling it to lead with integrity, uphold community trust, and confidently guide Wesley College's vision and direction.

General Governance Culture Policy

The purpose of the Board is to ensure that Wesley College achieves the outcomes described in its Impact Policies while operating within the Board's Operational Expectation Policies.

In exercising its governance responsibilities, the Board will:

a) place the safety, wellbeing and best interests of children above all other organisational interests;

b) protect and promote the Methodist Special Character of the College;

c) act as faithful stewards of the College's people, resources and reputation;

d) honour Te Tiriti o Waitangi;

e) govern in the long-term interests of current and future students.

4.1 Governing Style

The Board governs through strategic leadership rather than operational management.

Board decisions will be characterised by:

a) integrity;

b) courage;

c) wisdom;

d) servant leadership;

e) evidence-informed decision-making;

f) respectful dialogue;

g) collective responsibility.

The Board will remain focused on future outcomes rather than day-to-day operational matters.

4.1.1 Collective Responsibility

The Board governs as one body.

Every Board member:

a) shares equal responsibility for Board decisions;

b) supports collective decisions once made;

c) contributes openly and respectfully to discussion;

d) acts in the best interests of Wesley College rather than individual groups or interests;

e) maintains confidentiality where appropriate.

Individual Board members have no authority to direct staff or act on behalf of the Board unless specifically authorised.

4.1.2 Governance Through Policy

The Board governs primarily through clearly articulated policy.

The Board will establish policies that define:

a) the outcomes to be achieved;

b) the operational boundaries within which leadership operates;

c) delegated authority;

d) standards for governance practice.

The Board will avoid unnecessary operational prescription while maintaining appropriate accountability.

4.1.3 Child-Centred Governance

The Board recognises that safeguarding begins with governance.

Accordingly, the Board commits to ensuring:

a) every governance decision considers its impact on children;

b) the voices and experiences of students inform governance where appropriate;

c) safeguarding remains a standing governance priority;

d) child safety assurances are reviewed at every meeting;

e) governance promotes a culture where children are known, valued and protected.

The Board will actively promote a culture in which safeguarding is understood as a shared responsibility and an expression of the College's Christian values.

4.1.4 Board Discipline

Board members are aware of and comply with the government-mandated Code of Conduct for State School Board Members. The board will enforce upon itself whatever discipline is needed to govern with excellence, integrity and adherence to board policies. Discipline will apply to matters such as attendance, meeting preparation, policymaking principles, respect of roles, and ensuring the continuance of governance capability.

4.1.5 Board Development and Continuity

The Board recognises that effective governance requires continual development.

Accordingly, the Board will:

a) provide comprehensive induction for new members;

b) support ongoing governance development;

c) regularly review governance effectiveness;

d) encourage succession planning;

e) maintain appropriate governance capability.

4.2 Board Stewardship

The Board's role is one of stewardship rather than management.

It should provide leadership by reflecting the agreed aspirations and expectations of the school community and the Crown in board policy. The board is accountable to the community and the Crown on these key roles and will regularly report on progress and compliance.

The board is a continuous entity, regardless of changes in membership, and its policies and decisions continue to exist until such time as they are rescinded or revoked.

4.2.1 Relationship with the College Community

The school board will actively engage with its stakeholders. The board will actively seek to understand the aspirations of:

a) students;

b) whaanau;

c) staff;

d) alumni;

e) the Methodist Church;

f) the Proprietor;

g) mana whenua;

h) the wider community.

Community engagement will inform strategic decision-making while recognising that governance decisions remain the responsibility of the Board.

4.2.2 Monitoring and Assurance

The Board will monitor organisational performance through systematic assurance rather than operational involvement. This will be achieved through Principal reports, third-party monitoring and, where warranted, direct inspection, in order to be assured of successful school performance on Impacts and Operational Expectations.

4.2.3 Board Work Programme

To fulfil its role the board will follow a work plan that:

a) completes a re-exploration of Impact policies annually.

b) reviews other policies as appropriate.

c) continually improves board performance through board education and enriched input and deliberation.

The cycle will conclude each year on the last day of December so that administrative planning and budgeting can be based on accomplishing the annual implementation plan.

The cycle will start with the board's development of its workplan for the next year.

Consultation with selected ownership groups or other methods of gaining ownership input will be determined and arranged in the first quarter and held throughout the year.

Governance education and education related to ends determination (presentations by futurists, demographers, advocacy groups, staff, and so on) will be arranged in the first quarter, to be held during the balance of the year.

4.3 Board Meetings

Board meetings will follow the requirements of the Education (School Boards) Regulations 2020, part 7 of the Local Government Official Information and Meetings Act 1987, and reasonable and fair processes for agenda formation and decision making.

4.3.1 Legal Compliance

Board meetings will follow the requirements of:

(a) the Education (School Boards) Regulations 2020:

- a meeting to be held no later than 3 months after the previous meeting;
- no decision will take place without a quorum of a majority of members currently holding office being present;
- decisions by majority of members present, and casting vote if necessary, by presiding member;
- exclusion of a member who has a pecuniary interest in any matter or any interest that may reasonably be regarded as likely to influence them in carrying out their duties and responsibilities;
- validity of an unanimously agreed decision outside the meeting;
- an honorarium for attendance at meetings taking into account loss of income and childcare costs determined by a scale agreed by the board; and
- determination of time and place of next meeting will be made by the board, presiding member, or if necessary the Principal.

(b) part 7 of the Local Government Official Information and Meetings Act 1987:

- taking all reasonable steps to ensure that parents of students enrolled at schools that the board administers can readily find out, within a reasonable time before those meetings, where and when meetings of the board are to be held;

- making all agendas and associated reports available on request;
- excluding the public on allowable grounds under the Official Information Act;
- right and duty of presiding member to maintain order; and
- making the minutes of the meeting available on request.

4.3.2 Decision-Making

Board decisions will be guided by:

a) the best interests of students;
b) Wesley College's Special Character;
c) available evidence;
d) sound governance principles;
e) legal obligations;
f) long-term stewardship.

Where appropriate, the Board will seek consensus while recognising that formal resolutions remain the basis of governance decisions.

4.3.3 Meeting Agenda

The agenda will be set following the board's workplan.

Policy monitoring will be on the agenda if reports have been received since the previous meeting, if plans must be made for direct inspection monitoring, or if arrangements for third-party monitoring must be prepared.

A board member may recommend or request an item for board discussion by submitting the item to the Presiding Member no later than five days before the board meeting.

Throughout the year, the board will attend to consent agenda items as expeditiously as possible.

4.3.4. Decision-making process

The board may determine on a given issue whether to use formal meeting procedure or consensus decision making, taking into account whether the issue is strategic, high stakes, or requires a strong, united position, or is relatively minor or affecting relatively few. In any case the board will:

- allow fair opportunity of all members to participate in discussion;
- ensure that formal proposals before the board are clearly stated for final board consideration, and that resulting board decisions are clearly stated (and indicated in minutes); and authorises the presiding member to facilitate accordingly.

4.4 Presiding Member’s Role

The presiding member (PM) chairs the board meetings with all the commonly accepted powers of that position. The PM ensures the integrity of the board’s process and is authorised to carry out those duties that are delegated by the board.

4.4.1 Presiding Member's Role

The presiding members role is to oversee the work of the board. The PM leads the board to behave consistently with its own policies, rules and those legitimately imposed upon it from outside the school.

- Meetings will focus solely on issues that clearly belong to the board, to determine or monitor according to board policy.
- Information that is neither for monitoring performance nor for board decisions will not be discussed or tabled at board meetings.
- Deliberations by the board will be fair, open, and thorough but also timely, orderly, and kept to the point.
- Discussions will be facilitated to enable a collegial, robust, high-trust meeting culture.

4.4.2 Presiding Member’s Authority

The PM has the authority to make decisions under the board policies on Governance Culture and Board-Management Relationship as long as they can be shown to be reasonable interpretation of the policies except for:

- The employment or termination of the Principal and
- Areas where the board specifically delegates portions of this authority to others.

The presiding member will act as the board's connection with the Principal, to ensure the board acts as a “good employer” and monitor the Principal’s wellbeing and workload when implementing board policy.

4.4.2.1 Authority only by delegation

Except as delegated by the board, the PM has no authority to supervise or direct the Principal.

4.4.2.2 Board Representation

The PM may as delegated represent the board to outside parties in announcing board decisions and confirming the process being undertaken by the school in urgent or critical matters.

4.4.2.3 Delegation

Under the authority of the board the PM may delegate any part or all of these responsibilities.

4.5 Board Secretary

The role of the board secretary is to ensure the integrity of the board's documents, including minutes, policies, board information registers, and correspondence.

4.5.1 Board Secretary's Role

While the formal contractual arrangements may sensibly be handled by the Principal, the board secretary is accountable to the board (and their key functional relationship is with its presiding member).

The assigned result is to see to it that all board documents and filings are accurate and timely, including the following:

a) Meeting minutes that are an official record of the board's process and actions, particularly its resolutions and adoption of policies (board policies cannot be shown to have been created or altered except through the authority of the minutes).

b) A centrally-organised, accessible and visible collection of current policies, with clear indication of adoption date by the board.

c) Central filing of formal board correspondence.

d) Up-to-date board membership records, including ensuring and filing eligibility declarations, a board membership register (that records phone and email contacts, formal position on the board, membership type (elected, selected, co- opted, ex officio) date membership started, date member left board, expiry of term), and ensuring new board members (including the Principal) and new presiding members complete Appendix 2 to update Te Whakarōputanga records.

e) Information portfolio for each board member: Core documents that each board member should be given (Code of conduct, Key legislative requirements, Core policies, Strategic plan, Contacts list...)

4.6 Board Committee Principles

Board committees are to be used sparingly, preferably as ad hoc committees to preserve the board functioning as a whole, when other methods have been deemed inadequate, and so as never to interfere with delegation from the board to the Principal.

This policy applies to any group formed by board decision, whether or not it is called a committee. A board committee may include non-board members, but must include at least one board member. It does not apply to committees formed under the authority of the Principal.

A board committee shall be given a written terms of reference that describes the constitution, aims and delegations (including decision-making ability).

4.6.1 Board Committee Role

Board committees are to help the board do its job, never to advise or carry out the work of staff. Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. In keeping with the board's broader focus, board committees will normally not have direct dealings with current staff operations.

4.6.2 Board Committee Scope

Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order to prevent conflict with authority delegated to the Principal.

4.6.3 Board Committees Limit on Authority

Board committees cannot exercise authority over staff. The Principal works for the full board and will therefore not be required to obtain the approval of a board committee before an executive action.

4.7 Cost of Governance

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

4.7.1 Resourcing the Board

Board skills, methods, and supports will be sufficient to ensure governing with excellence.

a) Training and retraining will be used appropriately to orient new members and candidates for membership, as well as to maintain and increase existing members' skills and understandings.

b) Outside monitoring assistance will be arranged so that the board can exercise confident control over organisational performance. This includes, but is not limited to, a financial audit.

c) Outreach mechanisms will be used as needed to ensure the board's ability to listen to owner viewpoints and values.

4.7.2 Board Costs

The board will act prudently and only incur those costs necessary to ensure excellent governance including board member development.

The board will establish its Cost of Governance budget for the next financial year during the month of October.

a) Adequate provision in the budget for board member honorarium.

b) Adequate provision in the budget for training, including attendance at conferences and workshops.

c) Adequate provision in the budget for audit and other third-party monitoring of organisational performance.

d) Adequate provision in the budget for surveys, focus groups, opinion analyses, and meeting costs.